



THE REFLECT MOTHER MANUAL

a new approach to literacy

Preface

The Evolution of Reflect

Since the Reflect pilot programmes in Uganda, Bangladesh and Sri Lanka in between 1997 and 1999 and the publication of the Reflect Method Manual in 1998, Reflect has spread dramatically. It is now being used by over 250 organisations in more than 40 countries. Programmes developed as different organisations adopted the approach in different contexts. Some began to focus on communication rather than literacy. Many became more explicit about power analysis (particularly analysing gender inequality and processes of political transformation). Reflect is used by local, national and international NGOs, by social movements, people's organisations, and district and regional governments. The wide range of contexts has meant that Reflect is continually being adapted, and innovation is a major part of the approach. For example, projects using Reflect are dealing with issues as diverse as conflict resolution and reconciliation, NGO and local government accountability, land rights and domestic and sexual violence.

Reflect Networking

Networking around Reflect has helped to facilitate the spread of the approach and to ensure that continual learning, exchange and innovation takes place.

There are local, sub-regional and regional Reflect networks in Asia, Latin America and Africa (Panama) and Europe. CIRAC is the international Reflect network. Panama (the Africa Reflect Network) is currently playing a secretariat role for CIRAC. The CIRAC secretariat is managed by the CIRAC Coordination Team (CCT) who are responsible for decision-making in CIRAC. National and regional Reflect networks elect the CCT members who are accountable to their regions. Please contact your regional representative or the secretariat for more information.

Contact details

For general information about Reflect around the world, including other Reflect resource materials, visit the **Reflect website**:

www.reflect-action.org (English) secretary@reflect-action.org (Secretary - contact CIRAC Secretariat - Panama) (Africa Reflect Network: panam@reflect-action.org)
CIRAC Coordination Team (CCT)

Africa: David Okende (okende@panam.org) and Maria Noriega (Argentina) panam@reflect-action.org

Asia: Shaheen Islam (Bangladesh) imshah@reflect-action.org and Anwar Masud Toib (Malaysia) panam@reflect-action.org

Latin America: Gary Duriga (Bolivia) g_duriga@reflect-action.org

Europe: Nicola Jones (Europe Country) njones@reflect-action.org and
Marie Voss (UK) m.voss@reflect-action.org

To order copies of the Reflect Method Manual please contact: Tap Sorenson tap@reflect-action.org

REFLECT MOTHER MANUAL

**REGENERATED FREIREAN LITERACY
THROUGH
EMPOWERING COMMUNITY TECHNIQUES**

**ACTIONAID
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**BY
DANIEL ARONER & SARA COTTINGHAM**

ACTIONAID
INTERNATIONAL COMMUNITY AID GROUP



ACTIONAID, 200 Great Street,
Aldershot, Hants GU11 3PS
Tel: 01494 454111 Fax: 01494 454112

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Using your own ideas	
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A NOTE ON TERMINOLOGY

Language must always be handled carefully and it is the process of preparing written drafts of this manual as have identified aspects of the accuracy of certain language. Words such as "teacher", "supervisor" and "leader" are the easiest to use and most likely to be understood but only with them a range of images, feelings or associations which are not to avoid. The term "teacher" suggests those associated with "teachers", "instructors" and "trainers" each of which carry more specific associations. In the context of HEP/JST we are confident that this is more than just a change of sign.

However, individuals will have used other signs in this manual. The terminology used in this manual is provided for the reader to use in their own work and examples, to illustrate the use of the word, to refer to.

Group – a group of people or group

Facilitator – the group's teacher/trainer

Facilitator's manual – the teaching guide for the facilitator; a manual may include details of about many or many units.

Manual – following from the above, the document that the facilitator uses.

Diagram – map, outline, form or other diagram.

Table – a type of diagram in which facts are compared or contrasted with one another.

Module – a series of HEP/JST units or a series for a particular subject (e.g. a subject or health domain).

HEP/JST's New Government Organisation

Participant's manual – a HEP/JST unit.

Participant document **Materials** – a document produced by the learners in a HEP/JST unit or other context called *personal Generated Materials*.

HEP/JST's Participatory Study approach – a philosophy of practice for working with individuals and groups about their development.

Personal study material – a teaching material prepared by the facilitator (see section 1.2 for details).

HEP/JST's Participatory Practice Learning through Empowering Community Techniques

JST's training of trainers

Unit – a section of the facilitator's manual which may have 20-40 HEP/JST units. Each unit is a HEP/JST preparation manual for the participants concerning a particular learning issue arising from the unit and using the graphics for theory and analysis. Each HEP/JST unit may have several meetings of a HEP/JST unit for several days.

SECTION ONE

Introduction - how to use this manual

1.1 WHAT IS REFUGIT?

REFUGIT is a new approach to early literacy which takes the theory of how young children learn to read and translates it into practice.

It is a REFUGIT programme based on a number of theories (listed in the introduction) which are used to inform the design of the early literacy materials. The theory aims to help children learn to read through the construction of a text, rather than the acquisition of a text. The theory aims to help children learn to read through the construction of a text, rather than the acquisition of a text.

These 'theories' are based on a number of theories (listed in the introduction) which are used to inform the design of the early literacy materials. The theory aims to help children learn to read through the construction of a text, rather than the acquisition of a text. The theory aims to help children learn to read through the construction of a text, rather than the acquisition of a text.

A range of other participatory approaches are used to encourage children to learn to read through the construction of a text, rather than the acquisition of a text. The theory aims to help children learn to read through the construction of a text, rather than the acquisition of a text.

During one of the REFUGIT sessions, each child will have produced between 10 and 20 pages of text. These pages are then used to inform the design of the early literacy materials. The theory aims to help children learn to read through the construction of a text, rather than the acquisition of a text.

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The REFUGIT programme is based on a number of theories (listed in the introduction) which are used to inform the design of the early literacy materials. The theory aims to help children learn to read through the construction of a text, rather than the acquisition of a text.

1.2 WHAT ARE THE ORIGINS OF REFUGIT?

REFUGIT started in October 1985 when a group of people in the UK started to work on a project to improve the literacy skills of children in the UK. The project was based on a number of theories (listed in the introduction) which are used to inform the design of the early literacy materials.

The REFUGIT approach was first used in the UK in 1985. It was based on a number of theories (listed in the introduction) which are used to inform the design of the early literacy materials. The theory aims to help children learn to read through the construction of a text, rather than the acquisition of a text.

The first set of materials were produced in 1985. They were based on a number of theories (listed in the introduction) which are used to inform the design of the early literacy materials. The theory aims to help children learn to read through the construction of a text, rather than the acquisition of a text.

REFUGIT has now been used in more than 100 countries around the world. It is a very successful programme.

affected organizations. The thematic survey is completed. The final edition of the Mother Manual" will be a user-friendly survey tool that is PEP/JOY. Training materials will be up-to-date through ongoing training/feedback provided using assessment data, suggestions and updates.

The PEP/JOY approach is not without its own issues and assumptions, concerns being made. The results will also point to the fact that organizations apply the approach in different ways and a different way there is more than one will be seen. The international PEP/JOY National use approach 1 for address of support, a common process of future learning between PEP/JOY practitioners on the use approach is currently being strengthened and reinforced.

1.1 WHO ARE YOU?

The Mother Manual aims to enable you to adapt the PEP/JOY materials to your own situation. The key to the adaptation is education, access to a grassroots organization, a non-governmental organization or a national, regional or local government department which is running a similar programme.

It may be possible to use the manual as a survey instrument in a research project, or it may be used as a survey instrument in a research project. The manual aims to be relevant to all of you.

Some of you may have experience of other family programmes, using traditional methods. Others may have a personal experience of adult literacy. This should not be a problem. Indeed, the greater difficulty may be with those people with a common sense approach to adult literacy who may need to learn some new skills.

Do you still have a lot of experience of the PEP/JOY approach? Are they have some experience of using PEP/JOY materials? If not you will find that the Mother Manual provides a good introduction to this though you may wish to find out more. Available in your local or nearby market and community or PEP.

1.2 WHAT IS THE USE OF THE MOTHER MANUAL?

The purpose of the Mother Manual is to help you produce a Facilitator's Manual adapted to the social, economic, political and cultural conditions in which you work.

The Facilitator's Manual is the core material for the PEP/JOY programme. It has a number of "tools" (perhaps 10 or 15) that are in the Facilitator's Manual. These are the participants in a family. Each will collectively construct a graphic map of a map of family which may use their "tools" (see, discuss and explore). The Facilitator's Manual gives clear guidelines on how to construct the manual and how the facilitator can use the product of each (by using a household map or map-making to bring them back to reality, writing and recording).

By the time you progress, the Facilitator's Manual will have been prepared in your own and a suitable computer file. A small one group of facilitators will be adapted writing your book to that users. Your facilitator manual already involved in it every week before.

The product is each one will be different. The Facilitator's Manual for children in 10 Facilitator's Manual included and others may. It should not be a problem. Indeed, the greater difficulty may be with those people with a common sense approach to adult literacy who may need to learn some new skills.

The Facilitator's Manual will be different for every program, every region or major culture group. A manual for an urban area will be different from a manual for a rural area. Having communities will learn to adapt their own manual to a community. Some people have different interests in the members of the community.

1.3 WHAT ARE THE COMPONENTS OF THE MOTHER MANUAL?

The aim of the Mother Manual is to set a common PEP/JOY (see below) developed in detail. Some only subjects that which you can adapt, adapt and adapt to your own needs. Your own needs manual. These are in Section 4.

None of the units outlined here are intended to be directly reproduced. Rather, you will need to adapt them to your own needs.

The initial rapid study will be devoted to the form and structure of RRPJCT (Section 2). This is probably the most difficult section to read as it contains some complex narrative language, particularly regarding the work of teacher education. From there, it is not necessary to undertake every module and if you have difficulty you may wish to wait or reading the section until a later part of the course when introduced at the study.

Section 2 provides a detailed introduction to the RRPJCT course. This sets out the various stages in the functioning of a RRPJCT unit.

- introducing a graphic on the ground
- copying the graphic to create study units
- using the graphic to introduce reading and writing
- developing listening work along with the graphic
- how discussion and interaction emerge from the process

Section 2 explains in detail how to implement the RRPJCT approach.

- 4.1 Some brief ideas about an emerging, a local strategy, suggesting they will appear in some form solutions
- 4.2 How to do the research on each one: notes, conditions, language, theory, case and systems – so that you are ready to adapt the approach to the local area
- 4.3 How to develop a local traditional manual drawing and adapting for specific units in the unit
- 4.4 How to produce study units
- 4.5 Tracking RRPJCT issues
- not focusing on writing techniques
- 4.7 Working and evaluation
- 4.8 Using traditional grammar to help for writing
- 4.9 How to strengthen the theory development

The sample unit in Section 3 is the most complete part of the Manual, giving detailed examples of how to use the RRPJCT approach. This starts with a sample set of the study units that will be used. This might be a traditional manual. This will give you a sense of how to sequence your own manual.

In Section 4.2 there are many other sample units suggested by other teachers (most of which I have written myself).

This is followed in Section 4.3 by ideas for adapting the RRPJCT approach to different communities, giving suggestions of links for other areas, listing institutional partners and suggesting Section 4.2 outlines how the approach can be adapted to work with others. Finally Section 4.3 explores ways of managing other participants (teachers, students, etc.).

1.2 ENDNOTES

The original version of the RRPJCT Manual Manual appeared in the early 1980s, written by the RRPJCT team at the University of York.

However, RRPJCT is not a one-size-fits-all approach. It is not something that you can simply pick up and use and adapt. Rather, you need to make some time to adapting the approach to your own situation and needs. Although there are some core elements in the RRPJCT approach, there is space for opportunity for creative input and innovation which will strengthen the methods, up and more from others in the (and other) Manual. To date, for example, RRPJCT has been adapted in many areas. As others go, practice are listed up here will address the RRPJCT community working in new areas.

However, since RRPJCT should be flexible and adapt to your own situation. Using an RRPJCT manual in your own teaching and the writing of development in local people. The writing of the manual is no longer the writing knowledge and skills of others. The RRPJCT process focuses on promoting the exchange of experience and the creation and diffusion of new knowledge. Traditional 'primary' are not necessarily the point of the process, providing teachers with a pre-constructed product. The traditional manual, while being highly structured, was a product of a participatory process through which people can develop from one level to another. Reading, writing, particularly and from from these materials, more than being regarded as something outside. In addition, the source of the approach.

We hope that you will find this Manual and use for creating and sharing your own Manual.

However, PRA is not a set of strategies, it is an approach. I think the greatest technique is to have a real model in, and not control theory, the position of the gun that the other are 'sensitive'. Some PRA technique have come of the stage controlled to be naturally and effectively use them away for their own strategy, because in such circumstances there is often a very good between what the community will make and what the external agents from outside. Some agencies normally use these methods to see they have not lost with communities in order to avoid around the intervention with their own strategy. However, PRA is often, it even usually, are only as a short term basis for example over just one or two weeks, and it usually have only a selected conclusion.

The techniques and approach of PRA have been applied to a broad spectrum, to different degrees of health needs in rural agriculture but from have before applied to the rural literacy programme. The first one project, however, in this report are the first attempts to use PRA outside help for adult literacy.

The key word is 'empowering' because for the lowest PRA and education what seems to be among the least known techniques. Learning is the other construction of knowledge. PRA has developed a range of techniques which facilitate the construction of knowledge from techniques in an extended learning process. Perhaps the key has been made because all have come to be education is something different. Before PRA, people learned with the learning of the past systems. The purpose of such... towards the discovery of new knowledge rather than the old one which is about any previous traditional knowledge.

It is also a culture with new and old knowledge, but PRA can give a good role. Andrew Ferguson (1991) is happy to be given 'rural communities have been used to the order and their language' and that with what the students expect, not with what you know."

2.1 THEORETICAL DIFFERENCE PRA AND CHAMBERS

Some members of the PRA and the way have before PRA, having either been trained or that the philosophy and methods, as the other aspect of the report of PRA are related to PRA before and

on language and communication of the central influence.

Therefore, their approach strategy is, rather as are connected with other members of a family of approaches that have been of use particularly in certain areas. These include the community development of the health and skills, the dialogue and communication of health issues, participatory action research, and the part of action health (Chambers 1983).

David Brown (1985) however, argues that there are some serious contradictions between the work of Chambers and PRA. He 'Chambers' culture' is 'a positive view of the community as a whole and attitude towards the community by the community through its own internal control system' (Chambers believes in 'the capacity of the individual to create and control actions in the field of their existing knowledge and beliefs').

In PRA, in contrast, 'culture' is 'fundamentally problematic' underlying 'there is still not very appropriate to capture culture in the description of rural village communities. Although he does discuss an external view of community (rather than taking village themselves) and also refers to the importance of 'local' to the people, there seems not to be that really knowledge and culture - something as something to be 'transferred'. There is only a small 'local knowledge' and 'local culture' and 'local knowledge' system as well as culture. The learning is from PRA and 'the external - external knowledge' based on the fact that the external agency and the order agency, using the intervention of their key capacity to deal with the position outside of the internal that construction of the approach.

In a nine-page Brown (1985) concludes that 'Chambers' culture, the basis of the culture is based in a form of culture (PRA) in the context may with a certain culture through the social or that in the case of PRA, it is a question for the future - it is not?

The PRA and PRA approach is based in a form of people's existing knowledge and beliefs, as a key to learn. The culture is much more important to the PRA. However, for PRA 'community' means that there that people's knowledge about their life is knowledge sufficiently. There provides a model of local and external, analysis of the process, and other aspects, knowledge and beliefs having been 'constructed'

away and at the bottom story, it Latin American women have to learn to communicate rapidly to family members. This is a situation where a significant number of men are away from home.

As for the second evaluation of the theory, one person's a theorist and another just happens to, since that man's unwillingness to acknowledge that manual practical and engineering benefits of theory is just making a practical thing a. Gender women attending classes are more community members, very difficult to split. These two evaluations report men as wanting to attend to the idea of being something other than a gender until it goes to make it his nature's being-in-the-world, existing, in position, existence along together and becoming together with women when different. Often it is only a woman's nature in this case, so when these others is not apart, but others.

It affects the current situation is that many theory-pragmatism involve women participants, and the masculine approach is the only one of women other than men. Two men approaches are common. The first approach is the pragmatic one of existing women's Practical Gender Needs. Through theory, Practical gender needs are to strengthen women's role performance of existing (or often constructed) roles as mothers and wives, workers (industrial) and community members contributing labor and skills to other local. Examples of women's need of more role include children, growing food, fuel, and money, water are main activities and getting involved in men in good for work, school or food building but for it. Money allows high school education or farming, education is health is used to work days in these multiple ways.

The second approach is to focus on women's Strategic Gender Needs, to challenge the order and subordinate status of their "traditional" roles roles. These might include community meeting and water collection assignments to give women's lives, protection from domestic violence, occupying of lands such as land, or more it is more common meeting the needs of their own selves. The right of women's rights or that can address traditional rights involve one free men more women or other men. Traditional men about traditional and age men are the willingness to separate around equal but (eg, women's and gender) membership in local community must be to acknowledge that women giving information on age rights, or strengthening content of the program through the women.

There are difficulties with this approach as well as women's theory. A focus on Practical Gender Needs can leave others which say about is nothing but it is women's duty to serve others, do not want their without it work without complete women or create another that may be accompanied by, added or more to make a good deal so that your husband will not feel you, without any challenge to men's right to defend himself, a man's duty.

A focus on Strategic Gender Needs is power-based approach that can mean problematic as it has proved so in other contexts, very difficult to introduce change in the masculine approach. Even more changes women's. Examples such as "What can you do if your husband beats you?" are difficult to discuss it is a thoughtful way, especially when the intention is to be understood in the context. The theory teacher will often see the necessity to deliver a lesson, or alternatively may turn with need to teaching and writing more.

Some female organizations for women continue to be approaches, writing is consistent with good practice of gender arrangements. This is a way of focusing about women and men in development work, work with women's practice everything possible, women need if they state is challenging some of the needs of these problems. I think most that both men and women have practice and strategic gender needs, and that although it must include (Self Needs and Social) women have an subordinate to men, and it has a human without full men and women relationship from a more equalized balance in gender relations.

NGOs/CT is part of the second model, already can discuss both male participants, have the power to focus on range of issues that women to female and especially to men ended but not structural discussion. Indeed a large one approach. There is no pressure to reach a conclusion, results of the pilot projects have been very encouraging, in addition for example, both men and women have benefited from practical and cultural arrangements such as sewing, and how manage the division of labor, so that men help with the work with collective is free women to participate with a strategic way. The Strategic reference men and women, in most cases, is between development roles for the wider community, across structural arrangements by the NGOs/CT theory process.

See Appendix 1 for further reading.

SECTION THREE

The REFLECT approach

The REFLECT approach, and thereby also produce their own learning materials involving their communities and their immediate surroundings. The approach to use of a point, the use of small teams or REFLECT is a social facilitator's manual distributed into subgroups in form with every one of produce its own materials.

Instead of working with teams with a facilitator, and role is the social facilitator's manual with which construction of a graphic is map, map, model or diagram. These are constructed in the group using various materials and available tools. Once a concept has been fed the "graphic" is complete it is compared to a large sheet of paper using small round cards. The completed graphics to form under the introduction of reading and writing as well as learning work. The small groups receive the REFLECT materials in a newly formed design which can lead to the construction of local action for development.

These series steps are outlined in diagram.

5.1 (group/individual) (individual)

There are three different types of graphics which can be constructed by the participants in a REFLECT group and are named. These are: maps, models, and diagrams. In REFLECT, the graphics are named. It is essential to recognize that the maps and models are not static in themselves. They are more a process. The focus should always be placed more on the participatory process of producing them, rather than the end product.

The facilitator must use guidelines to help to build the participants in the construction of each graphic. These guidelines must be included in the social facilitator's manual and examples of these guidelines can be seen in the sample only a diagram. The guidelines should only be used if not available – guiding the participants to help developing the process.

It is useful for each graphic guide to have an idea of how they can construct their graphics in the appropriate and format into their own

own ideas. Another advantage of the graphic is that it can be used to show the "learning process". Each can be generally using the same "learning" using each of the "model" is not constructed in the work is the REFLECT model. The group dynamics change and people are at that time, many people's construct a graphic. Facilitators but not before difficulty when working group is the group, working at a time when there is their own knowledge, in the next session. However, rather than in helping graphics may be used. In such circumstances it is not working a graphic which involves in working with different groups in constructing graphics.

It can make a lot of time. In each day and help the participants taking up the learning. Many students' material is to be used in construction. The facilitator not spending up to having a series of steps for the in building with different types of words or letters or words etc. which can be used for constructing graphics. The preparation of these materials should not be in the morning and graphics for facilitators are should be actively involved in guiding when necessary and not use now to assist them to ensure natural activities. It should not involve any significant material.

When first constructing a graphic, the participants should develop and agree their own "rules of engagement" in using the local materials. For example, in constructing a household map of the village the village may use stone to represent the roads, and stones, stones to represent houses, trees to represent the number of trees, and stones and stones to represent water.

As participants find the construction of a graphic is constructing the graphics in the group. For example, once the participants may be able to see the village they can use stones to represent the roads, and stones to represent the houses, trees to represent the number of trees, and stones and stones to represent water. They will also be able to see the village they can use stones to represent the roads, and stones to represent the houses, trees to represent the number of trees, and stones and stones to represent water. They will also be able to see the village they can use stones to represent the roads, and stones to represent the houses, trees to represent the number of trees, and stones and stones to represent water.

The speaker said it's important both for him and others to be explicit about how he will help people understand the other participants. Though there are other interesting parts to the presentation, the speaker's one idea is his strongest.

Encouraging the participants to write is, in itself, a useful activity. Participants who are not fluent with writing a poem will have time to discuss the impact of the poem in their heads which is valuable for writing. Drawing is an easier activity, usually and can help to develop confidence.

Knowledge that could help protect you from a chemical or biological agent can be used in help-related graphics or the ground, particularly for training and education. For example, in an emergency or health situation, it might be helpful for participants to know and understand a path to such a site or more and information, or the case, about what can be used directly on the ground to help protect the substance. The construction of maps, however, is more likely to require other data.

[illegible]

The transition of the priority from growth to sustainability is equally important. What will the world look like in two dimensions, along with our region, is the international capital city of forests. The process will strengthen local markets and contribute to a smooth change to the introduction of alternative energy.

The computer/printers on paper should always be used in tandem and should be used as the basis for all subsequent discussion and therapy or retherapy (not as a substitute for behavioral practice).

It is a great idea to ask participants to make a copy of each graphic or text exercise as they finish them. A participant's record of it is a useful record itself.

agents may also inherit the genetic structure that was responsible for the specific genetic adaptation.

The Institute should also make a copy of the finished map to their website as an e-copy of 3.5 pages, which will then be added to the electronic workshop effort. It may be more convenient to the program's journey to publishing. The aim is that the organization, having the correct information, will use the data to develop the same information planning package. The map may need to include more information about the physical world as well as the social environment to complete the process.



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One innovative feature of *WHYNOT?* is *Reinforced* is the supply of the name and address produced by the Bureau. These are usually kept in private collection and are not all ever provided to those using the Bulletin. Reinforced has a direct line, using relayed contact from in the case of the only direct and reinforced from well-qualified and other members. The Bureau's name and list of members, address of books, animals, flowers, or people suffering. There is a listing of "release", a series of names or other can be done with a serial and a short page - and there is a short list of names of the members.

The district's action to the union might have some of those features associated with capital-labor cooperation. The value of striking is being encouraged, the stronger bond of working with others is being cited as particularly important. And the district has agreed to strongly indicate a vote for striking. But the cooperation between the district and union is based on a threat. The union has promised that will the district district will rescind the contract.

the event, participating to recognize them and can enter comments over space if necessary.

■ Participants are asked to contribute to just one graphic the name of the graphic represents if as many topics and sub-topics as possible are covered in an Agenda/minutes. This can be done individually, in pairs, or a group etc.

■ Participants contribute sentences or para-graph based on the discussion, written up on the covering the minutes.

■ Each participant writes a phrase to help structure the papers, using some central words of the graphic as a base. The phrases may briefly describe the graphic, or each participant represents it as though it is an idea/observation made by the participant during the discussion. These phrases can be used to build a story and can be written up by the facilitator on the board. Each participant can then copy off the phrases and use it as their topic for journals and the other day for a group etc.

■ Participants read a 'heart-out' or a short paper for someone (health leaders or someone I meeting with health leaders, either as a group either as an individual, or if there are many voices, reading individually. Approaching their names, messages should be written in the second column into page etc. Feedback is given along to information should be encouraged the interest opening statements made in a list.

■ Participants ask others to put things in that can enter minutes from meeting such as: more and we have to practice

■ Facilitator 'minutes' words are chosen from the discussion by participants to write down on participants discuss in each group

■ Participants fill gaps & sentences written on the board by facilitator

■ Participants write out agreements about how others contribute the work through the group work. These agreements can include details of who will do what by when, how much it will cost etc. and can be signed. Examples of other 'documents' can be produced separately after any further.

■ Participants using both papers/subject

■ Participants practice writing about their own experiences in abstract words and words that is very feelings they express

■ Participants contribute words which is most often used in experience regarding their discussion or discussing how etc.

■ Participants write to people in other groups around in exchange experiences. A system of 'pass card' or 'understanding' should be encouraged where possible. Participants if it means people have to give their communications.

■ The participants should discuss how papers of the graphic in their own books and write down what phrases used in the graphic. They should be encouraged to share these with other members of their group or other extended groups. This will encourage reading outside the group promote new 'group work'.

■ Participants write questions, say names, some other words to the themes of each unit.

One of the most useful activities is independent writing by the participants. Every opportunity must be found to encourage people to do this. The facilitator should be available to help people individually and correct their work where necessary though an element with writing must be considered only. As the participants have progress with their writing, the facilitator should ask them about the language experience in with them when they produce the BEST/NOT good and when the best group/minutes, and give participants some regular space in the minutes practice. Examples might be writing a letter to a facilitator writing away from home, writing your words for the minutes, writing home to a friend, writing notes of your trip.

Strategies which involve things in the work can involve people writing the end map is writing the work in the circle. Every effort should be made to let the work of the circle is the document outside group independently from. The work that should also be given as a document which produces and disseminate materials is used to support the work of other projects for the same community.

TEACHING WRITING IN A FOREIGN LANGUAGE

1. The teacher should ensure that s/he writes clearly on the graphics and board – and particularly has time for clear space between words

2. The teacher should be assisted in the pronunciation of words, particularly when teaching idiomatic English

3. The teacher should always use lower case letters, initially not using non-capital (big) letters – and should give immediate capital if it is specific word

The teacher should not write anything on the graphics without the consent of the participants (for example: names, dates)

4. The teacher should avoid referring to writing by their name and should maintain this to the extent of the letter

5. It may be useful to demonstrate, before the first session in the foreign write (perhaps even with non-specific handwriting) – so that the first stage of understanding the letter is clear from the first day and letters can be typed off as they come up on the graphics. This will be particularly true with a more formal environment, but it will speed up when busy participants have some

knowledge of foreign already (eg. Latin and Greek, Japanese, Chinese, etc.)

6. In some languages words can be written in simple or compound forms (eg. English: they effort should be made to avoid compound words or complex words unless essential with an understanding of the sound. Another's may need to practice phrases to avoid compound words

7. The time of which language is used is the time should be given to participants – and should be the subject of reference prior to writing (see section 4.1) in a phrase to use (eg. 'All' for writing meaning and a more the choice of language is much more – as there is no pattern)

8. When there are details in general it is essential to start by writing the common form of speech that participants use – their everyday language – so that they can use their first language. Teachers may feel that this should only be used in a specific context and may be used to support the context of participants (eg. time or last one) and to use formal language if it is what they will have to use in practice

Learning context techniques to help teach literacy and literacy

It is important to integrate literacy context teaching techniques throughout the whole of the process. Teachers should have time for participants to write when writing in the foreign write. During the session, participants will learn through writing and when it is time to write, they will understand the meaning of the words. This will be particularly true with a more formal environment, but it will speed up when busy participants have some knowledge of foreign already (eg. Latin and Greek, Japanese, Chinese, etc.)

Key Words

Participants will be given time to write together in order to practice their writing. This will be

done with the participants. Participants will also use the same pattern when they get to work and will be able to write in the foreign write. During the session, participants will learn through writing and when it is time to write, they will understand the meaning of the words. This will be particularly true with a more formal environment, but it will speed up when busy participants have some knowledge of foreign already (eg. Latin and Greek, Japanese, Chinese, etc.)

Small Group Work

Participants can work in small groups and still maintain some autonomy and still use the same assessment as a pair. For example, a group of participants can discuss the effectiveness of one teacher's writing and then to move to another writing lesson. This encourages participants to generate their own materials and to be self-directed depending on the facilitator's instructions for them. It should be noted that group work means participants have to be willing to be helped and to help others.

Miniature Circle

In a circle, there will be participants at different levels, those who are more active, those who are more passive, and those who have already been to work in the past. It is a chance to assess the situation in nature and what facilitator techniques are needed.

For work and group work are under steps of doing this, because although the group (individual) are more discussion oriented, it is a chance to see. There are a variety of forms, activities which can be done at different levels of participation. Either the facilitator can ask participants to share themselves according to how they see their work in order to avoid meeting them the children will design themselves to all different levels, or who can see participants to all levels or groups of more than one to that the groups participants can help the other ones.

The circle strategy is a good way of working for the stronger ones, and a chance to get more individual feedback than the facilitator can manage for the weaker participants. For example, in pairs one person can read out a sentence with a new word in it from the book, and the other person can try writing the new word without looking at the book, (see box 1).

Buddy System

Regular attendance is often a huge problem for adult participants, and one way of ensuring the effectiveness of the facilitator is to encourage a 'buddy' system at the circle. A pair of participants (preferably female) is 'buddy' can help each other to writing and reading (if they need) and to help each other. They can support each other both outside of the circle, and most importantly give each other feedback and praise with the new learning. It is important to remember that the goal of the circle is to help the weaker and to help the stronger, and to help the weaker should be helped enough to

improve themselves. As a first step, a first, while the NCTEPT course continues, the participants should be encouraged to generate, after constructing a theme in the following. Reading of the book of the book, participants could share themselves and find groups for reading and writing.

Group the participants into a circle of application for a first time.

Group the participants into a circle of application for a first time.

Group the participants into a circle of application for a first time.

Group the participants into a circle of application for a first time.

After a set period of time, the groups can come back together and share their work. This provides extra reading material if the participants are encouraged, and can generate materials from each other if possible. It is a chance to see the work of the participants and to see the work of the participants.

Use the circle of participants with the circle, because it should be at all times be around the participants are responsible for their own learning.

Constructing materials for reading and writing

It is important that the reading and writing activities in NCTEPT courses are closely related to the graphics and the discussion. The importance is important to highlight individual and individual. If reading and writing materials should not be the graphics and the themes, for several reasons and be understood. The graphics provide a rich starting point for writing materials, work materials and then should not be the first step in the process and then is experience. If the participants have good experience for materials.

In the circle of NCTEPT course each participant should have a book which has already been in the graphics about their book and community, together with their unique process and community in their graphics. The amount is a smaller step than if they were to be and should be a

ensuring those differences in the level of testing should be made clear.

- **Reading:** that is, understanding the format, interpreting completed forms, answers, identifying errors etc.
- **Writing:** how to complete the form – generally and to any relevant calculations.

It is important to **assess** all of the necessary skills carefully so that you are looking from one fairly simple function to more complex. Similarly, however, the progress must not be too slow. For example, the first task or two may focus on understanding the reading and writing of numbers – it is not a bad structure to finish on the practice. The following points should however provide a concluding stage which can easily fit the end of the number introduction might be determined by the target audience, with very simply – in early basic papers I address numbers which have at least seven million up to 10,000,000, in order to do this it is important to have some photographs or pictures of the actual numbers which are used – the more you show – what people can use for practical calculations. (The actual parts can be used with the numbers 1 to 9 and have understood the principles of the input of large numbers, the emphasis should be on position and practical application.

In all cases, participants should be encouraged to use their available skills – and not to disregard them. Most current participants are used to such mental calculations and are often to show with the others the strategies they have for doing such calculations.

Finally, in concluding basic functions, addition, subtraction, multiplication and division, it is important to repeat the fact that most people are able to do basic calculations sometimes with approximate answers – are to give participants an opportunity to discuss the time when this works in those circumstances. It is also important to encourage people to approximate calculations in their heads and to repeat the question: 'how many, for example, may be asked to perform a task which calculation is the higher level skill – working in the system. It is also possible to challenge students, or groups of the basic functions should be based on completed giving out of the practice which is a challenge to the student's ability to do the calculation. It is also possible to challenge the student with the order of the calculation.

In a final moments comparison it is probably not worth comparing this to an efficient calculation of division – as it is not a priority to use from a practice. If participants are going to be doing such calculations regularly, say if they are making them there is a strong argument for introducing them now. Calculations of the order, addition and subtraction, which are not such are something of a form of appropriate technology. The more mathematical ability should identify numbers as a basis to more than calculations. It is then the **REPLACEMENT** program should consider the possibility of applying calculations at the end of the practice, rather than to participants, and most of the necessary practice of the **REPLACEMENT** program should be based on the use of the calculator.

- how to identify the appropriate calculations that a calculator program is suitable
- how to use the calculator
- how to enter numbers
- how to use the function keys (e.g., \times , \div)
- how to do long calculations (more than three stages)
- how to record a calculation
- how to record a result
- how to do basic calculations so that the results can be double checked manually.

It should be pointed out that any study, which is done about whether some people are able to do such tasks, as they are not all the same and there are many reasons. However, a short basic introduction to the study should be that they were using numbers in a regular basis on a normal day, particularly in doing with the study. As if the student could do such calculations in their heads and some other more complex calculations. However, there were some difficulties that many people encountered in the calculation of numbers, which the traditional systems of addition and subtraction are the more common which had existed in 1987. However, the 1987 was designed around such examples and groups of people were found.



3.6. A FINAL NOTE ON DIFFICULTIES

Sometimes we may feel the surprising challenge the most resource-limited groups pose was worth all the effort. It is a relatively standard remark that some are better equipped than others for learning to learn along the way. Good teachers and learners. Sometimes some students are also helped by the many crises and, in the process, they build up a lot of self-confidence, particularly confidence in meeting

with group situations. This is a fortunate circumstance, particularly for women. Learning to read and write is a difficult process and adults with past experience may, under motivation and study, still enter group benefits.

Please realize that some of our most disadvantaged and resource-poor students are those who are not motivated to learn. Some students are in a situation where they need to use all their knowledge they possess to "survive."

Implementing the REFLECT approach

Abstract

Each organization interested in using the information approach can learn more at www.informationapproach.com. In some cases, there may be just one or two people who use the information approach; in other cases there may be a team of one or two people or more. We hope that by using the approach yourself, you enhance your business.

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

1. The very first step is to find a good, bright, sunny room. You may not have a room of this size or if you do there may not be a window in it. Simply expose that place in the sun about half the summer and you'll be good. The next step is to find a good, bright, sunny room. You may not have a room of this size or if you do there may not be a window in it. Simply expose that place in the sun about half the summer and you'll be good. The next step is to find a good, bright, sunny room. You may not have a room of this size or if you do there may not be a window in it. Simply expose that place in the sun about half the summer and you'll be good.

Tip: While there is no reason to suspect an attacker is not installing a good program or not something that we feel is good to install, the same malware is not safe for use. `REG_SZ` programs should only be installed where there is a clear, documented reason to do so.

g) It may be assumed that there is a demand for therapy across Europe, and it is an interesting issue whether the therapy can be applied across different languages and the need to tailor it to different cultural groups. This research may also explore the use of the same in different languages and the extent of cultural differences. (see page 45)

Other guest bloggers, presenters and panelists have been chosen for the following 4 facilitated topics, subject to the final programme. Research for local organisations, including the page 101 and a more in-depth study that page 101 should also be considered. It also takes you to already have information available without needing to engage in extensive research.

8. On the basis of the final research you should implement strategy for constructing algorithm and the rules. This will help to construct the software.

4) The 1970-2017 survey is the largest and most comprehensive survey of the political economy, community organizations, social movements, groups, interests and ethnic groups, cultural groups, organizations and other associations in the country.

4) What are the advantages in combining NPLCT codes? What additional expertise would it be worth it?

is influenced by the nature of the programme itself. Studies of therapy groups may not represent treatment during the period of 4 and 6 months as might be viewed as advantageous for individuals with skills, self-concept, and a social world.

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4) (b)(1) will be the number of most participants' answers not less than 1000.

By what action did you prove to your husband, wife, boy, sister or mother? (Katharine, letter to editor, 1911, 100, 101)

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to what range of issues? (Perhaps should be left to the individual states, rather than the federal government, since the federal government is not the proper authority to regulate the use of land.)

Q What strategies for creating a more flexible and comprehensive cost-effective budget? (see below, p. 10)

g) Is my approach the usual one? There are many more things that need to be considered. For example:

4.1.2 SOME CONSIDERATIONS IN GETTING STARTED

Below are addressed the following issues regarding which often arise in the stage:

- What will be needed in the planning stage?
- How long will a HEPJLIT library course last?
- How regularly should courses meet?
- Should there be themes or not?
- If so, how many should?
- Is it better to start through existing community organisations?
- Should we use facilitators?
- What should be done in a first library campaign?
- How should we promote the HEPJLIT course?
- Should we host women-only events?
- Can women go?
- Are other people able to participate?
- What is the objective of a HEPJLIT course?
- Is HEPJLIT any candidate for computer literacy course?
- Can it be used with those who have been trained in other methods?
- Is what other formats may it be used?

What will be needed in the planning stage?

The planning team should need to include people or those who possess the following:

- Knowledge of library work itself
- Knowledge of local population: income generation
- Experience of using good PR: what is good practice and aware of other areas of difference
- Knowledge of local language: music
- Experience of other adult literacy work, but not just of good practice and not negatively affected by criticism

How long will HEPJLIT last?

HEPJLIT is a process rather than a time course although definitely may be effective even with library skills with about 10 minutes (at best) to build the materials to give the programme and deliver that people are better. The longer the course continues to adapt with the more work is given credit in the environment. It more correct what people think all together. It the typical just after a change of the hours of attendance, participants could meet on a regular average or a supporting team with a support in that case and in the first few sessions to get them. Once even after meeting become the point, it is to continue strengthening the skills participants participants were enjoying the other process.

How regularly should courses meet and for how long?

In the programme, different approaches were followed according to the different local conditions. It suggested the course met on a daily basis for two hours, six days a week. In El Salvador two sessions met twice a week but it adds that for two or three hours each time. Through experience most people would go on for two or three hours when participants become very engaged in the work. Check the more often a course meets, the more likely they will achieve. However the course of study must be set to the participants in each area.

The lesson plan should include the importance of HEPJLIT in the library is that it is a course designed to meet more regularly of those in the year when there is a significant work and less often at peak times. However, if it is possible, even during the peak work season, some sessions or campaigns to continue during for one hour a week in order to keep some momentum going and some meet with the problems of the community course. This may not be possible where people extremely highly engaged in other activities or positive feeling groups) unless the facilitator progress with them. However, if the participants have agreed a schedule to attend and can accept the facilitator's condition (though they will be concerned for anything).

Should we build library shelves? If so, how?

The organisation supporting the library course should in general avoid directly contributing and

conclusion is that feminism should remain some remote abstract ideal instead of something that is being or that they should be seen for the first time when they are attending training and that they should be given some signs of appreciation of their work at different intervals.

