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ABSTRACT

This report contains materials from a workshop on the production and use of audiovisual, printed, and folk media as literacy follow-up materials. Chapter I contains the proceedings and consists of an introduction, objective, and summaries of opening speeches, technical/academic presentations, group work, and closing speeches. Chapter II provides these resource papers: "Development of Audio-Visual Literacy Follow-up Materials for Neo-Literates in Rural Areas" (Abbas); "Important Points in Developing Visual, Attractive, and Effective Literacy Materials" (Woo-Hyun); "ATLP [APPEAL (Asia Pacific Programme of Education for All) Training Materials for Literacy Personnel] in Developing Literacy Materials and Continuing Education" (Garcia); and "ACCU's (Asian Cultural Centre for Unesco) Regional Cooperative Literacy Programmes in Asia and the Pacific--Literacy Materials Development and Personnel Training." Chapter III provides details of the group work, in which participants divided into three groups did field work in three villages and developed materials through this procedure: field survey, preparation of materials, field testing, and revision and finalization. Reports of the three groups include a village profile, description of material development and field testing, and some illustrations or text from the 13 kinds of materials developed by the groups (print media, electronic media/video, folk media). Appendixes include the workshop schedule, participant list, and three welcoming addresses (by Pefianco, Inumaru, and Bautista). (YLB)

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Report

National Workshop on the Development of Literacy Follow-up Materials in the Philippines

Quezon City, Philippines

9-19 December 1991

**Bureau of Nonformal Education (BNFE),
Department of Education, Culture and Sports (DECS), Philippines**

Asian Cultural Centre for UNESCO (ACCU)

in co-operation with

UNESCO Principal Regional Office for Asia and the Pacific (PROAP)

ACKNOWLEDGEMENT

This report is the outcome of the National Workshop on the Development of Literacy Follow-up Materials in the Philippines jointly organized by the Bureau of Nonformal Education (BNFE), Department of Education, Culture and Sports (DECS) of the Philippines and the Asian Cultural Centre for UNESCO (ACCU), in co-operation with UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and National Commissions for Unesco of the Philippines and of Japan, in Quezon City, Philippines, from 9 to 19 December 1991.

Innovative literacy materials which combined both cultural resources and educational messages were created during the workshop. It showed that not only consideration for the cultural background of learners but also effective use of such culture is a useful strategy in preparing good materials.

The success of the workshop was due to the joint efforts made, in an extremely co-operative spirit, by organizers of the Philippines, ACCU and UNESCO PROAP, consultants of the International Mobile Team, local resource persons, secretariat members and illustrators, and the participants representing 13 regions of the country.

It is hoped that this report will be a valuable addition to your resources for developing literacy follow-up materials and that its findings will be utilized extensively.

Deep appreciation and special thanks should go to all the participants for their active participation, to the consultants for their able guidance, and to the secretariat members for their excellent work. Their shared input contributed much to the attainment of workshop goals and objectives.

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CHAPTER I

Proceedings

Introduction and General Information

Illiteracy is a world problem. The Philippines, which contributes almost 5 million to the big number of world illiterates, recognizes the problem of illiteracy as a factor for underdevelopment and poverty. Indeed, illiteracy has been presented as a barrier to the achievement of quality of life of individuals, families and communities. So, nations of the world came together and as one, focuses all efforts for literacy.

In response to the global programme of Education for All (EFA) and Unesco's Asia-Pacific Program of Education for All (APPEAL) which aim to eradicate illiteracy among the adult and out-of-school populations, the Philippines committed itself with needed activities. Working along Presidential Proclamation No. 480 signed by Her Excellency Corazon C. Aquino and other memoranda and policies, the country, through the Department of Education, Culture and Sports, as one of the government agencies, embarked on national activities which is focused on literacy development.

In literacy development, materials for use in reading, writing and numeracy are of great importance. Materials in the form of books, pamphlets, cards, posters, puppets etc. have to be developed, produced and distributed in order to enhance effective delivery system to target population. In line with this urgent need, workshops are conducted at different levels to come up with the needed aids for meaningful learning.

One of the efforts along this line is the National Workshop on the Development of Literacy Follow-up Materials organized by the Bureau of Nonformal Education, DECS and the Asian Cultural Centre for Unesco (ACCU). The activity was held on December 9-19, 1991 at SEAMEO Innotech, Diliman, Quezon City, Philippines.

Participants to the workshop were writers in nonformal education from the different regions in the country, including selected government and non-government organization representatives.

The objectives of the ten-day (10), live-in national workshop were as follows:

- a) Identify and analyze the needs and problems of the rural people
- b) Develop neo-literacy materials based on the needs of the rural people using audio-visual, printed and folk media.



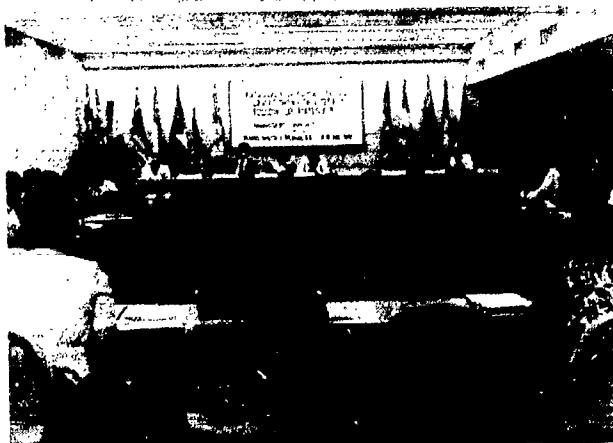
field-testing of developed materials (folk media)

Using needs assessment results, copies of locally produced literacy and reference materials and undertaking sharing of experiences, field visitation or community immersion, actual development, field testing and revision, the workshop came up with materials for use in literacy development in the form of printed, folk and electronic media.

Proceedings

A. Opening Program

The start of the workshop had an impressive and simple Opening Program. At 9:30 program started with a prayer followed by the singing of Lupang Hinirang the national anthem. In his opening remarks, Mr. Lauro G. Bautista, Chief, SDD, mentioned the general objectives and rationale of the national workshop. Dr. Minda Sutaria, Director, INNOTECH, extended her warm welcome to the participants, guests and consultants. Beautiful indeed was the start with the choral rendition of songs by the DECS Choral Group. The keynote speech of Undersecretary Erlinda C. Pefianco of the DECS, delivered by Dr. Remigio P. Romulo, local consultant, was an eye opener on literacy materials development. Mr. Tadashi Inumaru, Director General of ACCU, gave a message focusing on the workshop theme and objectives. He underscored the need for urgent response to illiteracy through effective materials development and production. The program was closed by a meaningful song entitled "If We Hold on Together". The song communicated a message of oneness and teamship.



opening of the workshop

B. Introduction of Participants

The participants, 33 in all were presented by region by Mr. Lauro Bautista, Chief, Staff Development Division and Project Assistant Director. The following summarizes the participants to the workshop in terms of designation/position:

Education Supervisor II	9
Education Supervisor I	2
Chief/Asst. Chief/Regional Nonformal Education Division	2
Social Development Coordinator	1
NFE Teacher	4
NFE Division/District Coordinator	8
Education Media Specialist	1
School President	1
Information Officer	1
Asst. Schools Div. Superintendent	1
Director, Curriculum Development Extension Service	2
Professor	1
in total	33

(Please see Annex for the list of participants.)

C. Surfacing of Expectations

Dr. Magdalena E. Dugenia, Chief, Learning Resource Development Division, facilitated the surfacing of expectations. Five groups were organized to tackle discussions of expectations from the following:

1. Workshop
2. Organizers and Resource Persons
3. Fellow Participants
4. Oneself

Reporting of expectations was done by group and the following presents the summary on the reports with percentages of response.

Enhancement/development of knowledge, abilities and skills on materials development	95%
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Awareness and perception of problems and needs of rural people	75%
Development/production of neo-literacy materials	90%
Cooperation and teamship with co-participants	48%
Community immersion	55%
Kits and needed materials	25%
Transfer of expertise from consultant	48%

(Please see Appendix for participants' expectations.)

D. Team Building

To build cooperation and a working together atmosphere between and among the management staff and participants, a team-building activity was undertaken under the facilitation of Mrs. Aida P. Hinlo, Senior Education Program Specialist of the BNFE. She divided the group into three and gave instructions on the activity game. The group which worked as one and did planning/coordination and exhibited leadership/fellowship in work details showed the best performance in the activity. This surfaced some learnings that justified teamship which the participants realized and agreed upon for guidance in the ten-day workshop.

E. Organization

In order to maximize effective working systems, the group was organized into three (3) based on the kinds of literacy materials to be developed, namely: Print Media, Folk Media and Electronic Media (Video). Each group had ten to eleven members each. Each group elected a chairman and a rapporteur. Among the three group chairmen elected, a general chairman was picked out. The same thing was done with the rapporteur. Selected/elected general chairman and rapporteur were Ms. Solita H. Fangco, Asst. Chief, NFE Division, Region VI and Ms. Benedicta B. Gomez, M.T.I., Camalig, Albay respectively.

(Please see Section III for the Groupings.)

F. Activities to Achieve the Objectives

Mr. Shinji Tajima, Chief, Literacy and Book Development Section of ACCU, gave direction and guidance on the ten-day activity. Using an illustration of the step-by-step procedure on workshop activities, he underscored the importance of sharing experiences and inputs by the participants, consultants and resource persons. He mentioned the necessity of the community survey or field visit, the analysis of data principles and the curriculum in different forms, the field test, revision procedures and follow-up.

G. Technical/Academic Presentations



*presentation on video programme by
Mr. Merza Abbas, ACCU consultant*

Presenting the ACCU and AJP materials, Mr. Shinji Tajima, teaming-up with Ms. Taeko Kurokawa also of ACCU, showed the processes by which the materials were developed. They explained concepts behind each of the materials including procedures or steps by which they are effectively utilized.

Mr. Woo-Hyun Kang, consultant from Republic of Korea, through an interpreter, discussed the vital importance of visual communication in Planning, Designing and Illustrating Materials. The colorful books, posters and pamphlets he showed to the participants spoke of creativity, ingenuity and resourcefulness. He stressed that visual materials should be attractive, interesting, convenient to use and should foster economy and usefulness. He asked the participants to undergo various drawing activities which he said were okay and very satisfactory.

Mr. Merza Abbas, consultant from Malaysia demonstrated the proper manipulation of video equipment. He stressed that constant practice makes perfect but he cautioned that NFE should not depend much on the electronic media but should be creative enough in the production and utilization of indigenous materials.

Mr. Shinji Tajima of ACCU, talked on Folk Media which included conversations of people, skit, stories, entertainment, songs, puppetry and legends. He stressed that the nonformal education clientele enjoy these media because they are closest to their hearts. He enjoined the participants to consider needed principles for developing materials for adult clientele.

The APPEAL Training Materials for Literacy Personnel (ATLP), in the development of literacy follow-up materials as discussed by Dr. Estela Ll. Garcia, Director III, BNFE, DECS, OIC proved to be a potent factor for a systematic procedure of doing things. Needs and problems are surfaced and content areas properly and effectively tackled in congruence with methodologies and procedures. Dr. Garcia in

addition, discussed the need for continuing education learning packages that will respond to the thrust programs under implementation. (Please see Section II for the different papers.)

H. Preparation for Community Survey

In preparation for community survey, the participants in three groups, developed instruments to guide them in their rounds and interview of residents. Three kinds were developed as there were three groups formed. The drafts of the instruments were critiqued and refined with the guidance of the consultants, then reproduced for distribution and use in the survey.

Before the actual survey, the community profile was studied by the participants. Records on population, facilities and values of the people were open for study. The nonformal education coordinator in the school gave an orientation to the visiting group and talked on on-going projects and activities in the target villages. The community leaders were introduced and villagers were briefed on the visit and study by the workshop group. (Please see Section III for the Survey Instruments.)

I. Community Study/Immersion

Amid showers or light rain, the workshop participants together with the consultants and staff went off to General Mariano Alvarez (GMA) municipality in Cavite province for the community visit. Starting at 7:00 in the morning, they arrived in the elementary school where they were met by the field visit coordinators after two hours ride. The group were oriented and in a visit to the nonformal education center, they got ideas on the life of the target community.

In the actual survey, three villages were targeted, namely: Kua, Salud and Olaes. The three groups got one village each to go around in. Leaders were at hand to assist and interviews, using the survey questionnaires developed went on smoothly until afternoon. (Please see Section III for the Community Profile.)



J. Preparation for Literacy Materials Development

The following activities were undertaken preparatory to the development of the follow-up materials:

- Lecture discussion on how to analyze the results of the survey
- Study of the steps/procedures on the use of the New Participation (NP) Method (Please see Section II.)
- Preparation of the Content Curriculum
- Planning the format for the literacy materials

Mr. Tajima discussed the manner of analysis of results found in the community survey. He underscored the necessity of looking at the details of problems as voiced out by community members. He said that most often, problems are seen only like a tip of an iceberg. He indicated that down under are bigger and more serious ones that have to be seen deeply and urgently addressed.

The NP Method was discussed and the procedural steps deliberated on. Strips of paper were distributed and questions for clarification were aired.

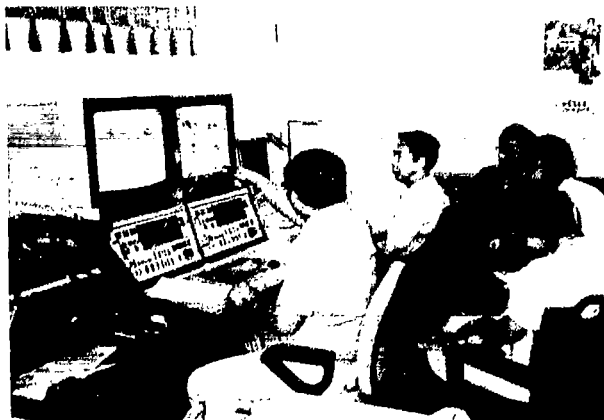
After the needs/problems and solutions were surfaced, the content curriculum was developed. Concepts and messages were specified, content areas were listed after which the curriculum grid was plotted.

