

Quick Guide

World Vision's Approach to Teaching and Learning Materials

Essential to the development of functional literacy is engagement with various types of teaching and learning materials, which includes availability and consumption of appropriate and relevant reading materials. The need for these materials spans across the life cycle, from infancy to adulthood. Coupled with the availability of and engagement with teaching and learning materials is the need for them to be used effectively. This element refers to an additional need for educators, parents, and communities to understand how these resources can be used in many different ways to strengthen literacy, numeracy and life skills.

In order to effectively support the development and use of teaching and learning materials, World Vision's approach is grounded in a philosophy that recognises strength in the confluence of community engagement, capacity building of local stakeholders, and contextualisation and location in order to achieve long term sustainability.



For activities pertaining to teaching and learning materials to be successful, they should entail the following:

- Be situated within a larger education project that has components on training of teachers/education facilitators/parents/community members on the effective use of the materials
- Partnering with local institutions, organisations, and/or entities
- Early and continuous collaboration with the Ministry of Education

Summary of the approach

The approach refers to teaching and learning materials as storybooks, primers, leveled readers, as well as posters, teaching aids, tactile materials, games, etc., that can be used to support learning across the life cycle stages. It recognises that learning is a dynamic process and occurs in all environments, through all of the senses, and through different techniques. The approach considers various methods of acquiring materials, namely creation, procurement, adaption and adoption. It recognises the variation in contexts, capacities, partnerships, and human and financial resources.

All materials, regardless of the type or reading level targeted, should maintain the following key characteristics:

Integrated	<ul style="list-style-type: none"> ● Consider/evaluate representations of gender, disability, ethnicities, cultures, languages, etc. ● Integrate themes from other areas affecting the learner
Enjoyable	<ul style="list-style-type: none"> ● Fun to read and/or interact with! ● Appeal visually and in content to the learner
Appropriate	<ul style="list-style-type: none"> ● Aligned to the Ministry of Education standards on teaching and learning materials ● Matched to the reading level of the learner

The following activities are examples of what have been used in various contexts for supporting the development of teaching and learning materials. Their target participant groups range from focusing entirely on World Vision staff, inclusion of community members and stakeholders, to a large emphasis on system strengthening through capacity building of external partners.

Authoring workshops

Workshops in which staff, partners, and locals who have been identified as aspiring or budding writers or illustrators work through the story development process. Training on storywriting software is also included.

Blended learning programme

A training approach modeled after the 70:20:10 learning theory and targets different learning styles over a three-phased design. It includes distance learning, face-to-face coaching, and practical implementation of skills and knowledge. The training approach is meant to enhance and sustain the improved capacity of participants.

Community generated reading materials

A method whereby community members are engaged in the storywriting, editing and illustration processes in order to capture community voices, local stories and other information that is valuable within communities.

Teaching and learning using locally available resources

A workshop focused on using materials found in the environment (such as sticks, charcoal, leaves, etc) to create teaching and learning materials. This workshop also provides basic guidance on the standards for teaching and learning materials and characteristics of reading levels.

Capacity building of publishers and universities

A short workshop that targets publishers and other developers of children's teaching and learning materials in order to build their capacity to create relevant and high quality materials. The workshop combines awareness raising of the Ministry of Education standards for materials, user-feedback and input by language experts.

For more information please email **Education and Life Skills at World Vision International: EdLS@wvi.org**

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