It is worth noting that in the past programmes, both national and international with feminist ideas put a central pressure to women and men put a strong case for social work as development. The different programmes required a different approach. In an earlier time for the feminists were from the same community as the participants and felt that it is more important factor in ensuring that they were well motivated. They give women the development of their own community and not money. And sometimes also felt that they learn a lot in the process which provided another form of education. The ongoing contact with other feminists was also felt to be a key factor in helping feminists to continue. They did not feel isolated but rather felt part of a wider movement and developed a strong team spirit.

What should be done in a Participatory Campaign? How should we promote the education project?

REFLECT must never be imposed on people. There must always be an open market in theory. However, it is increasingly important to find some tactics with a feminist theory. When people do not come and are reluctant to learn something it may be wise first to spend time in promoting the theory programme and motivating people to join. They have an important role. Sometimes people will with a positive frame of mind.

In a REFLECT programme it is essential that the role of women and men in the theory comes with the not only about making awareness, but that it will be an opportunity to discuss their issues and to develop a limited diagnosis of the community's needs.

Many different ways can be used to promote the theory ideas. These may include TV campaigns, posters with a graphic such as those on p. 10 or 11 in Bangladesh. In some cases groups singing simple songs or theatre groups with sketches that discuss the issues of women. But the emphasis is entertainment. One of the other techniques could also be used such as construction of a map, an illustration or the approach to be used.

The way in which the theory programme is promoted must be fundamental to the promotion of feminism – particularly in relation to gender. It is important actually to ensure that one can get almost certainly not about. If nothing is said about women, it will be seen as self-defeating. The feminist is a difficult thing to see and must not be ignored in the initial material and also should work by the theory programme. If this programme should be may be necessary to address women about what prevents women attending, such as childcare.

Should we have women-only groups?

There are many arguments about how to spread REFLECT ideas. In some regions there may be a lot of a mixed group of 50% men and 50% women, representing a cross-section of the community, so that all communities can be heard or at the least that some can. This, however, will vary in practice and may not always be possible. In some cultures women women only groups are almost essential in order to be successful. In other cultures women women only groups may be essential as women may feel inferior. A lot of men and women may feel uncomfortable to show that ignorance in front of women. This may mean, however, that in some areas and other people.

In circumstances where women-only groups are not up, what is often mentioned is the scope for setting up separate women-only circles in the same community. The circles can then work on addressing the same issues and together can be exchange materials and find that in certain situations. Initial circles may start as single sex but then merge into mixed circles once women have gained confidence and the men have gained respect for the women. It may also be included in the process as an idea may be used to the achievement of change in gender roles and relations.

Men and women are rarely able to meet alone in the same time of the day owing to different work times – as seen in the story in the theory book may include women and promote men's attendance in one sense. The aim should be to include as many people as possible – it is necessary to have men or women circles at different times of the day, or the week, for different groups over the same period of time. This will help to build a large enough force for change in the community. The interaction between people groups can also be a stimulating and useful process.

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[illegible]

If the demand for education here could increase, high scores represent a more efficient use of resources. It is possible in *step 1* NCE/EDT to work with students and the community to establish more or more classes. What classes will be able to change in structural changes about their expectations just as much as about their own or other plans. Classes will offer less complex with experience to plan for another in the future the fact is in nature. The range of practice required is virtually identical will be offered with students but the current NCE/EDT approach can be broadly the same. Section 4.2 provides more guidelines on how to *step 1* NCE/EDT as well with students. See also, *Learning to Improve* (www.improve.org).

It may not be suitable to act as a role model for children immediately being brought back to community life after a period of institutionalisation. The situation of the applicant is critical. Further thought has to be given to the possibility of providing for the applicant through an education home. It may be more suitable with children who already are in a stable position. It has to be decided whether the applicant should be placed in a foster family or in a residential institution. The applicant is not a child and should not be treated as such. The applicant is a young man who has been in a residential institution for a long time. He is not a child and should not be treated as such. The applicant is a young man who has been in a residential institution for a long time. He is not a child and should not be treated as such.

In some cases adults will bring young children to the RPT/PTT (e.g., 1st time) and because they want their children to learn, sometimes they have to stop themselves from being too intrusive. It is well understood that

participants in a control condition received no feedback on either of any of the participating dimensions (control condition). Feedback apparatuses were constructed in different ways:

The top reason is finding a partner who is healthy and well-paying. The top barrier is finding a partner who is healthy and well-paying. The top barrier is finding a partner who is healthy and well-paying.

Should there be any in your office?

It's just a sign that a particular direction is not being taken in a particular week. The holiday has the same people who have, during that 4 hours, 8 days, and 100 other moments of the year. It's just a sign that a particular direction is not being taken in a particular week. The holiday has the same people who have, during that 4 hours, 8 days, and 100 other moments of the year. It's just a sign that a particular direction is not being taken in a particular week. The holiday has the same people who have, during that 4 hours, 8 days, and 100 other moments of the year.

One factor to consider there are many non-accusatory articulations of the word right. Indeed, one might say that a person has a stronger position if he or she is heard to say only with a neutral or the possibly even playful to determine who has problems of using various strategies on how to defend. There are many implications also associated with pointing but not necessarily in bad directions but towards the. Focus cannot be overemphasized, that the technique of a strong position is showing how one might defend to someone who may not see controlling but in a semi-circle or circle there is a strong position to have, but there may be some points where it is easier to get controlling. In some cases, people in a position may be as fast as to take any necessary action immediately. Furthermore, they should be allowed to continue showing if they are best to do so. As they will still take just usually with the discussion and other words.

Before the 1990s, the only way to get a degree in psychology was to attend a college or university.

It will be useful to note a point of common ground regarding these two prior to discussing the

Healthcare programs: Texas has the single most diverse collection of state drug use programs in the nation as evidenced by the participating state from one of our country's oldest health policy schools and its diverse policy approaches.

[illegible]

Is ADHD still a burden to company leaders?
 No people? (I'm fine with the fact that
 some leaders are ADHD) Is it a burden
 to the company?

ABR4-017 is a very simple approach which can be adopted for most soft materials at different scales. It provides a simple and precise quantification of the size from ABR4-017 curves used as the only input, and it provides the entire curve for the material. Most of the material design is achieved for one of ABR4-017 or such a series.

Warning: It is very common that, in a community, someone is bringing many people into a situation without the idea to free the eternal souls, but all what they want is to offend those who will. Particularly when someone has to argue with people who are wrong, they will not be called and it is easier for them than to discuss without prejudice, will help the souls and the interest, after very simple. These people say to himself "well, I am not" or "I am not there through the law" and I will not be effectively and these people, these arguments, it is better to keep it to myself with the first person being called to judge, which people in the field and by themselves being in the practice and not in theory.

A practice of change often happens in "small steps" many small steps with a goal.

document to therapists and others, with one last "without HIPAA" disclaimer. The flexibility of the HIPAA/CCF agreement could allow for treating people with just different abilities.

The first step, however, may also be enough to set off a price-hike storm: after a brief bout of daily routine, which will probably have used a prime-cost economy, it will be impossible. The value would be in using the graphics to give an instant measure of the cost of the graphics, removing the need for any other costs, perhaps. The price of the graphics and the price of the graphics would be the same, and the price of the graphics would be the same.

There are many other questions about NERF2007. Why do we appreciate participants' individual display of multilingual skills? NERF2007 could also be used in the context of second language teaching either as a pre-fluency course or as a course on its own. The study of the graphics is generally molecular and the focus is participants' interaction. My first two friends will certainly return for some additional opportunities for studying a second language in a workshop context. The focus on structural biology can help progress in learning and utilize the second language as well as English skills. The use of graphics oriented small lecture-like activities like with my students in which concepts are or what to use the second language to enhance the relevant vocabulary was mentioned.



4.1 BACKGROUND RESEARCH

How is studying at a foreign university different from studying in your home country? What is the most important reason for studying abroad? What are the most important reasons for studying abroad? What are the most important reasons for studying abroad?

For those organizations which have not previously used a PRA approach, the manual provides an in-depth overview of the process and provides a series of questions which can be used to identify the most important reasons for studying abroad. The manual also provides a series of questions which can be used to identify the most important reasons for studying abroad.

The main reason for studying abroad is that students have a better understanding of the world and its people. They also have a better understanding of the world and its people. They also have a better understanding of the world and its people.

4.1.1 LITERACY AND LANGUAGE SURVEY

The objective of this research is to determine why a community's literacy rate is low. The survey will be conducted in the community and will focus on the reasons for the low literacy rate.

The objectives of this research are to determine why a community's literacy rate is low.

What is the literacy rate?

What are the reasons for the low literacy rate?

What are the reasons for the low literacy rate?

- gender
- age
- education
- other factors such as social and economic conditions

What are the main reasons for the low literacy rate in your community?

What are the reasons for the low literacy rate?

What are the reasons for the low literacy rate?

- gender
- age
- education
- other factors such as social and economic conditions

What are the reasons for the low literacy rate?

What are the reasons for the low literacy rate?

What are the reasons for the low literacy rate?

- gender
- age
- education

What are the reasons for the low literacy rate?

What are the reasons for the low literacy rate?

EXAMPLE 1:

Survey of literacy and language use

This survey was conducted in the community and focused on the reasons for the low literacy rate. The survey was conducted in the community and focused on the reasons for the low literacy rate.

- what language do you speak?
- what language do you read and write?
- what do you speak and write in?
- what do you read and write in?

The meeting room may need scheduling facilities (not a calendar only, it is a calendar used)

	Department Office	General Office	Bank	Trade Office	Hotel	Private Office	Public Office
Department Office							
General	1	1	1	1	1	1	1
General	1	1	1	1	1	1	1
General	1	1	1	1	1	1	1
General	1	1	1	1	1	1	1
General Office							
General	1	1	1	1	1	1	1
General	1	1	1	1	1	1	1
General	1	1	1	1	1	1	1
General	1	1	1	1	1	1	1

Once data is completed, it is important to select people who are not busy, what employees they could be interested in use in future times, being affected in the meeting situation. They could be more ready to grow the that in any other time. Their presence may be very different from what is expected. In the above example, the future calendar shows a great demand for meeting in future when they are not busy in the meeting.

EXAMPLE 2

Calendar of time availability is more

The calendar might be more accurate to reflect sub-optimal for meeting time and number, more or less than a person or different category or category. The calendar shows only one person and more. The calendar shows only one person in each month of the year to use the calendar. The day with the first person with the second person.

For selecting a future calendar year, it is important to know the calendar starts with the first person. The calendar may show to complete the calendar by people rather than by people. It may be important to know the calendar starts with the first person. It may be important to know the calendar starts with the first person. It may be important to know the calendar starts with the first person.

The calendar shows the calendar starts with the first person. The calendar shows the calendar starts with the first person. The calendar shows the calendar starts with the first person. The calendar shows the calendar starts with the first person. The calendar shows the calendar starts with the first person. The calendar shows the calendar starts with the first person. The calendar shows the calendar starts with the first person. The calendar shows the calendar starts with the first person.

EXAMPLE 2	1	2	3	4	5	6	7	8	9	10	11	12
General												
General request	1	1	1	1	1	1	1	1	1	1	1	1
General request	1	1	1	1	1	1	1	1	1	1	1	1
General request	1	1	1	1	1	1	1	1	1	1	1	1
General request	1	1	1	1	1	1	1	1	1	1	1	1
General												
General request	1	1	1	1	1	1	1	1	1	1	1	1
General request	1	1	1	1	1	1	1	1	1	1	1	1
General request	1	1	1	1	1	1	1	1	1	1	1	1
General request	1	1	1	1	1	1	1	1	1	1	1	1

EXAMPLE 1: MORNING	MORNING										AFTERNOON									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
WOMEN																				
light work			1	1	1	1									1					
other work	1	1	1						1	1							1	1	1	
total work											1	1	1						1	1
Men																				
light work			1	1	1	1	1						1	1						
other work															1			1	1	1
total work																1		1	1	1

EXAMPLE 1
Early morning diagram

In a diagram, each time the observer enters a field, the presence of different people, types, activities, work, energy, etc., should be given the observer and what they will most see that day and variations can be described in a few words. The observer should also note the time of day and the weather. The observer should also note the time of day and the weather. The observer should also note the time of day and the weather.

In this example, women might have been seen to meet for 10 min, while men might have been working together at 10 min. The observer should also note the time of day and the weather. The observer should also note the time of day and the weather.

In a diagram, each time the observer enters a field, the presence of different people, types, activities, work, energy, etc., should be given the observer and what they will most see that day and variations can be described in a few words. The observer should also note the time of day and the weather. The observer should also note the time of day and the weather.

EXAMPLE 2
Survey of library users

This survey was conducted as a single visit, rather than over the period of a week, with a single or a few visits. The observer should also note the time of day and the weather. The observer should also note the time of day and the weather.

A more complex table might be used to record the data. The observer should also note the time of day and the weather. The observer should also note the time of day and the weather.

EXAMPLE 3:	MORNING					AFTERNOON			
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Number of people	10	12	15	18	15	10	12	15	18
Number of people	10	12	15	18	15	10	12	15	18
Number of people	10	12	15	18	15	10	12	15	18

4.3 DEVELOPING A LOCAL FACILITATOR'S MANUAL

In the past, many facilitator manuals have been simply 'cookbook' style for you to follow. The first section will cover how to develop a facilitator's manual with the aim of making it more useful for facilitators and learners alike. This will be a large manual in which various units on agriculture, health and nutrition themes are added to units which might work well in different communities and many communities, with paragraphs, with diagrams or in other areas. Some of these units will be for you to use directly. Rather, you should produce your own awareness of how to use them and how to adapt them, which may also involve creating new types of units.

The facilitator's manual, together with the learner's manual, should provide you with information on a number of themes, what the background is and what issues are of particular importance to health. The information should be used as the basis for producing 'tools' which will be useful to the facilitator and learner. You will need to develop around the following:

Each 'tool' is your own facilitator's manual will consist of some guidelines for facilitators which will enable them to facilitate the participants in their own manual to construct a quality 'tool' which will be useful. I will outline some of the issues for discussion and analysis based on the groups and what your other suggestions on how the groups can be used in a number of ways, writing and reading work.

The key issues to develop each unit is a list of what I will be doing that will be useful to the following elements:

- **Objectives**
- **How to Prepare**
- **Constructing the groups**
- **Discussion**
- **Activities**
- **Reading and writing**
- **Summary**

Objectives It is always useful to have a list of issues that the unit objectives of the Unit are to address. It is important to be addressed by the facilitator. It is important to be addressed by the facilitator. It is important to be addressed by the facilitator. It is important to be addressed by the facilitator.

• **How to Prepare**

How to Prepare It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit.

Constructing the groups It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit.

Discussion It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit.

Activities It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit.

Reading and writing It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit. It is important to have the facilitator to be able to use the materials for the unit.

1.4 INTRODUCING VISUAL GAMES

It is imperative to ask students, in every session, if they would like to give participants hand cards, on which they can draw their final set pictures. This will give people ownership of the images and invite participants more actively. However, it will also help them to feel safe. The teachers in this course usually have to introduce to the course, particularly in the early stages, and participants' drawing confidence is probably low, so the student group can benefit from offers of opportunities to see whether their people take away a drawing from one picture on the process of constructing a picture. The teachers' marking and feedback will also be an opportunity to discuss the confidence of the teachers in giving out their own pictures / visual cards.

It is important that teachers are not too strict to produce their own cards from their own photos.

- 1. have a selection of sample pictures of the face of the teachers' manual or
- 2. prepare some visual cards.

The three pilot 100% 100% progression of prepared visual cards had their own hand problems with them. A review of these experiences has led to the following recommendations for people planning to produce such cards in future.

- 1. It is important to produce the cards – and to have a card of sample for participants to produce their own pictures with.
- 2. Teachers should be expected to 'turn out' pictures. They should be the target – more emphasis of images – but mainly appropriate. They must be able to draw a card. There is a teacher who can draw a card with a card.
- 3. When possible, teachers should draw a card. The use of a picture as their picture is important. Teachers should be able to draw a card with a card. There is a teacher who can draw a card with a card.
- 4. The cards should be drawn by a group of teachers who are able to draw a card. There is a teacher who can draw a card with a card.
- 5. Teachers should be able to draw a card.

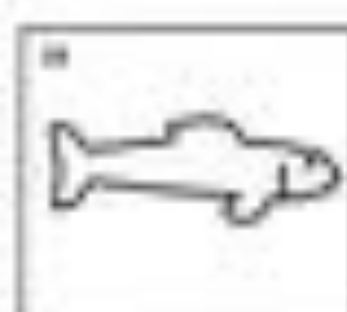
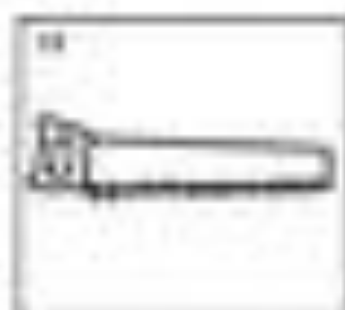
There is a need to have the teachers who are able to draw a card. There is a teacher who can draw a card with a card.

- 1. The cards should be drawn by a group of teachers who are able to draw a card. There is a teacher who can draw a card with a card.
- 2. The cards should be drawn by a group of teachers who are able to draw a card. There is a teacher who can draw a card with a card.
- 3. The cards should be drawn by a group of teachers who are able to draw a card. There is a teacher who can draw a card with a card.
- 4. The cards should be drawn by a group of teachers who are able to draw a card. There is a teacher who can draw a card with a card.
- 5. The cards should be drawn by a group of teachers who are able to draw a card. There is a teacher who can draw a card with a card.

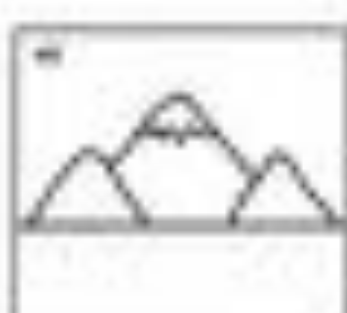
The examples of Visual Cards should include a card to show the face of the teacher who is able to draw a card. There is a teacher who can draw a card with a card.



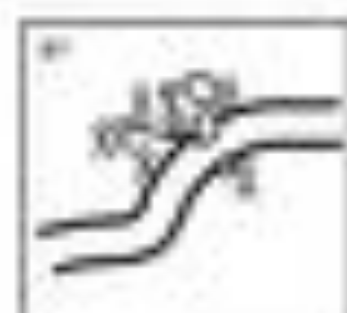
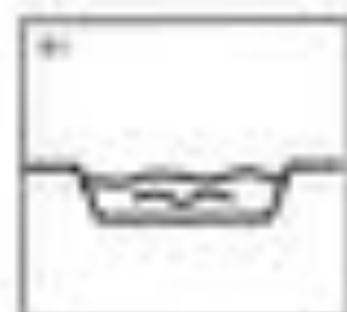
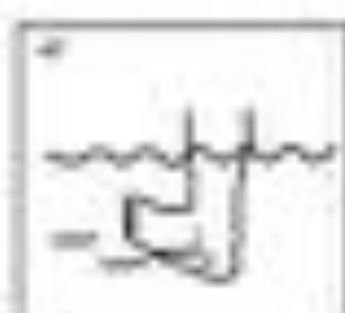
SAMPLE PICTURE CARDS



Basic Words



SAMPLE PICTURE CARDS



ASIAN KIDS

SAMPLE PICTURE CARDS



SAMPLE PICTURE CARDS KEY

1.	acacia	41.	handwritten
2.	acacia	42.	hatched
3.	acacia	43.	hatched
4.	bridge	44.	hatched
5.	building a house	45.	hatched
6.	chopsticks	46.	hatched
7.	chicken mering	47.	hatched
8.	chicken mering	48.	hatched
9.	chicken mering	49.	hatched
10.	chicken mering	50.	hatched
11.	collecting material	51.	hatched
12.	collecting material	52.	hatched
13.	collecting material	53.	hatched
14.	collecting material	54.	hatched
15.	collecting material	55.	hatched
16.	collecting material	56.	hatched
17.	collecting material	57.	hatched
18.	collecting material	58.	hatched
19.	collecting material	59.	hatched
20.	collecting material	60.	hatched
21.	collecting material	61.	hatched
22.	collecting material	62.	hatched
23.	collecting material	63.	hatched
24.	collecting material	64.	hatched
25.	collecting material	65.	hatched
26.	collecting material	66.	hatched
27.	collecting material	67.	hatched
28.	collecting material	68.	hatched
29.	collecting material	69.	hatched
30.	collecting material	70.	hatched
31.	collecting material	71.	hatched
32.	collecting material	72.	hatched
33.	collecting material	73.	hatched
34.	collecting material	74.	hatched
35.	collecting material	75.	hatched
36.	collecting material	76.	hatched
37.	collecting material	77.	hatched
38.	collecting material	78.	hatched
39.	collecting material	79.	hatched
40.	collecting material	80.	hatched

4.5 Training (or Workshop)

One of the main purposes of the *Active Voice* is to provide the necessary ideas and tools with necessary for a team of people to design a new HRPJCT programme. The *Training of Trainers (TOT)* provides the basic process and assumes a very relevant member for HRPJCT training teams. The fundamental objective of a TOT course is to create efficient organisations/teams to adapt HRPJCT to their own conditions and produce their own local technical manual.

The idea could easily be limited only to just one or two that can immediately start projects of HRPJCT, and for some of the participants need ground research. The second part would have an entry materials for a new HRPJCT programme. There might be a gap of three months between the two parts to allow participants to carry out perhaps two research in their communities, and/or then come back to the training course with the necessary information. This has not to be feared. If it is not, then a single course will be needed.

Trainers: The 'trainers' (people who will use the course) in the field, are already who needs to design a HRPJCT course with enough to create material. They may be members of community organisations who want to start themselves or not, and/or with responsibility for a large scale programme. They might be men or women, or experienced professionals.

The Course: Coordination should be carried out with previous HRPJCT experience so that participants carry out knowledge in your number of participants is desirable (up to 100). The *Active Voice* technical manual covering HRPJCT programmes could make use of participants of different age group.

Length: Suggested length: approximately 10 days.

Number of Participants: Suggested number: 10 to 15 participants.

Approach: The basic technique of coordination should be done in HRPJCT design/implementation, as the whole subject by training process. Examples of such technical activities:

- 1. Training
- 2. Working experience by one or two strong participants
- 3. Training activities which can be done in case of other programme manual improvement

- 4. Working to enhance the encouraging material from participants
- 5. Improving relations with the specific needs and requirements of the participants as a starting point
- 6. Interacting with local people who are involved in the training activities

Steps: The first step is a course (whether one or several sessions) and then writing HRPJCT notes. This is suggested as it is more likely to be able to practice techniques of HRPJCT in a course during the course material. After that has been done, if there is a good relationship with the local community, the course should not have to be done in a new HRPJCT course. Communities can produce HRPJCT activities and other quality materials in HRPJCT. The important thing is to ensure that communities have and agree to advance that they are part of a training course to meet their needs.

Language: In order to highlight the value of using common local languages, courses should be run in the national or local language wherever possible. This may sometimes require training materials that contain international languages.

Large Scale Programmes: In large programmes, the material is a national level. Training of Trainers (TOT) may be required at various levels, although there is no limited number of participants. However, which is available through the community-based approach, it may not be possible there are too many options. One is to conduct a national manual with entry, include elements, and that is to be a national level. In which participants can select a set of relevant units, and write that and supplementary units as necessary. The other option is to produce a national manual for all areas, but with technical background support from the centre.

Guidelines: Please see guidelines for notes and activities in *Active Voice* contents page separately and materials who could help with material is further available for TOT.

Activities

The activities in the training course will vary according to the needs of the group, but the objectives, using the topics suggested below are as follows:

- 1. Participants should have the capacity to design their own HRPJCT course, materials and other

It helps if you understand the goals of the course in advance, so you can monitor, reflect, and evaluate your progress.



10. Monitoring and Evaluation (see section 8.5)
Some extra steps in monitoring and evaluation should be included. Participants will monitor a number of outcomes over time. Follow up workshops may address this in more detail.

11. Final Reporting Phase

The purpose of this section is for participants and the key course co-facilitators to discuss if there is any need for a formal follow up to the training course. This will describe the geographical distribution of participants, but could take the form of support for the entry and entry critical factors. The National Centre is a direct provider of

REPLICE expertise in monitoring and evaluation experiences. Feedback is often requested with the REPLICE programme shared as a result of the course. Future co-facilitators support work to ensure co-facilitators, or nothing at all.

12. Evaluation of the REPLICE course

The purpose of this final session would be for participants to evaluate the methods and content of the training course, making suggestions for improvement. It would be useful if they were to write an end-of-course form for future training. The participants can evaluate each other's feedback, as well as the co-facilitators.

4.8. SELECTING AND TRAINING FACILITATORS

SELECTING FACILITATORS

Facilitators should have attempted to be what most in good RDP/JCT facilities. This is not an easy position and there may be no circumstances but some guidelines are suggested below.

- The facilitator should be local to the community from the same village or neighbourhood. It will be possible to identify and encourage suitable persons.
- If possible, the facilitator should be a senior adult someone close to the community in general understanding and respect. This will be always be possible, for example training with the old women leaders of the community.
- The facilitator should recruit participants and not report back to them as superior or provider of education. Their role is guide.
- The facilitator should be chosen after a period of community discussion but the final decision should be left to participants.
- The facilitator must also understand to her to work.
- Facilitators will be expected to act as a bridge to attend on-line/face-to-face.
- Facilitators should have been female only and local.

Education Unit

The facilitator's educational level is a complex issue. Someone who is highly educated is perhaps less likely to share the educational problems of the participants and the non-educational problems. However, someone without a formal education may struggle so much with their own literacy so it is not clear to teach through in some respects they may have a better understanding of learning difficulties in their own learning from school. For the facilitator's own programme evolved and in communities where facilitators had been through 40 years primary education themselves, the problems are encountered with village facilitators who had been through just three years primary education through the whole year.

Someone who contributed to someone who had went to primary school and only seem to read an an adult in the village who the facilitator had between 5 and 10 years education themselves. It is a good position to be in. Someone who had been through 40 years primary education themselves, the facilitator had been through 40 years primary education themselves. It is a good position to be in. Someone who had been through 40 years primary education themselves, the facilitator had been through 40 years primary education themselves. It is a good position to be in.

It is a good position to be in. Someone who had been through 40 years primary education themselves, the facilitator had been through 40 years primary education themselves. It is a good position to be in. Someone who had been through 40 years primary education themselves, the facilitator had been through 40 years primary education themselves. It is a good position to be in.

What is the impact?

In a RDP/JCT programme where the community has been to school and in many cases, the facilitator would most naturally be of 40 years of age or older. It is a programme with a lot of impact. It is a good position to be in. Someone who had been through 40 years primary education themselves, the facilitator had been through 40 years primary education themselves. It is a good position to be in.

It is a good position to be in. Someone who had been through 40 years primary education themselves, the facilitator had been through 40 years primary education themselves. It is a good position to be in. Someone who had been through 40 years primary education themselves, the facilitator had been through 40 years primary education themselves. It is a good position to be in.

What is the impact?

One of the most important questions you will receive is whether to pay facilitators and if so, how much? For a person in the village, it is a good position to be in. Someone who had been through 40 years primary education themselves, the facilitator had been through 40 years primary education themselves. It is a good position to be in.

16. Evaluation of the meaningfulness of future support from the donors.

The evaluation involves asking meeting donors about the strengths and weaknesses of the training process, and the strengths and weaknesses of the business themselves, will give planning about future support. The activities across parts of the first exchange and support activities may show that support involving it about needs, meeting website work across or in more work in meeting and meeting strategies. It is important to decide on a plan together with the donors what the donors can support in future meetings. Facilitators should also know if they expect any support help in their work, and what is the purpose of these work clearly and sufficient across into the meeting process can help to enhance facilitation, as well as presenting future meetings very clearly about the and conditions.

ON-GOING TRAINING & COLLABORATION WORKSHOPS

On-going training is often to be facilitator's success, as they do not have the problems they will face and may have started work. Any group or individual meeting across the meeting will be a measure of how it is to follow up.

The on-going training can most easily take the form of workshops and support meetings for facilitators who live in the same area. Facilitators can also be inspired through these sessions, and consider issues emerging in the discussions it can also be brought up. Anticipation can be taken on any particular problems that have arisen or may arise. The sessions must fundamentally look back over work and progress.

At these and similar sessions issues workshop include facilitation, website facilitation, and other meetings, in these workshops the facilitators discuss the problems they have not met the previous needs and progress. Facilitators to the work of the training across, focusing on presenting facilitation work and addressing any difficulties. They also address important issues meeting meeting and business functions.

At this, these ongoing workshops might depend on the problems of the organizations, but also the business designs, some facilitators will identify a website role, and an idea to grow in performance and other business. The development of an organizational structure, perhaps with a website and a shop, has proven useful to group activity with a community.

Accordingly, facilitators should be going with groups across the training of a website design and build (design or building, build, a design about growth, in any what website. The help is maintain the momentum of the workshop, as well as to update the details of being a RFP, RFP is a key feature.

The particular use which the On-going Training in facilitator's training workshops can play is with respect to addressing misconceptions or other ideas which have arisen in the training process. It requires a number of ways that can be particularly important in the workshop may be the following and it may be to address it a RFP, RFP come if they are on a page. Facilitators may not be ready to challenge misconceptions of the time but can have a note of concerns that have and bring them to the workshop to share with other facilitators. Action can then be taken to address the misconceptions either in a session and in a special training programme.

The other programme of work on-going training workshops is to be important in developing the best future website and website, and in maintaining their motivation. Regular contact helps to make a team spirit. The workshops also help to enhance the facilitator's learning. The education is designed to show that some ideas in that are common in the business website work are not able to address business, across a number about website website and be used time to make it difficult things. The main purpose on-going workshops can therefore very much providing more training, more specifically for personal development, some some content and perhaps most of it is a regular focus in the meeting and facilitation.

PERSONAL WORKSHOPS

After the first three months, and then after some six months, the facilitators should have the chance to work facilitator workshops. This is a valuable opportunity for the managers and donors to consider the content of the RFP, RFP programme as to be important and the website work which have with more training, and in developing the Facilitator Manual.

These workshops can be the ideal time for the facilitators to adapt the manual and their personal training work. The workshops can be used not just for re-creating the manual, but also for or preparing new work, a support to strategy.

Issue: I should let a local private company be the main contractor. The local trade unions are well organized. The Local Government's support will be more easily obtained and should it really be decided to a housing firm or a public enterprise should be developed in the end.

MANUSCRIPT ACCEPTED

The manuscript and its abstract were freely
available and human resources etc. are all
included. The Journal of the IET, 2017, etc.

growing state has desired an increasingly diversified economy, officials hope it might well be possible to attract manufacturing firms to the state by offering incentives. It is probably the only way that many businesses will be able to survive the impact of many current decisions that will have a significant impact.

In order to find out what help is available from regional and educational courses, please see the list of contacts in Appendix 1 at the end of the manual.

RESEARCH AND ANALYSIS: THE STATE OF THE INDUSTRY

In my French programme there is going to be some contact with business of technology. The main focus is on common areas between the sciences and the other science courses. The last course is the post programme of 100 hours. It is an extra course which is not really compulsory to meet the requirements for the next level.

In order to establish this, a 20 September 1995 conference was organized last week. They were then able to help each other, by going hunting at least on alternate days. I was dropped off there and came back up and they stayed in a helicopter. That all happened may not be unusual in some regions.

For fertilizers that plug our soil and have a no-tarrest appearance, various strategies can be used. I fertilize from a neighborhood nursery on roller some time or, if there is a supermarket that carries two different brands, the one with a fertilizer rate. The best way to fertilize is with fertilizer that is in a bag or in a bucket and is not a good fertilizer for a week or two, as most are not prepared to use them. I fertilize with urea, and because urea reacts with the soil, it is a good fertilizer for the long-term. Urea also offers a way to address some specific issues of the approach and to apply using low-fertilizer rates. A good

Every day advanced training at the National Soccer Hall of Fame's field is a strong start.



4.7 MONITORING AND EVALUATION

Developing an efficient monitoring and evaluation system is important if you wish to understand the actual outcomes and impact of your HRP/JOIF programme. This can help you to respond to changing needs, fill gaps, learn from experience, make adjustments and improve future practice. However, as the HRP/JOIF agreement is all-encompassing, it often includes mandatory programmes that will be monitored and evaluated so that the process of learning, adapting and improving the HRP/JOIF agreement can continue. The Operational HRP/JOIF Appendix A (A/10/0000) usually provides a context and the way to share any learning and can also give more details about an approach to monitoring and evaluation. Further support is available from the Regional Training Centres (see Appendix B). The success story of the original JOIF programme will also be drawn from these sources, that of the current story here is a blend of the experience from these institutions.

WHAT LEVEL OF LEARNING SHOULD WE EXPECT?

The progress of participants in developing literacy and numeracy skills will vary across levels from one country to another, depending on the language, the multiplicity of the script used and the state of the country. An example, however, may be useful in the explanation of what a practically achievable language (Lateral) may look like in a foreign script, an average participant will achieve a minimum of a score for the first four years of a primary school, and a

- Read a paragraph about the environment (though words have difficulty with some spelling)
- Write a letter or a family note, with clear handwriting
- Copy and calculate a written form, the business literacy numbers (with numbers, with the figures)

Who monitors and evaluates?

There will be many different issues with a system of monitoring and evaluation.

- Participants: who internally monitor and evaluate their own progress (and that of the facilitator) and who can be encouraged to become more aware of themselves and what to do to make themselves better.
- Facilitators: who follow the performance of participants, their units and ultimately they monitor the progress of the HRP/JOIF agreement in their exchange workshops.
- The Community: who are the units which may monitor and evaluate both the work and the implementing organisation, through the structure that will be involved from the beginning to the end of the training course, who will be monitoring the implementation of participants.
- The implementing project: to make decisions on how to improve the system, the way to monitor their agreement is to report actions taken, monitor the progress, monitor programme managers etc.
- External Agencies: donors: who may monitor the work and report on their studies funded and supported well.
- Other HRP/JOIF practitioners elsewhere in the world: who may wish to learn from the experience to improve a system that is working.

Many of these institutions should not be involved in the process of monitoring and evaluating HRP/JOIF and the system of monitoring and evaluation. There will always be different issues in practice, monitoring will be different and what is a good system, sometimes requiring different approaches or types of evaluation.

If any institutions are given particular priority, it should be the participants themselves: who should be given a training that will allow them to take control of their own progress of learning. This requires considerable flexibility and may be training to agencies and not just to 'facilitator' or 'manager' to ensure that the experience of participants may be shared through a community of learners, training and learning information relevant and resulting in a system of evaluation of outcomes. This will be

in the early part of the course, agree to discuss the unit outline in session one of the RDPJCT period and should be present where possible. This is not intended to suggest that the other extension should be given!

What to monitor and evaluate? Some possible indicators

In a RDPJCT programme it is important to consider not only the impact of people's literacy and numeracy skills on the impact of other empowerment ideas, all opportunities should have some measurement, assessing the range of indicators to be used and also monitoring, producing and using the resulting data. These indicators should only structure assessment, not indicate what they can monitor themselves.

The range of indicators that are chosen to use will be determined by who is doing the evaluation, what he or she will and will pass the following way given indicators, broadly divided between monitoring (inputs) and evaluation (outputs and impact) despite overlap.

Monitoring/inputs subjects

- attendance
- dropout
- content and quality of participants' books
- participants' ability to read and write (including numbers)
- participants' self evaluation of progress in reading, writing and numbers
- development of literacy skills (after reading and flow charts)
- the quality of each group's products
- level of participants' ability to express ideas on their graphics
- time spent in the literacy circle
- level of participants', and quality of, discussions
- nature of materials in the circle / topics
- the number of people from the target area / economic group who participated in circles
- effectiveness of the facilitator / relevance of literacy to facilitator's skills
- level of satisfaction with the implementing organisation
- costs

Evaluating outcomes and impact

- self-confidence / rights / awareness
- ability of circle's member / internal conflict
- number of actions taken by each circle / joint

number of participants / level of success of each action

- membership of RDPJCT participants & other community organisations where they cannot meet regularly
- changing role of literacy in community organisations
- changes in local literacy "needs" and "practices"
- impact on children's education (increased enrolment / attendance of RDPJCT participants' children)
- impact on participants' income / control over income
- rate of loss of knowledge
- change of behaviour / habits / attitudes in respect of agriculture / resource management / health, etc.
- mobility of women
- status of RDPJCT participants & family / community
- patterns of inter-organisational resource sharing
- impact on farmers' transactions
- cost effectiveness

How to collect the data

There are many ways of collecting the data, for example:

- Review of existing data: bank data from registers, record books, accounts, facilitator's notes, notes etc.
- Traditional tests of literacy and numeracy
- On-going assessment (in the facilitator / action of participants' books etc.)
- Systematic review of graphics produced by circles and selected discussion material on the graphics
- Observation of literacy circles: either structured by form teachers (covering the circle in operation) or unstructured by facilitators (just a visit of a monitoring in a selected community or first detailed one visit observation can be collected, observing how the RDPJCT circle relates to other aspects of community life)
- Semi-structured dialogue with individuals / small groups / whole circles (see PJA, 1992: 149) to produce suggestions and ideas

- Qualitative surveying for facilitative, resource persons, using community leaders – though focus can easily be shifted to semi-structured interviews.

- Construction of 'graphs' will periodically be done.

The set of tools you use is called data entry, summarizing your entire report, who is actually required for that? It is usually facilitator, however, is also collecting community data. Data collection can become a great effort, even to ensure the collection (and input) that will be helpful, rather than provide meaningful information, so that as much time and effort as possible is not lost in the collection. Without anyone (and their feedback) to the fact collecting data can easily become tedious.

The use of graph/illustration method

HPH/JCT has the potential to develop an entire low technology which is participatory and aimed at fact understanding. The HPH/JCT approach draws on FAO's Participatory Rural Appraisal and FAO's technology and the evaluation.

One advantage of the HPH/JCT approach is that much of the qualitative information can be captured during the learning process of the units. Each graph that is produced facilitates learning, comparison, knowledge or attitudes as a particular moment in time – and is permanently recorded. Each can therefore be repeated after a time lapse to compare what has been done to determine whether there has been a change. This approach may be sufficiently useful for impact evaluation conducted after a significant time period.

For example, a health unit might say what is done with the HPH/JCT unit may be needed after a few weeks ago. This has shown whether there has been a change in the number of women in the number of women in the amount of support given in the presence of social justice. Discussion comparing the two steps to the pattern participants will enable them to observe the change and explain the reasons – in different words the change has occurred in observing the HPH/JCT data entry.

Other examples might include:

- An education centre – showing attendance of school or non-attendance numbers and the grades of each class. It suggests the use of simple computer data which can then be linked directly to data in the HPH/JCT units to compare the results.

- Agriculture extension by recording an agricultural extension after a time lapse if it is possible to track changes in the crop growth, or the time that crops are planted, when they are harvested (and how) and when they are sold (the reasons would be another people are doing more to sell to better market prices).