A short orientation session on format planning for literacy materials was done with Ms. Lourdes Arellano, Assistant Chief, IRDD, BNFE as facilitator. She furthermore gave specific directions on the development of messages and format through examples in the analysis of problems and solutions.



discussion among the print media group members with Mr. Kang Woo-Hyun, ACCU consultant

K. Actual Materials Development



editing of video programme

Working in three groups, the participants worked on their assignments religiously. With the guidance of the consultants and the leadership of the chairmen, the following groups conducted the workshop for four solid days:

- 1) Print Media Group
- 2) Electronic Media (video) Group
- 3) Folk Media Group

Each group had one illustrator to help out in illustrations/drawings. Materials and supplies needed were distributed and discussions to clear out doubts were conducted. Democratic processes were used in arrival at decisions.

Revision and finalization of literacy materials were done based on feedback from group critiquing in consultation with resource persons/consultants and artists/illustrators.

The group on electronic media went on location shooting for one whole day with the company of experts. Shooting venue was one village in the same municipality visited earlier.



presentation of group outputs by the participants

L. Field Testing and Revision of Materials



field-testing of video programme

With materials for use in literacy development done, packaging them for developmental testing followed. Print materials were xeroxed and reproduced and electronic media materials were recorded/produced to be ready for field or developmental testing.

Before field testing was done in a follow-up community visit, instruments were developed and prepared. Guidelines were set as to time for departure, roles of members and preparation of clientele. There was a final check on the needed materials for easy handling and no-hassle test activity.

After actual field test, reports were given. Effective feedbacking was carried on and the materials developed got the needed nod of authorities.

In addition to output presentation, plans for follow-up activities were formulated. The management and consultants/resource persons were informed of the plans and decisions were made.

Plans included the printing of the materials developed by ACCU, their reproduction and distribution, first of the clientele in GMA municipality and to other regions of the country and Asia-Pacific.

M. Closing Program

On the tenth day of the workshop, before a merienda cena or early dinner party, the closing program was conducted. It was started by a doxology, followed by the singing of the national anthem. Impressions by participants were aired and songs were sung. Outputs in terms of newly developed materials for literacy were properly presented by the general chairman and accepted by the assistant project director.

The message given by Dr. Estela Garcia and Dr. Remigio P. Romulo expressed congratulatory notes and thanks to all those involved in the national workshop. Mr. Shinji Tajima of ACCU posed a great challenge for literacy development through materials production to which the participants pledged in a commitment. The awarding of certificates and the exchange of gifts proved to be a joyous experience for all.

N. Evaluation of the Workshop

Evaluating the national workshop in a final reaction sheet majority of the participants rated the objectives, and organizational features as follows:

1. Objectives:

- a) Identify and analyze the needs and problems of the rural poor - achieved to a large extent (79%)
- b) Develop neo-literacy materials based on the needs of the rural people using audio-visual, printed and folk media - achieved to a large extent (96%).

2. Organization:

- a) Planning and preparation - Fair (59%)
- b) Provision for group work - Very Good (75%)
- c) Duration of the workshop - Very Good (88%)
- d) Arrangement of time schedule - Good (68%)
- e) Amount and usefulness of the workshop - Very Good (90%)
- f) Instructional materials and activities - Good (70%)
- g) Presentation of lectures/talk of consultants/resource persons - Good (65%)
- h) Responsiveness of management and support staff to needs - Good (58%)
- i) Workshop venue - Very Good (86%)
- j) Food arrangement - Fair (72%)
- k) Teamship and working together system - Good (62%)

The national workshop's over-all rating was placed at good or achieved to a large extent. Suggestions range from improvement of board arrangements through additional funding to up-to-date provisions of needed workshop needs. General observations and comments were very positive and congratulatory remarks went to the consultants/resource persons and the management staff.

CHAPTER II

Resource Papers by the Experts

Development of Audio-Visual Literacy Follow-up Materials for Neo-Literates in Rural Areas

Merza Abbas
Deputy Director, Centre for Educational Technology and Media
Universiti Sains Malaysia

Abstract: Audio-visual media are employed for illustrative and extension purposes to help increase the effectiveness of instructional techniques. They do not teach by themselves but are forms or vehicles by which instruction is formatted, stored and delivered to the learner. The effectiveness of mediated instruction is due to the instructional methods and techniques, and the learning principles employed and not the media.

INTRODUCTION

Schwen (1977) defines media as "the replicable means, forms or vehicles by which instruction is formatted, stored and delivered to the learner." The media, such as slides, photographs, posters, etc. are employed by the teacher/trainer for illustrative purposes -- to make things clear and meaningful, and to provide additional exposure to certain key points.

When similar explanations and pictures are packaged into a recording device such as film or videotape, they then fulfill the extension purpose -- to be replicable and able to reach a wider audience.

Clark and Salomon (1986), after extensively reviewing currently available media research and studies caution us:

1. Past research on media has shown quite clearly that no medium enhances learning more than any other medium regardless of learning tasks, learner traits, symbolic elements, curriculum content or setting;
2. Any new technology is likely to teach better than its predecessor because it generally provides better prepared instructional materials and its novelty engages the learner; and
3. Future research on media should be conducted in the context of and with reference to the general cognitive sciences.

What these mean are that:

- a. No one medium is best for all purposes; and
- b. More attention should be given to the learning principles, and instructional methods and techniques employed within the mediated program.

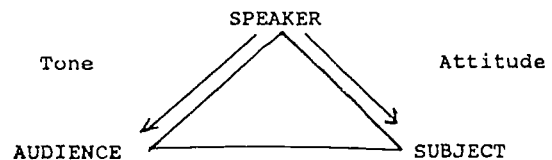
DESIGN OF AUDIO-VISUAL MATERIALS

What happens during the viewing of a media

program? The viewer brings his experience, knowledge or feelings about the subject matter to interact with the audio and visual stimuli from the program and comes up with his/her (new?) conclusions or understanding of what is being shown.

The viewer gets involved and participates, offering opinions. He/she does not merely receive the content. But the way the viewer perceives the presentation is relative, selective, organized and based in part on the viewer's experience.

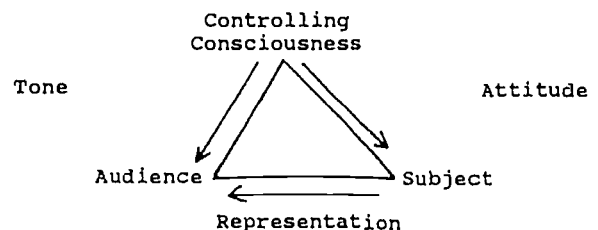
A model of communication is helpful here. A basic communication model consists of 3 elements: the speaker, a subject and an audience. The relationship between the 3 elements for public speaking can be represented thus:



The speaker addresses an audience in a certain manner to convey the content of a subject; he uses a certain TONE. The speaker can be respectful, terse, caring, or cajoling, etc. At the same time, the speaker also reveals his ATTITUDE towards the subject: the audience can sense if the speaker is confident, knowledgeable, concerned, etc.

These aspects belong to the area of nonverbal communication and has a role to play equal to or larger than the verbal and visual aspects.

The same model can be applied to mediated materials but this time the speaker is now unknown or unseen. In his place is not a medium but a "controlling consciousness" -- something "alive" in the program that attracts attention, addresses the audience in a certain manner and reveals an attitude towards a subject. And also, this time the subject matter reaches the audience through some form of representation through the medium.



What this means is, whether we face an audience in person or through a mediated program we should expect similar responses from them. In both cases, for maximum effect we must choose an approach that is most pleasing to the audience.

Zetl (1976) calls the result of the interaction between the viewer/percipient and the audio-visual stimuli of the program the "process message".

Each program has its own intended message or set of messages. Can all, or at least most, of the viewers produce process messages similar or identical to the intended message? The program can be considered effective or successful only if the intended message gets across; i.e. process message = intended message.

This is where the design elements and techniques come in. The design elements provide answers to only 3 questions, as posed by Mager (1968):

1. "Where am I going?" --- the objectives
2. "How will I get there?" --- the instructional strategies and techniques
3. "How will I know when I've arrived?" --- the evaluation

Also, with or without the media, a number of things have to be attended to while teaching or instruction is underway. Gagne (1970) suggests a list of 9 items, though not necessarily executed in this order, and calls them the Events of Instruction:

1. Gain and control attention
2. Inform learner what is expected (objectives)
3. Review previous knowledge
4. Present new materials
5. Provide guidance and encouragement
6. Ensure practice
7. Tell the learner how he/she is doing
8. Consolidate and evaluate
9. Ensure retention and transfer

All teachers and trainers do all these items, but the need is more acute with mediated instruction where, as is the usual practice, no notes are taken. Many people feel that mediated materials are easily understood and memorized, so they put in less mental effort. Subsequently, as always, within less than a week, 80% of the materials cannot be recalled. The effectiveness can be greatly increased by having a discussion after every screening and providing handouts that summarize or complement the program.

In presenting the materials and ensuring that the intended process message is formed by every viewer, Marsh (1983) proposes a set of 21 steps to design a message.

The first 4 steps, in the Purpose Statement are:

1. Select the Strategy
2. Profile the Receivers
3. Determine the Central Idea, and
4. Establish Performance Objectives.

The Strategy -- to inform, to stimulate, to interpret, to instruct, to solve, to persuade, to argue, to entertain, or to solve -- defines the task of the producer, while the objectives define the behaviour of the receivers.

It is with choosing the strategy that the producer employs the various methods, techniques and tactics to manipulate the verbal, non-verbal and visual components while keeping in view the established learning principles.

The producer has to clarify for himself the ideas or problems before he can share them with others. When the ideas are clear he should link or crystallize them together towards a certain slant, angle or hook. This then forms the central idea.

A central idea is a single, complete, declarative sentence which summarizes the essence of the message. It is the whole message abstracted into one sentence. A central idea can be a formal definition, a process or belief.

The central idea should be formed by the producer and if the program is successful, it becomes part of the process message. The central idea may be stated or repeated in the program, or it may be left unsaid. But it must be clear to the producer because it is the guiding factor throughout the program: it decides what program is actually to prove the central idea. The central idea reveals the producer's ATTITUDE towards the subject.

Take for instance, dental hygiene. Adults and especially children in rural areas and lower socio-economic status do not practice good oral or dental hygiene, so they do not have a complete set of healthy teeth. We can speculate that in their opinion a good set of teeth, good breath, or a good smile is not necessary for a happy life, but we know that if given a choice, a man would certainly choose for a wife or a girl who has a sweet smile and a set of original, white and pretty teeth, and vice versa.

We know that they have a preference, but have not defined it as a problem. The problem is actually ours, in our minds, not theirs. So how do we present the subject of dental hygiene to them? In the program we must tell them WHY they should have healthy teeth, HOW to get them and WHAT to do to keep them. It may already be too late for some of them, but it is not too late for their children. So we focus on their children and what they can do to help. The Central Idea for this program can

be: "A set of healthy teeth enhances looks, makes life fun, comes but once in a lifetime and suffers from neglect." We can then work out the content outline.

With a central idea and a content outline we can now think about how to present our point of view and ideas. We have to decide on a strategy and a TONE. Also, there are many program formats to choose from: voice-over narration, documentary, interview, panel discussion, magazine, demonstration or dramatization.

The aim of every production is not merely to deliver the content, but to get the viewer involved in a set of experience that leads him to draw conclusions similar to ours. The program contains a series of claims that require proof. The claims are stated verbally or shown in a series of visuals but the proof are usually in visual terms.

Before we decide on a strategy, let's look at some sources of knowledge. These are: experience, authority, inductive reasoning, deductive reasoning, and the scientific approach. The easiest approach is to adopt the position of authority -- a lecture by an expert -- but the best may be a combination of these and drawing a lot from the audience's experience.

PRODUCTION OF AUDIO-VISUAL PROGRAMMES

Having decided on a CENTRAL IDEA, an OUTLINE and STRATEGY we can now proceed to prepare a STORYBOARD to produce the program.

A storyboard is a device for planning visual and audiovisual presentations. It offers a way to organize what we are going to SHOW our audience and what we are going to TELL them.

In both form and functions, it resembles its parent, the comic strip. It is a sequence of picture panels with each panel or storyboard frame depicting a key point in the proposed visual content. The pictures are usually drawings or sketches but can also be photographic prints. The pictures can be revised, rearranged, or deleted until a strong visual story comes across.

The finished storyboard becomes a master picture plan of the proposed audiovisual program and an evaluation tool for catching mistakes before the actual production.

The advantages of a storyboard approach are:

- °it promotes visual thinking;
- °it allows for pre-production critiques and revisions; and
- °it minimizes post-production changes.

In preparing the storyboard, 3 factors should be considered:

1. Simplicity / Legibility;
2. Shot Continuity; and
3. See / Hear Compatibility.

LEGIBILITY/SIMPLICITY apply especially to word slides or graphics. Good contrast between lettering and background and proper letter size are important for comfortable reading. A safe rule of thumb for the minimum letter size is 1/15th the size of the screen.

The amount of words on the screen should also be limited. Good sharpness and resolution can be obtained for slides but the same cannot be obtained from the television screen. Also, the SCREEN TIME, i.e. the amount of time the visual remains on the screen is a critical factor. In an audiovisual presentation a concept is presented for a controlled length of time and then taken away.

On the average a picture has a visual length of about 8 seconds; in practice it varies from 4 - 12 seconds depending on the amount of information in the picture. With this time factor the visuals must be simple and able to communicate with some directness.

The techniques used to simplify are:

- °SUBDIVIDING the information and putting the components onto separate slides/visuals;
- °CONDENSING to key words only. The same key words are then used at the beginning of the accompanying narration so that what is seen doesn't conflict with what is heard; and
- °PROGRESSIVE DISCLOSURE. This is a variation of subdividing, the difference being that progressive disclosure is cumulative. Subdividing gives a sequence of visuals, each presenting a segment of the information. In a progressive disclosure sequence, each successive visual adds a new segment of information while retaining everything from the previous visual. Thus, the final visual in the sequence contains the total piece of information.

