

Local Language Teaching and Learning Materials

Local language teaching and learning materials comprise community generated reading materials, teaching and learning materials made from locally available resources, as well as professionally authored, illustrated, designed, and created teaching and learning aids. These materials provide a way for children and their families to engage in the reading development process more easily and successfully, access important information, provide a variety of platforms for learning and knowledge sharing, and spaces for community engagement and advocacy. These materials can be adapted in participatory and empowering processes that enable truly sustainable transformation which supports the improvement of learning outcomes through literacy, numeracy, and life skills development.

Why local language materials?

Children everywhere need a large variety of materials to engage with when learning how to read. Fewer materials exist in small, local languages than in large, national ones. Children learn to read best in their first language. Therefore, it is vital that materials are developed for emerging readers in their mother tongue. Learning is enhanced with a variety of types of materials that appropriately target the age and reading levels of the intended users.

Some benefits of local language materials are:

- Important learning material gets to those who need it most – and who usually cannot access it.
- The most vulnerable children – and their families and communities – are empowered to become directly involved in the learning process as they create materials together.
- Local volunteers, teachers and field staff have engaging and effective materials to excite learners when learning how to read, and in languages that children understand easily.
- Thousands of locally-adapted versions of best practice resources from World Vision and other INGO partners become globally available and quickly accessible, improving our ability to target specific Child Well-being Outcomes.

Local language materials can play a vital role in the enhancement of improved learning outcomes, process of building local capacity, facilitating the exchange of knowledge through community conversation and ensuring that children and their families can access resources relevant to their particular context.

How does World Vision use local language materials?

World Vision uses local language materials in a variety of ways. These include simple story-based teaching and learning books, or other short, illustrated resources, adapted from relevant and reliable best practice materials to accommodate the diversity of the populations that local volunteers work alongside.

- Flip cards
- Games
- Booklets
- Big books
- Flash cards
- Stories

Through the use of an easy to use authoring software and the growing availability of materials through creative commons licensing, World Vision staff and local volunteers can access a host of resources and adapt them together with the community to fit their particular context. These adapted resources can be printed locally on demand and uploaded into the resource library for others to access and adapt.

- Communities have been engaged to create local language reading materials in Burundi, Kenya, Ethiopia, Rwanda, Zambia, Senegal, Sierra Leone, Ghana, Mali, Niger, and Chad.
- In addition to community generation of stories, World Vision has also been working with partners on the professional development of content and illustrations for local language children's storybooks.
- A new training programme focused on the development of local language literacy games and 'make and takes' using locally available materials was piloted in Ethiopia in 2015 and will be introduced to other countries in 2016.

Creating local language learning materials around the world

In **Ethiopia**, World Vision has partnered with local publishers and universities to review, edit and print local language children's stories. World Vision Ethiopia has created 386 new children's stories in seven language groups. Over one million book copies have been distributed to 2,400 reading camps across the country.

In **India**, World Vision has developed reading materials in the Santhali language which uses the Devanagari script – a language spoken in Jharkand which previously had no books for children to read. Twenty community members helped create 60 children's storybooks in Santhali. Over 13,900 copies of these new books have been distributed to eager readers.

In **Swaziland**, very few reading materials exist in the local language of SiSwati. World Vision identified 160 children's storybook titles from African Storybook Project to be translated into SiSwati. A Review and Validation Committee – including local partners – will review all of the materials that are translated and edited to ensure that they have correct grammar and syntax and are appropriate for young children.

All Children Reading

To help address the shortage of appropriate and engaging early grade reading materials in mother tongue languages, All Children Reading created the Enabling Writers prize competition to drive the development of software solutions to make it easier, cheaper and faster to write and export high-quality early grade reading materials in mother tongue languages. The winning software, Bloom, developed by SIL International, also provides features to assist authors in developing decodable readers, leveled readers, custom books and big books.



Designed with new computer users in mind, Bloom's features guide users in simple book making, enabling anyone, with just a few hours of training, to write and print books in their language or adapt books from other languages. Bloom is being introduced into World Vision programming globally.

Blended Learning Programme

A growing interest and need for capacity building in materials acquisition for literacy programming prompted the development of a training programme focusing on specific areas of teaching and learning materials. This training programme, *Teaching and Learning Materials Blended Learning Programme*, combines distance learning through interactive e-modules focusing on theory and knowledge content, a face-to-face workshop in which coaching is the main driver for learning, and a period of practical implementation. The pilot, which was held in Ethiopia, focused on developing games, make and takes and community generated stories.



For more information about local language teaching and learning materials, please email Education and Life Skills at World Vision International: EdLS@wvi.org

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