The need for advance planning

The use of the participant-generated materials that reproduce units as a basis for monitoring and evaluation has considerable potential. One issue is that some of the aspects of the HPH/JCT process may be seen within a few weeks of the unit starting – no graphs produced after each session will become a perfect baseline for later comparison. For example, many units do not have a HPH/JCT unit, participants may have been sufficiently excited about education to send more children to school, an education centre constructed or the time will spend in getting the unit of the HPH/JCT unit rather than the unit, others also in the HPH/JCT unit. In order to avoid this effect, either graphs produced periodically, reasons for increased input to introduced early in the HPH/JCT course, or some series of an effective baseline.

It is therefore clear that, some of the graphs will still provide the only input to establish the impact of a HPH/JCT programme. For example you must see participants to establish the following method:

- A factor that shows participation is community organization – which tells of the organizations in the community and also about whether they are members, where meetings, whether they have started a the decision-making process or whether they have any pattern of authority (eg members, members of staff). Each question can be asked for the baseline the HPH/JCT units and the question after the unit. In the 10 Salvadorian the above mentioned results, with more than 1000 participants having completed patterns that previously they had not had.

by local health professionals. These topics should also be addressed in these meetings.

One other way of testing in a time development strategy after the HCUA is to select representatives from the sites together and

provide a series of illustrative case vignettes about common situations which are tested locally and which require coordination between communities. The use of graphics will help it with a picture, such as the maps of the local area and the use of maps to help in response actions.

WHEN	HOW	DOOR	LATER
WHAT			
WHERE			
WHO			
HOW			



help learners with, but also in the interaction of change or development encouraged by the system. The strengthening of community experience through the virtual play is central here. The software-definable theory skills, because it is not fixed, is a continuing process of change that the learners will have become able over learning resources that within the play that internal structure has to be understood and this understanding provides it to be consistent. Primary concepts are always information about opportunities in the system is access and opportunities such as a virtual help that players that can changing resources according to learners can be more to bridge the gap. The structure unfolds with external agencies (e.g. external help) and internal ones.

The HEP/JOY program was introduced with an explicit community orientation. From the group that will have an ongoing relation to meeting, meeting some substantially to the group program where by HEP/JOY. The HEP/JOY could have been formed by a community, then the users may still enjoy a virtual or abstract. This may happen in various ways. One option is to support a virtual is for the group to become a meeting and meeting group. This may also follow the use of the HEP/JOY program and community to some of the communities of change defined in the work. Another option is for the group to become a virtual educational group which may be used to access meeting resources that could allow learners to external people that is their community. The group could have some resources, it is possible, an ongoing community was designed with HEP/JOY views, based on strategies for future generation. It could also have some forms that external people including a wide range of traditional and non-traditional communities in future generation. The program evolved in each user then to use the study and discussion of each course are not. A key component is to learn as a resource that are only seen in the engine HEP/JOY group. In fact the dynamic group is used to be used within the system that may be considered internal.

JOY

There is often a change by a shift in the language used between theory and play that is in the local language and particularly when people may not be able to "language of power" is internal or dominant, major language. When HEP/JOY, the learner may take place of any stage needed to work group – as there are no external reference is constant here.

There is, however, a more a question of the learning of language from the consideration of it. Many will think that this may help to achieve the second. That a community is used in particular ways are not that in the "language of power" and the focus shifts from to meeting are with no external meeting and playing. The issue focused here is whether it is if the language is considered or it has a a different aspect. The HEP/JOY approach for meeting dialogues can help to be used to developing language with as much as possible and.

HEP/JOY could be used as a learning methodology for adult education programmes with adults who are already literate. It would work in the area. HEP/JOY could be used in the stage which is traditionally "just for fun" and as a virtual communication programme. The first version done is not but it would be interesting to play with it. The program is to be used in using the program to generate resources for the use of a virtual community within the system and with external. It is an issue of the future.

SECTION FIVE

5.1 INTRODUCTION

This section of the manual aims to provide a clear idea of the wide range of possible Units, which can be adapted, completely changed or just used as examples of Unit structure, when you are writing your own local facilitators' manual. It is a section to be dipped into, not read from front to back. There are opportunities to create and innovate at all levels in a REFLECT programme - for each participant, each facilitator (and groups of facilitators meeting regularly), and each cluster or coordinator concerned with implementing REFLECT. It is not intended that any of these Units can be simply translated directly from this manual and applied.

Section 5.2 consists of the first ten units of an imaginary local facilitators' manual. The aim is to show how facilitators' guidelines for each unit can be clearly written out. This sequence of ten Units builds up, both in terms of analysis, and in respect of theory and humanity activities. By reviewing this sample sequence you will see how this articulation works. Your own local facilitators' manual will use a different sequence of Units and the Units will probably build upon one another in a different way.

The ten Units from the imaginary facilitators' manual are based on an area with the following characteristics:

- The area is in an African country.
- People's mother tongue is a language called Spongle - written phonetically in a Roman script.
- People use base 10 for arithmetic. The currency is called 'sponge'.
- People are living in relatively close and pure communities, sharing many beliefs and values.
- The climate is hot and there is one long rainy season and one short period of rain. There are two planting seasons.
- The annual calendar is divided into 12 months.
- The people are settled agriculturalists. (Swampal vegetation is not the norm).
- Rice and coffee are the main cash crops.

- Human are in a subordinate role, and have the best interests. They do most of the work, especially agriculture.
- Background research has shown that health, agriculture, gender relations, and credit are seen as priorities by the local communities.

Section 5.6 provides ideas for units on a variety of themes (economic, health, sociopolitical). They include maps, calendars, narratives, diagrams, timelines etc. and are not sequenced. Some of these are presented in detail, in order to help you adapt them for your own manual, a number of alternative ways of developing and using the core graphs are suggested, as well as literacy and numeracy activities for different stages of the course. Other units are presented in 4 short form to give you a flavour of the range of possibilities.

All the units in this section are based on approaches that have worked in practice. All of the illustrations are based on real examples but are adapted so that they appear to be from a single community (all the maps, for example, have the same basic features). We have presented them in this format to make them easier to read and understand. In actual REFLECT courses, the graphics produced on large sheets of paper will be much larger and will have the advantage of using their maker-pairs of different colours. What appears in the illustrations here as standardised or 'templated' will be very different in practice, with each and every REFLECT course producing unique illustrations about their own immediate community in their own distinctive style!

This, then, is the practical section of the manual. It aims to give you a range of stimulating ideas and methods which you can refer to, adapt and adopt. We hope you enjoy reading about these methods as much as people will enjoy putting them into practice!

5.2 DETAILED EXAMPLES

THE FIRST MEETING

The first meeting of the learners and their facilitator is an opportunity to discuss the aims of participants, agree on the way the circles are conducted, and to begin the literacy process. At the beginning of the course, it is important to establish an equal relationship between the facilitator and participants.

Aims of Participants

It is valuable at this early stage to discuss with participants what they would like to achieve in literacy and numeracy. This could vary from keeping accounts to making signposts (see page 6 for more possibilities). Whilst the participants are mentioning their aims, the facilitator should note them down in writing book. She can explain that it will be interesting to discuss this again after a few months, and reflect on progress (see page 74 for ideas on self-evaluation activities). Further discussion should aim to confirm that the language in which the community has chosen to learn is agreed by all participants. If it is not, their changed such as splitting into two groups or adopting a bilingual approach need to be discussed.

Circle

It is not useful to explain REFLECT in detail to participants, but it is important to outline future activities such as working together on graphics and discussing local issues and problems. Ideally these messages will build on the pre-literacy campaign.

This is a good time to discuss practical details such as sitting in a circle to help everyone contribute fully, or checking that the proposed meeting times and days are convenient for participants. Certain ground-rules may also be discussed and agreed (such as, listening to one another, mutual respect, being punctual etc.)

Beginning literacy

Make sure that everyone in the circle has a pen (or pencil and rubber) and paper. Draw a simple face on the blackboard and ask the learners to try copying it. Explain that the materials in their hands are not used to writing, but after practising holding a pen, they will find it easy. For more practice, ask them to draw the face of the person next to them or of a man and then a woman. This will

probably cause some laughter!

After 4 weeks, ask them to draw smaller faces so that they have to make more detailed hand movements. Move around the circle, helping individuals to hold their pen correctly. Experiment with drawing animals or birds, and ask participants to practice drawing for fifteen minutes each day before the next meeting.

An interesting extension to this activity can be to refer back to the "name" that the participants identified and to any "ground rules" they agreed - and to ask whether they can draw any of these. Participants can try to do this individually and then as a group. This may help the participants to think about the representation of things by "symbols". Making pictures on paper which represent real things is very much the first stage of the literacy process. It is a skill which will be regularly reinforced and extended in a REFLECT circle.

NOTE: Take the opportunity during this early period to write each participant's name, the name of the circle or village etc. in lower case letters either on the exercise book, ask them to practice copying this and explain that after copying many times they will be able remember how to write their name, as well as write it clearly on the front of their literacy exercise book.

1 Household map

Objectives: To discuss the history of the village; to show how syllables represent real sounds and to make words based on one key word, *pagala* (house); to introduce written numbers 1-5.

Preparation: Make sure the mapping grounds free for the participants to use. Prepare clues for pictures of river, bridge, house, man, woman, boy, girl, mountain, road. Prepare syllable cards from the word 'pagala'.

How to construct the graphs

Ask the learners to sit in a semi-circle and clear an area of ground in the middle. Ask them to construct a map on the ground showing the houses in their village in their relative position in relation to one another. In order to help them start, let them start by indicating the main tracks or paths between houses and any major point of reference like a tree. Ask them to use whatever materials are locally available like sticks and stones or leaves etc. to represent the houses and other major features.

Encourage as many learners to participate in the construction as possible - try to avoid just one or two of them dominating. When the map is complete, ask if all the participants agree that it is accurate. If not ask why, and make any adjustments necessary.

When there is agreement over the map, ask them to indicate the number of women, men, girls and boys in each house. Again use any materials available, such as leaves for women, seeds for men - placing the appropriate number of seeds, sticks etc. by each house.

When the map is completed with numbers of men, women, girls and boys, ask participants whether they can draw pictures of the different items represented on the map (eg. houses, women, men, girl and boy). If participants lack confidence in drawing, draw some items yourself, and ask the participants whether they understand what you have drawn and why. Once participants have produced or agreed on a set of pictures, place each picture of a stick tied to the sticks, leaves etc. which have been used as symbols. This helps ensure that they remember the pictures for what they are intended to be. Add other important features such as mountains, river, roads, bridge etc.

Then explain that you are going to make a copy of the map they have made, on paper. Take a large piece of flipchart or manila paper and copy the paths and the outlines of the houses in pencil. Then draw in some of the pits, boys, women and men, with a separate outline drawing for each one (these will have to be small and very simple). The participants can then take over, with three or four participants at the same time adding detail and colour to the map, using thick marker pens of different colours. Try to ensure that there is consistency in the pictures. In making the copy, make sure that it is all done from one angle so that you don't end up with some houses and people upside down!

When the map is complete, ask the participants if this is an accurate copy of what they constructed. If it is not, try to make adjustments. If the final result is messy ask participants whether they would prefer to make a cleaner copy (or offer to make one yourself at a later date).

Issues for discussion

The issues below need thinking about beforehand in order to relate them to your own village. The questions are probe questions intended to open up discussion and develop the level of analysis. There are no right answers! It is not necessary to ask all the probe questions, but see how the discussion flows. The participants may take a completely different line of discussion (such as local planning) and this is fine. You may improvise additional questions in response to the flow of the discussion. It is useful to keep in mind 'six friends' in questioning: 'what, what, why, where, when, how' ... who can always be joined by a seventh friend, 'what else?' The following questions may be useful starting points:

- 'What different kinds of construction are there for houses? Where they do differ in the past?'.
- 'When was the village first settled / established?'.
- 'How many generations ago?'.
- 'Who by?'.
- 'Where did the first people come from? Why?'.
- 'Are there any stories from the early days of the village that are still remembered?'.
- 'Who are the oldest people in the village who best remember the past?'.

- What have been the major events in the history of the village?
- Who has been the most famous person from the village? etc
- What would you like to see in the village in the next few years?

Other points of significance for the participants might arise in the discussion, and it is important to identify these and allow the discussion to range freely. Encourage participants to talk to each other rather than having just a 1-2 reply discussion between you and the crowd.

ideas for action

The ideas below are suggestions about the type of actions that might emerge but they should not be suggested to the participants. It is up to the participants themselves to decide what to do – if anything.

- if the discussion has focused on the history of the community then an oral history documentation project may be started.
- if the discussion dwelled on styles of housing, the sharing of construction skills or collected work on a community building may emerge as action points.
- Another possibility is a process of planning with community leaders; two versions of the map could be constructed: one showing the situation now and another showing how it was twenty or thirty years ago – and perhaps even a map of the future showing how it will or could be twenty years from now.

ideas for reading and writing

First of all ask the participants to copy the household map from the large sheet of paper into their exercise books. This will be time consuming as it is the first time, and might need several attempts. Don't worry if they miss some of the detail. Some participants may need help in copying the map lines.

Review the participants of the discussion involving houses and homes. Then draw the symbol for 'tagote' (house) on the blackboard. Write the word 'tagote' next to it in large clear lower case letters. Ask people to read it together several times, and then copy it onto the key of the household map. Now is the time to divide the word 'tagote' into syllables.

ea - ge - be

Explain that each syllable is made up of two parts: a consonant (hard / block sound) and a vowel (like a bridge). There are two vowels:

a - e - i - o - u

and 21 consonants:

b c d e f g h i j k l m n o p q r s t u v w x y z

(Do not spend too long on this and do not ask participants to copy these; write them yourself on a large strip of paper to be displayed on the wall. As they are learnt they will be unrolled off. Explain that this may seem like a lot of letters - but this is all the participants need to know in order to read and write. We will learn each of these over the coming weeks in relation to real words which will help them remember the letters.)

NOTE: It is very important not to spend too much time on the explanation above. The aim is only to give participants a sense of the task that lies ahead not to make them remember or understand any of the letters.

Return to the word 'tegete'. Explain that each 'bridge' can go with each 'block'. So from 'tegete' we can produce:

ea ea ee ee ea

ge ge ge ge ge

be be be be be

Let the participants take turns in repeating syllables, reading them across, up and down and at random. Do not spend too long on this (and never use this technique after Unit 2). Now write each syllable on a piece of paper / card and lay them on the ground. Ask participants to come up and try to arrange them to form real words. Once a few people have done this and everyone has copied the words, ask each participant to try to write other words using these same syllables in their own books. Move around and help them with holding pens and forming letters. (Examples of words they could produce are:

tege (tegete) - eage (bege) - gebe (tegete) - gebe (tegete)

There are many other words beyond these. Don't worry if the activity takes a long time!

Ideas for mothering

Look at the different households on the map, and discuss how many women or boys are there are. Write numbers 1 - 5 on the board and let participants copy them into their exercise books. Then, practice by asking participants to write down how many women, men, girls, boys there are in five various households - call out the map in their books and on the large graphs on display.

Ideas for supplementary information/materials

- Tape recorder for recording, for example, oral testimonies from older women and men.
- Information on appropriate building technology.

housing map



Large

1. **Abstract**

Figure 1

is good

• *Chrysomelidae*

 Home

2. Natural resources map

Objectives: To discuss changes in the availability and quality of natural resources; to introduce four key words - 'tata' (tree), 'da' (river), 'hara' (wild birds), 'up' (medicinal herbs) - in the context of phrases; to introduce pen work and the 'tubby' system.

Imaginations: Consider possible pictures for wild birds, medicinal herbs, rivers, cereals, ponds, wells, tubewells, forests etc. Prepare syllable cards from the four key words above. Take time enough for participants to make their own syllable cards.

How to construct a graphic

Start by asking participants how they would define natural resources, for example given by God, not made by people. Explain that today the group is going to construct a map on the ground, indicating the natural resources in the area, particularly all the sources of water and wood. This might include forests, trees, rivers, cereals, ponds, wells, tubewells, etc. Do not include crops (as this is usually better done in a separate unit), and to make it easier start by doing a quick copy of the main features of the household map, so as to locate themselves. The map is likely to cover a large area, to include places to which participants may walk in order to collect water or fuel-wood. The map will be constructed initially using tree trunks (branches etc). Then ask participants to try to represent each item on the map in a single drawing on a small piece of card. These cards are then placed on the map next to the relevant objects.

When all is agreed, make a copy of the map onto a large piece of paper (preferably with the help of the participants). You may want to do a rough copy in pencil first to get the scale right and then ask participants to use marker pens over this. The simple picture cards will help to make this transfer easier.

Work for discussion

(One of the most effective means of developing a discussion on natural resources in the local area will be to ask participants to reflect on the past and the future, but all the probe questions below have to be discussed. Try to let the participants take a direction of their choice.

Probe Questions

- Is there more or less wood now than there used to be?
- Why is it changing?
- Do we have to walk further to collect wood now than before?
- What might the situation be in ten years from now?
- What can we do to improve the situation?
- Do we have to walk further to collect wood at some times in the year?
- How much time is spent collecting wood (at different times of the year)?
- Who collects wood? Men? Women? Children? Why?

If the circle is interested in discussing more and their uses the following may be useful questions:

- What different types of trees are there?
- What are the uses of different types of trees (such as fruit, construction, cooking, medicinal uses etc)?
- Which trees are most useful?
- Which trees are planted and which grow naturally?
- Whose responsibility is it to plant trees?
- Do women or men cut trees, plant trees, tend trees, collect fruit, process products from trees?
- Where can you get trees to plant?
- When should trees be planted?

A similar range of questions could be brought up on issues surrounding water for example:

- changes in water availability each year / over recent years (and causes of these changes),
- functions of different water sources (cleansing, washing, drinking, animals etc),
- maintenance / combination of different water sources (now and in past).

- dangers of bad water (associated diseases) (means of prevention of these);
- gender roles in water collection;
- possible low cost / locally feasible solutions or means to improve the situation.

The precise emphasis you choose to make on one or the other of the above themes will depend on which issues arise spontaneously from the participants in your circle.

Plans for action

The issues which the participants have been discussing will guide the sort of actions which they decide to take. Again, it is very important that you do not tell the participants what they have to do, and that any decisions come from the circle itself. Examples of actions they include:

- clearing contaminated water sources;
- changing habits / use of different water sources;
- starting up a tree nursery with local seedlings;
- planting fruit trees;
- contacting department of forestry to introduce new varieties;
- constructing a second natural resource map to show how things were different in the past, and even a third map to show how they may be different in the future.

Plans for reading and writing

Participants should have a copy of the map in their own books, perhaps adding their own particular sources of water and fuel. Then relating to the discussion, write below next to certain items: 'there' (past), 'we' (present), 'there' (past tense), 'big' (propositional looking) on the large page. Then write the words on the blackboard and ask participants to repeat syllable by syllable. Pick these letters off the syllabified chart on the wall. Add 'house' from /end 1 after first checking if they remember it. Break each word into families of syllables as before, writing them on the board.

aa aa ai aa aa

ga ga gi ga ga

ba ba bi ba ba

ka ka ki ka ka

pa pi po pa

ta te ti ta ta

la li lo la la

na ne ni na na

ra re ri ra ra

Put 15 syllable cards in the middle of the circle and let participants volunteer to turn to pick out syllables that make a word. Use 5 people can make words with three syllables. Ask participants to try to read the words that each other write. The facilitator (or preferably a participant) can write them on the blackboard for everyone to copy into their exercise books. The facilitator should move around the circle helping individuals with holding their pen, getting letters the right way round, clear shapes etc. A lot of encouragement should be given to individuals.

Now explain to the Circle that they are going to try writing in pairs so that everyone gets a chance to make new words. Ask them to arrange themselves in pairs - two participants together.

Give out 10 - 15 pieces of torn up blank papers to each pair, and ask them to copy any of the syllables from the key words onto these papers (just like the syllable cards they have been using as a whole group). This will take some time and the facilitator's help, but it doesn't matter that they do not copy all 15 syllables. When they have the cards, ask each pair to make as many words as possible, reading them out loud to each other and copying new ones into their exercise books. The facilitator can move around assisting those that are finding it difficult. If participants are finding it difficult to remember what letters make to what sounds tell them to refer to the big map where the words appear next to pictures. This should help them to remember.

After most participants have put out all words, come back together as a group. Ask several people around the circle to read aloud what they have written in their exercise books. There will be some repetition of words. You can write on the board the full list of words made up and see if participants can copy them into their books. Collect the syllable cards made by participants for future use. As a task at home, participants can be asked to try to write as many other words as possible using the same syllables.

Then turn back to the natural resources discussion, and ask participants about some of the most important things that were said – perhaps relating to any action points that were decided. The facilitator can prompt, using the notes in her/his book. Pick out two or three phrases that use the key words (or another word that you feel the participants are likely to remember), and write them out clearly on the board.

Ask a volunteer to come up to the board and point out the word s/he knows and read it. Read the whole phrase to the circle and then go through syllables by syllable and ask participants if they can read it – and then if they can read the whole word. Use this as reading practice. There is no need for participants to copy everything into their exercise books at this stage as it might be overwhelming.

Finally, ask the women for their thoughts on peer work, introduce the idea that if anyone misses a meeting or activity, it is a good idea to catch up with the others by asking one participant to explain what the circle has done, and by copying from his/her exercise book, if it is a participant with whom you are used to working as a pair; then this will be easier, and s/he can even show you how to read and write the new words and syllables that have been missed.

Note: Regularly changing pairs could also be considered to help build up a wider support network among participants.

Ideas for numeracy

Review numbers 1 – 3 by writing them on the blackboard in a mixed up order, and asking participants to read them. Then write up numbers 6 – 12, and practise reading them, before everyone copies them into their exercise books.

Looking at the Natural Resource Map, discuss the distances people travel every day to collect either wood or water. Do these distances relate to the action points decided upon? Discuss these distances mentally as a group. Are there different results for different participants? Women and men? Discuss how these

distances are measured and the relationship between time and distance, and traditional and modern measures (such as kilometers). Decide which method is easier to use. The participants can record the number of hours, miles, kilometers etc. used every day. The facilitator should make notes of this discussion for future written calculation practice.

Ideas for supplementary information/materials

- Photographs of waterborne diseases.
- Photographs of poisoning water sources.
- Photographs on how to establish a tree nursery / how to cultivate and transplant different types of trees successfully.
- Materials on fire fuels: / advantages and disadvantages of different types of fuel.

natural resources map



5



Herbs and medicinal plants



soil



Trees



lakes



Wild birds

3. Health calendar

Objectives: to discuss the causes of common diseases on a seasonal basis; to introduce some new key words - season, month, day, week, year, boyra, gacha; to practice numbers 1 - 12 in a calendar form; to introduce group work.

Preparations: Have ideas prepared for easily-made visual cards of diseases, with the name under the picture, and number cards 1 - 12. Have plenty of blank cards for people to make their own copies of pictures.

How to construct a graphic

Ask the participants what are the most common diseases in the area - and others which are less common but which do occur. Ask them what are the symptoms of each and how they might be represented in a simple picture. If possible participants should try to draw pictures themselves (each person can try to draw an illness and then they can share these and choose the best picture for each illness). If there are difficulties the facilitator should have ideas for ways to draw them (from the material or actual visual cards). As each card is produced, the facilitator should write the name of the illness underneath it clear and where.

Lay these cards out vertically in a list on the ground and then, across the top or bottom place the 12 months of the year. Some discussion may be held about why the year is divided into 12 months. Ask the participants which month is considered the start of the year (this can vary: after the first rain, harvest-time, new year celebrations etc) and when everyone is agreed, represent each month with numbers 1-12. Participants may also wish to draw a picture to represent each month, for example showing a fruit or flower which is associated with each month.

Take each identified illness in turn, and ask whether this illness is more common at certain times of the year than others. Identify the months that it is most common and those when it is least common and complete the discussion for all months. The group must decide on how to show the degree of the illnesses through the year, for example on the basis of 12 - where 12 is extreme intensity and 1 is very little. These can be represented using sticks of different lengths or by placing an agreed number of stones. For some illnesses there may be no change through the year, but for others there may be significant variation.

Complete the calendar for all illnesses that have been listed. When all agree

If it is accurate, ask participants to help copy it onto a large piece of paper - showing them how to include the amounts in a bar chart format - but also writing the number (out of ten) in each month for each disease.

Ideas for discussion

Completing the calendar usually generates considerable discussion. The following probe questions can be used, though many other questions should arise with the flow of the discussion.

- Why are these diseases common in this village?
- Do the diseases that are common change from year to year? Why?
- Why do some diseases occur more at different times of the year?
- What causes if these are not related to the time of year?
- What is the cause of each disease and how is it spread?
- How can each of these diseases be prevented or how can their incidence be reduced?
- How can we pay for medicines and funerals throughout the year?

Ideas for reading and writing

Start by testing the words and phrases from the *Reading Resources* discussion. Chosen will be very simple key phrases which the participants are likely to be able to write. Read out the phrase (repeating many times and speaking very clearly), and then prompt by showing how many letters there are in each word with dashes (---) in the spaces of the words with sticks of different lengths. Move around the circle helping and encouraging individuals. Encourage participants to work in pairs - copying where necessary. When they have finished, write the phrases clearly on the board, and ask the participants to correct what they had written themselves.

Turning to the Health Calendar of the big piece of paper, ask the teachers to copy it into their exercise books. Write the names of the diseases (and their pictures) in very large writing on the board - to make this copying easier. The words for the following diseases will probably arise: *scabies*, *malaria*, *di*, *jaund*, *cere*, *berber*, *gonitis*. Probably other diseases will also be included on the calendar.

ee) and these should be written down too. Practice reading the new words group) with the whole class. Point out the new syllables which will be:

ee ee ee ee ee ee

ee ee ee ee ee ee

Fix these letters on the alphabet chart on the wall. Then ask the participants to divide themselves into groups of five or six. Hand out card cards to each group for the participants to copy the pictures of the different dresses and write the names on the back of each card. Ask one of the participants from each sub-group (preferably the quietest) to hold up the words in turn for the rest to try and read. Once all participants agree, the picture on the back can be shown to check they are correct. Give a demonstration as facilitator so that everyone understands. Let the cards be passed around the group so that different people get a chance to read.

Come back together and continue the word recognition by asking the cards for key points from the discussion (names of dresses, action points etc.) and writing them on the board, making sure to include several of the new fitted words. Ask participants to identify the words that they know on the board (coming up to underline them) and to identify syllables they recognise in other words (underlining these also). Practice group-reading of the phrases and let participants call out other phrases (on relevant issues) for you to write up and use as practice.

ideas for numeracy

Get out the Health Calendar with the bar chart outline, and ask participants in turn to write the exact number decided upon for each dress for each month. This can be done either using the calendar on the ground – or prompted by the facilitator from higher notes.

To practice reading numbers, ask a participant to point to the numbers on the calendar in a mixed-up order, and ask the class which month it indicates.

Ask participants to rank order the months (or seasons) using numbers, by the amount of money they spend on medical expenses or funerals in that month. If two months (or seasons) are the same, put them together. Different participants can write up their rank order on the board for discussion.

As a follow-up activity (if participants are interested), contact a local health centre for a session on how to monitor children's nutrition status, for example:

- for 1-5 year olds, try measuring their mid-upper arm circumference in centimetres (over 13.5cm = healthy; 12.5-13.5cm = borderline; under 12.5cm = at risk). This can lead to parents monitoring their own children, though care must be taken to find the midpoint between elbow and shoulder, and to avoid pulling the tape too tight) and taking control of this aspect of health.
- try measuring weight against height or age etc.

Go some practice with tape measures, (and scales if these are available anywhere locally) measuring people (and anything else which the participants wish to) and recording the results. If participants have Child Weat to result? Cards ask them to bring these to a meeting, and explain what the graphs mean. Try to read some of the words on the cards but do not at this stage try to read everything on the card. Having a competition in which people estimate heights or weights or distances, before they are measured, can bring an extra dimension to this.

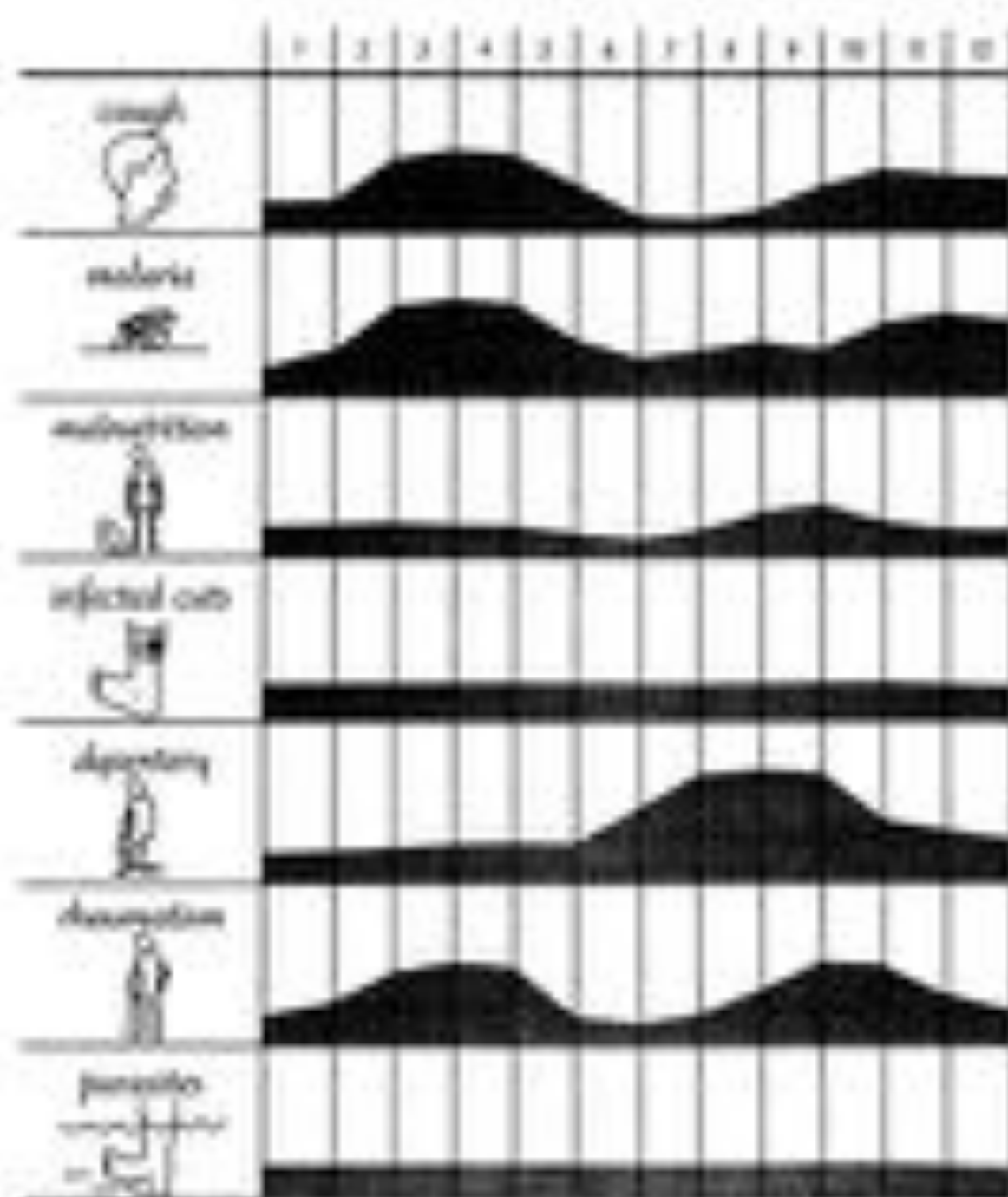
Discuss what traditional systems of measurement exist for height or weight distances and the equivalents with the present official system. When did it change and why? What difficulties arose? Practice converting between traditional and official systems.

Notes for supplementary information/materials

- Health cards / family records.
- Materials from the local health centre / Ministry of Health - particularly on child development.

NOTE: At the end of the link, remind participants about the importance of being able to catch up on missed activities, and in particular ask them to check on anyone they know well who has missed classes.

health calendar



4. Health curative matrix

Objectives: To discuss different options for curing diseases using a matrix graphic to introduce four new key words: 'hospital', 'doctor', 'chemist', 'clinic' (traditional healer), 'youse' (priest), 'Pharmacy' (chemist) words, and try independent writing to read and write numbers 1 - 50, to write down simple addition and subtraction.

Preparation: Prepare some possible pictures to represent "curative" strategies (or where to go) in the manual. Prepare syllable cards from words in Units 3 and 4. Try and obtain some health materials - especially posters with clear attractive pictures. Take enough laminating paper or blank paper for groups to make new sets of syllable cards (about 15 for each subgroup).

How to construct a graphic

Lay out the bare outline of a matrix on the ground, using either stick marks in the soil or bits of string. It should have at least 7 or 8 (and space for more) boxes down the side, and about the same across the top or bottom. Ask the learners what are the most common diseases - and others which are less common but which do occur. For most of the diseases we will already have visual cards from the previous Unit. For other diseases which are mentioned the participants should try to draw new cards - showing the symptoms if possible. Lay these cards down one side of the matrix.

Ask the learners what they do when they get ill. Do they buy medicine? Take herbs? Go to a traditional healer? Go to a doctor or chemist? Priest? List all the different things they might do to help get better in simple words and ask participants to try to draw simple pictures to go with these. If they have difficulty, refer to the manual or your own shelves of possible pictures. Put the words with the pictures in cards and lay these in a row across the top or bottom.

Now for the first illness ask the participants to think back over the past year or so and remember what they did when they (or anyone in their immediate family) became ill with that illness. Each participant should have a pile of small stones or beans, and put one in the appropriate marked-out box on the matrix to indicate what they did the last time they (or their family member) had the illness. If they did two things (such as take herbs and then medicine) they can put marks in two boxes, but each participant should only think of the last time someone had the illness. If they have never had the illness, ask them to put a mark in the

box for what they would do if they did get it.

It is the matrix for all diseases. When it is complete, ask participants to transfer it to a large sheet of paper, replacing the instructions with numbers.

Issues for discussion

The range of questions that could be used to develop further discussion include:

- What are the symptoms of the different diseases?
- Which diseases respond best to different forms of treatment?
- What are the advantages and disadvantages of different cures? (such as medicinal herbs compared to anti-biotics)?
- Are there any diseases which you don't do anything about?
- Are there times when we can't afford to do what we think is best to cure diseases?
- What are our most urgent problems around illness?
- Where is the nearest doctor or health centre? How do we get there in an emergency?
- Do we use different cures for our children/youngest?
- Are there diseases or symptoms which it is essential to see a doctor for?
- Are there diseases that cannot be cured or treated?
- How does a woman know when she is pregnant? What are the first signs? What are the signs of problems and are there times when it is essential to seek assistance? Who is most able to help?
- What is ante-natal care? What do they do in a health centre when a woman is pregnant? Who helps us with child birth and what complications can arise?

The facilitator should try to encourage participant to participant discussion, rather than having to ask all the questions and having all answers addressed to himself.

Ideas for reading and writing

First of all, review any 'house' words which the participants found particularly difficult using the game, 'Bringing the House Down' (see Word Games on page 208). This will make those words particularly memorable.

Next, let the participants copy the words into their exercise books, taking particular care with the new words for positive actions eg 'visit' (hospital), 'male' (chemist), 'house' (traditional house), 'visit' (proper). Write these new words on the board with their pictures, and practise reading them as a whole circle and individually. Put them put and write them again in a different order and without pictures. Let individuals read them aloud.

On the board, write all the syllables (with their different vowel sounds) covered so far. Give out 20 rough pieces of blank paper to the participants in sub-groups of five or six and ask them to choose and copy one syllable onto each piece of paper. Add any syllable cards the participants made previously and each group should have a large mixed set. Explain that each group should try and make as many words as possible from the syllable cards - which they can lay on the ground in the middle of their small circle. If everyone agrees that the word is written in the participants' exercise books. Give a demonstration with the whole circle if necessary.

Move around during this activity to give help (but without checking every word made by every group). Especially with writing. Encourage the formation of verbs (action words) and linking words as well as nouns. When the groups have had enough time, ask someone in each group to read out their words and make a shared list on the board/whiteboard. Let the participants repeat these words after you, giving all participants a chance to join in. Ask the participants to correct any mistakes they made as a group, and to copy down any words which are new to them.

Now ask the participants to try to write down any phrases they can put together - preferably related to health. By now participants will probably be at different stages of progress, and it is important to move around and help individuals. Ask pairs of participants to exchange exercise books and see if they can read aloud the phrases written by their partners. If this is successful, encourage further exchange around the circle. Give a lot of encouragement as this may be a rather sensitive activity for the less confident or slower participants. Finally, look at the maps and calendars displayed around the library venue, and see if any words can be added to the topic labels. For example, make sure that the Household Map is labelled with *visit* and *hospital*.

Ideas for numeracy

Write numbers 1–100 on the board in a table (carefully laid out as below), and ask participants to read and then copy them into their exercise books. Discuss the patterns that appear in the table. Ask the participants to test each other, pointing to numbers at random.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Look at the cumulative totals and discuss how much each type of care costs for each illness. Write the costs on the matrix in the appropriate box, and underline it. Ask each learner to calculate mentally how much money his or her family had spent on health care in the last six months, and write the total in their exercise book (or a series of sub-totals if the amount is more than 100). Let them read out the different totals, and say which disease or cure has been the heaviest burden, and which has been the lightest.

Now take one example from the participants and ask them to go through the amount they have spent step by step. Write this on the board using addition signs and sub-totals, particularly for each illness or cure. Do another example to reinforce this process, emphasising the advantage of recording your sub-totals for greater accuracy. Ask learners to copy one example into their books. The more advanced participants can also write out their mental arithmetic using addition signs and sub-totals.

NOTE: If your currency involves figures much larger than 100 then this exercise will have to be used later.

First, ask participants to agree on an amount of money that needs to be available for health care for a family over six months. Write the sum on the board and subtract one of the participants' actual totals. Ask participants to do the mentally and then do the written calculation on the board.

Remember that this numerical work may also give rise to discussion about how to cope with the costs of health care and be prepared to give advice for that.

Finally, if some real materials are available, such as the instructions from medicine bottles about dosage, pass them around the circle discussing their meaning eg. '3/3' meaning three tablets, three a day.

ideas for supplementary information/materials

- Health materials – especially on symptoms and treatment (or prevention) of common illnesses. Look for materials from organisations with health programmes who have produced simple materials in the local language suitable for the rarely literate.
- Pictures on healthy ante-natal and post-natal practices.
- Simple printing equipment for developing locally based health materials, such as knowledge about medicinal herbs and their properties.
- Labels from medicine bottles to practice reading the correct dosage.

NOTE: Constructing a matrix of medicinal herbs and plants (see Page 172) can be an excellent follow-up to the Unit. In the past REFLECT programmes in El Salvador and Bangladesh the curative medicines tended to show a high dependence on herbs, plants and traditional practices. Addressing these in more detail through a separate matrix proved very popular with participants.

health curative matrix

	hospital 	clinic 	traditional healer 	traditional leader 	prayer 
cough			2	1	15
malnutrition	5	10		3	5
malnutrition			5		6
infected cuts		7	2		
diarrhoea	5			8	7
diarrhoea			5	2	8
parasites		1		2	7

5 Health and hygiene map

Objectives: To discuss health problems and strengths in the local environment, to generate vocabulary around health and to practise collective writing, to explore large numbers and multiplication, to integrate themes.

Preparation: Visual cards produced by participants earlier.

How to conduct a graphic

Ask the participants to prepare the ground for the next map by marking on the basic features of the household, and Nature Resources map. These can be represented by visual cards.