The second factor to consider is SHOT CONTINUITY. What it means simply is: given an idea to storyboard, what selection or arrangement of visuals/shots should we use to unfold the idea? The primary goal is to effectively show what we wish to show. Proper shot continuity will establish a clear and logical sequence.

The standard shots and their abbreviations are:

- Long Shot --- L.S.
- Medium Shot -- M.S.
- Close Up --- C.U.

The shots can be taken OBJECTIVELY, i.e. as seen by an observer or cameraman, or SUBJECTIVELY, i.e. from the point of view of the person in the picture.

Each shot can stand by itself, but when shots of a subject are arranged in a particular manner they form a sequence and can tell a story. From L.S., or establishing shot, to M.S., to show the subject and its nearby landmarks, to C.U., to zero in on that portion of the subject being discussed in the narration, is a proven progression for maintaining shot continuity. Other combinations can be used as long as orientation and flow are maintained and the intended visual message comes across.

Another aspect of shot continuity is screen direction. If a subject is seen facing or walking in a given direction in the first shot, then in all subsequent shots he must be facing or walking in the same direction. This orientation or line of action should be preserved to maintain continuity and logical flow.

The third and final factor is SEE/HEAR COMPATIBILITY. This simply means that what we see on the screen and what we hear from the narrator must not compete but complement each other for a coherent total effect. Narration should be constructed so that the relevance of a given visual is obvious when it first appears. Also the picture should be maintained only for the duration of the narration that concerns it. How much to write? On the basis of the average period of 8 seconds per visual, and the fact that we talk three words a second, an average of 24 words for a visual would be correct.

To summarize, the major steps for producing audiovisual programs are:

Planning

- 1) Determine the topic
- 2) Select the strategy
- 3) Profile the receivers
- 4) Determine the central idea
- 5) Establish performance objectives
- 6) Expand central idea into one outline
- 7) Confirm strategy/program format
- 8) Create a storyboard/write a script
- 9) Prepare schedules: shooting, recording, editing, etc.

Production

- 10) Shoot pictures, graphics
- 11) Record narration, effects
- 12) Synchronize/edit

Follow-up activities

- 13) Prepare user/teacher guide
- 14) Evaluate the program

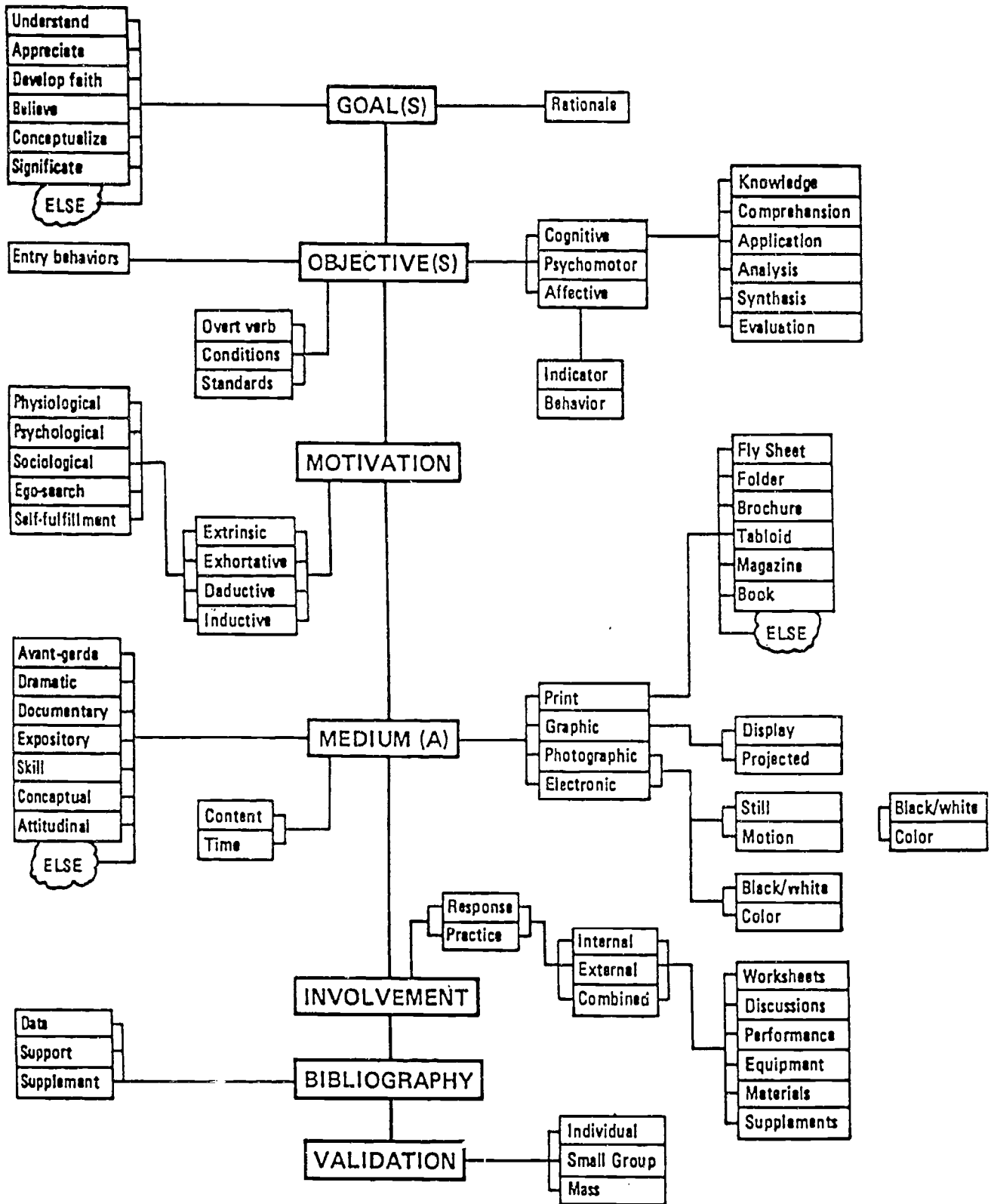
Evaluation and Summary

In the Design Approach, the evaluation aspect is always built in. To evaluate the program one simply translates the objectives into evaluation devices. The evaluation is on the content and strategies employed in presenting the program and should not be about media effectiveness.

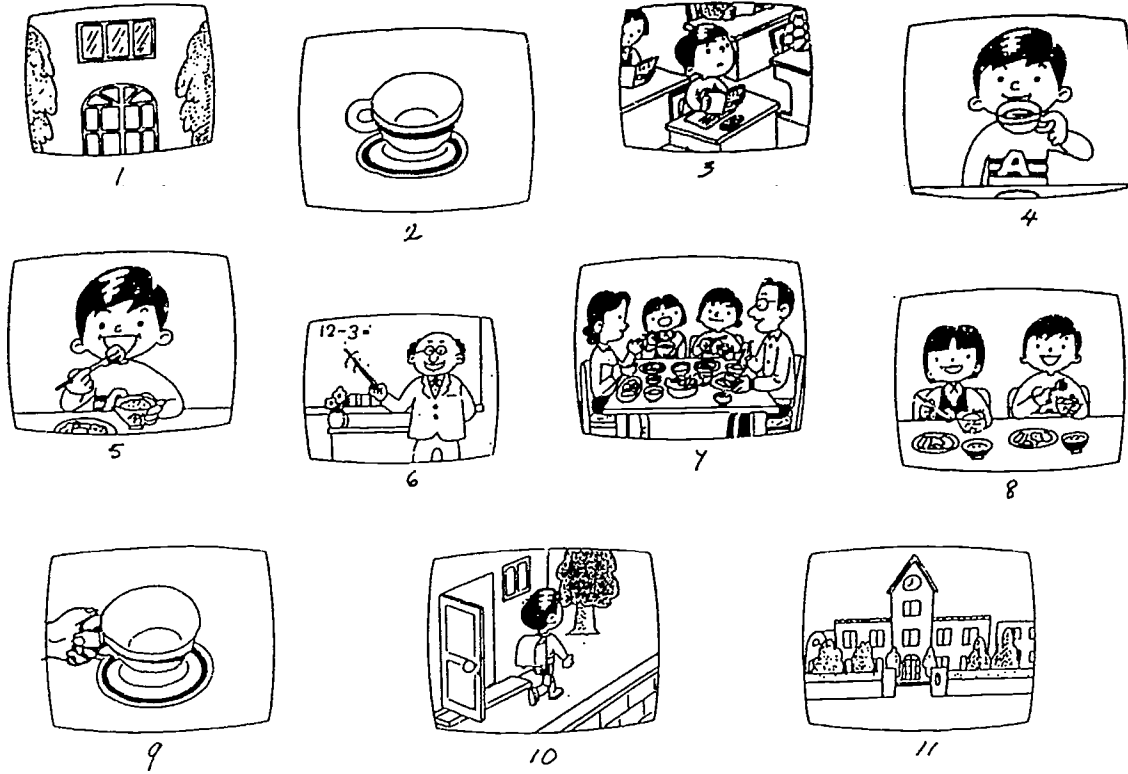
Another aspect that is also evaluated is the technical quality of the programs. In media production, technical quality is a function of the quality of equipment and talent; expensive equipment and talent produce quality reproductions, and vice versa. So the question that every teacher and trainer has to answer is, given what we have discussed earlier, "Does technical quality affect program effectiveness?"

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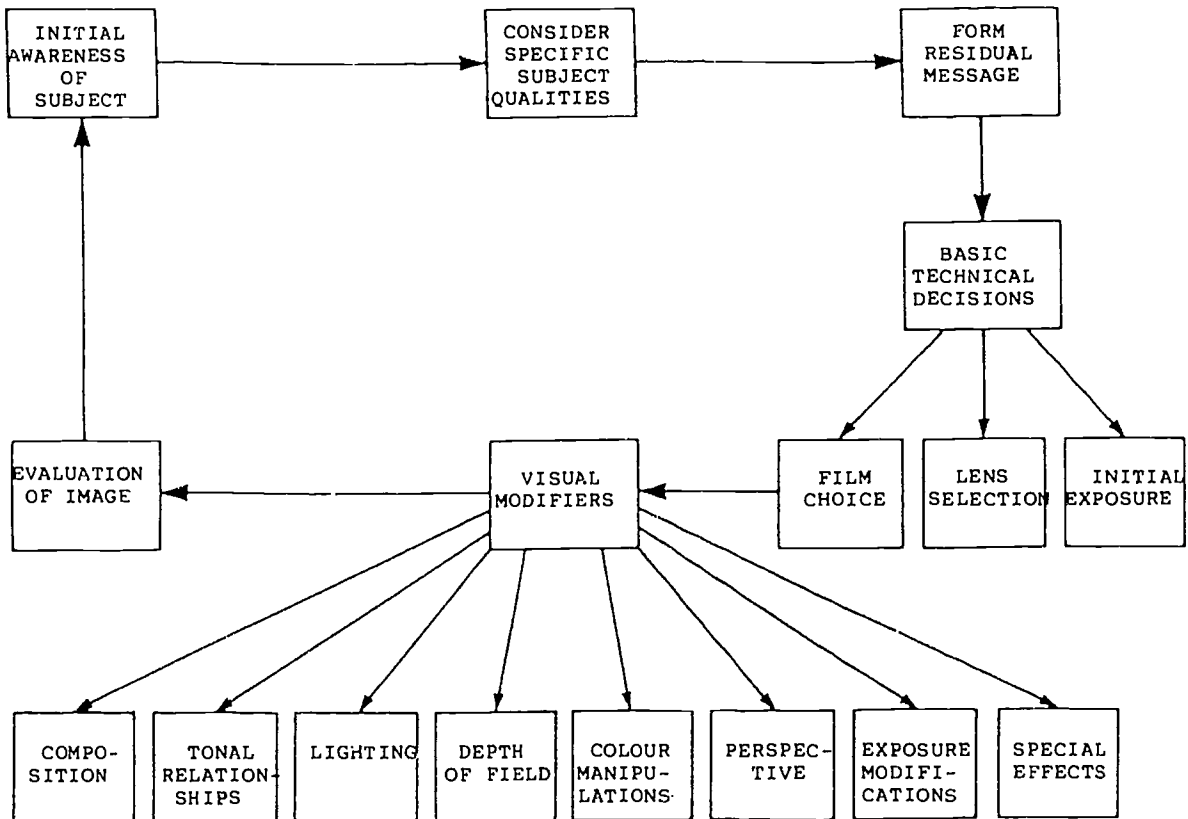


[From: Sleeman, Cobun' & Rockwell (1979)]



THINKING PHOTOGRAPHICALLY

APPENDIX C



Important Points in Developing Visual, Attractive and Effective Literacy Materials

Kang Woo-Hyun
Graphic Designer/Illustrator (Rep. of Korea)

1. Characteristics of Literacy Materials

a. Difference between adult-learners and children

- Adults have their life experience even though they do not have literacy skills. They hope to solve their problems in their daily lives.
- Children have neither experience nor education. But they have strong curiosity and hope to wish to develop their intellectual interests.

b. Common qualities in literacy materials

- 1) Visual communication plays vital role.
- 2) Materials should be durable and easy to use by instructors and learners.
- 3) Good materials are based on the needs and problems which learners are most concerned with.

c. Important points to keep in mind when preparing literacy materials

- 1) Materials should not be developed only based on the desk plan, but should be based on the clear understanding of actual needs and problems.
- 2) Make careful consideration in preparing content so that the materials are easily understood and utilized by the instructors.
- 3) Materials should be durable and be produced at low cost. Make maximum effect of one-colour or two-colour reproduction so that it can even compete with four-colours.
- 4) Avoid simple imitation of other examples without careful consideration to make it suitable for local situation.
- 5) Good coordination and cooperation among material developers, instructors and learners should exist in developing any kind of material.
- 6) Field testing should be conducted to improve and make necessary revisions before finalizing the materials for mass production. It is important that you decide the criteria for evaluation and get feed-backs from time to time through evaluation by instructors, learners, etc.

