

# FLI

## Literacy Materials Development Workshop IV

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Islamabad (9-12 February, 2013)

### Main goals

- Follow-up on their progress since last workshop
- Completion of a group of instructional materials
- Recap of Primer theory and steps in lessons construction
- Introduction of non-literacy subjects
- Preview of upcoming tasks and training

### Facilitators

- Naseem Haider
- Muhammad Zaman

### Participants by language group

12 people from three language groups participated in this workshop:

<b>Hindko [hno] 4 people</b>	<b>Indus Kohistani [mvy] 4 people</b>	<b>Khowar [khw] 4 people</b>
Raja Tasawar (C) Raja Wasal Ahmed Arshad Ali Raja Aqil (attended LMD-1 workshop)	Talib Jan (C) Gul Muhammad (Sup) Mutabar Shah Rashid Hazrat Noman (new trainee)	Farid Ahmad Raza (C) Gul Muhammad Shami Atta Hussain Athar Javed Iqbal

### Topics in brief

#### 1. Follow-up on their progress since last workshop

##### 1.a Progress on field testing and editing of instructional materials

LG participants shared about the challenges and difficulties they faced, for example: Indus Kohistani said that they faced big challenges to find out local poets for rhymes and songs collection according to their standard and to find illustrators. Hindko had a lot of struggle for borrowed words. Each LG worked on the status update and the facilitators filled the percentage of completion, as follows:

### **1.b Progress on field testing of translated ready-made books provided to them**

In this session they were asked to share what kind of difficulty they faced and if they shared it in the community.

### **1.c Review of all previous work papers**

It was very important to review all the previous work papers, from LCT-1 to LMD-3, as they provide direction and time frame to each LG, according to suggested guidelines and their own plans. All LG participants agreed to revise them, especially the "program schedule".

## **2. Completion of a group of instructional materials**

### **2.a Finalization of 6 small stories with illustrations**

### **2.b Finalization of 6 listening stories with illustrations**

### **2.c Songs and rhymes**

### **2.d Completion of Pre-Reader**

## **3. Recap of Primer construction theory and steps in lessons construction**

### **3.a Ensure clear understanding of early reading acquisition theory and principles**

### **3.b Revisit Primer construction guidelines & difficulties in drafting lessons**

### **3.c First 12 Primer lessons**

In this session, all three groups worked on their primer lessons. They edited and polished previous lessons. Some groups slowed down the pace from two key letters to one per lesson. After every four lessons each team sat with facilitators and got feedback. They worked on new alternatives for revision lessons and filled out their primer progression checklists.

## **4. Introduction of non-literacy subjects**

### **4.a Overview of health, science, games, arts, songs & rhymes, social studies**

LGs received an Urdu handout on non-literacy subjects and read it within their group.

### **4.b Introduction to lesson planning and hands-on practice**

In this session the facilitators explained how to make lesson plans for non-literacy subjects in the first year. A sample lesson plan was written on the whiteboard, explaining each part in

detail.

## 5. Preview of upcoming tasks and training

### 5.a Demo of Big Book construction

### 5.b Identification and recruitment of teaching staff before teacher's training

## 6. Rekindling the vision

### Evaluation from participants

#### Feedback

All LGs said that this workshop was very helpful and they completed most of their pending work, especially after primer consultation sessions. They found all topics very useful. The workshop duration should be increased; it is very difficult to complete a lot of work in a short time. There should be enough time for each LG consultation check to make sure they complete their work

Appendix B

#### Photos