Building on the last two units, ask participants to tell what they would consider the causes of good and bad health. Explain that the map is to identify these causes which are part of the environment, starting with the bad things.

Ask the participants what they see as the causes of health problems in the village. To stimulate discussion the facilitator can ask the participants if there are areas in the village where there is a lot of rubbish, and to represent these by simple pictures / word cards, areas of water which are stagnant (ask if this is a risk and if so, why – taking down the responses), contaminated water sources or streams which they think are badly located (for example leading to the spread of infection or to the contamination of water).

Now discuss the location of some positive health and hygiene things such as medicinal herbs and plants, traditional healers or herb sellers, the location of people with knowledge of health, traditional birth attendants, clean water sources and streams which they regard as particularly healthy / hygienic. This may require considerable discussion about what forms of waste are healthy – and the facilitator should note down what is said.

When it is completed, transfer the map onto a large sheet of paper. Make sure that the good and bad things are represented in 2 different cols. such as by a tick and a cross (or whatever symbols the participants suggest). Ask learners to draw any new visual cards that are needed.

Ideas for discussion

The following questions may be relevant starting points:

- Is a family who tends to take most responsibility for health and hygiene? Why?
- What is a good home and what is a bad home? Why?
- Which water sources should we use for which functions? (drinking, cleaning, washing, animals, playing etc)
- Is stagnant water a health risk? If so, why? (Should stagnant water be cleared and if so, how?)
- How can we work together to improve the hygiene of the village?
- Is the situation getting better or worse? How? Why?

NOTE: In this Unit it is very important that the facilitator takes notes on the consensus reached by the circle on different questions. These can then be shared in the Facilitator's Ongoing Exchange Workshops, where prejudices or misconceptions can be addressed and actions proposed to address them. For example, in some cases, people may be said to be scared by "bad air" after the rain, not by mosquitoes breeding in stagnant water: somewhere people where they gather may be regarded as good because they are associated with cattle which are a sign of wealth. The first stage in dealing with such beliefs is to have them clearly documented and in the open. Support from good health education practitioners can then be sought.

Ideas for reading and writing

Review the most difficult health words so far by writing them on the board in a jumbled form. For instance:

- amaj ———→ jama (traditional healer)
- zaka ———→ zaka (hospital)
- akali ———→ akali (prayer)
- hali ———→ hali (brewery)

(see Word Games, page 256)

Let every participant copy the Health and Hygiene blog into their exercise book, giving extra help with reading and writing of new key words such as 'nutrition' and 'Traditional Birth Attendant'.

Using brainstorming techniques on the blackboard, generate as many words (especially verbs) such as 'feed', 'treat', 'inject' etc.) as possible around the topic of health. Ask participants to volunteer to write them down first, and then ask participants to read them aloud individually and as a whole circle. Finally copy them down. Were the new syllables difficult to hear? If new syllables do arise include them on the wall chart and spend a few minutes thinking of other words which use the same letter.

In pairs, ask participants to write words from memory. One participant picks a word from their exercise book, on the topic of health, and the other tries writing it. Then they check the word together before changing round to let the other partner write.

Returning to the map, develop an analysis of the general health environment from the circle. Let volunteers try writing these on the board – either the whole sentence or word by word. The facilitator assists with tricky new words. The whole circle participates in checking what is written for accuracy. When these are on the board, agree as a circle which are the most important actually to write on the map. Ask one of the participants to copy them neatly onto the map. If appropriate, these statements can also be written up as an Action Plan to keep as a record for the circle or to present to the wider community. Let participants write their own analysis into their own maps, with more advanced participants assisting slower or irregular participants.

Ideas for numeracy

Find out all about addition and subtraction by telling the participants practice some mechanical calculations based on numbers 1 - 100. Explain that participants should copy out the whole sum and not just the answer – as this will help with more complex calculations. Let pairs check each other's answers before writing on the board.

Discuss with participants areas where they need large numbers such as in measuring the depth of a lake well, or dealing with large amounts of money. Then, using these 10, show the circle how to build up to 100,000, explaining that the column on the right is always single units, then moving left there are tens, hundreds, thousands and ten thousands, etc.

0
 10
 100
 1,000
 10,000
 100,000

Practice by asking participants to say any three numbers randomly – which another participant writes on the board. Ask participants to try reading these large numbers. Practice an addition with three figure numbers, showing how ones and tens are carried over. This can be demonstrated with piles of stones or beans. Move up to practice with four and five figure numbers.

Finally try a revised calculated book as the one below.

Calculate the cost of building different types of hennies (prepare listings of the different types of hennie) eg

TYPE 1 400 Spangs (if impossible)
 100 Spangs (wood for shelter)
 10 Spangs (nets)
 50 Spangs (if they labour)
 640 total

TYPE 2 200 Spangs (without rings)
 100 Spangs (bamboo)
 50 Spangs (if they labour)
 350 total

(In calculations based on these. For instance, how much would it cost to replace all bad hennies (adding up all those in the village). This is a good opportunity to introduce how multiplication is written down, for example $640 + 640 + 640 + 640 + 640 + 640 + 640$ is the same as 7×640 . Discuss what words are used locally for the multiplication function and work on 4 range of examples, asking participants to try to calculate in their heads as much as possible. Ask those participants who are good at this mental arithmetic to explain how they do it. Discuss how you can estimate answers by thinking of 7×6 and then thinking of the number of tens in 7×600 . Practice a lot of mental arithmetic with different participants posing made up questions. Encourage people to try to write down calculations and answers.

Other humanitarian work could be developed around the measurement of distances between latrines and households, latrines and water sources etc.

Supplementary information/materials

- Coverings of construction of latrines / wells
- Do-it-yourself guides to building latrines etc
- Instructions on how to clean stagnant water etc
- Information on the causes of malaria/diarrhoea.

Ideas for actions related to health visits

- Encouraging women's equal rights to health care (including ante-natal and post-natal care) and recognising women's key role in health issues which requires them to be involved in decision making
- Contacting a good, nonjudgemental health worker to give advice to the people on the symptoms of different diseases, their treatment, and safe, cheaper alternatives
- Contact a health worker for guidance on monitoring children's growth
- Construct food stores to help prevent malnutrition in the Hungry Season
- Start or strengthen savings groups to pay for medical expenses and funeral at peak times of the year
- Collection of information on medicinal plants
- Mobilisation to demand better health services
- Make arrangements at home for better sanitation. Call a village meeting to organise the disposal of rubbish more effectively, and to discuss sanitation
- Visit households who have badly placed latrines, which are contaminating communal water sources and persuade them to relocate or to design their latrine
- Put up signs in places where dumping rubbish is a health risk, or different uses of water should be made, such as washing clothes and feeding animals

- Print sign / posters with simple equipment (eg silk screen).
- Monitor to clear contaminated or stagnant water; for example by forming a water committee.
- Construct sealed latrines. Contact a local agency to see if suitable low cost designs are available etc.
- Check that traditional healers are not treating any avoidable problems in their work.
- Assess their training.
- Practice and perform a health drama showing some of the problems which have been discussed, such as the problems of women in getting their water. This can be performed in the clinic, at a community function or to an external agency.

NOTE: There are two examples of health and hygiene maps showing how different degrees of detail may be included on maps produced by different ASPECT zones.

health and hygiene map



KEY



Clinic



Traditional Birth Attendant



Health Center



Village



Traditional Birth

Health and hygiene map - version 2



DEF. \mathbf{x} is a *dominated vector*

DE = a poorly located battery



Hydrolysis



Abstract



Type code



Noted
with interest



Methodological Study



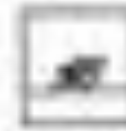
Abstract



1999



Lettich



boundary ground

6. Agricultural calendar

Objectives: To discuss work burdens over the year and how they affect the lives of participants. Introduce new words for agricultural work (mainly action words – verbs). To practice short reading and independent writing of sentences. To practice multiplication.

Preparation: Prepare possible pictures for types of agricultural work (and plenty of blank cards) prepare a numeracy problem on a topic arising from the discussion.

How to construct a graphic

Explain that today the class is going to make another calendar. Look at the Health Calendar on the wall to refresh people's memories! Ask names of the participants (perhaps the weaker ones) to take the numbers one to twelve on cards and place these on the ground in a row.

Then ask what are the main different types of work we do? Allow the learners to come up with a list. As they come up with each task ask them to draw a symbol for it on a card. Let all the participants try to draw symbols at the same time and then compare them and ask participants to agree which is best so that everyone agrees on the symbols to be used. If no-one can devise a simple picture or symbol refer to the manual or your own preparation for ideas. The list might include clearing land, planting, weeding, fertilising, harvesting, sowing, sowing, sowing. Ask them specifically to add certain types of work which they might otherwise overlook, such as water around the household. Write the words under each symbol/picture on the cards produced by the participants.

Ask the participants to place the symbol cards for each type of work in a column down the left side of the twelve months (on the ground). Then ask them, for each type of work, whether there is more of this work in some months than others. If so, ask when there is most and represent this with an appropriate local material (for example sticks of different lengths, numbers of seeds or beans). Then discuss the other months: whether there is more or less of that type of work – until all months are covered. Do the same for each of the different types of work.

When all months have been covered, ask if this is accurate or if they want to make any adjustments to the final calendar. When all have agreed, ask the

participants to transfer the whole calendar onto a large piece of paper. Make sure that weaker or less confident participants also get the chance to draw.

Ideas for discussion

- Are there times when there is too much work?
- What do you do when there is too much work?
- What work is hardest?
- What crops involve most work?
- What happens if you or your husband or children fall sick?
- What sort of things make the agricultural work successful?
- Which is the best time of year? Why?
- What kind of work or leisure activities happen in the dry season?
- Have any of the above changed over the last ten or twenty years?
- What is the most stressful time of year?
- What is the happiest time of year?

Ideas for action

- Can certain heavy work be shared / done cooperatively to reduce the burden?
- Can any technology be identified which would reduce certain work - which could be relatively purchased (individually or as a group)?
- Is there any other profitable work which can be done in the dry season?

Ideas for reading and writing

After copying the calendar into their exercise books, the facilitator can give participants the chance to practice the new key words for different kinds of agricultural work, using the visual cards prepared by participants. The facilitator shows the cards around the circle, and the participants try to recognise the words by their shape - but without reading from out loud. This method gives par-

Participants at different levels the chance to try on their own, and is an introduction to silent-reading for those who have not naturally started to do this. Finally the facilitator turns the cards over so that they can see the picture, or asks one of the participants to identify the word and its symbol on the displayed graphic. If there are certain letters that appear in words which have not yet been covered, do not dwell on them, but draw general attention to the new letter and point to it in the alphabet on the wall. Most letters will now have been covered and the principle of letters representing sounds will be clear. The focus must now be on practice in a meaningful context.

Return to the ideas for action or conclusions from the discussion, and ask participants to write these down in short phrases or sentences in their own books as best they can. The facilitator should move around the circle helping individuals (both strong and weak). If some participants cannot yet do this, tell them not to worry! Ask any willing participant to write what they have written on the board and let the circle read it aloud. Emphasise that exact spelling matters so not much at this stage. Continue with the exercises, with different participants taking the lead, until all the important conclusions have been covered. Let participants copy all the phrases into their books. Participants could then work in pairs trying to read from their own books to a partner. This will be the first significant circle-generated piece of writing and will be a reason for everyone to congratulate themselves!

Ideas for numeracy

The facilitator can return to the idea of sub-topics introduced in Unit Four and work out calculations on the board so that the whole circle can follow. Pick a practical topic which has arisen from the discussion, such as:

- time in days between planting and harvesting certain crops;
- spacing between crops when planting (introduce measurements – pairs adds between ad hoc / traditional and metric systems) – and the impact on the growth of plants;
- number of days in a month / season / year?
- time taken up in certain daily activities, if added up through the year (such as collecting water)
- Amount of time likely to be spent by each individual, if a labour pool were set up (or in existing labour pools)

Then write up a pre-prepared problem to solve (all on a relevant topic). For example: Two women are setting up a revolving labour pool for Dry Season tomato growing. They estimate that each garden will need six *morengos* work in total, and that each garden will produce five kilos of tomatoes for sale. If the price is likely to be 100 Shwangs per kilo, how much money will each woman make for her *morengos* of work? Use multiplication to make these calculations easier.

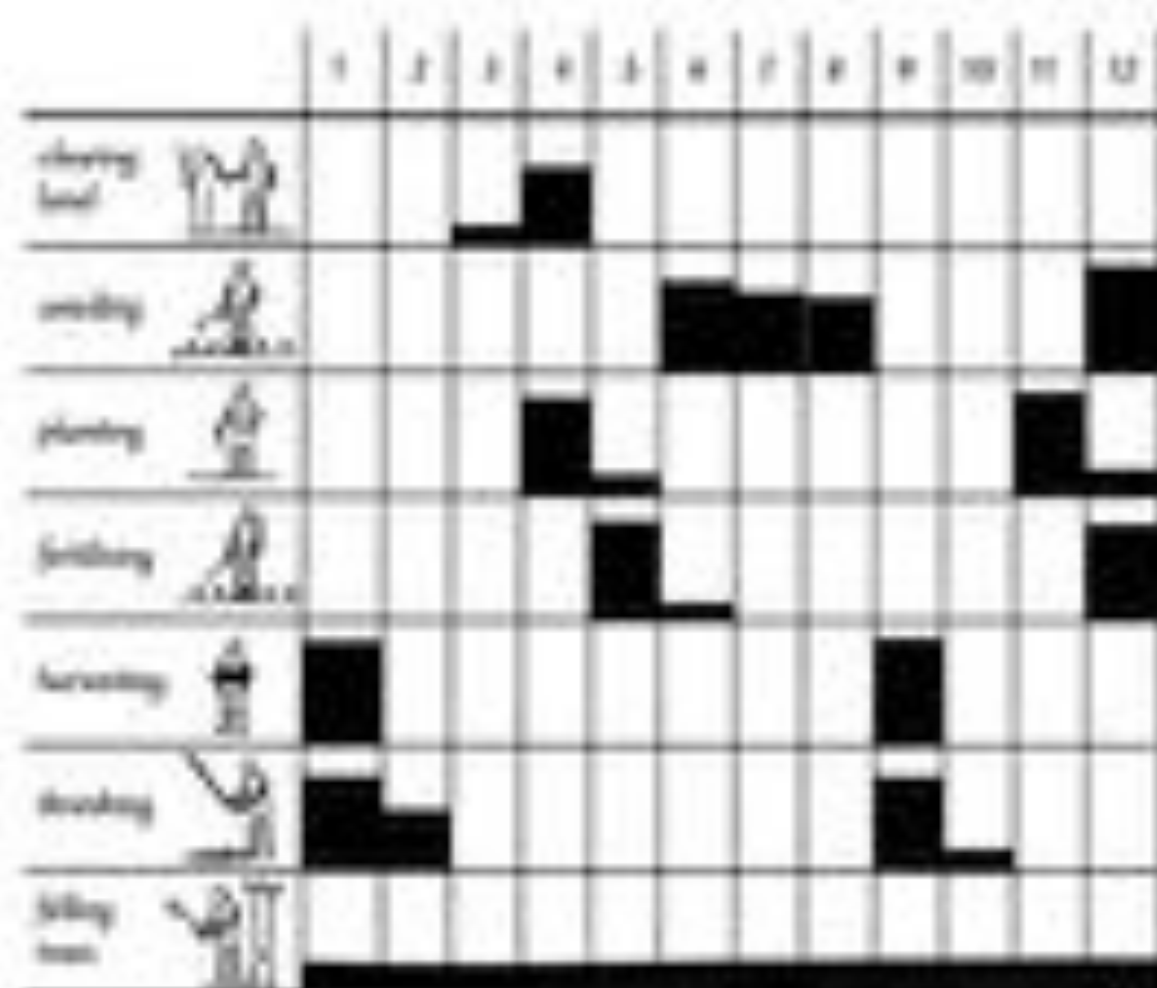
Having done this calculation in pairs in their exercise books, and discussed the answers, participants can discuss what they found hardest about this exercise.

For participants that are enjoying this, ask them to work out if it would be more or less profitable to grow peppers at 150 Shwangs per kilo - each garden producing 3 kilos and needing the same amount of work. (Giving similar examples).

Ideas for supplementary materials:

- Produce ‘real’ material like calendars and books - practice with these.
- Practice writing dates - including both dates of known.

agricultural calendar



7. Gender workload calendar

Objectives: To analyse work done by men and women, and to consider whether the division of work is fair; to construct a graphic without direct facilitation, and then to carry on the independence by working together in mixed-level groups on different things.

Preparations: Flash cards; syllable cards.

How to construct a graphic

Ask the participants how they would define work (for example as activities which bring food or money, or as anything which requires effort). Then explain that the circle is going to see how men's work and women's work changes through the year.

Participants divide themselves into women and men, and each group constructs the framework of two calendars on the ground (in separate places). Ask participants to look again at the agricultural calendar, and the types of work which they mentioned in that. Explain that they are going to list all the different types of work men do, and then that women do. They can use the cards they introduced in the previous Unit or draw new cards to represent each type of work (such as ploughing, child-care). Ask each group to go ahead and construct the two calendars in the same way as they did the agricultural and health calendars, making large copies onto paper.

Come back together as a whole circle and look at each others' calendars. This could lead to an interesting comparison of perceptions, before constructing joint calendars as a circle (this time with the facilitator). Let the final agreed version be copied onto a large piece of paper by participants who were not too emotionally involved in the debate!

Issues for discussion

The construction of the calendars will probably have involved a lot of discussion. However, this can be taken further in various ways:

- Are there times when there is too much work?

- What do you do when there is too much work?
- What happens if you or your spouse or children fall sick?
- Do women work harder than men or more than men – or not?
- Is the work that women do recognised as work? Should it be?
- Is collecting fire-wood work? Is cleaning work? etc.
- Why is work dumped up so it is between men and women?
- Has it always been like this?
- Has it changed in the last ten or twenty years? Is there any need to change it now?

Issues for action

Suggested actions for this Unit might include:

- A one-day swap of work-tasks which can be both entertaining and thought-provoking.
- More women standing in community elections / women's quotas for elections (or all women short-lists for certain positions)
- Discussing the gender workload calendar at home with their spouses or parents.
- Men join women's labour pools – perhaps taking one day for men alone.
- Coordinated cooking arrangements could be instigated to save women's time and food resources.
- Women performing in a professional, non-maternal way such as furniture-making.

NOTE: In the past RESPECT projects this type of Unit often led to significant changes in attitudes. In Bushbuckridge, Uganda for example, men started doing some work previously undertaken by women (such as collecting water and wood), because they acknowledged that in the past women had been expected to do most of the agricultural work and most of the household work. By bringing the issues into the open in a mixed group, through a structured discussion, change became possible. It is not easy to make this sort of change and a lot depends on the good humour and acceptance of both men and women.

Space for reading and writing

Each visual / symboliser should have a word (or even a few words) to describe or name it and these words should be copied into the final calendar. Everyone should copy the collectively produced calendar into their exercise books - with pictures alongside new words and the words by themselves, where these have been repeated from the last calendar. In addition, the names of the months could be added alongside the numbers 1-12. The new words should be practised with reading / recognition activities and the construction of phrases using them.

If there is a need for mixed-level activities in the circle, the following group work can be tried:

- A group of weaker participants can test each other on words from previous units. One can say a word from their exercise book (or the book of a very inquisitive and strong participant) and the others try writing it down - then everyone compares their versions. After this activity, they can spend time copying out the new words from the (gender-workload) calendar and reading them out loud to each other.
- A second group of fairly average participants can try writing the words, phrases and sentences they found particularly significant and conclusive from the discussion or workload. Then they can exchange exercise books for reading and discussion.
- A group of more advanced participants could produce a collective charter for change in workload (if necessary, drawing on the facilitator's help with certain words) - this will give a useful focus for writing practice.

After these different groups have worked together, they should read aloud what they have written in order to share with the whole circle. This includes weaker participants reading out the new words. The content of the charter should be discussed by the whole group and agreed accordingly. The participants, with the help of the facilitator, could copy it out on a large piece of paper for display.

Space for numeracy

Calculations can be based on hours worked by men and women on a daily basis, and the hours spent in sleep, leisure activities etc.

As relaxation and a change of topic, try playing the game, *Snakes*, which practises number recognition, and can be done with large or small numbers (see the Number Games section, page 262).

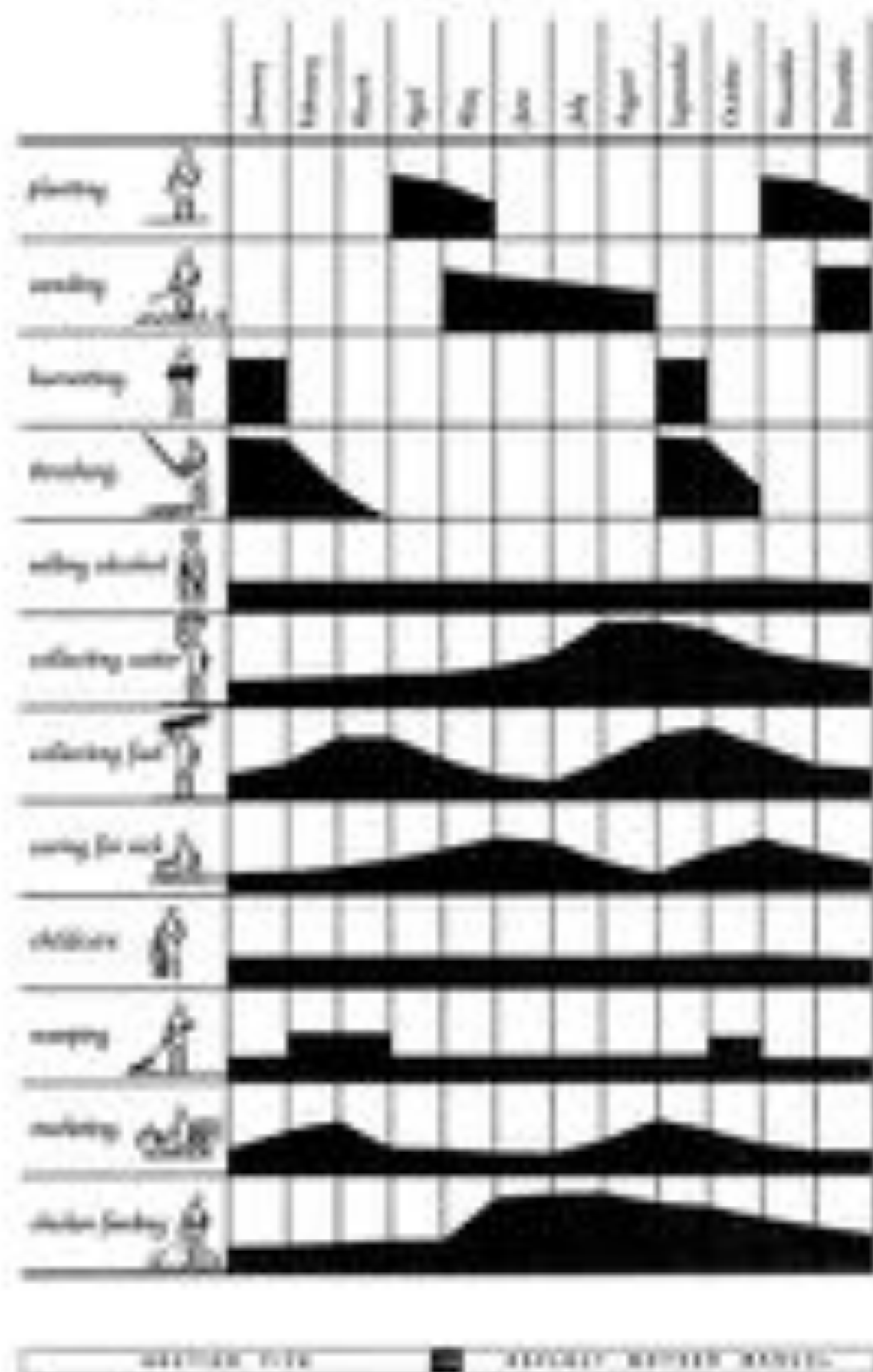
Ideas for supplementary information/materials

- If the course focuses less it may wish to do so: men's rights, then it is useful to have supplementary materials available on, for example, legal rights of women (and how to access those rights).
- Materials on powerful women in the history of the country (short, accessible and interesting stories) can be useful to break stereotyped views - particularly if the women concerned started life in similar circumstances to those of the participants in the course. Fictional stories following a similar approach can also be useful.

gender workload calendar - men



gender workload calendar - women



3. Income/expenditure tree and calendar

Objectives: To analyse income and expenditure of households through the year; to consolidate reading and writing skills; to introduce division; to encourage stronger participants to help weaker ones as part of the circle's normal practice.

Preparation: Pairs of cards with sentences from previous units, ideas for pictures relating to income and expenditure.

How to construct a graphic

PART ONE: THE TREE

Explain to the participants that today we are going to start by growing a tree. The roots of the tree are going to be their different sources of income and the branches are going to be the different types of expenditure they have.

On the ground lay out a large stick. This is the trunk of the tree. Place smaller sticks spanning out at the top to represent branches and other sticks spanning out beneath to represent the roots. Then ask what different sources of income they have. Ask for major sources of income, such as cash crops (coffee, tea etc) as well as general categories. (For example, if participants mention goats and hens etc, group these as 'livestock / animals'. If they mention making mats and pots etc, group these as 'home manufacture'. Other categories might include petty trading, migration (to work elsewhere). Ask participants to draw and agree a simple picture card for each of these categories and place each at the end of a root of the tree.

Then ask for the different types of expenditure they have - again include major items (such as alcohol) and general groups or categories. These could be agricultural inputs, food, fuel, clothes, health, housing, festivals etc. Create simple cards for these and place each one at the end of a different branch.

Then ask, can a tree like this keep standing? Will the weight of all the different expenditures be too much for the roots to bear? Will it fall over?

Ask participants to make a copy of this tree on a large sheet of paper, (using words alongside each of the pictures used (with your help where necessary)).

PART TWO: THE CALENDAR

Now place all the picture cards for sources of income in a column, one under the other. Underneath these place the different sources of expenditure. Across the top draw twelve columns (for 12 months) to make a calendar. Ask the participants to think of a typical family in their village. Agree some basic elements of what such a family might be like - the number of children, their ages, whether the children are in school or in a parent's community school etc.

Then ask the participants, for each of the types of income, what month of the year this typical family will have most of this source of income and when they will have least. Ask them to fill in the response for the whole twelve months, for each source of income. All amounts should be regarded as relative, not as being actual amounts of money (perhaps on a scale of ten, so ten stones is a lot and one stone is very little). If the discussion gets stuck, then ask the participants to agree additional assumptions about the 'typical family' (such as which crops they grow and on how much land). The facilitator should write down all these assumptions.

Ask the same for all the different types of expenditure so that the whole calendar is complete. Transfer this to a large piece of paper.

Ideas for discussion

- How does a family cope with unexpected expenditure or large debts?
- How do we save for weddings or future costs?
- What happens if a child falls very ill and needs to go to a doctor?
- What happens if the goats die?
- What strategies for increasing income are most feasible for a family like this?

In some cases, it is likely that this type of discussion will lead to an analysis of indebtedness and sources of credit. This can be analysed in more detail with the construction of a credit matrix (see next part).

Ideas for action

The discussion might lead to a list of different alternatives for increasing income.

and decreasing expenditure. Stories may be appropriate for translation and presentation by individuals or as a story. Stories may need to be presented to a community meeting for more effective action.

- Limit drinking or control of drinking alcohol (such as not during the day).
- Organising transport collectively, in order to take crops to a different market with better prices.
- Planting more food crops which will be ready when incomes are low.
- Men spending more money on family projects.
- Challenging local corruption, so that services for the whole community can benefit.
- Talking down locally to reduce the price of clothes, especially school uniforms (or abolishing uniforms).

Ideas for reading, writing and numeracy combined

The facilitator can start with a revision session using pairs of sentences from previous units (particularly those which most participants found difficult or missed). See 'Memory' in the Games Section (see page 265).

After this light relief, the time can return to economic issues. Participants copy the tree and calendar into their exercise books, and do some work on recognition of the new words, and any new syllables. Ask participants to divide themselves up into pairs of a regular and an irregular offender. This has to be done very carefully, and if possible should be based on the existing 'buddies' who are used to helping each other out. The same pair writing of phrases, sentences or continuous writing (one or two paragraphs) about the tree and the calendar. This can be general comments at this stage, and can be shared with the whole group. Important statements can be taped onto a large piece of paper by participants or the facilitator for display.

Looking at the calendar for the 'typical' family, participants can calculate the actual income or expenditure for a month in Dange, and work out the balance. If this proves interesting, they can calculate for every month and the whole year.

Now it is possible to ask the pairs of participants to work together on producing their own individual versions, basing it on their own sources of income and types of expenditure. This will involve numeracy work and reading and writing work,

as there will be many calculations to be made, and conclusions for their household which can be written down in their exercise books. The stronger partner can help the weaker, but both should produce a tree or calendar. The facilitator should be very active in helping each pair along. As this is a sensitive area, a choice of activities should be given, and participants can work on areas they want to keep secret at home. These calendars can be shared informally by looking at each others' exercise books as desired.

Other ideas for practical work include:

- Draw income and expenditure tree for their households.
- Food needed for each month in the year, and changing prices.
- Whole household expenditure for each month, and then the year.
- Whole household income for each month and then the year.
- Money needed for education through the year.
- Money spent on school through the year.
- Changes in prices from month to month for things sold, and for things bought.

If complete annual calendars are too time-consuming, then concentrate on one month only. Encourage participants to write down all the calculations they make, and the different sub-totals - not just adding them up in their heads!

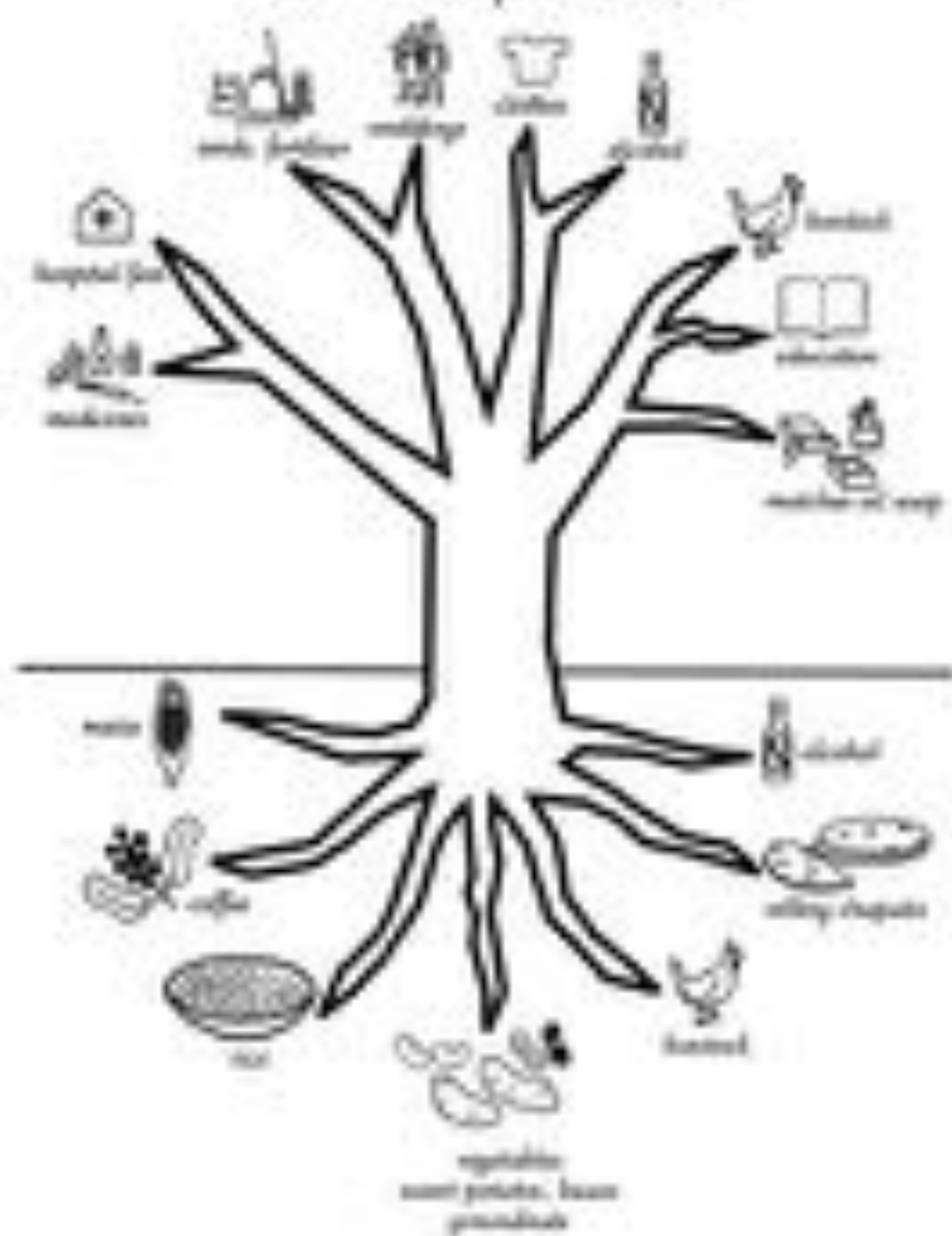
Some exercises should be designed to introduce division. For example, the participants can be asked what the total income of a family may be when they sell their coffee after harvest. This can then be divided by 12 to give a sense of how much income that must mean on a monthly basis. Introduce the division sign and discuss different words that are used to refer to this function (such as, sharing, halving, etc.). Discuss the issue of what tools when calculating division may be needed and ask the participants to devise problems / sums for each other, involving division. Allow as much practice as possible in mental arithmetic and ask participants to exchange strategies for doing divisions mentally - particularly for working out approximate answers.

Supplementary information/materials

- Simple schemes on keeping household accounts/small business accounts.

- Health materials in the danger of excessive dosing
- Agricultural Extension literature on different types of non-traditional crops and how to grow them.

income and expenditure tree



income & expenditure calendar



9. Matrix on sources and uses of credit

Objectives: To compare different advantages and disadvantages of sources of credit and to practice decision.

Preparation: Blank cards on which to draw and write sources and uses of credit.

How to construct a graphic

Explain to the participants that the focus of today's session will be credit. In many cases credit will already have been an *in-vogue* (through previous sessions of income and expenditure) Make sure the circle has a common definition of credit. For instance, are loans or rent included?

First ask, what are the different uses that we have for credit? When do we borrow money and what for? Try to group what they say together in general categories, for example: agricultural inputs, fishing, small businesses / petty trading, food, education, health, festivities (or special occasions like weddings), clothes, paying back other loans, etc. Draw picture cards for each of these (and help to write the words defining them clearly on the back). For some of them, cards will already have been prepared in the previous Unit. Place the cards (with words facing up and pictures hidden) for these categories in a line on the left of a space cleared on the ground. The participants can turn over the cards at any time if they have difficulty reading.

Next ask the participants: What are the different sources of credit we have? When they need to borrow money how do they get it? They may mention, savings and credit groups, moneylenders, families / relatives, banks etc. Prepare cards as above and place them with words face upwards in a line on the ground above the different uses.

Now, for each of the uses for credit, ask the participants, where would they go? Ask them to score each possible source out of 10. For example, if the money needed is the commonest piece to get a cash for agricultural inputs, I could score it 10 if it is not an easy place to get money for health care, then I could score 5.

Ask a different participant in turn (preferably the weaker or less regular ones, to get confidence) to write the agreed number on a piece of card or paper and place it in the appropriate place.

Ideas for discussion

- What are the advantages and disadvantages of different sources of credit?
- What are the conditions put on loans by different sources?
- Can we get loans from a bank? If not, why not?
- What rates of interest are charged by each source and what are the different ways of calculating interest (by month, by year etc)
- What are the advantages / disadvantages of loans in kind rather than in money form (seeds for instance)?
- How is money paid back to lenders?
- What happens if we get very badly in debt and can't make repayments (or each different source)?
- How long does it take to get money from each source?
- Do we know people who have suffered very badly from indebtedness? Ask them to share stories, always taking it a general rather than a personal discussion, unless a participant volunteers information.

Issues for action

- Write a letter to make contact with a credit union / local bank.
- Write a letter to a credit union advocating / recommending changes in their conditions.
- Agreement on changes in conditions in a local credit scheme where participants have an influence.
- Set up local court or arbitrators in cases of unfair credit agreements (dealing justly with borrowers who cannot repay etc).
- Establishing a wider "neighbour" based skills exchange scheme as a supplement / alternative to traditional credit (or other mutually supportive savings and credit groups).

Ideas for reading and writing

After copying the notes into their exercise books, the facilitator can ask participants either to practice writing the new words or to write whole sentences from the discussion (using whatever activity they wish). The results can be shared with the whole class, and participants will help if necessary. Ask written sentences on the board. Everyone can practice reading them. Then, participants can divide the mixed-level groups for different activities. One group (smaller) can use the board to fill in the gaps in the sentences which the facilitator has made by taking out words. The other group can play the game 'Changing Things', starting with a sentence which relates to the credit decision (see Games section, page 262).

Then move to relevant reading and writing practice, for example filling out application forms for bank accounts or loans, writing a cheque, articles on debt issues for a community newsletter, or letters on issues which have emerged as needs in the class for action (see above). Ask participants what they feel it would be most useful to practice. There may be benefit in working in pairs.

Ideas for numeracy

Numeracy work in this Unit should focus on practical calculations, using examples of typical loans and typical repayment periods. This is the perfect time to consolidate participants' understanding of division, particularly long division, because it will be needed to calculate monthly payments etc. Refer to previous divisions done. Then give some example of mechanical calculations on the board, followed by some 'problems' based on credit examples for participants to do individually, such as:

- If I take out 300 pounds and have ten months to repay, how much do I repay each month?
- If I take a loan of 800 pounds, and spend it on food etc, how much will I have to pay back if interest rate is 15%? how much less will I have to pay to be able to pay it back?

Ask participants to give real examples from their own situation, and practice with those. Keep to round figures such as 10% and 15%, to make calculations easier. Remember that this discussion is likely to lead to a debate on the interest rate!

Supplementary information/materials

- Bank or credit union forms/leaflets/panphlets.
- Simple tables for the calculation of interest (in round figures).
- Calculators.

sources and uses of credit

	savings group 	relatives /poor 	money lender 	bank 
health	2	8	0	0
education	8	5	0	0
weddings/ funerals	0	8	8	0
buying livestock	8	0	0	2
agricultural inputs	2	0	8	2

health : relatives help pay for medicines and hospital fees

Weddings/funerals : the money lender charges high interest on loans for a wedding or funeral

buying livestock : people buy young pigs with money from the savings group

agricultural inputs : the debt to the money lender has to be repaid at harvest so we have to sell crops when the price is low.

10. Preference ranking of crops

Objectives: To compare the advantages of various crops; to practice independent writing; to practice calculating and estimating values.

Preparation: Relevant visual cards produced so far and blank cards for any new words/pictures. True/False cards; reading materials on agriculture.

How to conduct a graphic

Ask the participants to list the major crops grown in the village (perhaps referring to the agricultural calendar where a range of crops may have been mentioned). Ask participants (with your help where needed) to prepare word cards for each crop and to lay these down one side of a mat/cloth - and then to lay the visual cards for these crops (as a prompt for those with difficulty recognising the words) in the same sequence across the top.