2. Methods of Developing Effective Materials

a. Planning

- What kind of materials do you intend to produce?
- Make it easy to understand with clear concept and appropriate presentation
- Useful for daily life with practical information, knowledge and techniques.
- Interesting, enjoyable content with attractive illustration and design.

b. Media selection and their characteristics

- 1) Poster - It can convey the important message quickly and easily.
- 2) Games, cards - Everybody can learn while enjoying the game together. It creates very relaxed atmosphere for learning by everybody's participation.
- 3) Pamphlets - Simple to make at low-cost. It can make in series also.
- 4) Booklets, picture books - Can be for wide target audience from children to adults.
- 5) Pictograms
- 6) Others

c. Components of visual media

- Illustrations (pictures, diagrams, photos, maps)
- Text (including typography)

d. Production elements for visual media

- Design * layout
* typesetting
- Editing
- Platemaking, Printing and Binding

3. For Creative Conceptualizing

1. Numbers
2. Pictures
3. Comparison

Among various kinds of methods of presentation, pictures/illustrations is one of them. Everybody has an ability to express through pictures.

1. simple drawing
2. interesting presentation
3. introduction of various methods

ATLP in Developing Literacy Materials and Continuing Education

Estela Ll. Garcia, Ph.D.
Director III, Bureau of Nonformal Education, DECS, OIC

Introduction

Illiteracy continues to be a serious problem in the Asia-Pacific region. In spite of the efforts being undertaken by member countries, it seems that the problem remains. It could be because the literacy training programmes conducted are not producing the desired impact on the target population. Hence, some kind of major intervention to improve or enhance the training programme is required.

Unesco's Asia Pacific Programme of Education for All (APPEAL) would help solve the problem. APPEAL aims to ensure that no one in the region is left illiterate or uneducated by the year 2000 through its 3-pronged programme: a) universalization of primary education (UPE); b) eradication of illiteracy (EOI); and c) continuing education for development (CED).

More recently, our country is committed to the global programme, Education for All (EFA) which aims to provide basic education for all by the year 2000. Literacy is the tool to provide education for all.

Rationale for the LTC and ATLP

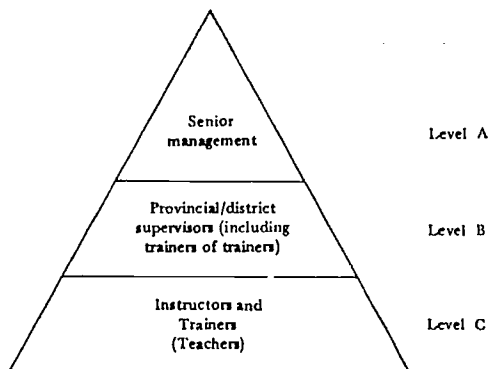
One way in which APPEAL aims to accelerate the eradication of illiteracy is through the improved training of literacy personnel.

According to Unesco, literacy training activities in the Asia-Pacific Region are often criticized for being short-term, ad hoc in nature and inadequately planned. One reason for this, Unesco said, is the lack of a common literacy training curriculum acceptable to all literacy training agencies in the country. Unesco further stated that the development of systematic training manuals for literacy personnel cannot be effected without a well-structured flexible curriculum framework designed to meet the needs of various clientele group.

Unesco endeavoured to develop a set of guidelines that would enable countries to design and implement a literacy training curriculum acceptable to all the agencies concerned with literacy programs.

Literacy Personnel Needing Training

The Technical Workshop for Developing Personnel Training Plans conducted by Unesco in Thailand in September 1986 identified three levels of literacy personnel who need training as shown in the following diagram:



The diagram shows that all levels from top to bottom or from bottom up will need training on literacy.

Materials for Literacy Training

Unesco PROAP organized a Regional Workshop on Development of Training Materials to develop training materials for the three levels of personnel identified to need training under APPEAL. Phases I and II of the Workshop were held in Bangkok and Kathmandu in 1987. Phase III was held in Harbin City, China in 1988.

The materials developed during the three phases are being published as a set of twelve volumes known as the APPEAL Training Materials for Literacy Personnel (ATLP). The title and scope and training level of these books are as follows:

Volume No.	Title & Scope	Level
1	Principles of Curriculum Design for Literacy Training	All
2	Principles of Resource Design for Literacy Training	All
3	Manual for Senior Administrators of Literacy Training Programmes	A
4	Manual for Supervisors - Resource Development and Training Procedures	B
5	Exemplar Training Manual - Extra Money for the Family	C
6	Exemplar Training Manual - Our Forests	C

7	Exemplar Training Manual - Village Co-operative	C	The main aim of the 12 volume set is to facilitate the development of a totally integrated coherent literacy training system within a given country.
8	Exemplar Training Manual - Health Services	C	
9	Specifications for Additional Exemplar Training Manuals	C&B	
10	Post-Literacy Activities and Continuing Education	A&B	Aims and General Objectives of an Exemplar Literacy Training Curriculum In developing the exemplar curriculum, the aims and objectives were derived from a survey of the needs of the clientele in Asia and the Pacific and other country reports regarding particular needs and circumstances.
11	Evaluating a Literacy Training Programme	A&B	
12	Implementing a Literacy Training Programme	All	The aims and objectives shown in Table 1.1 ATLP Volume 1, p.15 follows:

Since all the volumes in this series are interrelated, it is important that all users carefully read Volumes One and Two before going to any other Volume in the series.

Unesco has printed the ATLP 12-volume set. Some countries have translated the volumes and used these in their national literacy training workshops like Vietnam and China. The Philippines conducted national literacy training workshop using the ATLP volumes in three venues in 1990.

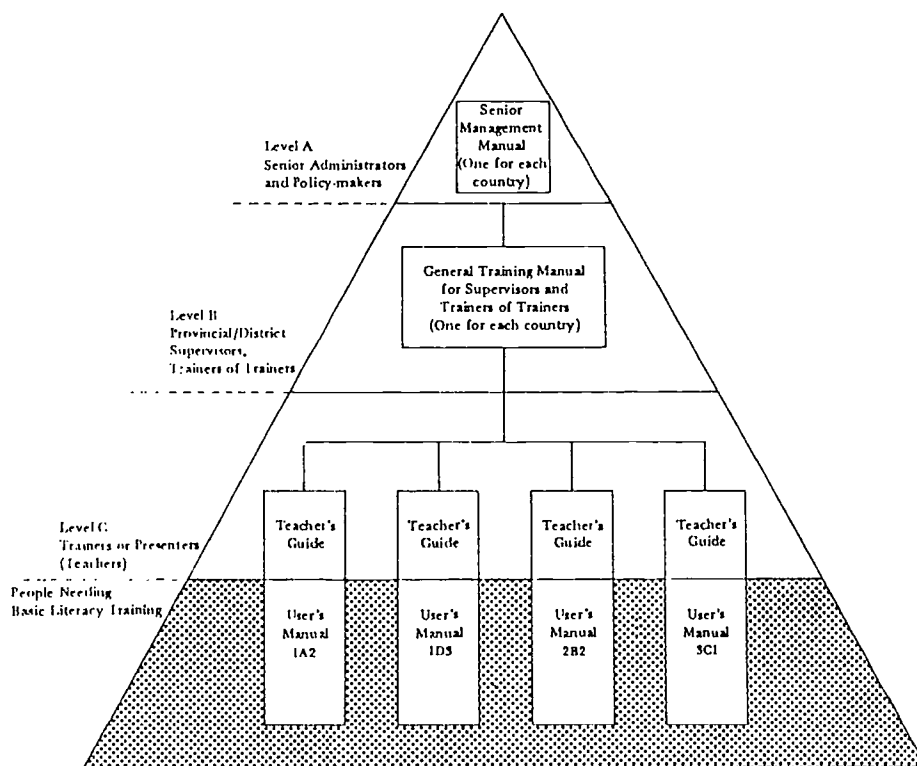
The relationships between the training levels and the key elements in the set of materials are summarized in the following figure. The figure also details the links between the various levels of training personnel.

Aims:

To instill knowledge, skills and attitudes in reading, writing and numeracy based on the needs and problems of the clientele. To raise awareness concerning the causes and alternative solutions to the problem. To help learners actively participate in their personal development and the development of the society and to improve their quality of life.

Objectives:

1. Speak their language clearly and easily;
2. Read materials necessary for the improvement of their daily life;
3. Express their ideas in writing and be able to share them with others;
4. Solve simple numerical calculations;
5. Demonstrate positive attitudes towards acquiring knowledge and skills in reading, writing and numeracy;



Note: The relationships between the training materials for levels A, B and C use:
a) Manual numbering system to be compared with the cells of the curriculum grid. (Volume 1) These numbers are examples only.
b) The base of the pyramid is the large population of people needing basic literacy training.

6. Demonstrate an ability to identify the problems faced by the individual and his or her community;
7. Demonstrate positive values towards personal development and the development of the society;
8. Actively participate in the socio-economic and cultural activities of the community;
9. Continue to learn on their own.

Steps in Curriculum Development

The steps in curriculum development used in the ATLP approach are as follows:

1. Recognize the clearly stated national goals for development and policies for adult education;
2. Identify target groups in accordance with the national goals;
3. Identify the communities where target groups are located;
4. Survey these communities to:
 - a) study the physical, socio-cultural and economic aspects;
 - b) study the developmental needs;
 - c) identify the developmental input already effected;
 - d) discover the felt and real needs of the community as a whole and the target group in particular;
 - e) identify factors and problems inhibiting development;
 - f) identify the agencies and structures responsible for development;
 - g) identify material and human resources in the community;
5. Analyse the survey data;
6. Formulate a curriculum to:
 - a) propose strategies, both educational and developmental, to fulfill the needs of the community in general and the target group in particular;
 - b) translate needs and strategies into learning objectives and methodologies;
 - c) formulate content areas;
 - d) delineate the literacy, awareness and functionality tasks to be performed by the various developmental and educational agencies;
 - e) identify media to be utilized or commissioned for each content and learning unit;
7. Write appropriate materials for each content and learning unit;
8. Devise evaluation tools to evaluate the curriculum through the teaching-learning process.

Functional Content

Four major categories of functional knowledge were identified to be common areas of concern in the Asia Pacific region as follows:

1. Family life
2. Economics and income
3. Health
4. Civic consciousness

Within each of these categories six major areas were identified which are perceived by most countries in the region to be important. The functional content is shown in Table 2.2, Vol. 1, p.27.

A. Family Life

- A.1 Family members - their roles and responsibilities
- A.2 Supplementary family income
- A.3 The family as a social institution
- A.4 Family needs and budgeting
- A.5 Family customs and traditions
- A.6 Responsible parenthood

B. Economics and Income

- B.1 Work and income
- B.2 Daily saving
- B.3 Improved agriculture
- B.4 Home gardening
- B.5 Village co-operative
- B.6 Entrepreneurship

C. Health

- C.1 Food, water and nutrition
- C.2 Healthy family
- C.3 Common diseases
- C.4 Health problems
- C.5 Community health
- C.6 Health services

D. Civic Consciousness

- D.1 Rights and duties
- D.2 People's participation in development and cleanliness
- D.3 Our forests
- D.4 Our culture
- D.5 All people are equal
- D.6 My country

Essential Literacy Skills

Essential literacy skills as they apply to daily life can be grouped in several ways and include: links between speech and print, word recognition and comprehension, and recording and communicating.

This list is shown in Table 3.1, Vol. 1, p.28.

1. Understand links between speech and print

- left to right or right to left or top to bottom
- words make sounds
- words have meaning

2. Word recognition and comprehension

- context clue
- phonic analysis
- structure analysis
- comprehension

3. Recording and communicating

- writing down name, numbers, addresses
- making simple notes/letters
- filling out forms, receipts

4. Following instructions

- read directions, road signs, posters
- read labels on medicines and foodstuffs and follow instructions

5. Finding the main ideas

- find out about the weight, price, differences, similarities, facts, opinions, etc.

6. Numeracy

- adding
- subtracting
- multiplying
- dividing
- higher skills (e.g., fractions, ratios, etc.)

Levels of Literacy Skills

Most countries in Asia and the Pacific attempts some definition of literacy skill levels as follows:

1. Level I : Basic
2. Level II : Middle
3. Level III : Self-Learning

The consensus view on the three levels of literacy is shown in Table 3.2 Vol 1, p. 30-31. By the end of Level III learners should be able to learn by themselves.

The instructional time apportioned over the levels is in the approximate ratio of 3:2:1. The reason for this is that beginners need considerable time to develop basic skills. Once these skills have been established, progress is more rapid.

After studying a range of literacy training programmes of representative countries, it seems most require about 200 contact hours to achieve a level of literacy which enables adults to continue learning on their own. Therefore, the proposed LTC is based on 200 hours of instruction including time for practicing skills.

In the exemplar curriculum, each area of functional content has been divided into modular units/manuals spread across the three levels of literacy skill. This enables the learner to attain a steadily increasing understanding of the concepts involved in each content area. Each manual should be taught for not more than six (6) hours.

The APPEAL Literacy Training Curriculum (LTC)

This exemplar curriculum attempts to link literacy skills and functional content effectively. It is planned concentrically enabling learners to repeatedly re-examine the main areas of functional content at deeper levels of learning and understanding using their steadily improving literacy skills.

The APPEAL Curriculum Grid

To illustrate the linkages between levels of literacy and functional content areas a curriculum grid has been prepared. In the grid, each cell links a literacy level with a particular functional content area.

Because there are four major areas of functional content and three levels of literacy skill and because the time allocation is in the ratio of 3:2:1 from level to level, it is possible to arrange the sequence of 24 modular units/manuals in a curriculum grid as shown in ff. Figure 1:

Fig. 1: The teaching sequence of 24 training manuals arranged according to areas of functional content and levels of literacy skill representing the 24 cells of the curriculum grid.