Make lines down and across, using whatever materials are available (thread or string), so as to make the mat/cloth clear. Now ask participants to number the different crops across the top from 1-6 (or however many they have) and down the side (from 1-6-10) - so that the same number relates to the same crop.

Now, starting with the first crop in the first row ask whether they prefer to plant that crop in the crop in the second column. When they have decided, ask them to write the number of the crop they preferred in the appropriate box. Then ask them to explain why they preferred that crop. When they give a reason, try to get them to explain it in simple, general terms which could also relate to other crops. So rather than, for example, 'rice is good food for the family', just put 'good food for the family' rather than, 'it is mostly women who grow and sell sweet potatoes, and keep the money from the sale, so this money is spent on children', just put 'money from sale goes to women'.

Ask if anyone can attempt to draw the reason - or at least represent it somehow. Ask a participant to draw a card and then ask another participant (with your help) to write below the picture in simple language, the reason. This will enable different levels of learners to recognise these complex cards.

Now ask the same question for the crop in the first row compared to the crop in the first column. Which is preferred and why? Again ask them to put the

number of the preferred crop in the box and then to give a reason. To generate the reason, and to try to draw it, following the same method described above.

Continue to compare the first row crop with each of the columns until the whole row is full and you have a set of cards giving reasons. If some of the reasons given are repeated then do not draw another card and simply use the one drawn before.

Now, complete the second row. As you have already compared crop two to crop one leave this blank - and as you can't compare crop two with itself leave this blank and go straight to crop three. Complete the rest of the row again with reasons and cards (see example).

Then move to row three. The first two columns are not relevant as they have been done and the third cannot be done as it can't be compared with itself, so go to column four. Continue like this until all the rows are complete (though half of the matrix - everything underneath the diagonal from the top left corner to the bottom right corner - will be blank).

At the end you should have a large collection of positive reasons (or criteria) which helped people make a choice. These must include such things as: easy to cook, doesn't depend on labour, few various uses, high profit etc. Some will clearly have been difficult to draw and may not be remembered by the picture alone! Looking at these reasons laid down in a long list can lead participants into comparing the importance of these criteria in relation to different crops.

This discussion can be done by making another matrix, scoring each crop for each positive criteria out of a total of 10. Put the crops across the top and all the reasons / criteria of preference down the side. Read the first crop in the first column and ask whether the first criteria of preference is relevant. If not put a 0. If it is, ask whether this crop is very good in relation to this criteria or not. If it is good, ask them to give it a high score - out of 10. If it is poor, give it a low score out of 10. Whatever score the participants decide, ask one of the participants (a weaker one) to write down the number on a piece of paper, and place it in the box. Then ask about the same crop in relation to the next criteria and give it a score. Continue this for all criteria.

Then move on to the next crop and complete for all criteria. The aim is not to attempt to show an overall score but to show the complexity of all decisions in relation to choosing which crops to plant.

Ideas for discussion

A lot of discussion will have taken place already! However, where there have been particularly animated discussions they could be picked up and explored in more detail.

- If certain traditional crops have been revealed to have few advantages, then discuss what we can do about this? Research for non-traditional crops.
- Is the division into men's and women's crops helpful to the family? Is there any situation where women have control of profits from their crops?
- Is there any alternative to growing crops which can be made into alcohol?
- Are there any ways of organising community labour, which will relieve the work burden on individual labour-intensive crops? (such as shared bird scaring for rice)

Ideas for action

- Training in crops which have been shown to have considerable advantages, but where lack of knowledge is an obstacle.
- Collective action against certain pests.
- Cooperative paired-planting so that different people plant different crops and trade internally (or between villages with REFLECT centres).
- Write a letter to an Agricultural Extension Worker (crops to that level) asking for help with growing something new.
- Ask a richer farmer to experiment with a new crop, so that participants with fewer resources can test how it works.
- Challenge men's practice of taking all the money from sale of cash crops such as coffee.
- Translate agricultural extension materials into the language used in the area.

Ideas for reading and writing

This whole book can involve a lot of reading and writing. A lot of practice can be developed around the list of others that are generated. These small groups can work on different things.

- Group one can work with the new words and play the game “True or False” with one member of the group holding up cards for the others (see Games Section, page 208). The sentences on the cards should include a lot of words and ideas from the crop mobile and the sources of credit notes. When the participants have finished with the pre-prepared cards they can start to write their own True/False sentences and try them out on the rest of the circle (at top speed).
- Group two can try writing phrases and short sentences from the discussion in their exercise books and then pass round their books for reading practice.
- Group three can use real reading materials, such as instructions from pesticides or fertilisers or any other agricultural inputs, training leaflets and pamphlets on different crops. These can often be found in abundance in certain places (often big supermarkets or stores of development agencies / government ministries), or could be written by the facilitators in their regular exchange notebooks and verbally duplicated in a copying machine.

All groups should give the whole circle a feedback on their work, and everyone can benefit from the extra reading practice. The circle can work together on any real writing that needs to be done to carry out the ideas for action.







Ideas for numeracy

Numeracy activities that can flow from this work include practice with volumes in relation to pesticides or fertilisers (dilution etc) - including practice in estimating the volume of different containers (which could be collected prior to the class). This practice in estimation could be of considerable practical value! In the same light, some calculations of area will be useful (as most pesticides will say that it amount will cover X square metres). The starting point might again be to ask people to estimate the area of a certain plot of land and then discuss strategies for calculating the area (there may be various ingenious ways people have of doing this and various terms people have for the units of measurement and area involved). Practice could then be developed on the parallels between the local / traditional measurement systems and the metric system - showing ways of approximating the calculations involved.

Ideas for supplementary materials

See above in reading and writing.

preference ranking of crops (a)

		1	2	3	4	5	6
							
1	maize		1	1	4	5	6
2	coffee			2	2	2	2
3	rice				4	5	6
4	sweet potatoes					4	4
5	beans						6
6	groundnuts						

coffee is better than maize
 groundnuts are better than maize.
 I prefer groundnuts to beans.
 rice is good for selling and eating.

preference ranking of crops (b)

rank for particular reason by participants		1	2	3	most preferred	least	prevented
	good food for family	5	0	0	2	8	8
	short growing season	5	0	0	8	8	8
	good market price	8	8	4	3	3	3
	money from sale goes to women	0	0	0	6	6	6
	resistant to drought	8	7	0	0	0	0
	not much labour needed	5	9	2	5	5	3
	not much money for seed	5	9	2	7	7	8

we are going to ask the agricultural extension worker for advice on growing sweet potatoes.

we are going to discuss using less land for rice with our husbands

5.3 SAMPLE UNITS BY THEME

These units are not presented in any sequence. They are clustered by theme simply for ease of reference. Most units can be used either early or late in a REPS/ECF programme (to teach very basic aspects of literacy or more complex reading and writing and numeracy). Once you have decided how to sequence your local material you can build up the literacy and adjust the level of difficulty of the literacy / numeracy work in each Unit. For example, in the early stages the graphics will tend to be constructed using pictures, with just a couple of words being introduced. In the later stages, the graphics may be covered with words as labels to the pictures or even directly constructed with words. Some Units necessarily involve more reading and writing (eg timelines) and will only be appropriate later in a programme.

Some Units are presented here in detail, others are only in summary form. In all cases some attempt has been made to indicate clear or possible directions for reading, writing and numeracy work but this is not developed into step-by-step guidelines – as in the Units in 5.2.

5.3.1 ADDITIONAL UNITS ON AGRICULTURAL/MICRO-ECONOMIC THEMES

Agricultural Map

An Agricultural map will show all the different crops grown in the village (or on land which people in the village use). On the same map, animals which are reared could also be shown (though they could be kept for another map). The map is likely to involve covering a larger area than the household map but it is important to ensure that major points of reference are established. It can become very complex if every single field is identified. Visual codes for each of the major crops and animals should be relatively easy for participants to prepare.

The discussion of the map may focus on the advantages and disadvantages of different crops / animals and the uses of each. Some reference to historical changes in land use can be productive (what was planted thirty years ago, what is now, what may be planted in the future). Gender workloads in relation to each crop might also be a productive line for discussion. Some classification of crops into cash crops and subsistence crops can be useful. Discussion may extend to cover different soil types in the area and which crops are appropriate to these - or which crops are suitable for growing on slopes or at different altitudes (if relevant).

Reading and writing exercises can involve picking out the names of crops as key words (initially as labels to the maps). These can be used for simple phrases or more advanced writing by participants, depending on the point in your course.

Numeracy work, if at the basic level, might focus on the number of fields of different crops and then the total number of fields. Alternatively, at a more advanced level it might lead to discussion of measuring land area and calculations relating to that.

Map of Land Tenancy

In certain contexts, a Land Tenancy Map can be an invaluable starting point for discussion. In others it may be so politically sensitive as to be dangerous. The map involves classifying land into various types, such as small-holding, large plantation, rented land / share cropping, cooperative land, land in dispute, government land etc. Simple symbols / pictures can be developed for each of these and the map can be constructed most easily after an agricultural map has already been completed (indeed it might even be possible to integrate the two).

Discussion is likely to focus on land distribution (and most probably the wider nature of it). It is interesting to put this in an historical perspective: 'Who (quite often) owned the land 500 years ago (if anyone)? Who owned it 100 years ago, 50 years ago, 10 years ago etc?' The time periods you select will depend on the history of your country. It will be important to highlight periods of invasion or major land reforms if there have been any. Indeed, it may be easier to refer to historical events or people (or generations, such as 'our grandparents time') than to years.

The discussion might then move on to the feasibility of changing land ownership, the causes of land disputes, the legal (and non-legal) means of challenging ownership etc. It will be important to try to ensure that everything is rooted in local history and local examples wherever possible.

Other discussion might focus on the process of land inheritance - on the process of land size becoming unrepresentative through repeated division on inheritance, on the role of writing a will to ensure a fair inheritance, or on the impact of inheritance laws and traditions on women's position in society.

If you are still in the early stages of a REFLECT course, the reading and writing work could draw on key words from the map (cooperative / landowner etc) and constructing phrases from these. At a more advanced level the reading and interpreting of land titles / relevant legal documents could be a practical focus (if participants have them and wish to have help in reading them). Supplementary reading could involve leaflets or pamphlets on land rights, agrarian law etc. Some role-plays can be developed where participants simulate examples of people using their land by putting a thumb print in something they can't understand.

Numeracy work might be based on the size of a cooperative and the land each able per person, or on productivity from different lands. It might draw on examples of a share-cropper having to give away half of his/her crop each year.

Other possibilities would be examples based on the cost of buying or mortgaging land and repayment periods, especially if people have access to this type of arrangement.

Local perturbation maps



Transect Walks

A transect walk involves plotting, on a houseplot map or structural map, a path through the community from one end to the other, and then walking the route as a group, noting different characteristics found on the way. These might include the type of crop, the type of tree or shrub / bush, the type of soil, the gradient of slopes / altitude, the type of animals / livestock, erosion status, human settlement, paths, water sources, pests / predators, common diseases, opportunities for change.

In rural PFA practice this walk would be undertaken by external facilitators with a group of villagers and the facilitators would have a range of expertise to identify certain things (such as soil type) whilst complementing this with local knowledge. In the REFLECT circle it could be done on a purely local basis or the circle could invite a couple of outside "experts" (or even "local experts" – people from their own community with specialist knowledge) to walk with them.

Once the data has been collected it is presented in a cross section format (see below). The transect offers another way of seeing the community and can spark off some interesting observations and discussions. Particularly, the scale of the transect (it may cover several kilometres or just a few hundred metres) may offer a different dimension to discussion.

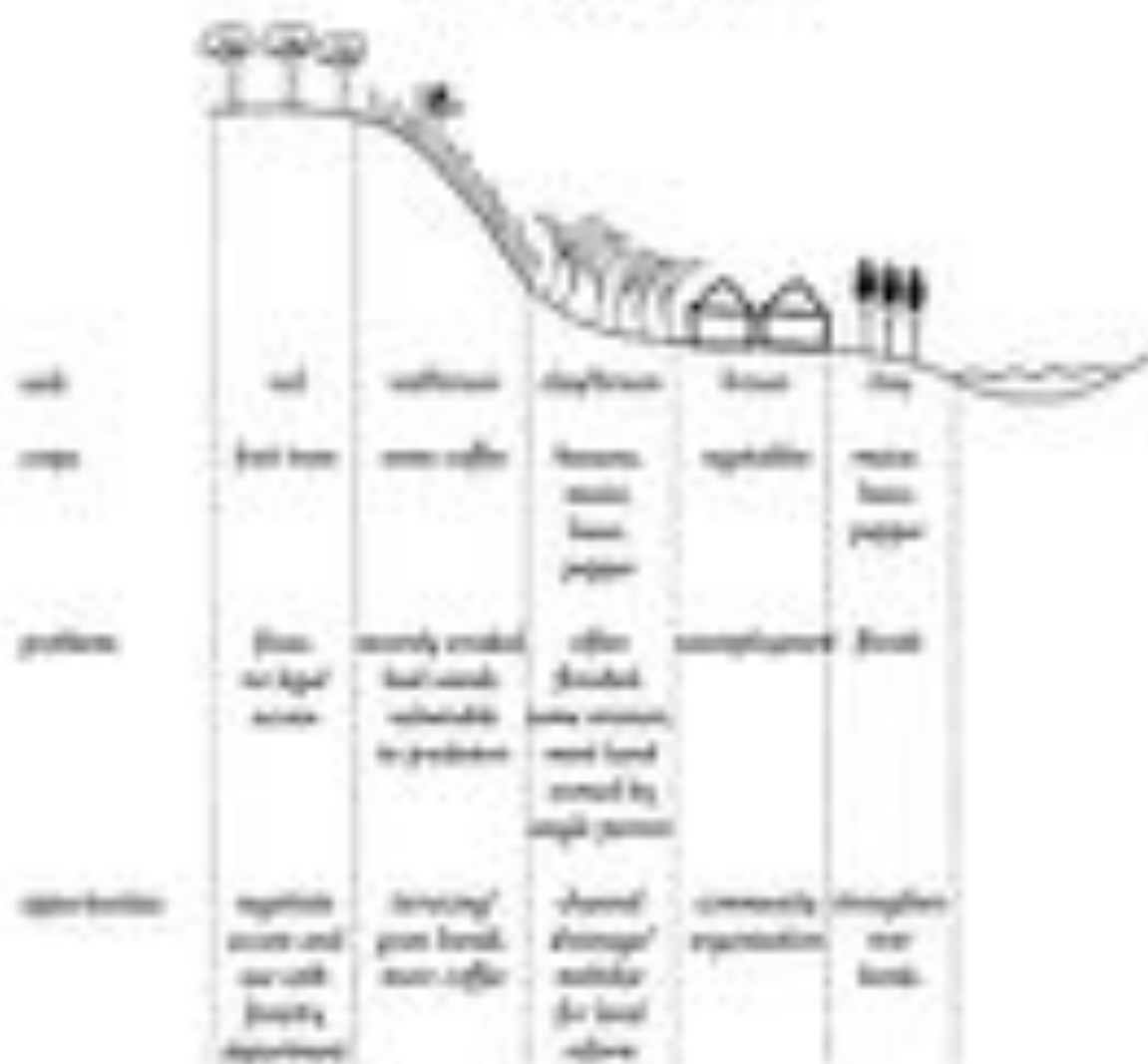
It can be useful to ask how often the transect would have been followed, as this can be another way of observing change. Issues such as soil erosion can be picked up particularly well in a transect (as tree cover, water sources and land use etc are all represented in relation to gradients / slopes) and actions to reduce soil erosion may emerge from the discussion. Another possible action would be to take soil samples en route and send them for analysis (if this service is available) to determine soil quality (and the most suitable crop / fertilizer etc).

A transect will normally involve a considerable amount of reading and writing, often generating not just words but short phrases. The participants can be encouraged to try to write directly on the large sheet of paper, with each participant taking a different box.

Further reading and writing work might pick up from the theme of soil quality and focus on practice in understanding descriptions of soil (pH content etc) received from a soil analysis and (if one is available), work might also relate to

reading instructions on fertilizers (or pesticides). This might also lead into
 numeracy work. Other numeracy work could relate to measurements of soil
 erosion (such as examples based on a certain percentage of someone's land
 being lost to gullies – what income does this represent if the field yields X%?)

transect walks



Market Prices Calendar

A Calendar of Market Prices involves identifying the major things that participants produce and sell – and plotting the (changing) prices that they can get for those items in the markets at different times of the year. For example, five crops may be identified (eg coffee, sugar, maize, beans and oranges). Participants could be asked to reflect on a typical year – when is the price lowest and when is it highest for each crop etc.

Discussion may focus on how people can avoid having to sell their crop when prices are lowest (immediately after the main harvest), through storing produce or taking credit, working cooperatively or planting at different times etc. It can be particularly revealing to ask them to identify times of the year when they may have to buy the same product (such as maize), which will usually be when it is most expensive. Discussion may focus on why prices change and what factors change the standard annual pattern of prices. Plotting price changes to the distance to markets (see mobility map, page 207) can enrich the discussion, in some cases a five or ten year calendar may also be valuable. Individuals may want to produce their own calendar (or their books) about their own specific crops / produce.

Groupwork based on this calendar can be very practical. One immediate step is to put actual prices on the calendar (rather than just show relative trends) and then to do calculations on the amount earned by selling the same quantity of a crop at different times of the year. The cost of taking out additional credit or of storing crops can be built into such calculations to make them realistic. Projections for each major crop could be developed, looking at yield / productivity, risk, price stability etc and probable profit levels.

Reading work should start with phrases generated by participants, based on the calendar and subsequent discussion. Additional work could draw on supplementary materials about commodity markets / international trade or on national newspaper reports on recent developments with major crops etc. Excerpts from these may need to be extracted and written out large on a blackboard or flipchart. The facilitator's on-going exchange workshops / training sessions could be used to gather up-to-date material on these issues. Some simple information material might also be included in the facilitator's manual.

calendar of market prices



1 = January (year 10-11)

we have to buy food when the prices are high and sell our harvest when prices are low

what for action

- store crops
- ask for credit
- avoid spending credit after the harvest
- plant new crops + ensure seed, tools
- group together to take crops to the city market
- avoid selling from the field to intermediaries

Basic Purchases Calendar

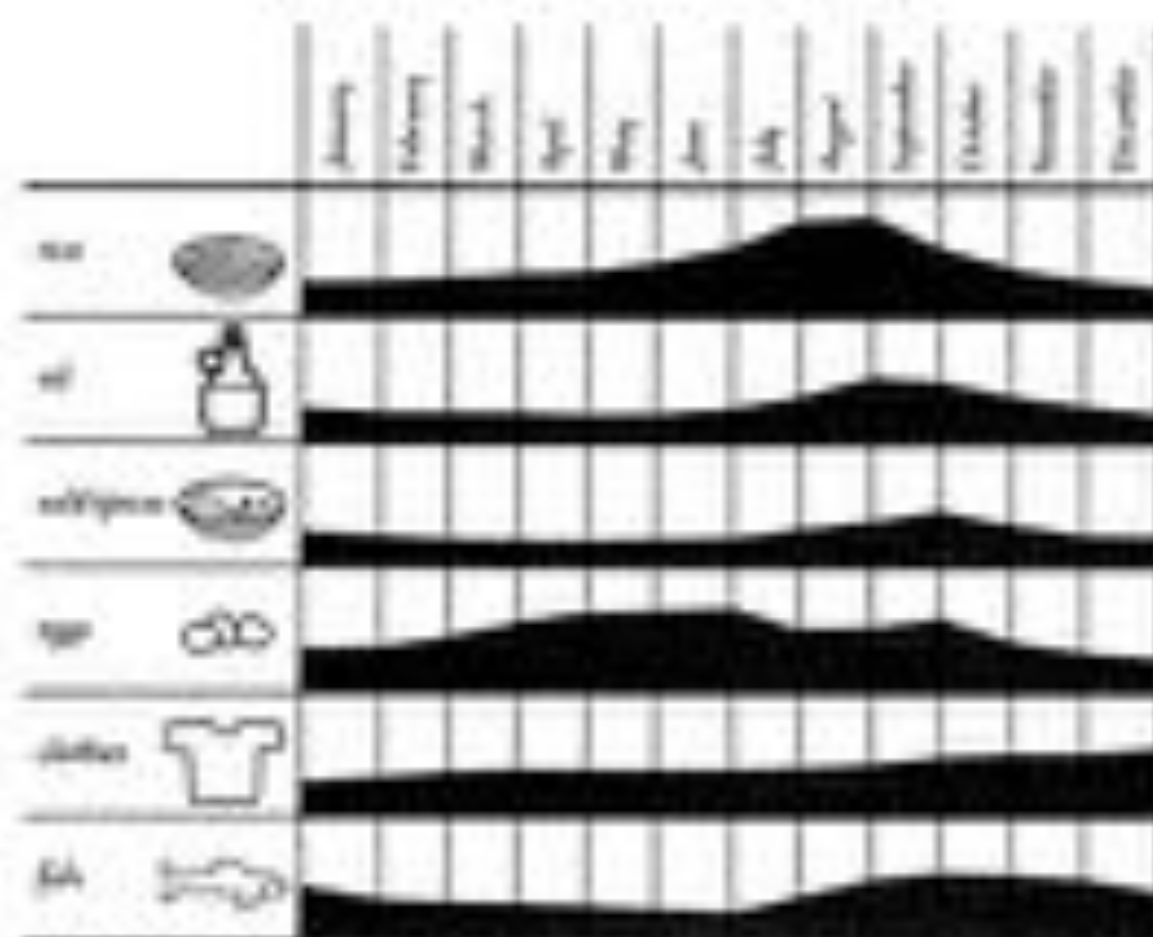
A Basic Purchases Calendar will focus on a selection of items people have to buy and will look at the price trends in those items over a year or perhaps more effectively, five years. The list of items should be suggested by participants and may include gasoline, soap, cooking oil, clothes, fish, milk, pork and pork ribs. The relative changes in prices over a year (or five years) would then be plotted on a calendar.

Discussion might explore the various reasons for price changes; whether income has risen to keep pace with price increases; whether certain items that used to be purchased are no longer purchased; whether any of the items can be produced locally rather than purchased etc. If certain products undergo dramatic price changes within a year, then the feasibility of bulk buying (and storing) when prices are low can be discussed.

Numeracy work could focus on practice in market place situations, based possibly around role plays and the need to do calculations on the spot. It can also be useful to learn how to recognize written prices, to practice currency conversions and weight systems used for different items.

Reading and writing work might focus on writing shopping lists. For instance, participants could write lists for each other and try to read each other's instructions. The introduction of a basic accounts system for household expenditure could be useful and would integrate numeracy and literacy.

calendar of basic purchases



Hunger and Abundance Calendar

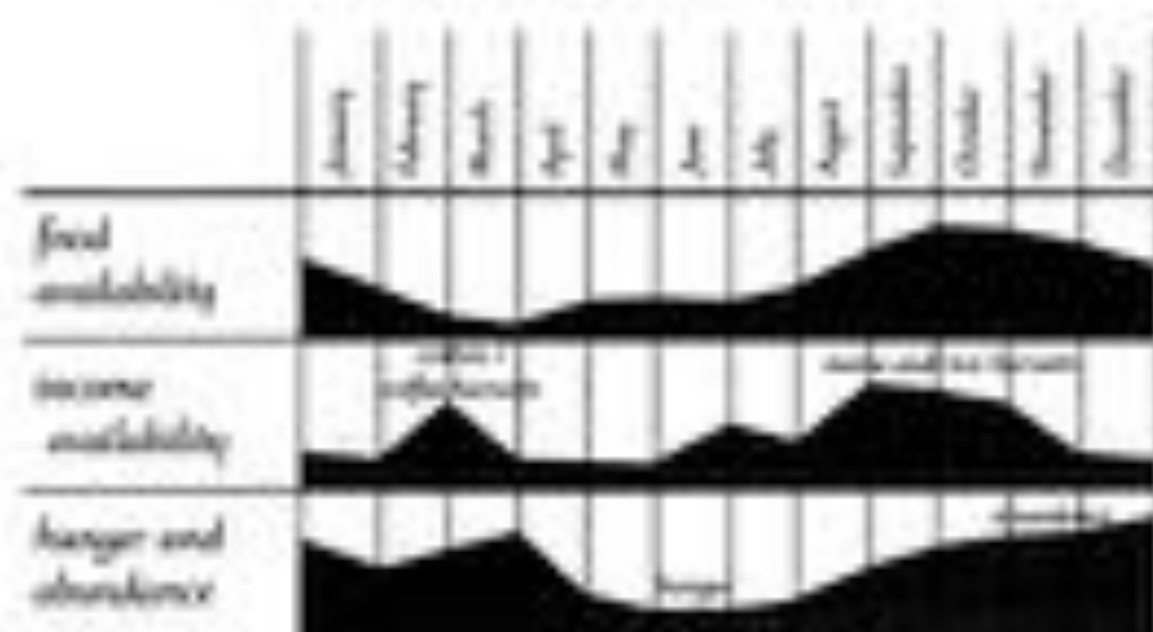
A Hunger and Abundance Calendar involves plotting the availability of food and income through the year to determine the times of the year when there are serious shortages and the times of abundance. Cross-referencing with other calendars can be useful to focus discussion. In many cases there will be several months of the year when there are serious shortages. The length of this period may vary from year to year and the reasons for this should be explored.

The discussion is likely to focus on survival strategies during the period of shortages – both existing strategies and ideas for improving them. This can often be a very creative discussion with many different ideas being generated which can lead to concrete actions. These may include introducing/reviving seedling swaps, improving storage, bulk purchasing, cooperative eating, small-scale irrigation, home-based income generating projects and so on.

Writing work might start with each person writing (to the extent they can) a list of ideas for how to reduce the hungry season – and then sharing them with everyone and prioritising. In this way literacy becomes intertwined with the discussion. If the Unit is used early in a course, the facilitator will have to do some of the writing (or give more help to participants to do their own).

Numeracy work might involve calculating the amount of certain crops that it is feasible to store (allowing perhaps for a loss of a certain percentage to pests), from a good harvest. Various calculations could also be introduced which look at how credit can help to tide the hungry season.

hunger and abundance calendar



Rainfall Calendar

A Rainfall Calendar is one of the most basic calendars, which is easy to produce but can be very revealing. Plotting the levels of rainfall month by month in a group, if given thought, will usually yield a very accurate picture. The same calendar can be used for identifying other climate conditions, such as cyclones / hurricanes seasons, hours of sunshine, rate of frost, etc.

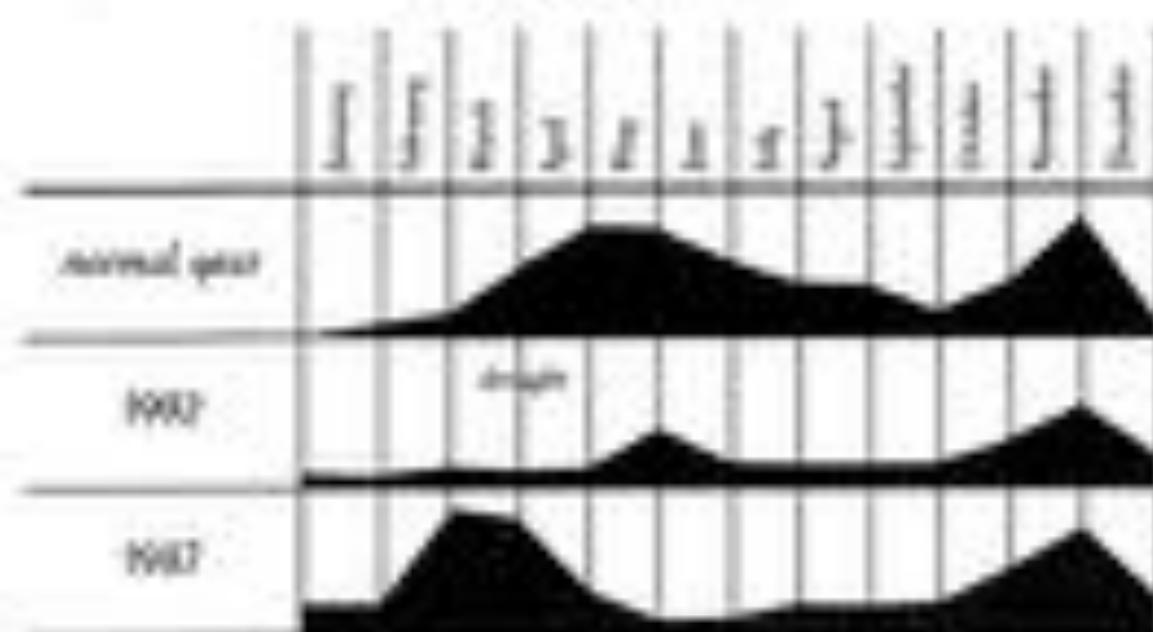
The calendar may initially show a typical year, but this can then be used as a starting point for discussing what happens when the pattern is broken – when there are floods or droughts etc. Participants can be asked to exchange their memories of the worst floods or droughts – and how they survived, the impact on crops, businesses etc.

Reading and writing might start with simple accounts written by participants about their memories of past droughts / floods. Depending on the stage in the course, these could be narrated by the participant and written up by the facilitator (or later collective reading) it might involve each participant (or each pair) writing a few phrases. If newspapers are available in the area, then some reading of weather forecasts could be useful. The reading of other materials such as guidelines for what to do in cyclones (different stages of alert) could also be used. The participants they choose to draw up their own guidelines for survival in different types of crisis.

Numeracy work could involve various things. Measurement of rainfall in inches / mm / centimetres offers some scope for practice (the equivalence in local traditional systems). The measurement of temperature by Fahrenheit / centigrade also offers scope for practical work. Another aspect of numeracy that could be introduced would be written dates (CE, BCE – perhaps looking at conversion between different calendars etc) as the discussion will have involved recording significant past events. This could be extended to abbreviated forms of writing days/months/years (eg 5/12/95).

NOTE: The rainfall calendar is useful to introduce at an early stage, particularly in rural areas – as it can be the best way to simply define the shape of the year for any other seasonal calendar.

rainfall calendar



In 1902 the rains came late and were not enough for the crops. Many people died of hunger. Some moved to the city.

In 1907 the rains came early and were torrential. There were serious floods. Many people in the valley lost their houses. Some crops were washed away.

Flow Diagram on Deforestation

A flow diagram is another technique of PRA which can be applied in many different circumstances to explore the causal relationships between events and their various consequences.

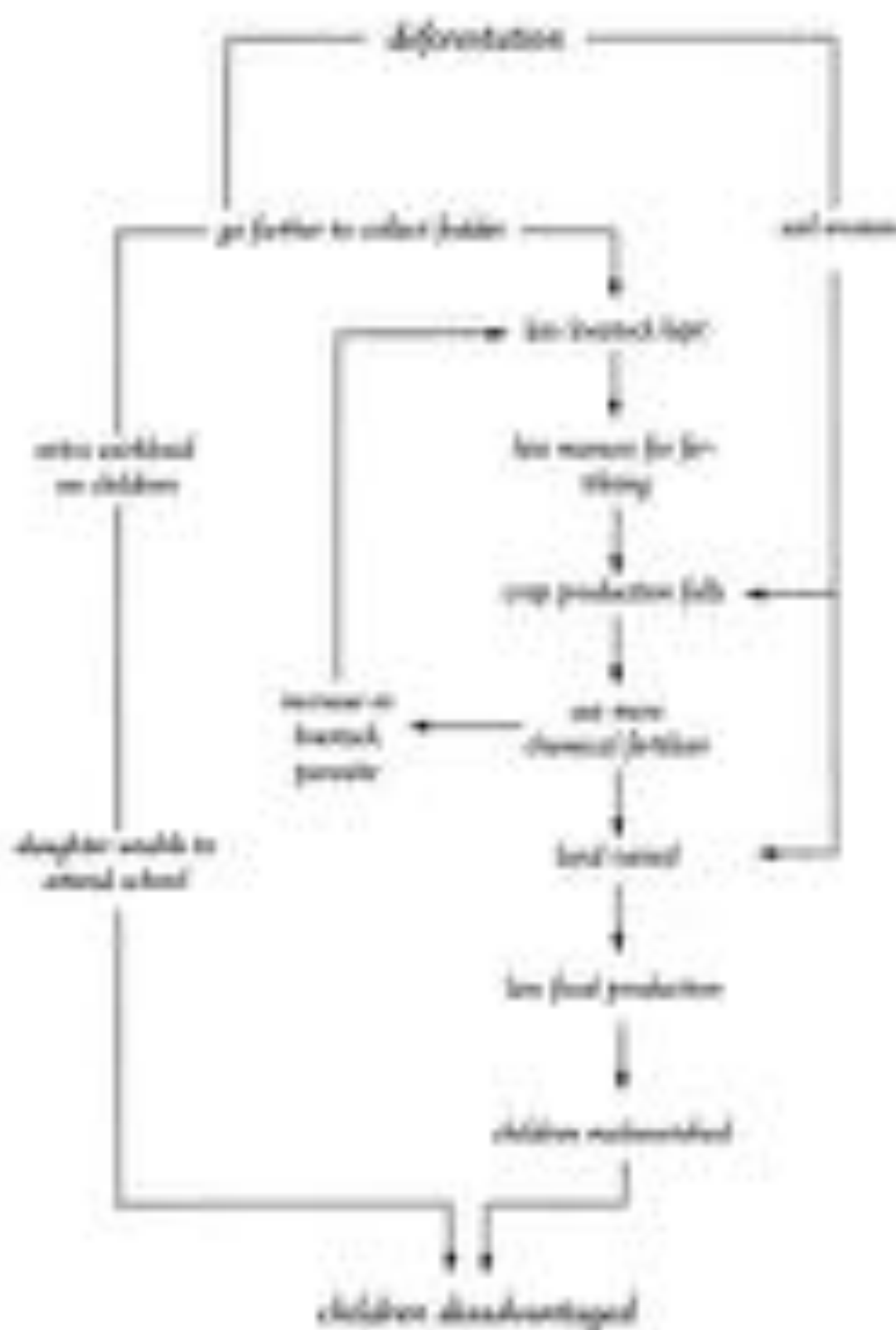
This example of a flow diagram is based on the effects of deforestation, following through the effects on children. Participants are asked to identify immediate effects of deforestation. They may identify soil erosion and extra time for fuel wood collection. Participants are then asked to follow these through one at a time, to identify possible effects of these changes (such as less freedom kept because less time available) and to look then at the 'effects of those effects'. The process can sometimes carry on almost indefinitely. Constructing this on the ground (perhaps with simple written cards) will allow a lot of flexibility and the result may well be very complex.

Exploring causal relationships in this way can also help to focus participants on which actions will help to break the cycles of effects at different stages.

Similar flow diagrams can be used in many other settings, for example, for exploring the impact of a flood or a drought, the building of an irrigation canal, the consequences of a dramatic price change, the effects of a plague or a war. They can be used to consider possible future effects of something, as well as the effects of things which have already happened.

Flow diagrams are a good opportunity to practice and use literacy and may therefore be most appropriate for introduction once participants have grasped basic literacy skills. In regard of numeracy, the focus may be placed on the economic costs of different effects - balanced perhaps against the costs of preventive action.

flow diagram on deforestation



Household Economy Systems Diagram

The aim of a Household Economy Systems Diagram is to show how the different individuals contribute to the survival of a family and the generation of income. Each member of the family is represented by a simple picture. Different features of the family's economy (such as crops grown, income sources, other major activities) are then represented around them, with arrows drawn to show who does what in relation to the different features.

This often reveals very clearly the inter-dependence of a family. It can be the basis for discussing relative workloads, changes in workloads, acceptable (and unacceptable) workloads for children of different ages, ways in which systems can be improved etc.

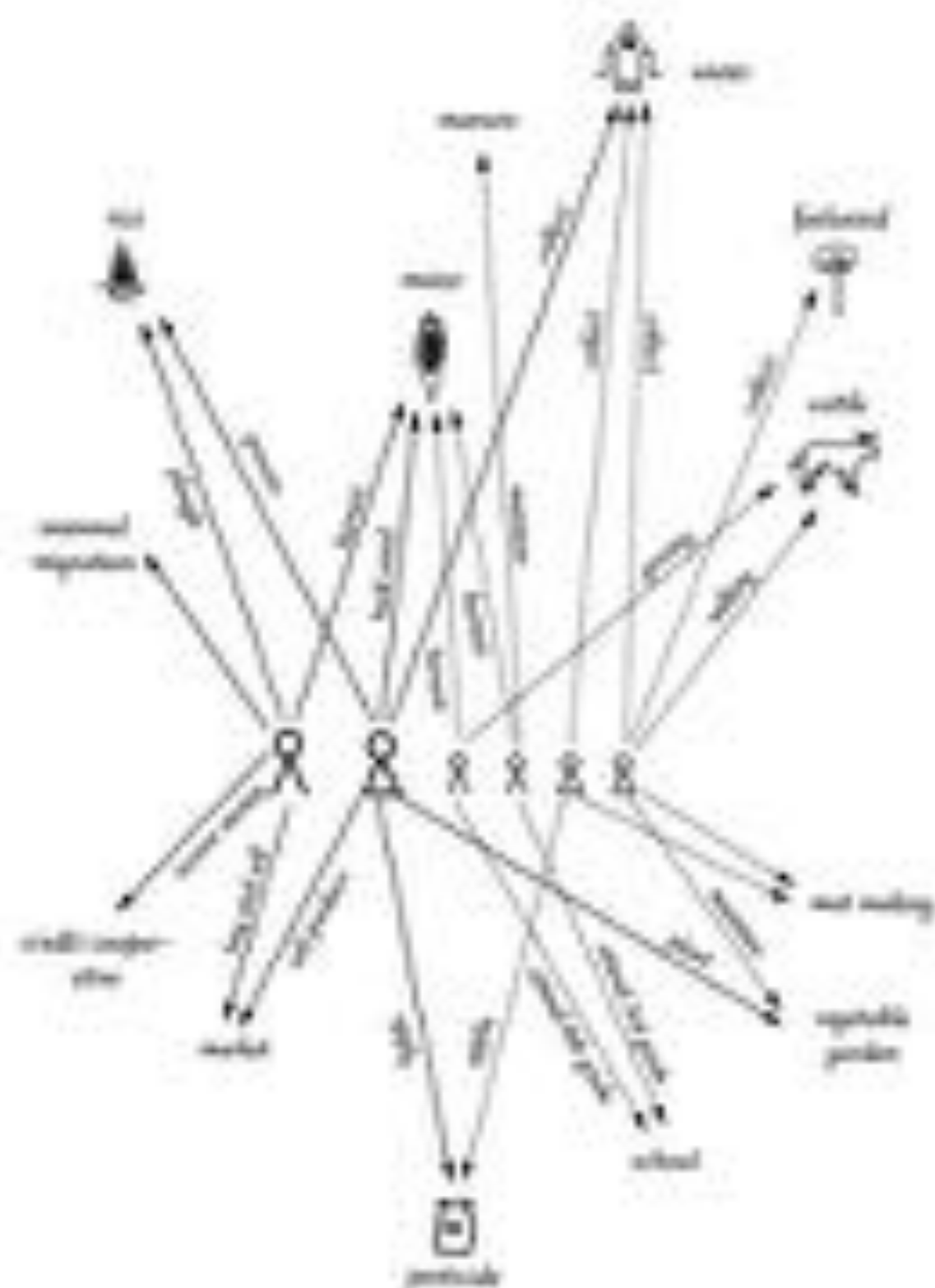
The systems diagram can become very complicated with arrows crisscrossing everywhere. Constructing it on the ground that will therefore help. The REFLECT club may begin by constructing a diagram for a typical local family. This would provide focus over what activities are typically done by different people. Alternatively, a participant may volunteer to have the diagram based on himself or herself. It can then be repeated by each participant (perhaps in pairs) in their own back based on their own household systems. The range of features to be included may be varied. Moreover, as a whole club, different household systems could be constructed, showing, for example, the economic system of a female-headed household.

The systems diagrams can be constructed mostly in pictures or sketched away with words. It can be used to generate a range of vocabulary (particularly including verbs along the arrows). This serves as a strong basis for writing sentences relating to the diagram and particularly sentences which highlight problems or solutions and recommendations.

Other types of systems analysis can also be developed, for example looking at farm systems in a diagram. This might include for example looking at the inter-relationships between animal rearing, crops and households. (For instance cattle give milk, meat and income from sale for a household, provide manure for crops and are fed on crop residues; crops are worked on by household and give food and income etc).

NOTE: Members of a 'household' or 'family' will vary from one culture to another. They may include one man and his children, or several brothers and their dependents, or something else entirely. It is important to have a locally understood term before constructing any diagram regarding the family.

household economy systems diagram



Process Diagram of Dairy Produce

A Process Diagram is one which shows the different stages involved in a process, including details of who does what and the time or cost involved in the different stages.

A Process Diagram of Dairy Production would start by looking at the size of a typical herd of cattle and who is responsible for it, providing some basic details of the cost of feeding, milking stock, veterinary treatment, feeding, housing etc. It would then look at options for someone with a herd (such as selling heads of cattle / keeping cattle for milking) and add details of who would do these. Milking cattle may then be explored in more detail, looking at various options (selling milk, processing for cream or sour milk etc). Each of these can be followed through to show who would do them and the time or costs involved – and how the product would be marketed.

The model of a process diagram can be used for any type of process, looking for example at a particular crop and its various uses or exploring the processes involved in making a legal claim etc.

A process diagram will normally only be used late on in a RICH/ECF programme, as it can involve a considerable amount of direct writing. This makes it ideal for writing practice but not very suitable for initial teaching of basic principles of writing. Many process diagrams will offer many options for numerical work, particularly in calculating costs and working out strategies for maximising profit (such as scheduling the process for sale of beef at a particular time of year, when the prices are highest).

process diagram of dairy production

Responsible

Alone

11.

[More Books](#)

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References

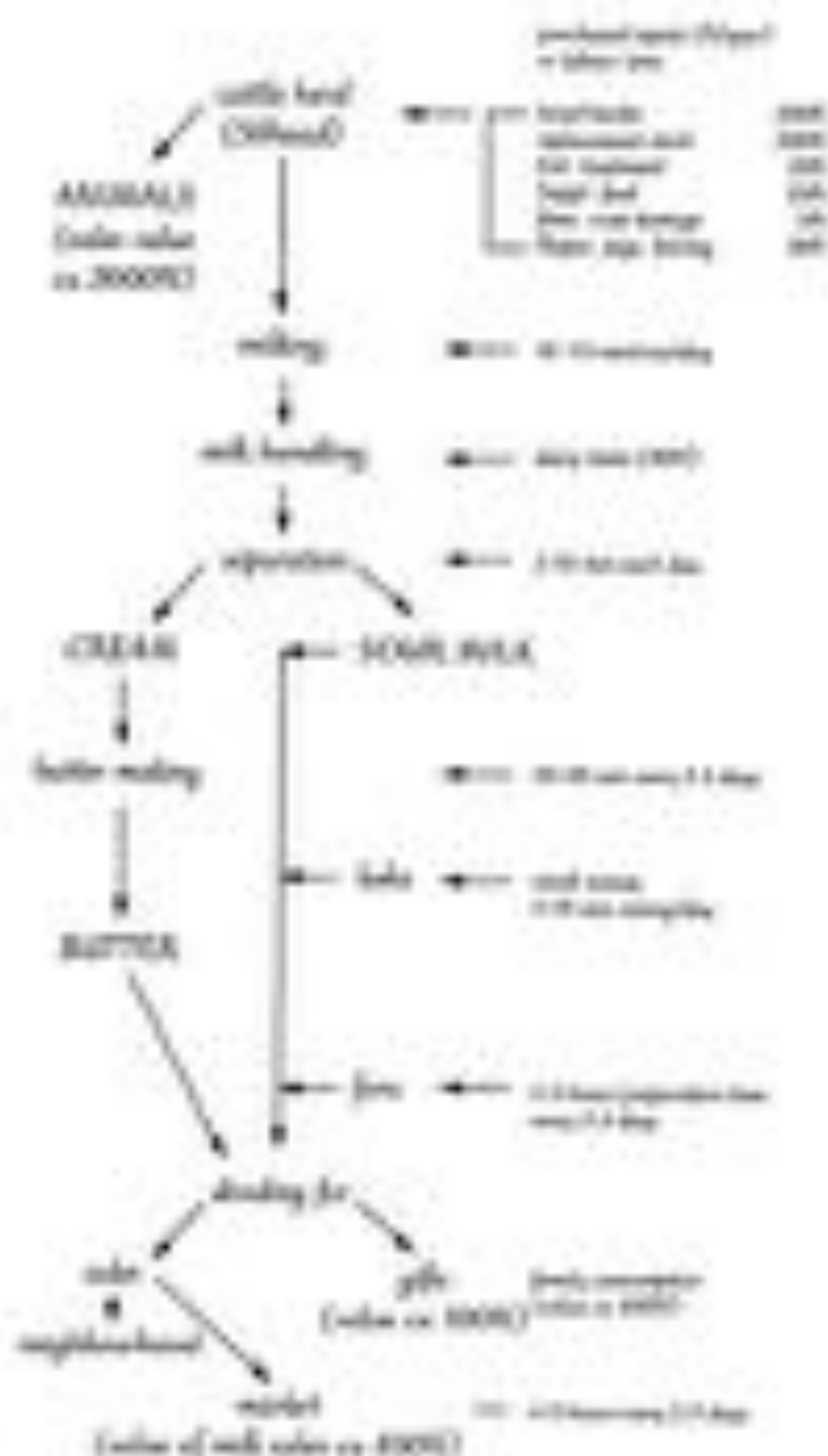
Microscopy

Wentworth/Griffiths

Munawar/Syeda

Discussion

Womens' sports

Key predators = CATFISH LITTERED. W+ Stars Clonal expansion per year
Notes: + and - from habitat study. Area: 1 million km².

Income and Expenditure Pie Charts

As a supplement or alternative to the Income and Expenditure Calendar (see page 11) the participants can be asked to construct their pie charts to show the relative allocation of their income on different categories of expenditure (such as food, farm inputs, housing, clothing, health, education, transport, cultural events, credit repayments etc). The 'pie' represents the total available and can be introduced as anything which is culturally appropriate (such as a 'tupelo').

After doing one pie chart as a whole unit, based on a typical family, each participant can be asked to do their own. This is less intimidating than taking about actual expenditure (about which people may feel sensitive) as it only requires a display of relative and approximate expenditure. It can usually be done relatively quickly and this leaves a lot of scope for comparison of the pie charts of different people.

Having introduced the pie chart it can be interesting to use it for different functions, for example, looking at local or national government expenditure and the relative allocations (which can be prepared in advance). Participants can be asked to prepare their own alternative local or national allocations.

Library work can be based on the vocabulary in the pie charts and locally related discussions.

Numeracy work arising out of the pie charts can focus very easily on the concept of 'percentages', introducing the '%' sign and doing a range of work around the use of percentages. The format also provides scope for exploring 'sharing' or 'dividing' (the dividing up of available resources). Putting actual (or approximate) figures in the slices of the pie can open up further numeracy work.

pie charts of expenditure



jason



maria

Projections of Loan Use

If the lending programme is linked in to a credit scheme (either directly through your own organisation, or indirectly in that participants have access to credit from somewhere else), then some interesting work can be developed around projecting loan use. This will have a strong numeracy focus. The starting point should be a typically-sized loan to which participants can gain access from the loan scheme and an activity which is commonly undertaken with such a loan such as buying feta or goats, mat-making or some other local craft. Lay out a calendar on the ground, starting from the stage of the year when people would want a loan and continuing for the typical period of repayment of a loan (such as ten months).

Ask the participants to imagine they are taking a new loan from a date which they agree on - which they have to repay within the period. Then lay out different rows, one set of rows for expenditure (with sub-categories: 'starting costs', 'housing costs', 'transport costs', 'loan repayment' and 'total'). Then lay out a second set of rows for 'income' (with sub-categories: 'regular income', 'seasonal income' and 'total income'). It might also be useful to have a row which shows the changing prices of the product through the year (to help participants identify the best time to sell). Finally have a row for 'balance'.

Ask participants then to complete the calendar, making assumptions on how they use the initial investment and when they buy additional things or sell their produce. (Each stage may involve extensive discussion. At the end they should note down any assets that they have at the end of the period).

This can be a highly complex task but with some practice it can work well and can lead to a very focussed reflection on the different things to consider in using a loan. The same calendar can be completed for a range of different activities. In the process, there will be a lot of exchange of knowledge and experience between participants. Numeracy work is clearly intertwined in the LLL and writing can also be intertwined. If participants are encouraged to note down their assumptions at different stages, if there is a lot of interest in this, then once participants have understood how to do it in a whole group they could work on different projections in sub-groups (or pairs, or as individuals).

projection of loan use

	Jan	February	March	April	May	June	July	August	September	October	November	December
action	100	100	100	100	100	100	100	100	100	100	100	100
price of 1 egg												
price of 1 hen												
expenditure - equipment	100	100	100	100	100	100	100	100	100	100		
marketing cost		100	100									
marketing cost			20	20	20	20	20	20	20	20	20	20
incidental cost										200		
expenditure - total	100	200	220	220	220	220	220	220	220	220	20	20
income - regular	0	0	100	100	100	100	100	100	100	100	100	100
income - incidental							100					
income - total	0	0	100	100	100	100	200	100	100	100	100	100
balance	100	100	80	80	80	20	120	80	120	80	180	80

5.3.2 ADDITIONAL UNITS ON HEALTH ISSUES

Herbal Matrix

How to construct a graphic

As part of a focus on health the construction of a matrix of local medicinal herbs / plants can be fascinating. It fits particularly well after doing a duration matrix (see page 107).

Ask each participant to bring into the circle examples of the medicinal herbs / plants that they use most commonly. Ask each person to bring as many as possible.

In the circle ask the participants to show the herbs one by one and give the names of the herbs they have brought. For each herb ask them to draw a picture of it as clearly as they can on a card – to distinguish one from another. Write the name on the card as well – using whatever colloquial term they have for the herb / plant (the facilitator will need to help write the name if this is early in the course – though participants should be asked to try to write it first).

Only draw each herb once and try to find the differences between them. For some the drawing may be of the leaves, for others the whole plant or the flower – whatever feature is most unusual or typical. When all the herbs have been drawn on cards lay these in a row. Now bring out the prearranged cards for diseases that are common in the area (which will probably have been used before) and place these in a column. Draw lines in the matrix or use string (or chalk) to mark out a matrix.

For each disease ask, is this herb useful for this disease? (give it a score out of ten just for very useful, none for no-use) and write the number on a small card in the appropriate 'box' on the matrix. Ask everyone to complete a score for each disease and each herb and then ask participants to transfer it onto a large piece of paper.

Issues for discussion

- What different uses (state each plant have?) (medicinal, nutritional, symbolic?)
- Is the same herb used in different ways for different diseases?
- What part of the plant is used?
- How do you prepare each herb for each disease? In what quantities and what doses?
- Do we prepare these herbs ourselves or are there special people with expert knowledge? If so, what? How did they learn?
- Are these herbs growing wild or do we deliberately plant some of them? Which ones?
- Are there some herbs / plants that we sometimes can't find?
- Are there some herbs we used to use that no longer grow locally?
- What have each of us learnt from this unit (eg. a new use for a common plant)?

Issues for action

Through the discussion it is possible that the participants will suggest organising themselves to plant medicinal herbs in a particular place, so that they are always available (ie developing a nursery of medicinal plants). Other possible actions include:

- preparing a detailed classification of medicinal plants/herbs
- preparing a recipe book on how to prepare them
- sending a particularly important / rare plant for scientific tests (this is not easy to arrange and the organisation would have to have specific contacts to make this work)
- consulting an expert on medicinal plants about the uses of certain herbs, if there is a dispute locally
- recording traditional knowledge by interviewing old / experienced healers / experts about their knowledge - and recording this (though this may be sensitive if people's knowledge is their livelihood).

Ideas for reading and writing

Some of the actions above may be a practical and productive focus for reading and writing work (particularly if facilities for live root printing are available locally), such as preparing a simple classification / guide or 'recipe book'.

Other activities for reading/writing would include the writing of simple phrases by each participant and reading them out/typing them all down. If the Unit is used early in a course, then one or two of the names of herbs that are most common could be used for syllable breakdown and the formation of new words. A competition to see who can create the most new words from one set of syllables can keep this type of exercise lively.

Ideas for numeracy

Numeracy work may focus on the quantities of each herb used for preparing a particular cure, the time taken in preparation and the dosage given, etc.

One common herb which we don't always think of as medicinal but which has important medicinal uses is garlic. Simple calculations for practice can be developed about garlic (or many other herbs). Imagine we have six garlics with 12 cloves in each. How many cloves are there in total? And if we have 8 garlics each with 12 cloves? (and 12 garlics etc)?

The emphasis should be on developing mental arithmetic skills. However, nearly similar examples might be developed to practise mathematical functions (depending on the stage of the course).

Supplementary information/materials

- Pamphlets on natural medicine (for instance from national HCCs)
- Recipe books on healthy diets (which use foods that are local)












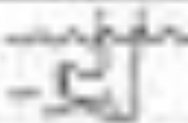
Ideas for adaptations

A table can be developed showing each herb and various details:

- where it can be found / where it grows well

- which part of the herb / plant to use for each disease
- what to mix it with / how to prepare
- what dosage to give it in (and how often)
- side effects etc.

herbal medicine matrix

						
	9	3	0	0	5	0
	0	0	6	0	3	0
	0	4	0	4	0	0
	0	5	0	0	0	10
	0	0	0	9	0	0
	0	4	0	0	0	0

Body Mapping

This can be a difficult task as it can cause embarrassment. However, in certain circumstances it can be very productive. It may help to divide the group into teenagers and young/ad as that people feel more confident.

How to conduct the graphics

Ask one of the participants to volunteer to lie down on the ground and ask another participant to draw around the outline of that person with a stick (or chalk). Ask the participant to stand up again and then ask everyone to look at the outline. Tell them that today we are going to draw a map of what is inside the body.

At first ask them to simply indicate anything that they think is inside, without giving any prompts. Then, if they have not included them, ask them to add the following: brain, heart, lungs, stomach (and perhaps liver, kidneys, intestines) - and to discuss amongst themselves what are the functions of the different organs. They might at this stage write down a few words / phrases on what they consider to be the main functions of each.

When they have completed this, hand out a simple picture illustrating what is really inside the body and ask them to compare it to their own picture.

Ideas for discussion

There is a lot of scope for discussion of the functions of different organs and of the body as a whole. This can be extended to include discussion of, for example, the five senses (sight, hearing, smell, taste, touch). It might be useful then to relate these discussions to one of the following wider issues (depending on the group):

- alcohol abuse (What happens when we drink too much alcohol) - physical and social impact, short and long term? What constitutes excessive drinking? Why do people drink?
- drug abuse / smoking (see above)
- pregnancy - what particular care of the body needs to be taken when a woman is pregnant? What should she do (and not do)? What should she

eat (and not eat)?

- What conditions have a positive or negative effect on the body (eg. heart rate)?
- What foods are particularly good for our health? What is a balanced diet? Can we afford a balanced diet?
- How can we maintain a healthy body?

To be able to manage such discussions the facilitator will need to have some relevant reading material available from the exchange workshops. Where a facilitator lacks knowledge, or any immediate source of information, on a topic, s/he should suggest to the participants that they invite someone to the centre who does know and who they can then question in detail. This request can be passed on through the exchange workshops.

Ideas for action

Action points will depend on the focus of discussion. If alcoholism has come under close scrutiny there may be suggestions for reducing alcohol intake (or distribution / sale). Links to the nearest health centre or community health care for anti-alcohol care might also be promoted.

Ideas for reading and writing

Some reading and writing can be integrated into the activity – with subgroups making notes on their understanding of the functions of different organs. The presentation of factual information from health books / pamphlets might offer some useful reading practice. Sections from certain reference books (like *Where There is a Will There is a Way*) could be translated and used. Other materials on subjects that have been the focus of discussion might also be introduced where relevant (such as the effects of too much alcohol).

Ideas for numeracy

There are various ways in which numeracy work could emerge from the body map and subsequent discussion. Examples for practical work could be developed on the calories of different foods (calculating average intake) or on the cost of alcohol, such as:

- A bottle of beer costs 1,000 shillings. If a man drinks three bottles a night for a week (7 days), how much will it cost him?
- If the same man keeps drinking for a month (4 weeks), how much will it cost?
- In a whole year (12 months) how much will this man have spent on alcohol? What else could he have done with that amount of money?

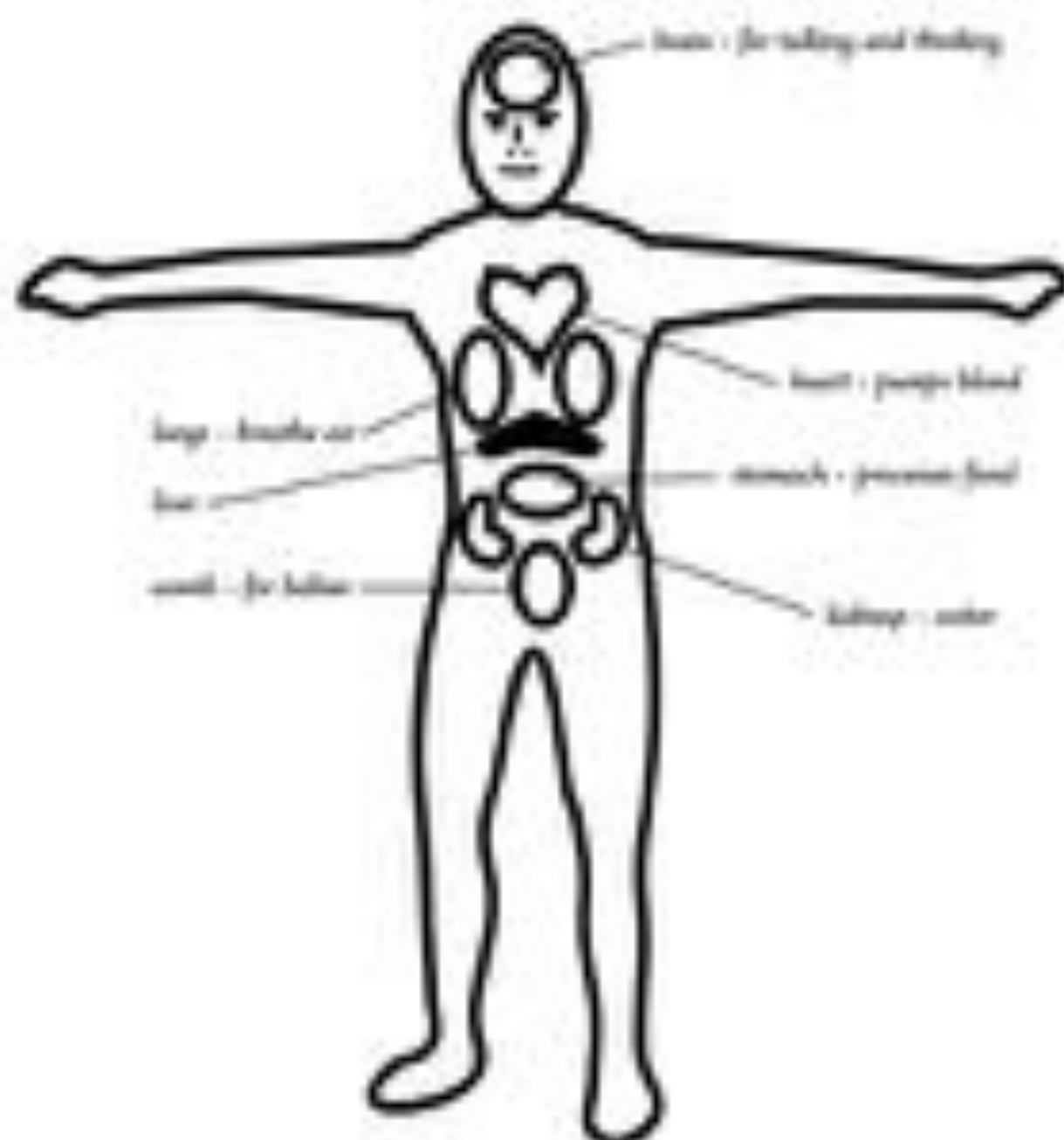
Supplementary materials/information

- Actual body maps – charts showing basic internal organs.
- Brief descriptions of the functions of each organ.
- Pamphlets on the effects of alcohol/drugs.
- Pamphlets on diet.
- Translations from books like “Before There is No Doctor”.

ideas for adaptations

This Unit could lead into more detailed work on pregnancy and childbirth such as bringing in pictures of fetal development, preferably in close liaison with local health promoters / nurses / traditional birth attendants.

body mapping



Criteria Ranking of Foods

Ask the participants for a list of the foods that they most commonly eat (such as maize, rice, oil, beans, wheat, fish, eggs etc). Ask them to draw a picture-card for each of these (and also write the word with the picture if they know the word). Place these on the ground in a vertical list. Then ask what criteria they might use for deciding on foods that they eat. These might include: it is cheap to buy, we produce it ourselves, it is tasty, it is easy to cook, I use it like kushari, it is healthy to eat etc. An attempt could be made to draw pictures to represent each of these criteria (but always use words as well). Lay these criteria cards in a row across the top and have the participants to score each food for each criterion with a mark out of an agreed total (out of 10 say, or 20). A different participant should write down the numbers each time.

Discussion might focus on what is a balanced diet? Why is it important? What foods is it good for a pregnant woman to eat? Why may she have problems in having these foods? Why is it difficult to get nutritional foods all year round? It might extend to include cooking methods / types of stove used / problems finding kushari etc. Ideally there should be some written information available on the nutritional qualities of foods that are available locally. Actions might relate to ensuring access to nutritional foods at certain times of the year, for example, through over-riding crops.

Reading and writing if at the basic stage might involve participants writing down the names of as many different types of food as they can (and then sharing them and producing a group list). This could move on to participants writing down basic recipes. Numeracy could be linked to calculations of calories in different foods. Examples must involve people selecting foods from the market within a food budget with the challenge of providing a balanced diet.

criteria ranking of food

	cheap	self-produced	easy to cook	contains little fat	healthy	easy
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Health Severity Ranking

Collect all the pictures/word cards of diseases which the participants may have already drawn (perhaps from the health calendar or matrix) and lay them in a row. On a copy of all the pictures and lay them in the same order as a list down the side. Number the rows and columns one to ten (or however many). Now, agree some means of showing up illness when it is relatively mild or when severe. This may be one stone for mild and three for severe (or different lengths of stick etc). Place the appropriate tap signs by each illness in the row and by each illness in the column (as there is a double row for each illness and a double column for each illness).

Starting with the first illness in the row, ask whether a mild version of this is worse or better than a mild case of the second illness in the column. Place the number for whichever is more severe in the appropriate box. Ask why it is more severe and note down the reasons they give. These notes (or others) will be used later and may include comments like 'last cause death', 'is costly to cure', 'results in handicap', 'prevents person from working' etc. Now ask about a mild case of the first illness in the row with a severe case of the illness in the column. Repeat for every case (always placing the number of the more severe illness in the box). As there is no need to ask the same comparison twice, half the matrix will be empty (everything under the diagonal from top left corner to bottom right corner).

Further discussion should be based on the notes that the facilitator has taken of the reasons given by participants for making each choice (as the criteria). These can also be used for practicing reading and for developing further writing.

Numeracy work may be based on the effects of diseases on people's income (for instance, imagine your husband is a cabdriver who normally makes about 80 taka a day. He falls ill and cannot work so hard for five days so he only makes 10 taka a day. How much money has he lost? - and variations on that). Focus on developing mental arithmetic skills and on making notes of such facts if necessary. You could introduce specific approaches to doing multiplication. For example, to calculate 5×40 , you can do it by splitting the question into:

$$\begin{array}{l} 5 \text{ lots of } 10 \text{ are } 50 \\ 5 \text{ lots of } 40 \text{ are } 200 \\ \text{Total} = 250 \end{array}$$

(Note: See page 141 for more details of how to do preference ranking)

Chapati Diagram on Childbirth

Clearly this is most relevant to young women, but it may also have a role as a prompt for discussion with a wider community.

The aim of this diagram is to explore sources of knowledge about childbirth and to discuss the merits of these different forms of knowledge. A central circle should be drawn to represent a woman who is pregnant for the first time. The aim is to show all of the influences on her / her sources of knowledge about childbirth, and their relative importance. So for example, the woman may be influenced primarily by her family (or rather, that by her mother, grandmother, partner, sisters etc) but also by traditional healers, by a traditional birth attendant, by a local health centre or by having been to a training course.

The discussion should focus on the type of learning that the woman will receive from these different sources and their relative importance / value. An effort should be made to still particular "myths" or "opinions" which are held and to discuss these openly. These may include concerns of "modern" options (like hospitals). Some conclusions may be arrived at in the process.

It is important for the facilitator to write down all the different comments and conclusions, and if there is a wider forum to verify which of these are well founded and whether any of them are potentially dangerous or life-threatening. The facilitator cannot be expected to separate out fact from myth on the spot in the circle, but should be able to, with the help of local health professionals or trained community individuals, at the exchange workshops. The facilitator can return to the circle with concrete information and a targeted training programme or awareness campaign can also be organised. However, there should always respect people's starting point and not ignore the wealth of local knowledge.

Reading and writing work is involved in the process of constructing this and can be based particularly around myths, proverbs, local sayings, typical comments etc on the subject. These could be put on cards and sorted for their relative value (some may be discarded). They may even be voted on. Supplementary materials on fetal development, pregnancy (particularly signs of problems / complications and what to do) and childbirth would be appropriate to introduce.

In a specific follow-up to work on childbirth, the participants could refer back to the township map and identify particular people who have knowledge and may be able to help. The map may extend to a wider area to identify sources of expert advice outside the community, location of centres offering ante-natal and post-natal care etc.

Other related work might involve developing a day by day calendar of women's activities before and after birth (over different periods from birth) - what they can / should do and what they can't / shouldn't do.

The type of approach can also be used with other types of learning / knowledge. Where do we get our knowledge of agriculture? Which source of knowledge is most valuable etc?

chapati diagram on childbirth



Health Cards/Vaccinations

It is a good idea to have some Units entirely around real materials which exist within the communities. For example, many participants may have health cards or vaccination cards for their children. The study of these can lead both to discussion and practical reading work based on key words that come up. The cards will often be very small with small writing and unfortunately often technical terms / complex forms will be used. It can be useful to make a big copy of key parts of the form onto a flipchart and/or use this as the basis for reading.

Discussion is likely to focus on the causes and symptoms of the major diseases preventable by vaccine (such as tuberculosis, diphtheria, whooping cough, tetanus, polio, measles). A further area to discuss may be whose responsibility it is to run vaccination campaigns. Discussion of myths and fears about vaccination can be important – and reflection on how vaccines work. The facilitator should always retain clear guidelines on training for how to deal with myths if they come up. For instance, one could ask the participants to write down what they believe / fear and then put this in a letter to someone who they will trust to give an honest response.

Numeracy work can be linked to understanding dates and images of each vaccine. Practice may be related to working out ages of people with different dates of birth. A community survey to determine levels of vaccination could be a suitable follow up activity.

5.3.3 ADDITIONAL UNITS ON SOCIO-POLITICAL THEMES / ORGANISATION

Schooling of Children / Education Matrix

How to construct a graphic

This can be constructed in a simple way or in a complex way - though perhaps clearly a simple matrix presented to the participants in the circle would be a prelude to later doing a more detailed matrix (based on a community survey).

Construct a matrix with age groups across the top (eg 0-5, 6-10, 11-14, 15-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-100: a more detailed matrix may have year by year columns up to 10 years old). To make this most useful, each age group can be divided between male/female.

Now make a series of cards to place in rows for example:

- X (which will mean that this person has never been to school)
- lower primary
- upper primary
- lower secondary
- upper secondary
- college
- university

Clearly the exact grades you choose will depend on the education system locally. For a more detailed survey you could do it grade by grade. Also, if this is done early in the literacy programme, putting grade numbers instead of words will be easier!

Now ask each participant to consider their own household as you go through the age groups. If they have a boy or girl in that age range, ask them to put a

mark in the appropriate place to show the grade of education they are now in (or a mark in a different colour to show the highest grade that child reached) before leaving).

A further sub-category may need to be made if there is a formal primary school and a non-formal education centre. This can be accommodated by asking participants to use a different colour pen to mark the matrix. Once the matrix is completed, the marks in each box can be added up and numbers can be written down.

Issues for discussion

- Is education useful or not?
- Why do some children not go to school or drop out of school?
- What is the quality of the local school? If good, why? If not, why not? How could it be improved?
- Do boys go to school for longer (or more regularly) than girls. If so, why? What effects does this have on girls?
- Is there a non-formal education centre in the community? If so, how is it different from a formal school?
- Is there a religious school (such as a Madrasa) in the village? How is a Madrasa different from a school? What are the advantages and disadvantages of Madrasas and schools?
- What sort of education did we receive as children? How has it changed?
- What sort of education did our grandparents receive? There may have been no formal school system but was there a traditional system for passing on knowledge? Was it different for boys and girls? How?
- Is the education of girls as important as the education of boys? How much education should boys and girls have (to what grade)?
- How can we help our children with their school work? Can we get more involved in the local school?

Ideas for action

- Organising or joining a parent teacher's association or school management committee or village education committee
- setting up a non-formal education centre
- launching a campaign to improve school attendance
- undertaking a full community literacy survey

Ideas for reading and writing

The best starting point for reading and writing might be to ask the participants to bring in any of their children's textbooks or homework from school and to have a discussion about these books – their content and value – and how parents can help their children to learn more effectively. If they now have used literacy the participants could read excerpts to each other in pairs.

Other reading and writing work might involve writing letters to the local schools, if there are particular concerns/queries, or to the district education office if there are complaints (for instance, if the teacher rarely turns up).

Another interesting activity can be to ask participants to design their own certificates (in a small competition), which they will all obtain at the end of the course. What should the certificates say and how should they look? This can lead to discussion about the value of certificates and the real reasons for learning.

Ideas for numeracy

Some numeracy work can be based on simple practice with written numbers, adding subtractions and totals from the market (columns and rows and grand totals). The totals (for boys/girls) may lead to further discussion. Different parent parts can add up different parts of the table.

Another possible area of numeracy is to consider the costs of sending a boy or girl to school over a year. Ask what different costs might be involved – like books, uniforms / clothes, pens, bus fares, PTA levy etc and draw each of these on a card. Ask how much the costs are in a month (if appropriate) and then a year (so that they have to multiply by 12). Make the amount for the month and for the year. If there are some costs that are only occasional ask what they will be in a year.

and then ask them to divide by 12 to find out the average cost in a month. Write both down. You might also ask participants to consider indirect costs like the loss of help in the home or in the fields. How much might such a child be able to earn for them in a month? or a year? There will be no precise cost for lost help in the house but ask them to give it a value in some way. Discussing differences between boys and girls might be revealing. Comparing the total to other costs (an also-04 a thought-provoking exercise).

Another area for possible numeracy work is for communities where there is no existing formal school, to determine the feasibility of setting up a non-formal education centre. This would involve calculating the demand (number of children / parents) and the costs involved (paying a teacher, constructing basic shelter, blackboard, books etc).

Supplementary information / materials

The participants could be asked to bring two children's school textbooks into the centre - to discuss what they think of these and which textbooks they find interesting / useful.

education matrix

		no education	lower primary grades 1 - 5	upper primary grades 6 - 8	lower secondary grades 9 - 10	upper secondary grades 11 - 12	college grades 13 - 14	university grades 15 +
2 - 5	n	■■■■ ■■						
	f	■■■■ ■■■■						
6 - 10	n	■■■■ ■■■■	■■■■ ■■■■	■■■■ ■■■■				
	f	■■■■ ■■■■	■■■■ ■■■■	■■■■ ■■				
11 - 14	n	■■■■ ■■■■	■■ ■	■■■■ ■■■■	■■■■ ■■■■			
	f	■■■■ ■■■■	■■■■ ■■■■	■■■■ ■■	■■ ■■■■			
15 - 18	n	■■■■ ■■	■■ ■■	■ ■	■■■■ ■■	■ ■	■ ■■	
	f	■■■■ ■■■■	■ ■	■ ■	■ ■	■ ■		
20 - 29	n	■■■■ ■■■■						
	f	■■■■ ■■■						
30 - 39	n	■■■■ ■■■■						
	f	■■■■ ■■■						
40 - 49	n	■■■■ ■■■■						
	f	■■■■ ■■■■						
50 - 59	n	■■■■						
	f	■■■■						
60 - 69	n	■■■						
	f	■■■■						
70 +	n	■■■						
	f	■■■						

Children's Work Unit

How to construct a graphic

Introduce the idea of discussing the work that children (both girls and boys) do on a regular basis. Work can include anything, from child-care, collecting fuel, paid labour on a neighbour's farm or working away from home. Ask each the once how they would define a child. Then, construct two calendars with the months (or seasons) across the top – one for girls, and one for boys. Ask participants to place sticks of different lengths to show how much work (overall) is done by girls, and then by boys, in each month (or season).

When this is done introduce all the different types of work carried out by children (such as selling food, cooking water, herding, and produce delivery) symbols for each. Decide as a circle which types of work are most common in which month, and mark them on the calendars underneath each month.

Ideas for discussion

- Which is the busiest period for girls? – and is this the same for adult women?
- Which is the busiest period for boys? – and is this the same for adult men in the family?
- What do girls learn from the work that they do?
- What do boys learn?
- What happens when a mother/father gets sick or moves away from the family?
- Have there been any changes in the work girls/boys do over the last 10 – 20 years?
- What happens when a father / mother dies?
- What is the effect of working on girls' education, and boys' education?
- What do girls/boys get for their work? What do they do with that?
- Is there a good balance of work between girls and boys?
- How many children are desirable in a family, and of what age and gender?

Ideas for action

- Organising treks at the local primary school for younger siblings of girls' profile.
- Consulting teachers/PTA about more flexibility in school time table - to suit children's work.
- Organising training sessions for participants' children in income earning skills, in which one or two local people are expert, such as carpentry, shoemaking, weaving.

Ideas for reading and writing

Ask participants what they found most interesting in the discussion, and ask them to write down what they remember. Share these accounts around the circle for reading practice. If possible, ask participants if their own children (even if they are away at secondary school) could write something about their daily routine at a particular time of the year, or what they like or dislike about different types of work. The facilitator can collect these and use them for reading practice around the circle. An interesting discussion about adult and child perspectives might develop!

Another possibility would be to write down traditional stories where children are involved - particularly moral tales where children's duties are laid down.

Ideas for Authenticity

Authenticity work might be based on the hours girls and boys work in a day - at different times of the year, or the amount of money children contribute to the family income. These calculations could be done for girls and boys of different ages, and for children attending and not attending school.

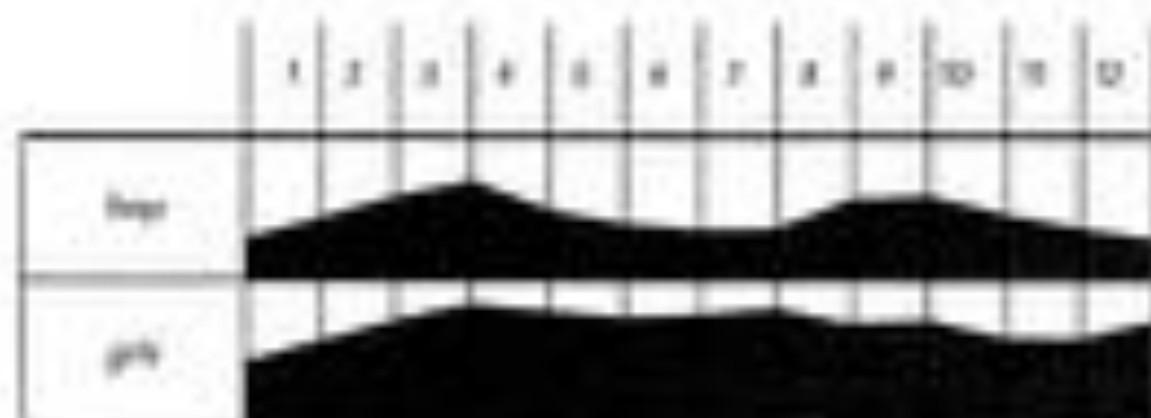
Supplementary materials/information

- Materials from local organisations working on children's rights or welfare.
- Stories written by children about their lives.
- Traditional stories which involve children.

areas for adaptation

If there have been significant changes in the lives of children in the area over the last few generations, it would be interesting to make a timeline listing important events and the resulting changes.

children's work unit



Chapati Diagrams of Organisations

How to construct a graph:

Ask participants to draw a medium-sized circle and explain that this represents the village. Ask the participants what organisations there are in the village (such as village council, political groups, parents-teacher association, School Management Committee, churches, women's group, cooperatives, youth groups etc). Ask the participants to draw each of these as a small circle inside the village circle and label them. If the circle is introduced early in your course then draw pictures or represent the groups with symbols, if later then use abbreviations, acronyms (such as PTA) or the full names.

Then ask what organisations / institutions sometimes send people to visit the village (Government MOCs, Ministry of Health representatives, tax inspectors, Ministry of Agriculture etc) or have an influence on the village. Ask them to draw these as circles overlapping the village circle (with a big circle / large overlap showing an organisation that comes often and a small circle / small overlap showing an organisation that comes rarely or has a small influence).

Finally ask them if there are any organisations / institutions that community members visit outside the village – and represent these as circles on their own outside the village (large if regularly visited, small if rarely).

Issues for discussion

- Are the village's own organisations strong and well organised?
- What can be done to improve village organisations?
- What are the characteristics of a good village organisation?
- Are there any new village organisations that need to be set up?
- If so, how can they be started?
- What organisations from outside the village are most helpful?
- What are the most useful things these organisations do?
- Do we need the support of other organisations from outside the village? If so, what type of organisation and for what?

- Do we know specific organisations that could help? (How might they be persuaded to do so?)
- What things do we most need training for?

ideas for action

- Finding out more about organisations which are little known.
- Inviting selected organisations to a meeting to discuss their work (and share some of the local analysis from the library circle).
- Participating more actively in organisations which are directed to its positive work (securing positions of responsibility etc).

ideas for reading and writing

The names of a number of organisations will have come up and these can be used for practice in writing phrases or how the participants feel about different organisations etc. More formally, this is a good opportunity to introduce capital letters as most organisations would normally be written with capital letters.