Scope of Training Manuals						
Levels Content Areas	Level I (Basic Level)			Level II (Middle Level)		Level III (Self-Learning Level)
	I.1	I.2	I.3	II.1	II.2	III
A. Family Life	IA.1 1	IA.2 5	IA.3 9	IIA.1 13	IIA.2 17	IIIA 21
B. Economics and Income	IB.1 2	IB.2 6	IB.3 10	IIB.1 14	IIB.2 18	IIIB 22
C. Health	IC.1 3	IC.2 7	IC.3 11	IIC.1 15	IIC.2 19	IIIC 23
D. Civic Consciousness	ID.1 4	ID.2 8	ID.3 12	IID.1 16	IID.2 20	IIID 24

The scope and contents of each manual is given in more detail in Figure 2.

It is important to stress that while the general approach of the curriculum is universally applicable, the detailed content is not necessarily suitable for all situations. This must be developed by each country or locality to meet its defined needs.

As mentioned earlier we have adapted the APPEAL Curriculum Grid to suit Philippine clientele and situation. It is envisioned that the grid will systematize the preparation/development of literacy materials for the three levels of literacy in our country minimizing duplication and overlapping thus maximizing the use of scarce resources. Existing literacy materials may be classified based on the grid so we will know which topics have no materials or, not enough materials developed and which have already abundant materials developed.

Continuing Education - ATLP - CE

The ATLP has helped member countries to improve the quality of curriculum, learning materials and training programme of literacy programmes. Based on this experience, Unesco PROAP is attempting to develop APPEAL Training Materials for Continuing Education Personnel (ATLP-CE).

The Planning Meeting organized by Unesco PROAP on April 16-20, 1990 in Hua Hin, Thailand, identified six types of Continuing Education under APPEAL. These are:

1. Post Literacy Programme
2. Equivalency Programme
3. Income Generating Programme
4. Quality of Life Improvement Programme
5. Individual Interest Promotion Programme
6. Future Oriented Programme

Unesco PROAP will develop a Manual for each programme to help member states to promote and develop the Continuing Education Programme according to their needs. To date, three volumes have been developed. What is Continuing Education?

Under APPEAL, continuing education is defined as a "broad concept which includes all of the learning opportunities all people want or need outside of basic literacy education and primary education". This definition implies the following:

- 1) Continuing education is for literate adults
- 2) It is responsive to needs and wants
- 3) It can include experiences provided by the formal, nonformal and informal educational subsectors.
- 4) It is defined in terms of "opportunity" to engage in learning after the conclusion of primary schooling or its equivalences.

Fig. 2: The Curriculum Grid - The functional content of 24 literacy training manuals arranged as a teaching sequence in a curriculum grid.

Scope of Training Manuals						
Content Areas	Level I (Basic Level)			Level II (Middle Level)		Level III (Self-Learning Level)
	I.1	I.2	I.3	II.1	II.2	III
A. Family Life	IA.1 1 Family Members, Their Roles & Responsibilities	IA.2 5 Supplementing Family Income	IA.3 9 Extra Money for the Family	IIA.1 13 Family Needs & Budgeting	IIA.2 17 Family Customs and Traditions	IIIA 21 Responsible Parenthood
B. Economics and Income	IB.1 2 Work and Income	IB.2 6 Daily Savings	IB.3 10 Improved Agriculture	IIB.1 14 Home Gardening	IIB.2 18 Village Co-operatives	IIIB 22 Entrepreneurship
C. Health	IC.1 3 Food, Water & Nutrition	IC.2 7 Health Family	IC.3 11 Common Diseases	IIC.1 15 Health Problems	IIC.2 19 Community Health	IIIC 23 Health Services
D. Civic Consciousness	ID.1 4 Rights and Duties	ID.2 8 People's Participation in Development & Cleanliness	ID.3 12 Our Forests	IID.1 16 Our Culture	IID.2 20 All People Are Equal	IIID 24 My Country

Post-Literacy

Learners with competencies of ATLP Level 3 are those who could enter the post-literacy programme of ATLP-CE.

The learning processes are organized in three levels of competency:

- Competency Level 1
- Competency Level 2
- Competency Level 3

These levels of competency should not be confused with grade levels as in formal education or within a structural programme of adult literacy such as ATLP levels 1, 2, and 3. A post literacy programme can be thought of as an extension of the ATLP basic literacy curriculum and while it would not be so formally defined could be designated as ATLP Level 4.

Post-Literacy Standards

Four categories of standards are provided. These are:

1. Reading skills
2. Writing skills
3. Numeracy skills
4. General Mental skills

1. Reading Skills

- words
- sentence length
- number of pages
- paragraph length
- total words

2. Writing Skills

- Format
- Structure
- Function

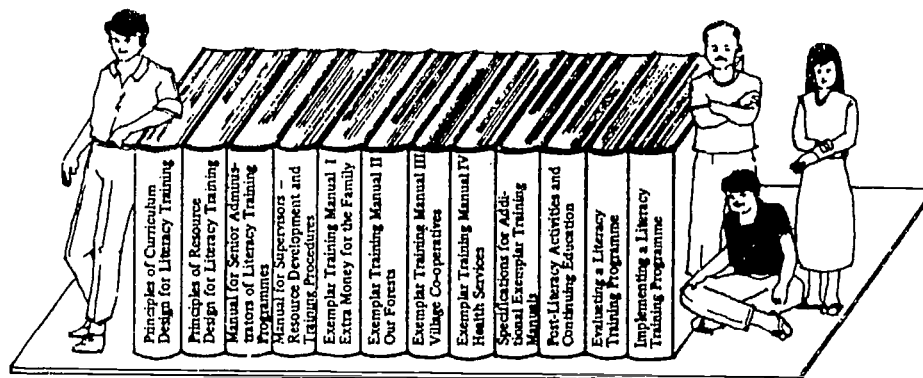
3. Numeracy Skills

- Arithmetical skills
- Graphs, tables and geometric figures

4. General Mental Skills

- Vocabulary building
- Building general knowledge
- Establishing mental schemes
- Critical reasoning

The reading skills should be regarded pre-condition for the standards specified. That is the competency levels required in writing, numeracy and general mental skill will depend upon the defined reading standards for each competency level.



ACCU's Regional Cooperative Literacy Programmes in Asia and the Pacific

- Literacy Materials Development and Personnel Training -

Introduction

ACCU's literacy programmes are being conducted, mainly in the following two fields, since 1980 in full co-operation with the participating countries in Asia and the Pacific, and with substantial co-operation of the Unesco Headquarters and the Unesco Principal Regional Office for Asia and the Pacific (PROAP).

- 1) Training of experts on development of materials for neo-literates
- 2) Development of materials for neo-literates

The participating countries in these programmes are as follows (17 countries):

Afghanistan, Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand and Vietnam

- 1) Training of Experts on Development of Materials for Neo-Literates

ACCU has been carrying out the following two programmes for training of experts on development of literacy materials in the region:

- Organization of Regional Workshop on Preparation of Literacy Follow-up Materials
- Sending an International Team of Experts of Development of Materials for Neo-Literates to the National Workshop in the Member States

Organization of Regional Workshop on the Preparation of Literacy Follow-up Materials

To date 199 experts have been trained in the Regional Workshops.

1st Regional Workshop	1983, Japan & the Philippines 12 countries, 24 participants
2nd Regional Workshop	1984, Thailand 11 countries, 24 participants
3rd Regional Workshop	1985, Japan 11 countries, 18 participants
4th Regional Workshop	1986, Indonesia 7 countries, 16 participants

5th Regional Workshop	1987, India 10 countries, 18 participants
6th Regional Workshop	1988, Malaysia 13 countries, 22 participants
7th Regional Workshop	1989, Nepal 12 countries, 27 participants
8th Regional Workshop	1990, Thailand 12 countries, 24 participants
9th Regional Workshop	1991, Pakistan 16 countries, 26 participants
Total	16 countries, 199 participants

Sending International Team of Experts for the National Workshop on the Development of Literacy Follow-up Materials in the Member States

To 1st National Workshop (1986) Nepal	36 participants
To 2nd National Workshop (1986) Indonesia	30 participants
To 3rd National Workshop (1987) China	34 participants
To 4th National Workshop (1988) Vietnam	25 participants
To 5th National Workshop (1989) Pakistan	33 participants
To 6th National Workshop (1990) Malaysia	28 participants
To 7th National Workshop (1991) Philippines*	33 participants
Total	219 participants

- 2) Development of Materials for Neo-literates

Asian/Pacific Joint Production of Prototype Materials for Neo-literates (AJP)

AJP prototype materials are produced by cooperative effort of experts of the participating countries in the region, with the contents closely related to improvement of

quality of life based on the needs and problems gained through field survey in rural areas. AJP prototypes are completed through several field tests in villages in the region to make them effective with easily understandable explanation and attractive expression.

The prototypes are produced in English and distributed to the participating countries. To date 41 kinds of prototypes have been produced. (See the attached list.)

National versions adapted from AJP prototype materials

The participating countries produce their national versions from among the AJP prototypes, giving necessary modifications/improvements to illustrations and texts, according to the needs and situations of each country, and utilize them.

More than 100 kinds of such national versions have so far been produced in 14 countries in Asia and the Pacific.

In order to assist the member states in producing the national versions of AJP prototypes in a large quantity, ACCU has been providing each participating country with a set of positive films for colour printing and the financial assistance at its request.

Other Programmes

- * Co-production of the picture book "Guess What I'm Doing!" with Unesco on the occasion of the International Literacy Year

About 60 kinds of national versions in the world have been and are being published.

- * Co-production of "Guidebook for Development and Production of Materials for Neo-literates"

Revised version is to be published in May 1992.

- * Publishing of "Selection from Literacy Materials in Asia and the Pacific"

- * Awarding of ACCU Prizes for Fully Illustrated Literacy Follow-up Materials

First - 1987, Second - 1989

Third - 1992

(The jury meeting is to be held in May 1992.)

- * Holding the Photo Contest in Asia and the Pacific (1990) titled "Education for All"

The traveling photo exhibition of prize winning works are being organized in the member states.

Literacy follow-up materials so far produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (1981-1990)

(as of May 1991)

Category	Booklet	Poster	Game	Electric media	Total
1. Health-1 Sanitation		- Sanitation - Everyone's Water - Charcoal Water Filter - Let's Wipe out Worms - Let's Make the Home Clean		- Pit Latrines for a Clean Village picture story-telling)	6
2. Health-2 Nutrition	- Baby's Food - Mari & the Festival - Let's Eat Vegetables -		- A Balanced Diet (rotating peigrap) - Nutrition (card game)		4
3. Production	- Grow Mushroom - Raising Chickens - Bamboo Handicraft - More Income by Tree Planting	- Home Gardening - Tree Planting	- Let's Plant Trees (step by step game)	- Poultry for Additional Income (slide kit)	8
4. Science	- Use of Gas from Daily Wastes - Fish Needs a Lot of Oxyger	- Do you know Numbers? - Let's Safely Use Electricity - How to Improve the Well System			5
5. Culture			- Around Asia and the Pacific (sugoroku) - Animal Sugoroku - Proverb Card Game		3
6. Social and General	- The Life of Water - Cooperative for Better Life - Useful & Simple Knowledge for Everyday Living - Why Literacy for Women	- Let's Read - The River and Us - Public Pollution inside Bus	- Building up a Happy Community (sugoroku game) - Let's Repair our Village Road (endless strip) - Good Use of Water(jigsaw) - Women Literacy(box puzzle)	- Water In Everyday Life (slide kit) - Let's Form a Cooperative (cassettee drama/ radio programme) - Water in Everyday Life - Save the Village (Puppet)	15
Total	12	13	10	6	41

CHAPTER III

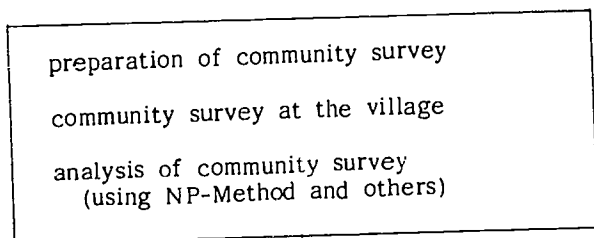
Field Survey, Preparation & Field-testing of Materials

Field Survey, Preparation & Field-testing of Materials

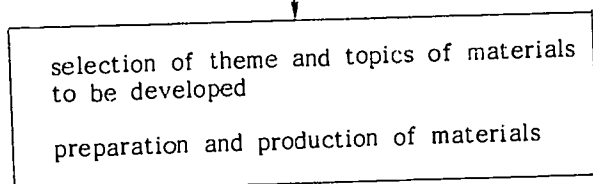
STEPS OF DEVELOPING MATERIALS

The participants formed three groups and developed 13 kinds of materials for neo-literates in the following steps.