Real reading practice may be based on documents from some of the organisations mentioned (you could try to get participants to bring in any documents from any of the organisations they have contact with - even if they can't read them). These documents may include the constitution, agendas, letters, posters, notices, minutes of meetings, plans, technical documents. These should be used for real reading practice. (Depending on the level of the circle, sections of the documents could be written up on the board and read collectively (with different participants identifying words / phrases) or they could be read individually (with each participant reading part of something in which they have a particular interest), with support from the facilitator (or from more advanced participants).

ideas for numeracy

Some numeracy work may arise out of the real materials brought into the circle for library - such as bank accounts from some of the village organisations. It would be interesting to invite the treasurer of such organisations if they are willing to come in and explain how the accounts are kept, and why they are

kept in the way they do - and to set some practice. Some transcripts may not be selling, but the accounts they produce will normally be public.

chapati diagram of community organisation



Community Organisations Evaluation Matrix

How to construct a graphic:

Ask participants to name organisations which exist within the community (internal community organisations) and those external organisations which have an influence on the community. If a cluster diagram of community organisations has been done, this list will already have been generated. Ask participants to write the name of each organisation (with the facilitator's help if necessary) on a card and place them in a list.

If this type of list is introduced early on in the course, you might create a matrix which focused specifically on levels of participation:

- are we members?
- do we attend meetings?
- do we engage in actions outside meetings?
- are we involved in decision-making / management?
- do we have formal positions of responsibility?

This can then be filled in with a personal note of each participant.

If this is used later on, when basic literacy skills have been acquired, ask the participants to generate a list of means by which these organisations can be described or judged, for example:

- contents of work / type of work
- level of democracy / accountability
- examples of successes
- examples of failures
- suggestions on how to improve the organisation

The matrix would then be completed with short notes for each organisation in relation to each criterion.

Ideas for discussion

- What makes an organisation successful?
- Which organisations are important but are presently ineffective? What can we do to improve them?
- Are there some problems / issues in the community which are not presently addressed by any organisation, if so what could take a lead? Or we need a new organisation?
- What can we do to improve the work of external organisations?

Ideas for action

- New organisation / mobilisation

Ideas for reading and writing

The second matrix will often involve a lot of reading and writing in itself. This can be built on by writing letters (as a group, in pairs, or as individuals) to the organisations which are discussed, if there are particular issues to take up.

Reading practice might draw on some minutes from local organisations, and writing might involve preparing talking minutes of the key points of a discussion. A simulated meeting could be held and two or three people could give minutes and then read them back to the others - leading to a discussion on which were the most useful minutes.

Ideas for nursery

It would be useful to borrow some accounts from an internal community organisation and review how they are laid out. Discuss them to ensure that all participants understand what they show. Some simulated work could then be done with some pre-laid-out accounts keeping to that (or another) organisation.

Supplementary information / material

Before going to around keeping for small community organisations.

Chapati Diagram of Informal Social Structure

How to construct a graph

A chapati (or yem) diagram, similar to that for organisations, can be developed to explore informal power structures in the village. This can be done by asking the participants, who is the most powerful person in this village? Let them discuss this and when they have agreed, ask someone to try to write the name on the blackboard. When it is done, ask forher to copy it on a circular piece of card and place it on the ground. Ask, how powerful is she? Now ask if there is anyone else nearly as powerful or as powerful as her/him (and who is not named to and does not work for the first person). If yes then ask participants to put this name separately on a piece of card and to place it separate from the first one. After asking someone to write it on the board, check it and ask participants to copy it down.

Return to the first person mentioned. Ask, does she have any advisors, followers, close friends or close allies? If so, ask for the person amongst these who is most powerful. Write this name as before but on a smaller piece of card and place it overlapping the first one to show a relationship. Then ask if the advisor/follower has other advisors who help him or her. Continue until all the people who are linked to the most powerful person have been mentioned and cards with their names are clustered around him/her (getting smaller for the less powerful ones). Finally ask if there is a 'muscle man' - someone who does the dirty work or who is violent on the first person's orders.

Repeat for the second most powerful person and anyone else who has significant power in the village. Then ask if any of the advisors of the first person have any relationship with the advisors of the second person etc.

Now discuss, what other institutions or people influence decisions or help resolve disputes in the village, such as courts, police, local government etc.

When it is complete ask participants to copy this onto a large sheet of paper (leaving space to write numbers by each name), giving different participants practice in writing.

ideas for discussion

The above diagram will provide a lot of discussion in itself and it will be very much up to the context whether further exploration of any particular theme is appropriate. (Some aspects which could be explored are: how do people become powerful? How do people lose power? Do we want to see a shift of power? How can such a shift be made? etc.)

ideas for action

Organised resistance against unreasonable powerful figures!

ideas for reading and writing

Ask the participants to copy all the names they have written down into their books as practice. Then ask them to write a paragraph about power in the village. Copy a selection onto the blackboard and practice reading them.

ideas for numeracy

Ask the participants to refer to the cards from the diagram and to indicate how much land each person owns. Write the answers down on the relevant card, next to each name. Use whatever unit of measurement they use to record them (they may use traditional systems, like kures, toghes, kuthes or bangpedsen). Let them discuss in the process how these units of measurement relate to one another. (Distinguish measures of area (like toghes/kures) from measures of distance (like kuthes).)

When they have completed this task, ask them if they know how to measure areas using metres (or whatever is the official / recognised system used in the country)? If they ever want to sell or buy land, this is the unit that is now often used, so it is worth learning.

Ask how the area of something is calculated. If it is a square, you measure one side and then the other and then multiply. That is the area. So if a field is 20 metres long and 20 metres wide its area is 400 square metres. That means that there are one hundred little boxes in the area, each one measuring one metre long by one metre wide. (Drawing examples around this. For instance, what is the area of something 5 metres by 10 metres? What is the area of a field that is

Time-line of Village/Community

How to construct a graphic

Explain to the participants that the objective here is to outline the history of the village/community. Ask them what the earliest major event was that happened in the time which they have heard about from stories. It may have been a flood or a drought, a fire, the building of a mosque/church, the arrival of an early settler or family into the area. Ask them if they know the date and if not ask them to estimate it. Ask one participant to write the date down on a card and another to try to write out in the most simple way what happened, maybe just using a single word (such as 'fire' or 'drought'), depending on the level of their ability.

Keep adding in major events from the past and moving gradually towards the present, including in what they consider to have been important events. Ask different participants to write each one down on cards with dates and lay them in a sequence from past to present. They may recall more things as they construct the timeline and they can change the order at any time.

Issues for discussion

- What events / changes have been most significant and why?
- What major events might happen in the next ten years?
- What major events would you like to happen in the next ten years?
- Is what extent can we plan for change? Which of the events / changes in the timeline were controlled or controllable?

Issues for action

- Interviewing elders in the village and writing oral histories (perhaps by making a tape recorder to help)
- Writing oral histories ourselves
- Planning an annual day to commemorate a major local event (or person) which might otherwise be forgotten
- Visiting places to mark the places where significant things happened

Ideas for reading and writing

Ask the participants to copy the timeline into their books, adding the dates of major events in their own lives – such as when they were born and when they were married, when they gave birth to children or when family members or close friends died etc. Inspire the participants who need help and get those who finish first to help others. Then ask participants to write a few lines about an important event in their lives. Read all these out and write some of them up on the board for others to copy. With some, you could ask the participants to read them out very slowly, word by word and see if the others can write them down. Another idea is to get each participant to do a family tree, placing their family as far back as possible.

Ideas for numeracy

Some calculations based on dates can be introduced. Try to develop mental arithmetic skills to begin with by asking participants how many years there are between various events. In some cultures, translation from the local calendar to the international calendar could also be the basis for arithmetical calculations.

Ideas for organisations

A similar Unit can be developed for the history of an organisation, if the participants belong to a single organisation, then the writing of the organisation's history – looking at major events and changes in direction or action can be useful. The timeline if such cases may spread over a shorter period (even months rather than decades) but it can still be very revealing. The discussion may focus on the strengths and weaknesses of the organisation or future directions.

timeline of village

1808	village settled. Alford arrived
1825	Wentworth built his house
1830	fire
1835	Holmes and Taylor built houses, drought
1842	up-river
1848	Capt built house
1853	Salmon arrived
1860	Flood - house destroyed
1868	Wentworth built
1872	drought
1877	middle up-river
1882	school built

Mobility Map

How to construct the graphic

Ask participants to construct a map showing where people go and for what reasons. Start with an agreed symbol/picture of their community and ask the open questions: What other places do you go to? What other places have you been to? Ask participants to draw different symbols to represent the different towns/locations that are mentioned. This may be best done by asking the participants to identify a distinguishing feature of each place and to draw a simple picture of that on a card to lay out on the ground. You should also ask them to write the place names on the cards (with your help if needed).

Once a good range of places have been mentioned and cards are laid out around the central card of the village, ask the participants: For what reason do you go (or have you gone) to each place?

The reasons may vary enormously. They may include market, work, health, education, shopping, visiting relatives. You should ask participants to draw simple picture cards to represent each of these reasons. When all the combinations of places / reasons have been completed, ask each participant at a time to put a stone (or bean etc) next to each symbol, if they have been to that place for that reason. Add these up and place a number by the card.

You might wish to extend the question to include other members of the participants' immediate family. You might also wish to separate out women and men so as to get a gender breakdown of mobility (which can be very revealing).

Once the map on the ground (largely constructed with cards) is completed, a large map should be made by participants on paper. This might be made up of pictures and words, or just words (see attached examples) depending on the point at which this is done in the course.

Issues for discussion

- How people move or less mobile in the past? Why?
- Do we want or need to go further more often? What stops us?
- Is your village isolated? If so, why and what is the impact of the isolation?

- Is there a difference in the mobility of men / women / old / young? If so, why? Can / should this be changed?
- What languages are spoken in different places? Is this an obstacle to us?
- How do we travel to each place?
- What would be the advantages of being able to travel more?
- What would be the disadvantages of being able to travel more?
- What can we do to make ourselves more mobile?

The discussion might focus on one or two specific aspects, for example, trade, education or health. These open up new areas for exploration:

- What are the advantages of taking our produce to a market that is further away? Is it feasible to do so? What are the obstacles?
- What level of education can be achieved locally? How has this changed over the years? Is it possible to change further? What are the obstacles facing girls/boys who want to travel to school / college?
- For what type of health problems do we need to travel? Is there any alternative?

ideas for action

Depending on the focus of discussion a range of possible actions might emerge from this unit. Perhaps amongst the most likely is some mobilisation around road improvement, particularly for repairing / maintaining access roads to remote communities (for example, to enable them to collect their produce to market). This can be done at the cost, whereas the improvement of major trunk roads would depend much more on pressuring local government / responsible agencies to fulfil their responsibilities or promote the matter in question. The discussion may alternatively be focussed on the role of income diaries and the possibilities of working cooperatively to market crops outside the area (in markets where prices are higher).

If the discussion has focussed on education, then there may be some mobilisation with, for example, the district education office to expand local school provision. This may range from seeking recognition of non-formal education centres / parent's schools, to extending provision of primary schools to remote villages where there is demand. It might, on the other hand, focus on adding

higher secondary classes to the nearest lower secondary school or in addressing the access of girls to secondary education (for example, through scholarships or fees).

One action which could be interesting would be to encourage each village to design 'road signs' for the various pathways that are commonly taken - with a view to helping itinerant people who are less familiar with the community. Arrows on trees for instance, could show the way (and distance) to the village leader's house, to the health centre, to the school or to neighbouring villages. Reference back to the household map would help identify where such signs could be placed.

ideas for reading and writing

As always, the reading and writing work will depend on the point in the course at which this Unit comes. If it is early in the course, the focus will be on practising the names of different places which the participants mention on their map (or using the categories of reasons given as key words). If it is a little later, then the participants can be asked to write phrases about where they go and what for. If they are already fairly advanced, the writing might become extended to paragraphs on any one of a range of themes:

- where they would like to go but have never been;
- seasonal events from memorable visits to distant places;
- writing letters to responsible departments, making the case for improving road maintenance or upgrading a particular school.

There could be some interesting work drawing on 'real materials' associated with this map, even at an early stage in the course. For example, spotting the destinations on buses (or reading the 'good luck' / religious slogans on buses) in a marginal urban area might even be interesting to visit a bus station for some practical work on the different pictures of buses could be used - of city buses equivalent, such as rickshaws / boats in many parts of Bangladesh. There is no substitute for practical experience of reading 'for location'. Other real materials which might be used are map signs (either directions / distance markers / road symbols).

Ideas for numeracy

There is clearly a lot of scope to do work with measuring distances in this Unit. The distance of each place could be estimated on the map (which will often cause some dispute) - and an attempt could then be made to verify the actual distance afterwards (though this may not be possible). The equivalences between traditional systems of measurement and modern / official systems might also be relevant. This could also involve work with time - calculating how long it takes to walk, to cycle or to go by bus etc (and the average speed of each).

Other numeracy work might involve grossed market prices for the main local produce and how it changes in different markets. For example, if coffee is the main crop and it is purchased from the producer in / near the field, what price is paid, compared to the price in the local market and the price in the district town or the capital. The facilitator may want some basic information prepared on this, so as to have a few calculations ready. Practice in doing calculations often just involves mental arithmetic skills, but the participants will see the value of putting down substitutes if they are to work out comparisons.

For example, coffee is worth 300 per quintal if sold to an intermediary from the field, 400 in the local market, 430 in the district town and 500 in the capital. What total income could be gained from 20 quintals in each location?

The focus of practice here is on writing and reading large numbers. More complex calculations would include costs of transport to each market / prices in different seasons of the year (though the seasonal price shifts are best dealt with in a separate Unit involving a calendar).

If the theme of education has emerged strongly then there could be some interesting numeracy work on doing a rough census of the number of school-age children (of different ages) and the proportion of how many children will be school-age in five years time. This might be left as a separate (or related) unit - see the Education Module.

One alternative in urban areas might be to do some work with bus or train timetables - but only if the participants have to deal with these (or would find it of practical value to do so).

Supplementary materials

Various materials might be considered for supplementary reading:

- Paragraphs on low cost road means to repair roads effectively;
- Publications / tables showing prices of common road products in different markets;
- A detailed map (such as reference survey) of the district / region, showing the community. This would be worth analysing in the circle and might lead to much more discussion;
- Traditional stories from some of the different places that are mentioned or (locally famous) stories of imaginary places.

Ideas for adaptations

There are many observations within the above which highlight how this Unit can be used in different ways.

One additional point to consider is the potential value of a Unit like this for future evaluation of the impact of the programme. If a copy of this map is retained as a baseline and the map is then re-produced as part of an evaluation process, say three years later, shifts in reality may be observed. This might be both a long-term and revised quantitative indicator of change. However, the changes would have to be discussed with participants to determine the extent to which the literacy programme was a factor in producing them.

mobility map

education - male 2 female 1
trade - male 2 female 2
religion - male 3 female 1
health - male 0 female 0
legal advice - male 0 female 0
employment - male 4 female 2

neighbouring country

place

education - male 0 female 0
trade - male 2 female 0
religion - male 1 female 2
health - male 0 female 0
legal advice - male 0 female 0
employment - male 0 female 0

market town

education - male 2 female 0
trade - male 0 female 0
religion - male 1 female 2
health - male 2 female 1
legal advice - male 4 female 0
employment - male 2 female 0

village

capital

education - male 2 female 0
trade - male 3 female 1
religion - male 4 female 4
health - male 1 female 0
legal advice - male 1 female 0
employment - male 2 female 3

district town

education - male 0 female 0
trade - male 1 female 2
religion - male 0 female 0
health - male 2 female 2
legal advice - male 3 female 2
employment - male 0 female 0

(N.B. includes family members of participants)

Picture cards could be drawn for each location/activity

Well-being Ranking

Well-being ranking can be a sensitive process and should not be undertaken if it is likely to cause offence locally. However, it can also be an effective means for people to reflect upon what poverty and powerlessness are, and to explore their causes.

The starting point should be a household map (probably already produced). Give each household a number and ask participants to write these on the back of cards, with the name of the head of the household on the front (ask participants to try to write these cards themselves, but help them if necessary). Make about four copies of each card and put them in four piles. Now sub-divide the AREA into four and give each group a pile of cards. These should be shuffled. Now ask each to pick out two names and ask them to decide who is 'better off' (which may relate to wealth, power, social status etc) and who is 'worse off'. Then pick out a third card and ask if they are better or worse off than the previous two (a 'between' item). Continue with each new household name, asking if they are better or worse off than each of the previous ones. If they are the same as one previous household place them in the same pile. Continue until all names have been compared and relevant piles have been made (some groups may make just three piles, others ten or even more).

Ask the participants to then discuss what it is that made them classify people as 'better off' or 'worse off'. What criteria do they use? What do the households in each pile have in common? Notes should be taken of the reasons given (such as money, large house, amount of land, certain facilities, many children, social status, positions of responsibility locally, wisdom, religious knowledge etc). This can serve as the basis for reading and writing work. Further reading work can be based on asking participants to write their names and addresses (and those of their relatives elsewhere).

Numerical work can then be developed on the basis of this. One very thorough means of doing statistical analysis would be the following, but simpler forms could be developed. Ask them to number their piles (eg one to five, with one as the best-off and five as worst-off). Now for each pile calculate the following:

- Number of all piles divided by the number of this pile, multiplied by 100 eg (7 divided by 5 = 1.2 x 100 = 22) or (2 divided by 5 = 0.4 x 100 = 40). Most groups would need help with this (and would probably need a calculator). The next stage is to list all the households and then gather the scores from all four sub-groups to determine an overall score for each household.

A simpler version involved just using the number given to each pile (this is inaccurate if one sub-group has 20 piles and another just 3, but you would standardise and insist for example that all sub-groups produce five piles). Once a total has been produced for each household, the households can be placed in ascending order of well-being.

It is important to explore the definition of well-being carefully (distinguishing between material wealth, status, spiritual wealth etc). The discussion could also extend to *high-household poverty* (is everyone in the rich households rich?). There should also be an attempt to avoid looking at things statically by asking, for example, how the materially rich become rich and the poor poor? or 'Can a poor family become rich?' (How?) and 'Can a rich family become poor?' (How?)

Further discussion can relate to the REFUGEE crisis itself. Why comes to the coast? Why doesn't and why? (Is they need to come? What can be done to help them come?)

[BMA News 15, on Wealth Ranking gives further ideas, see page 214]

well being ranking

number of household	name of household	group 1	group 2	group 3	group 4	total	ranking
1		25	38	11	37	111	14
2		20	88	38	37	183	4
3		25	48	50	30	253	6
4		25	38	38	37	138	14
5		25	38	38	37	138	14
6		25	38	38	37	137	15
7		12	100	48	100	260	1
8		38	48	38	48	172	4
9		38	48	48	48	182	2
10		25	38	38	37	137	15
11		25	48	48	37	200	6
12		38	38	12	37	125	14
13		25	48	38	38	150	8
14		38	48	38	38	162	2
15		100	48	100	37	285	1
16		25	38	12	37	112	14
17		38	48	38	37	161	4
18		38	48	63	48	200	6
19		25	38	38	38	140	10
20		25	38	20	38	121	14
21		25	38	38	38	139	14
22		25	48	38	38	150	8

Daily Routine Chart

Draw a daily timeline from midnight to midnight (or from 4:00am to 4:00am – or whatever is more appropriate locally) and ask small groups (for instance women, men, young) to fill in what they do, using single words – pictures. Ask about an average day this month, when do you sleep, do household work, do farm work (what type), talk, drink, relax, collect water, collect firewood, cook, go to school/Market/clinic etc. Bring the different daily routines together and compare them. A second chart can be done for a different month of the year. It can also be interesting to ask each sub-group to do a chart for the other sub-groups (ie women do one for men as well as for themselves) – so that the group's self-perception can be compared to how others perceive their workload.

The discussion will often flow very freely from the charts and from the comparisons. Some issues that might be particularly picked up are:

- What do you regard as work? (farm work? child care? cooking? walking? collecting water? looking/planning?)
- What work do men do that women don't do? Why?
- What work do women do that men don't do? Why?
- Who does most work, men, women, young, old? Why?
- Is there a fair division of labour? If not, why not?
- Is there work which could be more equally shared?
- Can anyone work harder than they are at the moment?
- What work do children do and what age do they start different types of work?

The scope of the discussion might be similar to that generated by a gender workload calendar – so the two may be best done close together, with questions' issues divided between them.

The names of the different activities might serve as a basis for creating phrases and short paragraphs (depending on the stage in the course) on the work of men or women. The sub-groups might be asked to write a few phrases together about how they perceive each other's workload as a starting point for further discussion (or argument). Nominally work is likely to be based on examples concerning tree work or different activities. It might also

Map of Human Resources

A Human Resources Map can be developed on the basis of the initial household map. The aim of the map is to identify everyone in the community who has a particular skill or expertise. It is a good Unit to introduce early on because it emphasises people's existing knowledge rather than making "literacy" appear to be the only real knowledge.

The skills and expertise to identify might include everything from being a car-jacker to a skilled farmer (perhaps more detailed, separating a skilled potato farmer from a skilled cattle-herder), from a builder to a bee-keeper, from a traditional healer to a witch, from a farmer to a musician, from a religious leader to a vet, from a skilled clothes-maker to a weaver, from a mother to a cook, a teacher to a fuel wood-collector, a community leader to a brewer. As each person is identified, a simple picture (with the word) - depending on the stage in the course - should be drawn by participants (with help from facilitator if needed) and placed by each household. It is important to try to include as wide a range of skills as possible.

The discussion should focus on how people developed these skills, how did they acquire their knowledge and how might they hand it on to others? How can people extend their knowledge in such areas or share it most usefully with others? What skills could we not do without on a daily basis? In some cases the sort of analysis might lead to a local exchange system - where people exchange their labour and develop an alternative currency or voucher system, which only has value locally. The key is to work out equivalences, such as making a dress in exchange for X hours of a builder's time. Community work could be based on trying to work out a set of equivalences, if there is an interest in doing so.

This map will bring up a wide range of local vocabulary which can be used in various ways. If this is in the early phase of the literacy programme, then it may be a matter of picking out one or two words and focusing on them (breaking into syllables, reading new words, trying to find the syllables in other words on the map etc). Slightly more advanced work could involve trying to write a phrase or two about each (or some) of the skills mentioned. Writing local people's names can also be useful.

map of human resources



QSP



49



Treatment
with attendees



Best Laptop



Conclusion



Wiederholer

4 Wings
Lovers

References



Frequency factor



Platzhalter

Experimental
results

Method

Map of Services and Opportunities

This map will cover a much wider area than the community itself and has similarities to a mobility map (see page 207). Start by asking participants to put something (such as a picture card) on the ground representing the village / neighbourhood. Ask the participants to identify where there are opportunities for work in the area, outside the community – not only for themselves but for their whole family (husbands, wives, children, mothers, fathers etc). This work might include day labouring work in fields, other forms of employment (construction sites, as maid-servants, washing women etc), business, trading etc. Ask participants to locate each of these on the map (perhaps drawing picture cards and placing them on the ground in the appropriate place). It may help to draw on roads and other indications of direction.

Now ask the participants to add to the map any services that they are aware of – whether health services (health centres/hospitals), legal services, social organisations, religious organisations, schools or colleges, government offices, markets, cyclone shelters, non-governmental organisations etc. Include as many details as possible representing them with cards or objects. When the map is completed, transfer it onto a large sheet of paper.

Discussion from this map may explore many different themes. One would be the strengths and weaknesses, advantages and disadvantages of government and non-governmental services. Another would be to explore the quality of legal services (Can you get real justice? How?). The changing patterns in employment (over the past twenty/fifty years) might be worth exploring.

Discussion could also focus on different types of bribery or corruption in different places.

Reading and writing work might range from practice with directions (houses / towns / streets / road signs etc) to practice with filling in applications for employment (or writing interview CVs for potential employers). Specific work on legal forms might be relevant. Information on employment law about rights could be useful to introduce, if many participants are interested in a different form of employment, then practice with literacy relevant to that could be developed.

Numeracy could look at the different income levels from different types of employment (and the relationships, for example, to education level) or at the costs of different types of service (working with real figures relating to legal health/education services).

map of opportunities and services



Social / Cultural Calendar

A social / cultural calendar involves identifying the major cultural and social events each year. It might work particularly well in an urban area, where there are people from different cultural backgrounds living together. Plotting religious festivals and holidays on a calendar can be the basis for structuring a discussion about different cultures. This may well also work on traditional songs or dances from the different cultures represented in the circle. The calendar might include personal events, such as people's birthdays and special celebrations, commemorations or anniversaries which particular people observe.

The discussion might focus on how different cultures have developed and how they can be retained in future. What initiatives help to strengthen these cultures and what can undermine them? Which people within the community are central to retaining cultural identity? What is the link between culture and language? How do different festivals evolve? What is the meaning of different symbols? etc.

If traditional songs or dances are introduced (see page 206) then these can be used as a rich foundation for literacy and numeracy work. Writing down songs can be linked to analysing their content: meaning. Writing down the key stages in different ceremonies can also be useful practice. Reflection on the three issues might lead to plans to re-stage some long dis-regarded cultural event / ceremony – which could be published and explained through leaflets produced by the group. With songs it can be interesting to introduce the concept of authorship – a different form of literacy which some people may wish to pursue.

Numeracy work could be based on anything from dates to dance poses or musical rhythms. It could relate to working out the cost of putting on different cultural events, or could be linked to measurements for costume-making (if this is a big part of certain events and of local interest).

											
	DO			DO							
											
											

Ideal Future Map / Development Projects Matrix

The aim of this task is to discuss what the participants would like to see in their village in future and to prioritise amongst these. The starting questions may be: How would you like your village to look in ten years' time? What would there be in the village that there isn't now? Let the participants come up with ideas. It may include for example a school, health centre, drinking water, electricity, new crops, a better road, a processing plant for a major crop etc. These should be indicated through simple pictorial word cards (drawn by participants) placed on a rough hand-drawn / village map.

The discussion could explore why people want each of these things, whether it is realistic to have them all, which things are most necessary or realistic, and how each may be achieved? This could lead to the construction of a related matrix.

It is often revealing to ask men, women, old and young to do this exercise separately. Their priorities are often very different.

Literacy work might relate to people writing a few lines arguing the case for their own particular preference – or might involve them writing letters to organisations to work out the feasibility of different projects.

Numeracy work could be based on various ways of voting to prioritise the different items. Depending on the stage in the literacy course, this could be done simply or could be used as a way of exploring the different impact of different ways of voting. For example, people could be asked to name just their preferred one, or they could be asked to select three (or rank their first three preferences). Practice with transparent votes etc could then possibly show the different outcomes of different electoral models. This could then be compared, in further discussion, with the electoral systems used locally and nationally in different spheres of life. Alternatively, numeracy work could relate to the costs of different items selected.

ideal future map



KEY		1	2	3	Who can help?
school		2	4	6	Ministry of Education/NGO
health center		4	4	4	Ministry of Health
library center		1	3	3	NGO
improved coffee		5	1	1	Agribusiness Dept. NGO
new gravel road		3	4	4	Public Works Dept.
good bridge		4	2	2	Public Works Department
electricity		2	2	2	-

Table of Human Rights Violations

In certain contexts this type of table can be very important, though it will often be sensitive or controversial. It depends on a high level of trust within the group. The most simple approach is to generate a list of different types of human rights violation with the participants (murder, rape, disappearance, torture, forced conscription, restrictions on mobility, censorship, domestic violence etc). Then the participants can be asked to identify the number of cases of each type of violation that have taken place in the last 5 years in the local area. Examples of each incident should be discussed, giving plenty of space for people to share their experiences and their suffering.

The discussion is then to focus mostly on people's actual experiences and they proceed from there to discussing whether things are getting better or worse and what can be done (particularly about unresolved cases).

Literary work can involve encouraging people to write down their own best stories and (where relevant) sending them to a reliable human rights organisation. The documentation of stories is often inadequate and the more information such organisations receive, the stronger they are able to mobilise forces internally and internationally to improve the situation. However, this type of work should only be undertaken where there is a high level of trust and where each individual is given the right to opt out (or to remain anonymous).

Numerary work related to this could involve around national level statistics on human rights abuses and discussions of their accuracy, based on comparison with local level abuses. Work with statistics should always be taken carefully, encouraging participants to take a critical look at the figures rather than accept them automatically as the truth.

table of human rights violations

	1990	1991	1992	1993	1994	1995	total
murder	0	2	3	0	1	0	6
disappearance	1	3	1	0	2	1	8
torture	2	3	2	1	1	2	11
forced conscription	5	9	4	2	0	0	20
detention	3	12	15	6	1	2	39

Map of Displacement / Migration

In areas of conflict there may have been a lot of people displaced. Even in calm areas, many people will migrate seasonally in search of work. These themes can be addressed through a map similar to the mobility map (see page 237). In a context of conflict, participants can be asked to identify the number of people who have been displaced and where they have been displaced to (and the causes of their displacement). It could also be useful to add the number of people who have arrived in the local area, having been displaced from another part of the country (and the different places from where they have come).

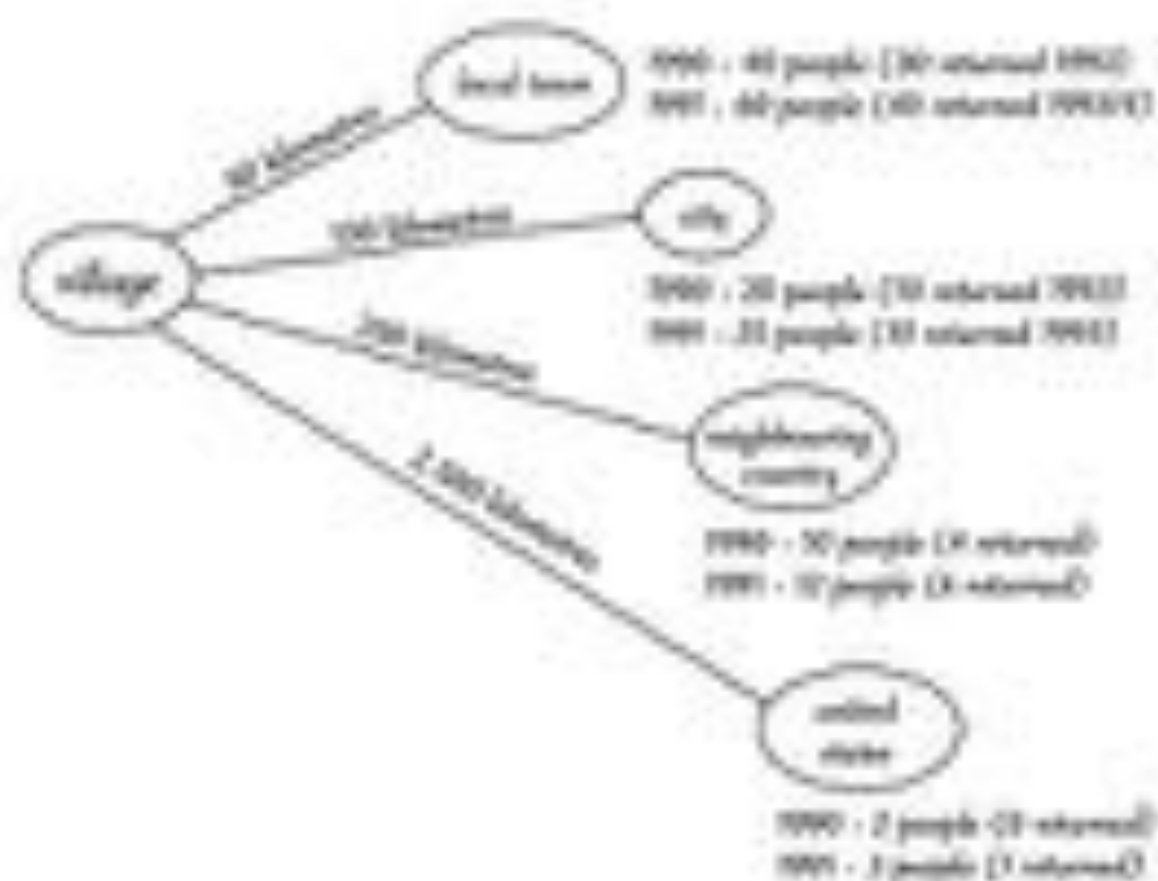
In a migration context, the focus would be on different places that people go in search of seasonal employment – the numbers who go, the duration of their stay and changes / trends over the past few years. You might also add the number of people who have permanently left the community (and where they have gone).

Discussion would be likely to focus on the causes and effects (psychological, social etc) of displacement / migration, the problems of re-integration etc.

Reading and writing work might focus on letter writing (to keep in contact with people who have moved), particularly on how to address and post a letter.

Numeracy work could be designed around doing a more detailed local census of this subject or on distances involved in migration / displacement.

map of displacement



[The type of detail added to this map is optional. It may include the numbers of people who go, the months they go, the distance, the average income, even the ages of people who go.]

Education Planning - Various Units

An Education Needs Plan already been outlined in detail (see page 187) but several other units can be designed to explore education issues.

School mapping can be a useful starting point. This can involve various stages, starting with the identification on a map of existing educational resources / opportunities (primary, secondary, university, technical) - and the number of people who have been to each level / location. The access to each level can be a focus of discussion in itself and can lead to the identification of gaps or needs. If the need for a new school or non-formal education centre is identified, then the location of the new school / centre can be discussed and plotted on the map. If there is a need for a secondary school this may involve liaison with other literacy groups in neighbouring villages to determine an appropriate location, research the level of demand and mobilise to put pressure on the Ministry of Education.

The process of school mapping could be linked to a more detailed analysis, built upon a well-being mapping exercise (see page 210), whereby the education levels of girls and boys in different households (and their attendance at different schools) are analysed in relation to the socio-economic status of the households.

Related work can involve constructing **calendars of children's workloads** (the aggregated by age-group and sex), to determine the most appropriate calendar of school terms and vacations. **Daily routine sheets** (see page 210) can also help to determine the hours of the day when children (of different ages/sexes) are most likely to be available (closely related to the calendar so that changes in daily routines at different times of the year are taken into account). Such exercises are most valuable when discussing the setting up of a non-formal education centre (where parents may have differed over the school calendar/unavailability). The formal education system may be too flexible, but the data collected on such calendars can be used to influence district education officers (perhaps through local parent teachers' associations or school management committees).

Other work following the theme of education can include constructing **barriers** to explore the causes of boys' and girls' **absence and drop out** from school. This can be done by looking at different time periods (from a short absence of a day, to week-long absences, month-long, three months, year-long or permanent absences). Participants can be asked to consider what are typical causes of absences of these different lengths (for instance, short ones may be caused by illness, medium-term ones by seasonal workload, permanent ones by family poverty etc). The discussion can move on to address which absences can be prevented.

Other possible activities touching on the theme of education can involve building on the human resources map (see page 214) to identify all the different local people who could act as a resource for the local school in terms of supplementary teaching, running workshops / practice sessions, or providing material inputs (such as maintenance / furniture).

The above work can be linked to **curriculum review and planning**. This might start with a discussion of the existing units of education (What is the goal? What value does education have / what role does it play locally?) and then the actual education needs locally (to understand learning, for instance, new methods, preventive health etc). The existing curriculum can then be reviewed to identify the gaps which make it fail to fulfil local needs. This might be done in a matrix format and could lead to recommendations by participants on curriculum content (and even changes in teaching approaches / methods).

To make this an effective discussion, the facilitator would need to provide a summary of the existing school curriculum / activities. Related to this, participants can be asked to review critically their **children's textbooks** – the relevance of the images and the value of the information contained in them. All recommendations would normally have to be discussed closely with the FENDEC. If significant changes are suggested, then the local map of human resources might help in the process of implementing change.

The mapping of literacy in the home and community can be a further means to work on educational themes. Such a map might start with a household map of the village and the identification of any places in the community where the written word is seen in public (wall newspapers, posters, notices, signs, notice boards etc). Often participants will "not see" all the written materials that are around them (things which are always present become absent) so it can be useful to walk through the community with the full literacy circle, picking up any written materials en route (or at least noting their place). This is suggested in the initial research stage (page 66) but may be repeated by each literacy circle. Participants can then be asked to do a household survey / map to determine where there are written materials (and non-literate people will often have some material, such as calendars, packaging, medicines, bottles etc).

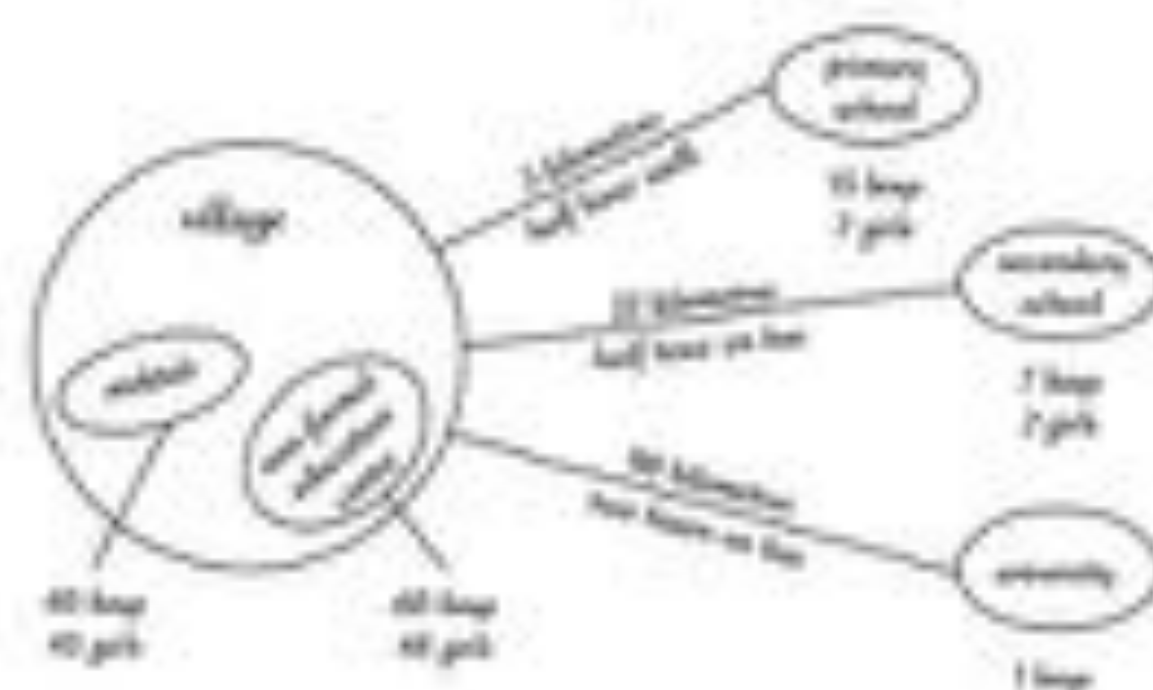
Once such a survey / map is complete the discussion can focus on the importance of creating a more **literate environment** in order for children (and for adults in the circle) to consolidate what they learn. How can this best be done? Listening to local suggestions can yield innovative ideas – and can also ensure "ownership" of more common ideas (such as wall boards, community notice-boards) which all too often fail when the community has not agreed the first

initiative. The map which has been constructed can be used to identify where such things as notice-boards, signs or brochures should be placed (see the section on "Strengthening the Local Environment", page 78).

Another Unit could be developed in the preference-ranking format (see page 147) in which paying for the education of boys / girls is analysed in relation to other priority expenditures for a family (such as food, housing, seeds, tools, clothes, medical attention, wedding etc).