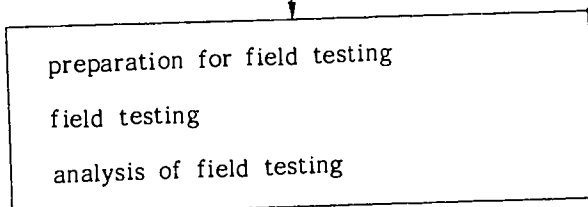
1) FIELD SURVEY



2) PREPARATION OF MATERIALS



3) FIELD TESTING



4) REVISION OF MATERIALS

GROUPING OF PARTICIPANTS

(A) Print Media

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 3. Marciana T. Baratang
 4. Gudelia T. Tan
 5. Emerenciana P. Orgo
 6. Emilia B. Cruz
 7. Violeta A. Ledesma
 8. Oprecila F. Delantar
 9. Apelia A. Mazon
 10. Alice Q. Engay
- Consultant: Kang Woo-Hyun (Rep. of Korea)
Illustrator: Roberto Escolastico

(B) Electronic Media (video)

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 2. Lani N. Zulueta (Rapporteur)
 3. Elizabeth M. Raquel
 4. Merly L. Jayagan
 5. Lynie O. Auman
 6. Rosalinda M. Mendoza
 7. Medy B. Jumamoy
 8. Jacinto R. Paco
 9. Adellaida G. Distor
 10. Corazon Polohan
 11. Elizabeth C. Pico
 12. Preciosa Soliven
- Consultants: Merza Abbas (Malaysia)
Shigeru Aoyagi (ACCU)
Illustrator: Minerva Q. Favila

(C) Folk Media

1. Percival C. Mabanta (Chairman)
 2. Benedicta B. Gomez (Rapporteur)
 3. Josephine A. Flores
 4. Felipe R. Chan
 5. Ma. Teresa F. Barba
 6. Rufina P. Villacorte
 7. Epifania D. Toledo
 8. Lumen V. Magundayao
 9. Teresita M. Malate
 10. Mateo S. Macababbad
 11. Rosalinda P. Saquing
- Consultants: Shinji Tajima (ACCU)
Taeko Kurokawa (ACCU)
Illustrator: Isidro Bellosos

MATERIALS DEVELOPED BY THREE GROUPS

title	format
Group (A): Print Media	
1. "Container Gardening - Let's Plant in Containers"	Comics
2. "Vegetable Growing in Recycled Containers"	Illustrated Pamphlet with Songs
3. "There is Hoe in the New Year"	Calendar in Greeting Card
4. "Nutritious Vegetables for Long Life"	Posters
5. "Let's Meet at the Garden"	Riddles
6. "Nutritious Vegetables Prolong Life"	Pie-graph
7. "Play, Learn and Earn from Container Gardening"	Game
Group (B): Electronic Media (Video)	
1. "Diarrhea and You (studio production)"	Video Program No.1
2. "Let's Build Linkages" (location shooting)	Video Program No.2
"	Poster
Group (C): Folk Media	
1. "Letters"	Letters with Poster
i) from Husband to Wife	
ii) from Daughter to Mother	
iii) from Father to Daughter	
2. "Legal Installation or Octopus Connection"	Balagtasán -Poetic Debate
"	Posters
3. "Pick, Eat and be Healthy!"	Game -Pabitin
4. "Work More and Earn More"	Movie Roll

Group Report: (A) Print Media

General Information of the Community
Barangay Salud

Village Profile

Salud is one of the 27 villages of General Mariano Alvarez (GMA) in the province of Cavite. It is 3 kilometers away from the town proper with a land area of 20,000 square meters more or less. The village was originally a resettlement community of the urban poor in Manila. The terrain is hilly and the village is bounded on one side by a creek.

Population

There are 219 households and a total population of about 1,326. The males outnumber the females. The average age of fathers is 50 years and the mothers, 46 years. Sons are mostly 17-20 years old and daughters 17-20 years old. Families have an average of 6 numbers.

Occupation

The villagers are mostly laborers. They work full-time or part-time in private firms as drivers, factory and construction workers, carpenters, farmers and farm ardes, cooks, waiters and laundrywomen. The average income among those employed ranges from P1,300.00 to P2,300.00 per month.

Language & Ethnic Groups

Tagalog is the predominant language even if the villagers belong to different ethnic groups - Waray, Cuban, Ibugao, Bicolano, and Ilocano.

Religion

Although there are 16 religious sects in the village, the people are predominantly Roman Catholic.

Resources

a) Human: POs: YMCA, CYAM, Sampaguita
GOs: DILG, DSWD, NMYC, DOH
NGOs: Jaycees

b) Natural: water: none
land: limited land area

c) Facilities:
water supply: local water coop.
school levels: none
library/reading center: none
sports/recreational: basketball court
churches: none
electricity: available to those who can afford

Field Survey

Group A went to Cavite for a field survey on December 11, 1991. The field survey instrument which was prepared beforehand is focused on observation and interview along these areas:

- resources, occupation and income
- facilities
- education
- infrastructure
- recreational activities
- health conditions
- sanitation
- nutritional status
- social problems
- values (attitudes) and aspirations
- future plans for the family
- training desired

Analysis of Field Data

The data gathered were analyzed using the NP - New Participation Approach.

1. Human resource is available in the village. Land is limited to residential lots; there is minimal space for background gardening. The main occupations are generally labor service - driver, construction/factory worker, etc., and income is low and inadequate for the needs of the families.
2. Facilities available are electricity, running water managed by the local cooperative, a health center and an improvised basketball court. Recreational activities include watching TV, basketball and listening to the radio.
3. The villagers' average educational attainment is high school.
4. There are minor cases of malnutrition. Common illness among the residents are colds, cough, influenza, fever and diarrhea.
5. The values (attitudes) and aspirations observed are:
 - kissing the hands of parents and elders
 - going to church
 - using courteous expressions
 - respect for elders
 - obedience to authority
 - using local products
 - Bayanihan spirit
6. The plans for the family include:
 - children will finish their studies
 - get work in the country and/or abroad
 - establish a small business
 - own riceland/residential lot
 - build a better home
7. Residents would like the training in:

- dressmaking
- radio mechanics
- handicraft
- electronics
- automotive mechanics
- driving
- fish culture skills
- cooking

Problems and Needs Identified

1. Economics and Income
 - lack of employment
 - low income
 - usurious interests on loans
2. Family Life
 - over population
 - lack of livelihood skills
3. Health
 - poor garbage disposal
 - lack of recreational/sports facilities
 - alcoholism
4. Environment
 - bad roads
 - poor transportation and communication facilities
 - no space for gardening and background projects
5. Values
 - gambling among the OSY and unemployed adults

After further discussions, the group decided to prepare materials on two areas, depicting the following themes and using specific formats.

1. Economic and Income on the theme "Increase family income through Container Gardening".

Formats : comics, illustrated pamphlets, posters, games, riddles

Cientele : OSY and Unemployed adults

2. Health on the theme "Keeping healthy throughout the year".

Format: A poster in calendar form

Target Clientele: All age groups of residents

Development of Materials

After the preparation of the Curriculum Content, the Printed Media Group subdivided into three smaller groups. Group A consisting of three members prepared the illustrated pamphlet and the Cale-card. Group B with three members prepared the comics and poster. Group C with four members worked on the posters, leaflet, pie graph, riddles and rhymes. The concept on Container Gardening which was chosen as the practical solution to address the problem of increasing the family income in the village, became the focus of the literacy materials produced by each sub-group.

The following literacy materials were the products of the sweat and labor of the Printed Media Group:

Format	Title (in English)
1. Comics	"Container Gardening - Let's Plant in Containers"
2. Illustrated Pamphlet	"Vegetable Growing in Recycled Containers"
3. Cale-card	"There's Hope in the New Year"
4. Posters	"Nutritious Vegetables Prolong Life"
5. Riddles	"Mga Bugtong"
6. Pie graph	"Nutritious Vegetables Prolong Life"
7. Games	"Save Money for Container Gardening"

A Guide for the Utilization of each literacy material was likewise prepared.

Field Testing the Materials

Preliminary activities

The group prepared questionnaires for the different materials produced, i.e. comics, illustrated pamphlet, leaflet, posters, piegraphs, games, riddles and rhymes, a guide in evaluating their effectivity and appropriateness.

The literacy materials were presented to 35 out-of-school youths and adults who convened in the Barangay Hall at Barangay Salud, General Mariano Alvarez, Cavite. The evaluations and interviews were conducted using questionnaires.

Assessment and Suggestions:

1) COMICS, ILLUSTRATED PAMPHLET AND CALE-CARD

Assessment

1. Formats used are appropriate to the messages.

2. Title for each format is easily read. The covers arouse interest. The design and color of the pamphlet and cale-card are attractive.
3. Drawings/Pictures are clear enough. Texts/Captions are readable, understandable, and appropriate.
4. The clientele easily get the messages conveyed by the comics, pamphlet and cale-card.

Suggestions for Improvement

COMICS

1. The mother should look older. (P.3, Frame 2)
2. Include another frame which will illustrate the two children dreaming of clothes, shoes, finishing their studies from the money earned/saved. (P.4, Frame 4)
3. Change the word tinipon (saved) to inipon (P.1, Frame 2)
4. The sentence/text "Di nagtagal at nagtinda na rin sila ng gulay sa karatig barangay." (Later, they also sell vegetables to the nearby villages.) should be printed under P.4, Frame 6.
5. Reproduce the comics in color.

CALE-CARD AND ILLUSTRATED PAMPHLET

1. May be reproduced as a big calendar
2. Reproduce in color.

2) POSTERS, LEAFLET AND PIE-GRAPH

Assessment

1. Title for each format is readable and understandable.
2. Words are legible and the size of the letters are appropriate to the size and design of the poster and leaflet.
3. Color are attractive to the clientele.

Suggestions for Improvement

1. Color of vegetables in the posters should be true-to-life.
2. It's better if the poster will have a corresponding leaflet, i.e. instruction on vegetable raising.
3. Enlarge the piegraph for easy manipulation (rotation).

3) GAMES, RIDDLES AND RHYMES

Assessment

1. The game is interesting and enjoyable to both young and old alike.
2. Instructions for playing the game are clear.
3. The game affords opportunity for many people to play together.
4. The gameboard is easy to replicate.
5. Most of the riddles were easily answered by the clientele.
6. Language is suited to the level of the clientele.
7. Illustrations are clear and colorful.

Suggestions for Improvement

1. The message should be emphasized. (The clientele tend to overlook the message because they are carried away by the thrill of winning the game.)
2. The riddles on tomatoes, eggplants and aluybati should provide more clues for easier identification.
3. It will be better if the rhymes will have illustrations for easier understanding.

Some Heartwarming Remarks from the Clientele

COMICS

"Maganda yan!" (That's nice!)
"Bibigyan ba kami niyan?"
(Shall we be given a copy of the comics?)

CALE-CARD

"Magandang panregalo!" (It's an ideal gift to friends)
"The message - There is hope in the new year - inspires us.

TWO SONGS INCLUDED IN THE ILLUSTRATED PAMPHLET

"Parang masarap gayahing lagi and kanta!"
(As if I like to sing the songs over and over!)

GAME

"Magandang libangan." (A good recreation.)
"Nakawiwili ang magandang kulay." (Enjoyable and colorful.)
"Kahit walang text." (Pictures suggest the text.)

Analysis and Conclusion

From the foregoing assessment and remarks of the target clientele, it could be deduced that:

1. After the presentation of the printed literacy materials, most of the villagers were motivated to try container gardening in their homes;
2. Most of the villagers would like to read the materials and play the game again; and
3. The materials were suited to the literacy level of the target clientele.

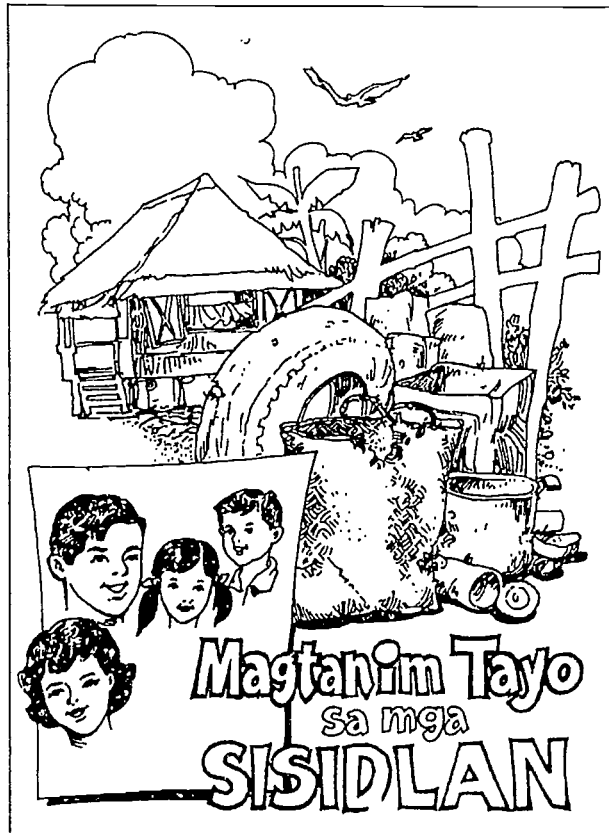
To conclude, the literacy materials prepared by the Printed Media Group were very effective in bringing across the messages on increasing family income through container gardening to the target clientele. The experience had been very fruitful and rewarding to both the group members and the target clientele.

Materials Developed by the Print Media Group

(1) Comics:

"Container Gardening - Let's Plant in Containers"

cover page of the comics



MAGTANIM TAYO SA MGA SISIDLAN

EMMA NINA, MARCIANA T. BARATANG • SOL. U. FANGCO • APHELIA A. MAZON



(1) This is a village with crowded houses, scattered tin cans, plastic bags, clay pots, bursted car tires, etc.

(2) & (3) Young girl, Celia to her mother: "Look, mother, here's plenty of ripe tomatoes?"

34



Did you plant them here?"
Mother: "No, I didn't. Perhaps those grew from the spilled tomatoes I threw away."
To herself: "Wait, I got an idea."

(4) Family gathering all discarded containers - old drums, tin cans, plastic and buri bags.
Young son, Dante to Mother: "Will these discarded bed pans and basins be useful, too?"
Mother: "Gather all usable materials, son."

(5) **Father:** "Here's the soil I dug from the compost pit. Let's now fill the containers."

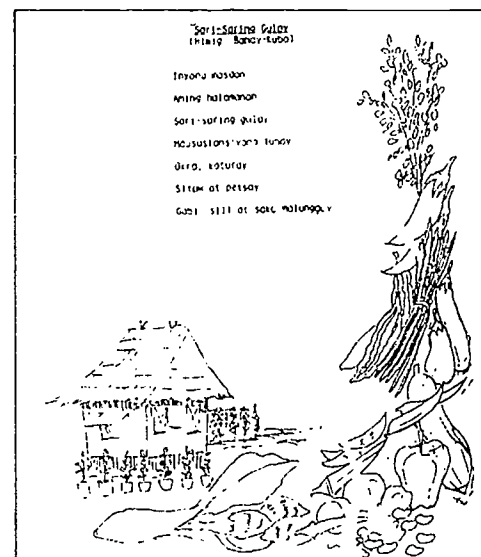
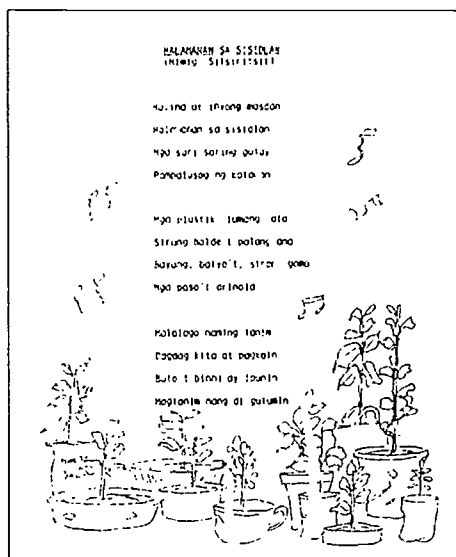
(6) **Father** punching holes on the bottom of ten cans.
Dante: "What are the holes for, Father?"
Father: "For drainage, son."

(7) Some days after...
 The plants were well taken care of by watering, cultivating the soil and applying fertilizer.

(8) The vegetables are ready for harvest now.
Mother: "How fast these have grown up!"

(9) **Mother to her daughter Celia:** "We can't eat all the vegetables now. Tomorrow is a Saturday (no classes). You may sell our extra vegetables."
Celia: "Yes, Mother, but may I keep the money for my savings bank?"
Mother: "Yes, but share it with your brother."

(10) **Celia:** "Vegetables, buy my fresh vegetables!"



(11) Housewife to Celia: "Oh, Celia, where did you get those vegetables?"
 Celia: "From our container garden, Ma'm. We can't eat them all."

(12) That night Dante and Celia placed their money in the homemade savings bank.
 Dante: "Did you divide the money fairly, Celia?"
 Celia: "Of course, I did. Give me a part of the money also when you sell vegetables."

(13) And they dream of buying a new dress, a pair of shoes and a new bag. Dante thought of a new pair of pants, shoes and T-shirt.

(14) Mother's dream - How I wish I can start a sarisari store!
 Father's dream - If only I can get a tricycle on installment, then I can earn a little more!

(15) Word spread in the neighborhood about the successful container gardening.
 Housewife: "Luding, May I have some discarded containers?"
 Luding: "Oh but, my children have used them all in container gardening."

(16) The families brought extra vegetables to neighboring villages.
 Housewife 1: "Come, let's sell our vegetables to the other village."
 Housewife 2: "Yes, I'm coming."

A happy, clean community self-sufficient in vegetables, clean surroundings and added family income.

Guide for Utilization of the Comics

Title: "Magtanim Tayo Sa Mga Sisidlan"

Objective: To enable the Out-of-School Youth and Adults to acquire knowledge, skills and attitudes to:

- 1) increase family income through container gardening;
- 2) utilize discarded materials for container gardening; and
- 3) demonstrate the scientific way of gardening.

Target Audience:
Level II (neo-literate OSY and Adults)

Material : Comics

How to Use:

- 1. Teacher motivates the learners to read the comics.
- 2. Teacher distributes copies of comics to the learners/target audience.
- 3. Learners read the comics.
- 4. Teacher leads the discussion on the content of the comics and related topics:
 - a) use of discarded materials/containers for planting vegetables, i.e. plastic bags, tin cans, coconut husks, old tires, pails, etc.
 - b) proper care and selection of plants;
 - c) benefits from container gardening
- 5. Teacher encourages learners to:
 - a) try container gardening in their own homes; and
 - b) read other materials, i.e. pamphlets, posters and booklets on vegetable raising/food production and preservation for additional income.

Criteria for Evaluating the Comics Questionnaire for the Comics

Instructions

- ° Evaluator asks target clientele to go over the comics.
- ° Then the evaluator interviews the clientele/reader to evaluate each page of the comics.

(1) Title - "Magtanim Tayo Sa Mga Sisidlan"

- a. Does it make you want to learn more about the topic:
 - Yes
 - If No, why? _____
- b. Can you read the title?
 - Yes
 - If No, why? _____

(2) Cover

- a. Does the cover make you want to read the comics?

Yes
 If No, why? _____

- b. Is the cover appropriate for the comics?
 - Yes
 - If No, why? _____

(3) Pictures

- a. Are the pictures clear enough?
 - Yes
 - If No, which one? _____

<u>Page</u>	<u>Picture No.</u>
_____	_____
_____	_____

- b. Are the colors attractive?
 - Yes
 - If No, why? _____

(4) Text

- a. Is the vocabulary simple?
 - Yes
 - If No, which page? _____

- b. Are the sentences easy to read?
 - Yes
 - If No, which one? _____

<u>Page</u>	<u>Picture No.</u>
_____	_____

(5) Content

- a. What message can you get from the comics?

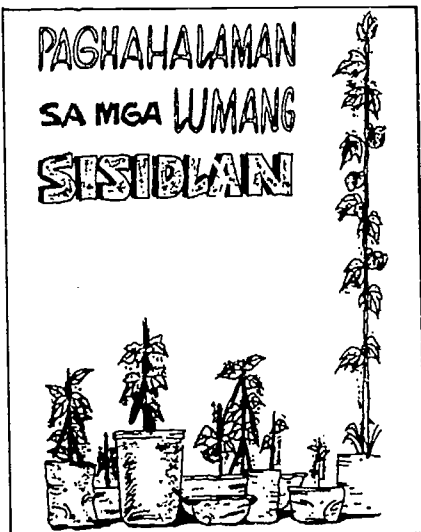
- b. Could the story happen in your village?
 - Yes
 - If No, why? _____
- c. Do you want to read the comics again?
 - Yes, why?
 - If No, why? _____
- d. Do you want to read more comics like this?
 - Yes, why?
 - If No, why? _____

(2) Illustrated Pamphlet:

"Vegetable Growing in Recycled Containers"

Target Clientele:

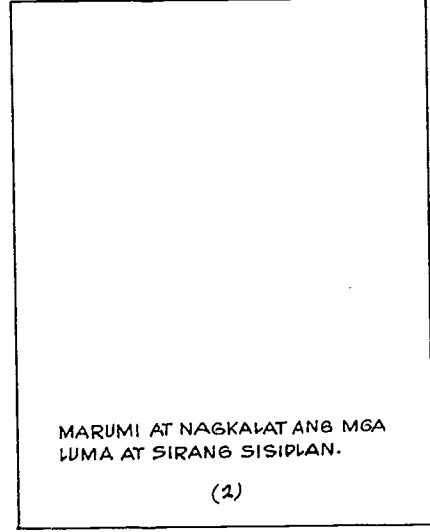
Out-of-School Youth (OSY) and Unemployed Adults (Level II)



Container Gardening



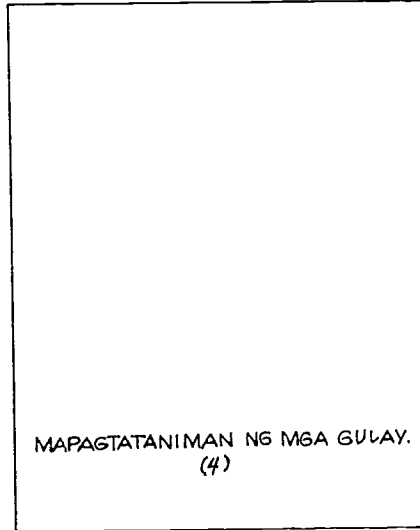
1 : This is "Masipag" Community
What is noticeable about it?



2 : The community is littered with old
and broken containers.



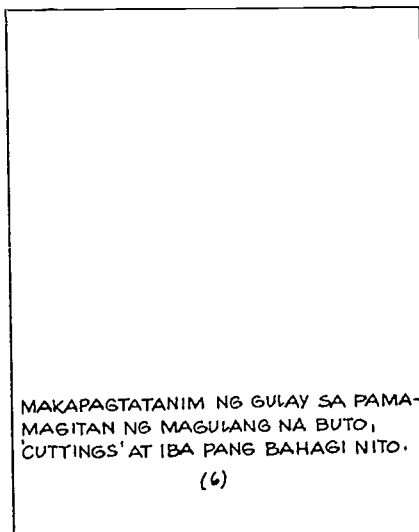
3 : What could be done with old and
broken containers?



4 : These can be used for raising
vegetables



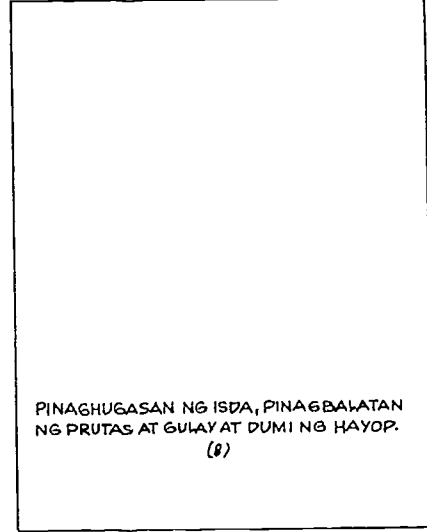
5 : In what ways can we propagate
vegetables?



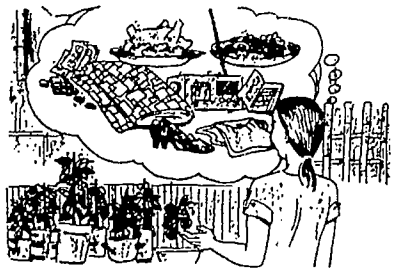
6 : Vegetables may be propagated by
using matured seeds, cuttings, bulb,
etc.



7 : What recycled fertilizers may be
applied to vegetable plants?



8 : Fish washing, fruits and vegetable
peelings can be used as fertilizers.



ANONG KABUTIHAN ANG NAIDU-
DULOT NG PAGTATANIM NG GULAY?

(9)

9: What is an advantage of raising vegetables in old/broken containers?

MAGKAKARON NG SARIWA AT MA-
SUSTANSIYANG PAGKAIN ANG MAG-
ANAK NANG HINDI BIBILHIN.

(10)

10: The family would have supply of fresh vegetables for their meals.



SA PAANONG PARAAN NAKA-
TULONG ANG PAGTATANIM SA
MGA LUMANG SISIDLAN SA
KABUHAYAN NG MAG-ANAK?

(11)

11: In what way can vegetables raising in old containers increase family income?

MAAARING IPAGBILI ANG LABIS NA GULAY
UPANG MAKAPAGDAG SA KITA NG MAG-ANAK.

(12)

12: The surplus harvest which the family does not need may be sold for additional income.



ANO ANG NANGYARI NANG MAKITANG
MATAGUMPAY ANG PAGHAHALAMAN
SA MGA LUMANG SISIDLAN?

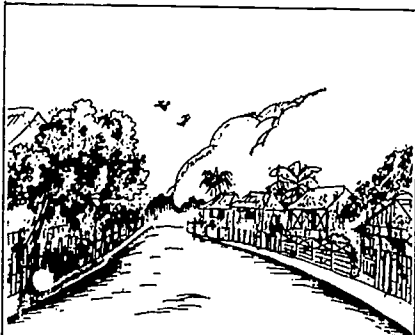
(13)

13: In "Masipag" what happened when some households succeeded in raising vegetables in old and broken containers?

NAGTANIM NA RIN NG MGA GULAY SA MGA
LUMANG SISIDLAN ANG IBANG MAG-ANAK
SA PUROK.

(14)

14: All the other households also planted vegetables in recycled containers.



ANONG PAGBABAGO ANG MAPA-
PANSIN SA PUROK MASIPAG?

(15)

15: What noticeable change took place in "Masipag" after everyone practiced container gardening?

ITO'Y NAGING MAUNLAD AT MALINIS DAHIL SA
PAGTATANIM NG GULAY SA MGA LUMANG
SISIDLAN.

(16)

16: "Masipag" became a clean and progressive community after everyone engaged in Container Gardening.

Our Vegetable Garden (Song)

Oh, come look at our garden
Vegetables, varried and nutritious
Okura (Fruit vegetable)
Katuray (Flowers vegetable)
Sitaw and pechay (Beans and Leafy vegetable)
Gabi, sili and malunggay (Root Crop, pepper and green leafy tree)

Container Gardening

Come, look and see our garden
In containers we planted them
Vegetable, varied and green
Good for our health and surrounding.

Old tin cans, plastic bags
Worn out basins, kerosene cans
Wash tube, vusted car tires
Baskets, clay pots even bed pans

Look at our healthy plants
Added income, nutritious food
Save and store your seeds
Plant them so you don't get hungry.

(17)

Guide for Utilization of the Cale-card

Objectives:

General: Acquire health habits and attitudes to keep oneself fit throughout the year.

Specific:

1. Dispose garbage properly for a clean and healthy environment.
2. Construct canals to improve drainage.
3. Submit for immunization, exercise regularly and engage in sports and games.
4. Select, prepare and eat balanced diet.
5. Show healthy attitudes and values.
6. Practice desirable family traditions.

Target Clientele:

Level II (Neo-literate OSY and adults)

Material: Calendar in the form of a greeting card

How to Use:

1. Distribute the calecard to the clientele.
2. Let clientele examine the materials.
3. Go over the calecard page by page to interpret the illustrations and messages.
4. Discuss the message of each illustration to draw reactions and insights.
5. Encourage clientele to practice desirable suggestions on health habits.
6. Surface possible problems the clientele might meet in doing the suggested activities.
7. Group the participants/clientele and let each group come up with possible solutions to elicited problems.

Evaluation Instrument for
 Illustrated Pamphlet
 Calecard (Please check.)