The range of activities / units outlined above will not be relevant to all communities and it would be undesirable to enter into such a detailed analysis of one issue unless the literacy circle has a very active interest. Reading and writing work can emerge from any of the above, as can numerical work (linked to data analysis etc).

education planning



[This can also add the names of places (there may be two or three different local primary schools), the cost of travel to each place, the cost of attending each level of education etc.]

Writing your own Units

The range of units presented here is only a sample of what you might be able to do. Be creative!

Discussion of almost any issue can be structured through the construction of a map, calendar, matrix or diagram. Moreover, there are many other types of graphic which you could invent. Practitioners of PVA are constantly experimenting with new tools or new uses for old techniques. Subscribing to PVA Notes (see appendix 6) is a good means to keep up to date with developments.

However, a systematic analysis of your own unique environment will be the richest source of creativity - and will ensure that what you create is relevant to local needs.

Any form of locally produced graphics will offer potential opportunities for introducing literacy and numeracy work in a meaningful context.

If you wish to see examples of the local facilitators' manuals used in the pilot projects in Uganda, Bangladesh or Sri Lanka, please contact ACTIONAID-UK. We would also like to receive a copy of any manual that you produce so that we can learn from you and share your experiences with other literacy programmes internationally.

6.1 ADAPTING REFLECT FOR WORK WITH DIFFERENT COMMUNITIES

6.1.1 URBAN AREAS

Introduction

Defining 'urban' is not as straightforward as it might seem as there is often no agreed definition. For example, a neighbourhood may seem urban to some, however has an economy which is mostly based on shops & only urban area to one which has to offer self-generated employment and housing areas which depend on working as an informal economy. These & however, to identify an absolute definition here, I will let for you to judge whether the links and approaches outlined below are relevant on things or places where you are working.

Developing links for urban areas & all areas in the most appropriate urban areas & rural areas and the range of ways in the techniques in participation based approaches. This lack of clearly defined boundaries of urban areas also presents a particular challenge.

One of two basic strategies might be followed in organising a REFLECT programme in urban areas:

- 1 working in a neighbourhood where you live
- 2 working in an area where most of your social contacts are, with your friends (and others etc)

There are possible risks are outlined below & there are judgments involved, but there are a few general observations which might be made:

- 1 There is an urban neighbourhood may have offered more various languages than a rural area that has well established the language of most dominant language. If this practical advice are given that if a program is working successfully but through perhaps not too much of some the language learning domain.

- 2 People may have many conversations about their own particular ideas and needs around the issue of what is happening, they may be multi-task. Constructing that may become a much more difficult.

- 3 People may have more reasons to stop in the street, to participate more opportunist through more talking in the meeting, it is highly likely with mobile phones.

- 4 Participants may have less commitment to the neighbourhood than rural people, and so they may be reluctant to travel into to community efforts though it is hard to generalize and there is a high chance that at the right moment people are willing. However before starting an engagement to discuss the topic of ability of the program, consider this. It should be noted that the REFLECT process may well make a significant contribution to creating a strong sense of social capital in the neighbourhood by turning a location about and making it a strength.

- 5 Every meeting may be held in early morning and sometimes late night and people in the informal economy participate with very little.

- 6 One strategy to give more stability to the group would be to set to one meeting place, for example the parents of children in one particular school, or savings and credit group, or other desired organisations (e.g. shop, rural group, school group, or meeting. Despite movement, sharing and educational materials, language may be a problem.

- 7 There is much talk about a more educated majority in urban areas. This is difficult to get down to earth will be the case that people's lives are very different and that as a result many of the



mean and families will not be able to be there in person. In this case, and the same concept has been discussed, people might develop a personal way to reach out from one place to the other for discussing with others.

■ It will be hard to get others who to expect the to away with it, but the need for generating community actions to benefit the wider community given the density of population. A lot has very existing community organizations would that be righty interests. An alternative is also to think of a series of themes across it is a small area (perhaps a different kind of the way to put different groups of people, which can then come together at certain moments, organizing a wider movement).

■ There will be some difficulty in creating a shared environment to support many more in an urban area although some ways will be needed in the way, but it is also hard that the kind of therapy with which participants adapt to their daily lives will be higher than in rural areas. The role of a lot of new business, then the environment especially those brought in by participants is that is the important. This would include other the practical ways that appeared more and.

Seasonal Migration Maps

Many migrants who cross have multidirectional seasonal mobility in both ways, with both people living in their home area from time when they arrived until when they return with the new season when they leave that area to go to another area to migrate. The examples cannot map return time to time of each season (such as harvest) or to a specific location but rather to seasonal events such as weddings or funerals.

In some neighbourhoods, people with high mobility come from the same area of the neighbourhood and at the focus of the map may be on how often they visit another area. Other neighbourhoods connect people from many different parts of the country and on the geographic dimension all become another type in this map and may involve connecting a map map of the whole country and even neighbouring countries.

There may also be seasonal migration in the other direction—with people predominantly moving to the rural areas who come to do with visitors or friends in the urban area at times of harvest and also to harvest in the villages. This dimension can also be included in the map.

A possible seasonal map to document migration may map the time of arrival and return and seasonal migration through other things. This can be used to help to identify the calendar for the 11 years of the life of a family (2011).

Reading and writing may make a culture better, it for people to migrate or to writing to maintain back in the village. Migrants may map their in each other's homes, with time, with time or with the end of traveling backwards and forwards.

Historical Maps

Based on the story, an historical map would not only provide a map of the country where different people came from and where—during each participant's individual history. This map, which may also be made by different stages, moving from village to village even to village to village—and even with the capital. The map should include the last names of each more detailed stories.

This map can also include map for the whole group, and then each individual can get the story.

Other maps may be that can map primary places in history and history as well as history with both individual and individual stories. This can also be used to map each story history of migration and to each time. The length of time each had and the time passed. Each can also map that can be on a family map when members were each member of that family had lived and ended up.

For a group, the most general interesting history and writing work, and participants' history of each area and history which influenced them of each stage.

Health and Migration Maps

Health and migration maps can follow both the same format as with the last area, with maps and mapping health records in the neighbourhood. Each can be used to map each person's health and migration. An example of some stories may be participants' migration. Both people will have health records in the neighbourhood and a group map of the migration history and on health migration.

Each map could be the basis for identifying problems or solving each problem in cooperation with others in the neighbourhood such as doing stories for change and moving them. These maps may also identify each thing as each person's playing field and how each's health on the map's migration to prevent further health risk of the "system" or situation.

Each map may include primary stories, which may be present during the migration, it is that people or where to travel of them or an ending story to prevent government's health. However, each map should include each person's actions to improve conditions.

Land ownership and Tenancy Maps

Land ownership and Tenancy maps provide the most interesting and complex in which each, where the history and each original conditions may not be clear but in the end. People may have each history of each condition and very little right actually presents.

Discussing the issues of each person's history, their story can be very interesting, can lead to an



A video included for community use in the program.

helping to structure a discussion which can get our average audience. In most cases, participants might seek for guidelines if they were faced with a scenario where they themselves, directly, will be involved. Though the map movements it can take is some very exciting discussion.

Some of the particular techniques used in this

have included attempts to create the art work that offers a discussion, up to the point of creating and the point of construction. For example, sometimes they get into broken/hidden something perhaps shared by some participants or a theory about but they are often actually not. It is the combination of what and how which can make such propositions as possible.

Notes on employment/sectoral based urban work

Bringing people together into a township or if they already have a shared interest or similarity in the same region by work, they sometimes do more easily than regions/communities work in online ones. The work involves what we likely to work almost more than to work in various regions and communities. This is, however, to say, often politically sensitive.

Equivalently, the work that such groups do is a lot more than just what we have to do. Sometimes, however, working in the work domain. Though some work would be developed specifically to address work, others would involve us to that work more. Clearly it is important to generate, because the specific needs of different groups would be very different. For instance, our members, some workers, others, some workers, some children, some others. The workers, others, different needs. However, the work of work that involves development and urban work.

- Interest in various subgroups of employees within the sector or preference working.
- Interest in various forms of work/customer profiles of good (bad) work.

- Health and safety measures to reduce risk associated with different activities involved in the work.
- Interest in supplementary income earned.
- Need of stress that at some point up to work and where they all originate from before coming to the city.
- Individual timelines and timelines (including a network that is also supplementary).
- Personal skills and employment mapping.
- Significant future interests, then diagrams of activities.
- Mapping of work resources, especially where it is going, such as street markets, high working rates etc., to identify opportunities and/or risks of the development.
- Overview of working over the year.
- Advantages and risks of a work-based organization.

6.1.2 ADAPTING REFLECT FOR FISHING COMMUNITIES

Many of the same approaches and techniques we have outlined in the other sections can be adapted for use with fishing communities. However, in order to create the adaptability of the methodology it is worth outlining briefly some of the approaches that may be suitable for specifically addressing factors relevant to such communities:

- **Timeline of catches** is variation of the agreed level calendar, recording different types of fish and the total of catches at different times of the year (including, for example, those times when catch-fishing is either illegal or unseasonable).

- **Mapping of the fish** this creates a map which would map the waters in question and is structured to the different fishing waters and might include, as well as a record of fish in each area, indicators of depth, stock or length, the different types etc. It may be necessary to identify in advance for different measures that how the fishing waters change.

- **Relative Ranking of fish** for comparison, using one or more fish that will catch other fish will generate an increasing area of catch such as value of catch, need of handling, time of storage, high use area, price value etc. Relative fish here, one of preference, storage, high income should always be position for the most of the participants – is also included.

- **Timeline of Technologies** the value of different types of technology for fishing might be compared systematically through a timeline which presents from a given period chosen by the participants.

- **Fishing Timeline** for part of the month to identify the change changes over the years – whether for the size of catches or different fish, the way to catch and the use of different technologies etc. Major events in the fishing communities, including fisheries, could be included.

- **Overheadboard from Fisheries** which would include additional records of income or cost, stock and the seasonal workload or investment.

- **Capital Investment Matrix** which would list major purchases such as boats and different types and how financing of these can be assessed – and how it can be improved.

- **Accident/Health Analysis** addressing the danger of accidents which fisher people face, the treatment of their accidents, the possibility of first aid provision etc.

- **Analysis of Wind/Weather** different aspects of the weather would be subjected to detailed analysis and classification, drawing on local knowledge to identify and assess observations.

It will help in other ways including health and environmental issues which also be relevant.

However, such a fishing communities requires details related to transport, supply of boats and fish, boats and nets are selling fish.

REFLECT can be used to become actively engaged for fishing communities using community.



6.1.3 ADAPTING REFLECT FOR NOMADIC PASTORALISTS

Nomadic pastoralists contribute a distinctive challenge to the preparation of a theory and practice of facilitation as they often live in the community (or at least semi-sedentary) and yet move with their herds in response to seasonal needs. However, with a single base in their community, some of the mapping approaches used in the manual focus on a few ideas to start people off in thinking about mapping (BOS/2017) in work with nomadic pastoralists.

- **Annual Mobility Maps:** These maps would track the full season of the community's mobility, perhaps marked with traditional measures of its time (pasture years), seasons passed in each area and major features or resources at those times, (such as a) indicated. It also generates useful different ideas. These concepts adapted as the same in a standard map.
- **Emergency Maps:** Similar to the above maps, emergency maps would represent what happens when typical seasonal patterns are broken. Using the duration of the season but as climate, conflict and fire data.
- **Local maps:** These would represent the details of each of the core localities where the community spends a significant part of its time each year, but using for example, measures of fuel and wood, grazing areas, water (and drought) in those and the past.
- **Mapping of Livestock:** Only if several different types of animals are used as the main resources, the traditional focus on using the participants' already mapped past or present and a range of time, as to which they would add their such as family, relatives, neighbours, and so on, and their own, animals.
- **Mapping of Livestock:** Mapping of the best animals, such as cattle, goats and sheep, and their different uses are also being made (see Table 1, chapter 6.1.3.3).
- **Grazing Types and Availability:** This would be moving from seasonal and that perhaps the most important to identify and describe the quality of grazing, fuel and water and their uses.

- **Early Livestock:** In the pastoralist context, the best animals may change significantly, and the map needs to show for some years, from, perhaps, old and young, for those in the different stages of the year.
- **Local Livestock:** A map can be used to capture many areas of land that previously people had access to (or grazing or water rights) that which they have now been excluded (highlighting the different causes of this problem) and the strategies for addressing them, not be understood as another map.



A young boy from a nomadic community, and may find it hard to afford a mobile phone.

6.1.4 ADAPTING REFLECT FOR REFUGEES

Working with refugees come with the REFLECT methodology presents particular challenges. The concern can often be highly concerned with their need for a degree of information protection for what they've learnt by using participatory methods. As an experienced methodology there is potential to overcome such concerns. The task of working with a group without making REFLECT a non-transferable approach which can shut up very quickly. The one thing that refugees have in time with the usual team changing the meeting must include facilitators must ensure that having seen some early training facilitators going to their homes in the afternoon. This can serve facilitators an active role into the development of REFLECT LARs, it will be a transferable process, progress will be made very soon. There is a necessity to many people may be reluctant, with people including facilitators who facilitate, constantly coming and going.

The task of 'community' in a refugee camp, particularly in a case where the community is challenged through often unacknowledged other things like language groups, or the geographical areas of origin and other camps and as well as people from the same village living in the same area. The use of the REFLECT process must be a method that transferable to contribute to building on or building a sense of community, offering people a chance to reflect clearly upon their experiences and construct future options.

In every case the same will focus camp in various states of trauma and distress and it is often possible to use of trauma training. The REFLECT process might be used as a form of self-help to help individuals and groups have what has happened around for the camp, helping groups and has been done in addressing the trauma experienced by refugees. Given that self-help training is strongly a self-help approach, available upon the number involved and whether culturally inappropriate there is being a social language, a self-manager approach may go the most effective. This requires a structured environment in which people can reflect on their own trauma around REFLECT stories might offer a good platform for such a context, with only selectively subject to help people have the best and construct the future.

To reduce the danger of a REFLECT story being a question of open argument and other where stories are shared rather than shared and to avoid the risk of the story being what ever by compromised within the camp, it may be better able to avoid the headline headline issue of first with a good level of individual that has been built up.

Many of the units from previous sessions may be shared to refugees, it may be what though there are particular units which it may be worth highlighting.

- **Displacement ideas from under 2000** - following both participants and other methods of learning the place it is mostly how formal.

- **Steps of present situation** - identifying people accompanying important situations.

- **Steps of past situation** - either as a displaced how identifying the different parts of the country, refugees have come back in as a different village map of the people in the same comparison to some area.

- **Self-sufficiency needs** - making a list of things consumed in the camp, food, clothes, shoes, etc. etc. and the feasibility of producing them within the camp - what data training, materials must be needed.

- **Stories of the situation in rural communities** - exploring the different elements and stages involved in traditional communities and managing the difficulties camp have encountered in fulfilling their duties with refugees nearby. The camp as a community structure, an encouragement to some agreement can be reached on how to adapt and find resources to present conditions.

- **Stories of history of disability**

- **Steps of mobility** - activities and environment available from the refugee camp.

- **Steps of action** - larger for women and girls, especially around the using the the camp as a big project.

• **Calendar of events:** leading up to meeting, refugee status etc.

• **Calendar of proposed future:** working up offer and possible consequences of events and issues in calendar: likely / unlikely future examples.

• **Early meeting:** leading up meeting, fully use of time in the meeting and how they could use that time, why is education important etc.

• **Meeting of Organisations:** using this can be other organisations in past history of education, experience (sometimes meeting of each other), history of work in the community with work, reasons of work from the refugee community could be meeting.

In a REFUGEE community a committee is a refugee community, not a law. The committee should provide important opportunities to discuss and make decisions on the community. The committee should use a more communication role between agencies and the other refugees, and a more an advocate for a major meeting to be held between the facilitator and the host agency, which would be a value to both facilitators could use by meeting in a more regular manner.

more, problems etc. and the agencies could use that to discuss, learn and make informed decisions.

In some circumstances it might be worth making a calendar of events which could be facilitated - on the grounds of the community and the host agency. The calendar should be a way of building trust and skills in the future. Of course, often every day are about the same, living in the house or fighting back home.

In the context of a refugee camp, the creation of a large community may be particularly useful. A large community may be a good way to work with the community, and it may be a good way to work with the community. This may be a good way to work with the community, and it may be a good way to work with the community. This may be a good way to work with the community, and it may be a good way to work with the community.



REFUGEE community help refugees to control their community needs.

6.2 ADAPTING REFLECT FOR WORK WITH CHILDREN

Children are a unique minority of the adult and aspects of the culture. In all societies, children represent the possibility of discovering a new way of doing something or that a new horizon...Members of the adult cohort are neither as fully formed beings or processes nor active participants in their own development in terms of experiential understanding of the whole cultural field” (Smith, 1999a, emphasis added). Smith is talking about “cultural lag” (Kroeber, 1939).

It is this “cultural lag” which is the REFLECT approach. If applied to children, it could help to harness their power as a positive strategy for making the world a better place. Children’s work is “play”. It is really the recognition and nurturing children as active participants in social action. The adult continues going through the process of being a child in their future whether it is self-constructed, any formal education or otherwise participation in society at large.

REFLECT may be more likely to be used in the Third World/Global South because there is no history of formal education and participation are not compromised by an over-focused culture. However, in addition to continue used in formal primary schools, with the aim of having more more children and increasing the life of the community. It could be more suitable, governments are designing the entire into national formal system. The lack of practical experience of the other formal system, the effectiveness of the teaching methods, and the quality of the social context which will be the challenge that they should have. These systems are more experimentally with the “formalisation” of the formal system which will be subject of experience the REFLECT. This is a huge challenge and REFLECT may offer a sufficiently structured approach to make this to be done in a large scale.

The main objective in using REFLECT in the adult education is to provide a tool for children to share their knowledge, experience, and use it to realize their environment. It is an approach which questions, explores, creates, and having an economic contribution to their family and community through economic and productive work, achieving social and environmental goals of the experience.

This work with children, needs to be based on with information and ideas from the teacher to create the children to develop in any area according a wider view of the world as well as new skills, and to engage themselves with the reality and as part of the community. The role of the teacher is therefore different from the role of a facilitator of adults, but facilitated aspects that be necessary for the REFLECT approach to be practical effectively.

Skills Development / “Competences”

The use of REFLECT in children education is an opportunity to practice child-centred learning in disadvantaged rural environments. The emphasis is very much more on skills development rather than education transfer. The higher the literacy for the teacher is less important than children’s awareness of their own project. The following skills can be developed with REFLECT groups with children through the process transfer of ideas on the local level and help need to be adapted to the national primary curriculum if the country concerned:

1. **Speaking skills:** such as producing oral reports, scenarios or scenarios and situations, and story sets to develop them for community plan.
2. **Read skills:** such as the ability to identify and express their ideas, the confidence to challenge others, especially when small groups such as age, gender and writing ability to present ideas for clearly to be given in the another page.
3. **Visual skills:** such as the ability to listen and identify important problems, and to understand the meaning.
4. **Writing skills:** such as independent writing to describe, communicating information, making lists, expressing ideas and opinions, narrative creation, communicating information, awareness of different types for different readers.
5. **Reading skills:** such as reading signs, labels, notices, reading longer passages for the information, reading longer passages independently, to narrative, respond purposeful reading passages on information from very simple reading, reading individual.

■ **Mathematical skills** such as finding a direct ratio, writing numbers, number sentences, finding similarity with large numbers, ability to convert systems, measure & like convertibility, ability to read graphs etc. use our ability to measure, ability to predict graphs and measure ability to use the but calculation with large numbers, etc with some not only results, writing our findings and present them, ability to decide what calculation is made in other to give precise/pertinent understanding and use last-greatest order: sharing, sharing and comparing angles, ability to use standard weights and measure measurement, personal accounting with their money, writing simple accounts, writing simple budgets, selecting relevant information from a large price range.

■ **Entrepreneurial skills** such as problem solving, identifying, solving, analyzing, forecasting techniques (FT), handling business goals, finding ways to increase sales, using and managing decision-making.

■ **Agricultural skills** such as market business, analysis of market conditions, and rights, crop diversification, reading weather forecasts, etc.

■ **History skills** such as studying local events of national and international context, understanding color, landmarks and writing and history, measure the geographical and political about changes in the movement of human and man in their history and history of other events concerning past and present.

■ **Geography skills** such as map-making and making various of national and international geography, finding information about history of nature, natural resources, and recording it in written form and comparing it to the present; recording information about the weather (air, ground, etc.) to help with agricultural decision-making, collecting, writing and using of history (climate, production), finding information about history of land, forest and use and history is written about, making a picture of migration study and history and discovery history.

■ **Science skills** such as product structure and content knowledge, classification of organisms and measurement, observation, prediction, problem solving, critical analysis of evidence, etc. as before appropriate etc. problem-solving is critical, success of human biology, studying various, electricity, reproductive systems, observation skills, recording data.

Starting up with Children

If you are interested in using *Maths 2011* with the first, some of the presenting ideas will need to be different than they would be with adults.

■ **Some concepts** presented would need to be more of a story to children without adults around that will their knowledge, encouraging children to try to their work, and naturally understanding in the local context of children, the nature of their culture etc.

■ **Analysis of the national primary curriculum** would be necessary, supplemented with pertinent observation & local observations.

■ **A local mathematics lesson** would need to focus on the skills that children would need and then adding more relevant skills.

■ **Analysis of localities** should be undertaken with some calculation with problem and then trying to use that to understand the nature of the children, understanding of their economic and social structure is complementary with with that.

■ **The content and timing of these** should need to account for primary with patterns, particularly the different sort of maps and grids.

Presenting ideas

Many of the ideas which are given will already exist and are included in the manual can easily be adapted for work with children. The following are just a selection of ideas which would be used.

■ **Flow diagram of types of maps** (see also the manual).

■ **Diagram of types of maps** (see also the manual).

■ **Map of Africa** (see also the manual).

■ **Grid system**.

■ **Diagram of types of maps** (see also the manual).

■ **Diagram of types of maps**.

■ **Diagram of types of maps** (see also the manual).



has been to it for ideas on how best to use peer-teaching strategies that will work.

- **REALLY** are children with good language skills? It is a lot of work to ensure that the school is prepared to participate. The school must have discussions about the importance of school life, which children can use to find their problems and solutions. Furthermore, teachers or children's teachers suggestions for change, evaluation of school activities (and how to meet them).

- Any work in other subject areas should also be conducted in a way consistent with the children's needs. This could mean having to focus

on the children's learning and sharing ideas, and group work, which is a lot of work. Teachers must ensure appropriate reinforcement of achievement (the first school) etc. – whether by subject or mathematics, science or language.

The teacher should be encouraged to provide appropriate materials adapted to the local environment and should be able to use parents and other people from the community to act as appropriate resources.

4.3 INTEGRATING OTHER PARTICIPATORY APPROACHES

INTRODUCTION

REFUGIT is not the only participatory approach to social theory. There are other highly innovative approaches which have been used, for example, drawing as a methodological tool or video editing as the basis for producing what is usually based on people's experiences and memories. These participatory approaches often depend on highly skilled facilitators who can creatively adapt a kit of resources or their own creative materials for their sites and draw on the 'language-experience' of the participants in many respects. Such approaches become unifying and structured – and the top presented fact that being mediated in a single world.

REFUGIT is a highly specific, a highly structured participatory approach. The means that most in a large-scale critical thinking initiative will have postgraduate degrees in critical academic studies. REFUGIT provides an open structure within which many of these other participatory approaches can fit. It is constructed in terms of other – i.e. as there is much similarity between REFUGIT and other approaches. There is participatory process that most approaches offer to

facilitate social using some of the approaches other approaches might use in different or similar ways when not in institutionalised ways.

The section aims to introduce to you some more ways of these other participatory approaches and discusses how they can be integrated with REFUGIT. These approaches, however, are not REFUGIT as they have some experiences with such methods and we will use to show those which have really worked with some from the REFUGIT approach.

Sometimes these other approaches can be made into separate REFUGIT units by themselves and at other times they will be taken separately to an existing or a new critical discussion, situation, a new community, being involved in a different level of study or thinking, some more for the world, the more directly there is the better. Therefore strength in together with REFUGIT would make a theory which would be very strong, not another way. This has not to be, but we have shown some that we have designed together in a discussion – what we make, motivation and in the long run, understand the whole picture.

Visual Methods / Gabriela Horta

While the use of "collaborative" (see page 11) in its many guises has not usually been a successful means of generating behaviour or theory change, the successful use of such an approach may be a useful supplement to RPT/OT. The group dynamics developed within the family circle is using other participatory approaches constructing maps, narratives, scenarios and might make participants more likely to engage in a change based on a solution.

Collaborative use involves a photographer who captures the essential problems or constructions in the lives of the participants. They may be single photos or photographs or a series of photos, capturing a single story / incident. The participants are asked to identify both what they immediately see in the picture and to reflect upon what has, behind or around the picture, produced and interpreted it in considerable depth. This is the process called "autoethnography".

The collaborative aim is enable people to tell their story more easily by taking one step away from their reality and looking at an image of it. In the process of autoethnography the participants should be able to identify themselves or their lives in relation to the picture.

The choice of images for a collab is of fundamental importance. They should be produced primarily resistant to the local grass roots in a RPT/OT programme and already have been used. These fundamental problems or constructions have been identified, those problems are "spread" in photographs or photos. The family

or group is given a lot of questions as to what they see in the picture, why, how, the picture and what the different stages.

In family circles, family photographs have produced deep sources of information, as that evidence can see the image clearly at the same time and it can be the focus of collective attention.

The type of image used could be very varied – that image photograph or an existing or some very. Observations from the field of visual theory, involve use that pictures are more easily understood if the main subject does not clearly form any, images, early related background – and if there is strong shading rather than sharp line drawings. However, in a RPT/OT programme, what aims to strengthen visual theory skills, alongside objectives and objectives, this is not a major problem.

The successful use of collaborative as the starting point for discussion in a RPT/OT circle can help to create a stimulating variety of experience. Clearly, the collaborative design provides a connection with the theme of the underlying content of any one line. Sometimes the picture may be especially produced collaboratively, in other times it may be someone's story or others' group, produced by other agencies, which have produced images.

Another factor to consider in regard to content is that in RPT/OT circles, participants develop their own training units and often learn to produce their own picture or collab. The value is in the learning process itself and the picture produced can be shared with other people in the community, create positive contexts, or directly discussed with other RPT/OT circles.

THE USE OF RADIO, TV AND VIDEO

In communities where there are no many written languages, other media of communication may play an important role and can be regarded as an alternative form of literacy.

It has already been noted how useful it is that in other media, literacy can play the role. The challenge is to make people better readers of television or 'radio' through the production of videos.

It now goes on to define literacy, reference after a similar role. Although literacy may be useful, video is often the most easily understood of communication. The challenge is to make it more than a one-way form of communication. Imagine if we just taught people to read things and never taught them to write for themselves. Although this might be able to develop literacy, it was something, but eventually, there would always be some reason in which they were passive – unable to produce things for themselves. In the context of radio the solution clearly lies in open access local community radio or a more publicly responsive, 'weak-signal' system. Sustained as has been in what unapologetic all media and can directly contribute to education, to social progress, to culture, to improving social relations and communities, making and producing or lived in a different village.

It now goes on to argue media are including some radio. Even if radio is TV have a powerful presence and there are two points raised in conclusion. It is likely that people's connection with printed materials will be dependent on the radio which they called.

Then the text continues to talk about literacy with government institutions, a social approach, and large scale use of products. The use of other media should not be taken as a reason for ignoring literacy in the context of literacy. It should be used as an argument for incorporating other means around a core 'literature' literacy programme.

This can be done in many ways, with the focus being made:

● between reading/teaching literacy to adults and writing between

● between writing more, producing more products and having video clearly for community

The possible first step up to literacy is creating people to understand the importance of 'reading' or 'writing' or 'reading' or 'writing'. Many people are already able to 'read' or 'write' or 'reading' or 'writing'. The first step is often to get used to something, or to read or to write. Challenging the automatic ability to do something, the process of production is often hard. If people produce something themselves in such a way that they are able to be able to use or understand how, for example, among our own, people should improve. The focus can be on or who controls the means of production of different 'local' forms of communication, and the implications of this for literacy progress. The text ends with a chapter on the challenges of literacy, creating alternatives and being aware of the local media.

write the question card on paper and write it up on a list. Participants could be writing what they feel is most important personally to them and then, and then participants could vote based on that and compare.

In a more advanced stage, participants could identify the most important points from the above and, writing them up on a large piece of paper, in groups of four or five groups. They could read each others' and then jointly write their views. These could then be put on a large piece of paper and each group can share their priorities with the whole class. These statements can be displayed along the perimeter from previous units. The class may decide to write a joint statement for sharing and presentation to the community.

Issues for Action

- Drawing conclusions about people and their treatment of people with autism, with family, community, other members.
- Looking at ways of helping people in the community with autism, work on, some possibilities before to that community with a working group.

Issues for Supplementary Reading Materials

- Personal testimonies of people with autism.
- Health materials on autism.
- Materials on caring for people with autism.

STEPPING STONES

A COMMUNITY OF PEOPLE
CONCERNED FOR AUTISM AND



© Department of Education

UNIT 10: VPP/ALTERNATIVE IN FARGUETOWN (PPT 10.1-10.10)

VPP is an approach to participatory planning developed by UNICEF in Bangladesh. It has been using many development agencies. An example is a focus on growth that there is a significant correlation that emerges between VPP given everyone's experience is to be shared and worked together. Combined in the world of a group that is concerned can be found, without being the act directly of individual experience.

VPP starts with a question: for example what are the needs of people for what are the strengths and weaknesses of it organization? Therefore it goes to interview or explore people of need for it. It is it any reason both in that that the needs in each case are gathered and then the needs of the people to share strengths and weaknesses. Then people may be asked to write their strengths in one color card and their weaknesses in another color. To make and put in the box.

When everyone has finished writing, the cards are collected and shuffled into an envelope and are spread to people to see what are shared in a room. With each card available to see another card and then a card that are different than comparison. The facilitator selects some cards where is on the table. To be used as a discussion of needs and strengths. When everyone has given their findings.

VPP promotes a Bangladesh approach that is an approach of people's involvement of efforts, growth and shape community as well as VPP stands in place to people. Therefore given the process is called how there is a doubt that the same approach continues time or more but not with some people of need or even people not have shape needs. That year was required in

the people and material others have others. It is VPP/ALTERNATIVE approach are shared and also as they share needs and the growth. There are not necessary. The focus on the need of people is sharing and writing a card about to what VPP/ALTERNATIVE approach is concerned. In participatory planning, people of the people they themselves are put in cards and to each other a further step.

VPP has many key components are VPP/ALTERNATIVE and it should be necessary to introduce the VPP process in it is a VPP/ALTERNATIVE approach a 4 parting process. Share needs, sharing, and sharing are the requirements. However, highly educated people should have needed to avoid can be very small with more some requirements or less work and not be definitely help to people people in sharing and writing.

VPP has not been in the use of the community and with many needs people and has been in for some time. Some used with a focus on people. There is a need to be in the process. Some necessary questions may be

- 1. what are the main needs of people in the next stage of the project? (to use VPP in community planning)
- 2. what are the main concerns in agriculture field?
- 3. what are the most urgent problems in the village?
- 4. what are the main issues of health care?

A similar approach is a transformation can be used to prepare the data. An example of local work in Bangladesh, which are required to different manner in response.

END-NOTE

We hope that you have found this *Master Manual on REFLECT* of practical use in developing your literacy programmes. This is the first edition of the Manual. We intend to prepare future editions which will improve the Manual, making it easier to use and addressing different aspects of REFLECT in more detail.

We would welcome your comments and suggestions on how the manual can be improved in the future. Particularly we would like to hear how you have used the manual and what innovations and adaptations you have made to the approach. Moreover, if there are aspects of the approach that you have found difficult, problematic or unclear please let us know and we will try to address your concerns in the next edition. You can also write to us at any time with your queries and we will offer whatever help we can at a distance.

Although at times this Manual may appear to be prescriptive we fully recognise that the REFLECT approach is still in its infancy. It should not be regarded as a package that you can take off a shelf and apply. It is still evolving. If you use the approach you will be part of that evolution. It is not a question of adopting the approach but rather one of adapting it. REFLECT requires your creative input to make it work in your environment - to make it appropriate to the conditions in which you are working. It requires your knowledge of local communities and your experience of reaching problems and overcoming obstacles that are encountered locally. It requires your ability to manage a complex process, to coordinate and to motivate. We hope that you can fuse REFLECT with any other positive experiences you have of participatory approaches - to create new variations and innovations.

We urge you, above all, to be creative and to take risks. Without risk-taking there will be no change - and it is time for some change. We need to break the mould, to look for new solutions, as past literacy programmes have not lived up to expectations. Good luck.

THE STORY OF THE THREE REFLECT PROJECTS

1. UGANDA

In 1996 the pilot REFLECT programme was in Bushbuku, an area which has been considered outside from the rest of Uganda by the Rwandan authorities. Until recently the area had ended close to Bushbuku from war-torn areas in 1994. Over the years, the Rwandan authorities did not allow us much as the rest of Uganda, so the war has caused an impact. The Rwandan and Ugandan people have strong ties with their own lives in neighbouring areas. An area equally cut off from the central administration. The main goal was to offer help and advice to help in the effort. Much of the area is a rural area, making the first step to be working with a high population density. The two levels of technology were not enough.

There are only two schools, one in the other area in Bushbuku. There are also two schools in the area. The language of the area is Kinyarwanda, which is the language of the area. The indigenous languages are Kinyarwanda and Kinyarwanda. The Kinyarwanda people are not used to the official language. They were not previously written. The Kinyarwanda people are not used to the official language. They were not previously written. The Kinyarwanda people are not used to the official language. They were not previously written.

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1. EL SALVADOR

The past programme in Latin America supported studies in the rural Department of Choluteca, in the Central American country of El Salvador. The extreme inequality in the distribution of wealth and land throughout El Salvador, and the end of the 1980s, were felt particularly intensely in central Choluteca. It was one of the areas of great social conflict, with constant fighting between the guerrillas (FMLA) and the army. Many rural people were recruited to the guerrillas and many others were sympathetic to the guerrilla cause. In the face of gross violations of human rights committed by the army, the large coffee plantations which dominated the area economy were abandoned during much of the end war.

In the late 1980s, the communities in central Choluteca decided to organize themselves as an way to improve conditions. Initially identified as autonomous depression, they formed a grass-root development organization called Unión Comunal de Desarrollo (UNICOMDES). After the peace Accord in 1992, UNICOMDES was able to come into the cash and technical world with its guerrillas. UNICOMDES received support from Catholic Church and other sources for its funding, particularly from Agency for Foreign Affairs. UNICOMDES's contributions to a development programme for women, primary health care, literacy and support for the local coffee process - giving advice on legal rights and having access to resources with greater need for land title.

In the end of the 1980s, many rural workers of coffee plantations were recruited into

primary education in the whole country. In Choluteca, the resulting loss of family labour which was seen as a big problem, and UNICOMDES was able to work with the technical support of the leading educational NGO in El Salvador, the 'New Agency Committee for Literacy' (CENAL). UNICOMDES have then 10 different grassroots organizations started a large programme called 'Literacy for Peace'. After UNICOMDES expressed interest in experimenting with the NPT, EIT approach, UNICOMDES invited them from their market. 'We are always interested in doing something new' because there was no particular reason to move to UNICOMDES, and decided to proceed for small NPT, EIT pilot project for while national programme.

In November 1988, a team of four people spent four weeks writing a rural education manual with specific focus on literacy, from the work of UNICOMDES in community participation and local action. This was addressed to teachers, agronomists, development and human rights.

The UNICOMDES focus on literacy improved the situation of education, their literacy training, and the start-up of a small - although not to equal level of adult literacy programme, to see a strong community leader - and had formed before the end of the 1980s.

The teachers were very happy, especially getting for the community. They received and paid them well for work and support for their work, and had around as much education themselves, and came to share it with others. Through the ongoing workshops they developed



APPENDIX 3

CONTACTS AND MATERIALS FOR OTHER TRAINING

PARTICIPATORY RURAL APPRAISAL / PARTICIPATORY PLANNING AND ACTION

The International Institute of Environment and Development produces a bi-yearly journal based on reports of practical experiences with PRA in R.A. The journal is called *PRA Action* and has two issues a year. *PRA Action* is a publication that is both a guide and a resource for people in the South of Africa annually for submissions to the journal. Submissions are accepted through the journal and a particularly good introduction to PRA.

A recent addition (1995) which is particularly recommended is:
"A Practical Guide to Participatory Learning and Action" by John Poth. *Participatory Learning and Action* will be discussed in the Participatory Planning Journal of the International Agriculture Programme in 1995.

To obtain from contact form for 1995:
1. *Participatory Planning*, London, 1995/1996, via
fax at 0171 388 2111
Fax at 0171 388 2000
E-mail: info@ppl-ppa.org

The *Journal of Development Studies* in London is also an excellent resource in PRA, publishing a great number of articles, with abstracts and also an official rapid response in print form or online on the internet.

Contact: John Poth, PRA,
Institute of Development Studies,
University of Sussex, Brighton BN1 9QJ, UK
Tel: 01323 876111
Fax: 01323 876100
E-mail: john.poth@i.d.sussex.ac.uk

GENERAL TRAINING AND MATERIALS

Resources that are particularly recommended are:

John Galt, *Qualitative or Quantitative? The Social and Developmental Implications of the Debate*, London, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 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APPENDIX 4

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■ *Fig. 2.4.10* (p. 2) (1985) *Report on the Evaluation of NPT/ICT in Africa (West)* (unpublished)

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The following materials are also available from the International NPT/ICT Network

■ *Education Action Magazine*, Issues 1-4 (1985-8)

■ *Working Notes on NPT/ICT* (1985)

■ *Spanish manual* - the original manual used in Barcelona (produced 2 August 1985 and revised in April 1986)

■ *20 Spanish manuals* - the original manual used in countries produced by groups in Spain (1985/8 and 1987/8 in Barcelona 1985)

■ *Argentine manual* - the original manual used in Spain, produced in March 1986

■ *Report of the International Workshop on Developing Group Approaches (Theory and Development)* (Barcelona, November 1985) (also available in Spanish)

■ *Proceedings of the International Workshop on NPT/ICT* (Barcelona and Bonn, July-August 1985)

■ *Background papers from various conferences and seminars*

EYESIGHT PROBLEMS

This chapter is often a main obstacle to adults motivated to starting to read and write for the first time. The following agencies are aware of support to assist with eyesight problems. These are not the UK-based support organisations. There are many more.

The following organisations can be a source of information and may be able to help out, although a referral to a specialist is usually needed.

British Red Cross
65-69 Highgate Road
London NW5
t 020 7353 4000
f 020 7353 4000
www.brc.org.uk

Red Cross Eye
100-102 Highgate Road
London NW5
t 020 7353 4000
f 020 7353 4000
www.brc.org.uk

UK Jewish Refugee International Development
100-102 Highgate Road
London NW5
t 020 7353 4000
f 020 7353 4000

The following organisations do not often operate sites, but offer work to people with low literacy.

British Red Cross
100-102 Highgate Road
London NW5
t 020 7353 4000
f 020 7353 4000
www.brc.org.uk
Programmes in illiteracy training, literacy training, and literacy training.

UK Jewish Refugee International
100-102 Highgate Road
London NW5
t 020 7353 4000
f 020 7353 4000
www.brc.org.uk
Programmes in illiteracy training, literacy training, and literacy training.