A. Format

1. appropriate to the message
2. interesting to clientele
3. easy to handle

Yes	No	Not Sure
___	___	___
___	___	___
___	___	___

B. Cover

4. Title is easily read
5. Cover arouses interest
6. Design and color are attractive
7. Design suits the title

___	___	___
___	___	___
___	___	___
___	___	___

C. Content

8. Drawings depict message
9. Captions are readable
10. Captions are understandable
11. Drawings and captions blend well

___	___	___
___	___	___
___	___	___
___	___	___

D. Overall Impact

12. Easy to reproduce _____
13. Effective as literacy material _____

Suggestions for improvement:

(4) Posters:

"Nutritious Vegetables for Long Life"

Guide for Utilization of the Poster

Title : "Masustansiyang Gulay, Pampahabang Buhay" (Nutritious Vegetables for Long Life)

Objective : To enable the out-of-school youth and adults to acquire knowledge on the different nutrients derived from vegetables

Target Audience:

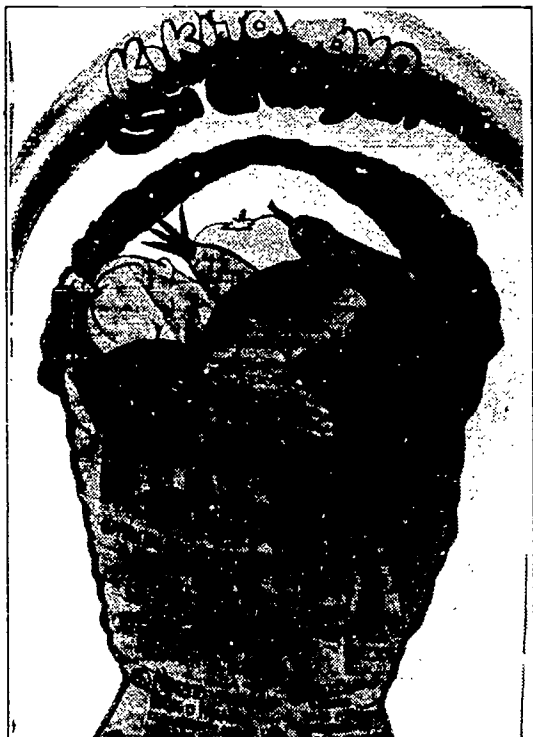
Level II (Neo-literate Out of School Youth and Adults)

Material : Poster

How to Use:

1. Teacher motivates the learners on the importance of eating vegetables.
2. Teacher shows the poster.
3. Teacher leads the discussion on the nutrients derived from vegetables.
4. Teacher encourages the learners to include vegetables in their daily diet.





Instrument for Field Testing

- 1) Can you read the title?
() Yes () No () Clear () Not clear
- 2) Do you understand the title of the poster?
() Yes () No () Clear () Not clear
- 3) Do you understand the meaning of the poster?
() Yes () No () Clear () Not clear
- 4) Are the words in the poster legible?
() Yes () No () Clear () Not clear
- 5) Is the size appropriate?
() Yes () No () Clear () Not clear
- 6) Are the colors in the poster attractive?
() Yes () No () Clear () Not clear
- 7) Does this poster bring anything useful to you?
() Yes () No () Clear () Not clear
- 8) Can you understand all the words, phrases, sentences given in the poster?
() Yes () No () Clear () Not clear
- 9) If not all of them, please indicate those which you can.
- 10) What message can you get from the poster?

(5) Riddles: "Mga Bugtong"

Guide for Utilization of the Riddles

Objectives:

1. Encourage out-of-school youth and adults to engage in container gardening.
2. Augment income through vegetable gardening.
3. Awaken interest in vegetable gardening.

Target Clientele: Neo-literates (Level II)

Guide for Utilization:

1. Ask who among the clientele are engaged in gardening, be it big or small scale;
2. Discuss the benefits derived from vegetable gardening;
3. Identify other means or system of gardening if space is limited, example container gardening;
4. Teacher shows the chart and introduce the riddle;
5. Ask a clientele to read the prepared riddle and answer the same;
6. If she/he gets the correct answer, he/she may give a riddle or ask others to give some.



RIDDLES - 1 (original in Filipino)

Roots of a plant
Grounded enough
When cut
Will make you teary.

Sound of respect
Is named after a vegetable
The skin is green
And the inside is white

White inside
White outside
Ingredient for "Sinigang"
A delicious vegetable

My head is a leaf
A crispy vegetable
Boiled and "chopsuey"
Rolled dumpling and Noodles

Thin and long
Rich in protein
Body of vine
And life everlasting

Unused umbrella
May be large, may be small
Tasty and nutritious
Gives delight to the body

RIDDLES - 2 (original in Filipino)

Heart that does not beat
Is offered to the food

My fish in Mariveles
Inside them are the fins

Round or long vegetables
Rich in vitamin A

Long vegetable
With a wrinkled face
Bitter Taste
Full of nutrition

Whether vegetable or fruit
Round and Juicy
When ripe is like an apple

Crawling leafy vegetable
Adds taste to "Sinigang"
When reaches the throat
Is slippery and delicious

Fried or boiled
Round or long
White, green, and light
pinkish color
Delicious and tasty
Which they are searching
for

(6) Pie-graph:

"Nutritious Vegetables Prolong Life"

Guide for Utilization of the Pie-graph

Objectives:

1. To introduce the idea of classifying foods we eat into three groups as Vit. A, B, & C contained in vegetables.
2. To understand the relation between some diseases and lack of certain nutrients.

- To increase family income through old container gardening.
- To understand the importance of having nutritious vegetables for healthy living to prolong life.

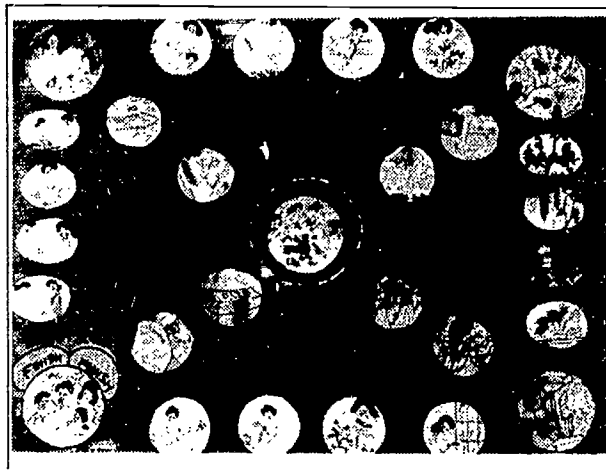
Target Audience:

Neo-literate (especially women and girls who prepare meals for the family.)

Material: A pie-graph

Applications:

- Show the pie-graph to learners. Demonstrator explains the relation between one disease and lack of one nutrient actually rotating the pie-graph in front of learners.
- As the pictures of food on the pie-graph are shown as examples, demonstrator should explain and promote discussion among learners how to have balanced diet by available vegetables from old containers.
- This pie-graph can be displayed on the wall or dining room, and can be used as guide to check the family's nutrition needs when preparing meals.



(7) Game: "Play, Learn and Earn from Container Gardening"

Guide for Utilization of the Game

objectives:

- Encourage the planting of vegetables in old containers.
- List vegetables which can be planted in containers.
- Show that vegetables grow from seeds and cuttings.
- Encourage out-of-school youth and adults to play useful games during leisure time.

Target Clientele: Neo-literates

Materials:

4 players of each group, 4 sticks, game board and pieces of candies or small wrapped cookies

How to Play the Game:

- Get 4 pieces of candies, 4 for each player of playing group. To determine who will play first, the group will toss the sticks. The group with the most number of inner or back sticks plays first.

- The first player throws the 4 sticks into the air.
- If there is a stick with the inner side, move the candy 1 time forward, if 2, 2x, if 3, 3x and if 4, 4 more times.
- If one player's candy reaches the opponent's circle, the opponent's stick is moved out and he starts the game again.
- If a player reaches the turning circle, he can make a short cut towards the finish circle.
- The player who reaches the finish circle ahead of his opponent, wins the game. The game continues until one group loses all the candies or cookies.
- If all the inner or outside part of the sticks fall to the ground, then he has a chance to play again.
- If the stick with the minus (back) sign appears, he can't go forward but moves backward 1 time.

Questionnaire for the Game

- Is the message of the game understood?

Yes
 No, why? _____

- Are the instructions for playing the game clear?

Yes
 No, why? _____

- Does the game afford opportunity for many people to play the game?

Yes
 No, why? _____

4. Is it interesting?

Yes
 No, why? _____

5. Are the illustrations clear and colorful?

Yes
 No, why? _____

6. Is the gameboard easy to replicate?

Yes
 No, why? _____

7. Is the title appropriate for the game?

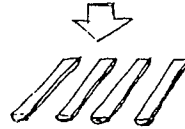
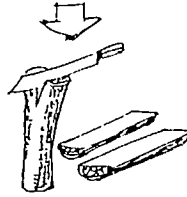
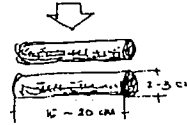
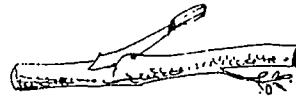
Yes
 No, why? _____

8. Is the language suited to the level of the clientele?

Yes
 No, why? _____

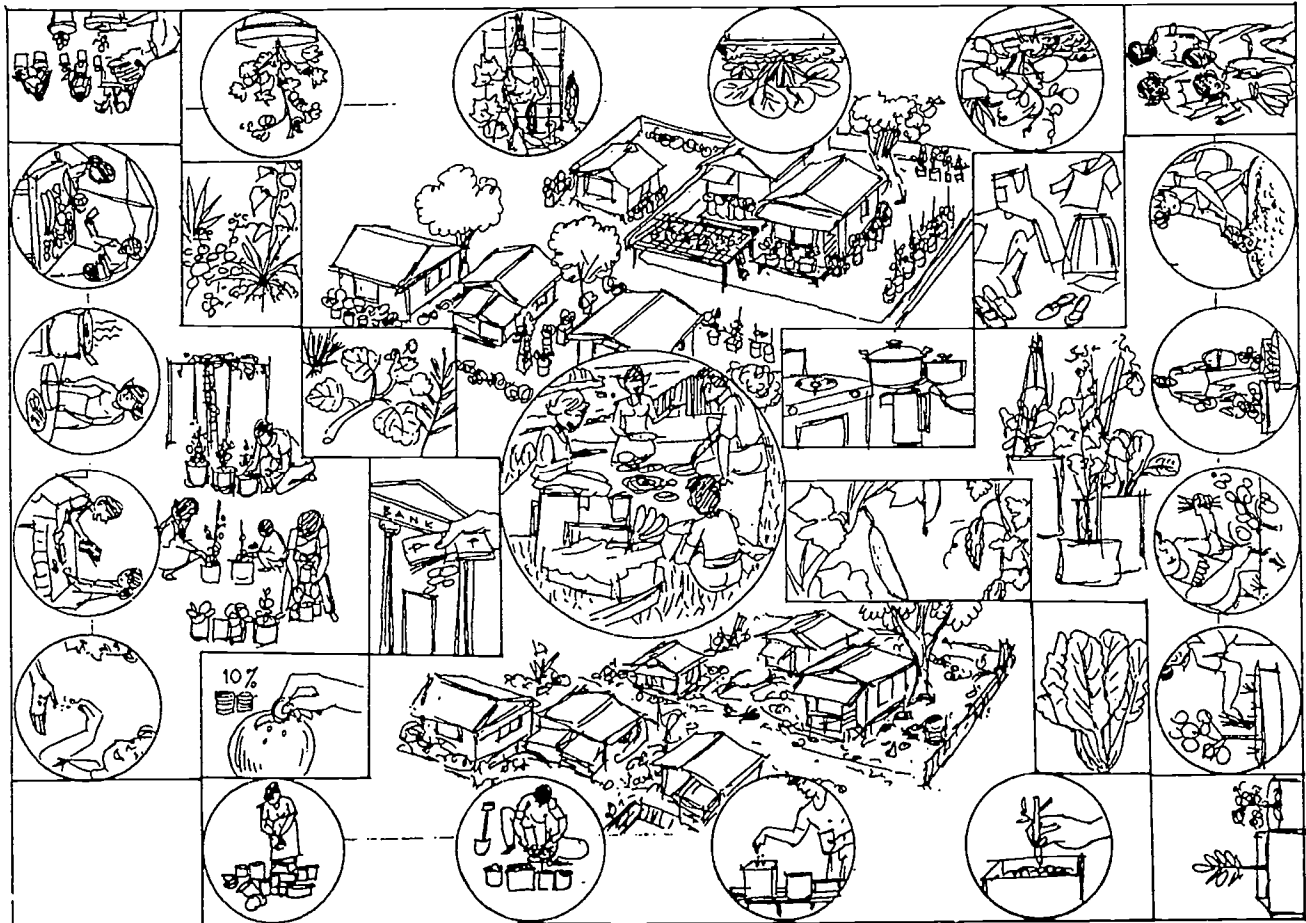
9. What literacy concepts are conveyed?

How to prepare and use sticks for the game



- ① +1
- ② +2
- ③ +3
- ④ +4
- ⑤ +5
- ⑥ -1
- ⑦ -2
- ⑧ -3

Game: Play, Learn and Earn from Container Gardening



START

Group Report: (B) Electronic Media (video)

Community: Barangay Kua

I. Objectives attained:

After the 10-day National Workshop on the Development of Literacy Follow-up Materials, the group have:

1. Identified and analyzed the needs and problems of barangay Kapitan Kua at General Mariano Alvarez, Cavite.
2. Develop neo-literacy materials based on the needs and problems of barangay Kua using audio-visual medium.

II. Activities undertaken:

The Video Group was assigned to barangay Kapitan Kua to study problems and to prepare video programs based on the problems/needs faced by the barangay. With the use of the New Participatory (NP) Method, the group was able to collect, analyze and identify the problems and needs of the barangay. The group was further divided into two sub-groups to work on program 1 and 2, respectively.

Due to limited time, the group worked on a tight schedule as follows:

- Dec. 10 After dinner, the video group formulated the questionnaire for the community survey.
- Dec. 11 Video group members visited the community to study the area and its problems, and applied the community survey through interview of selected residents of barangay Kua, GMA, Cavite. Interviewees were composed of the barangay captain, purok leaders, sanggunian leaders and other residents.
- Dec. 12 The community survey was then the basis in applying the new-participatory method (NP Method) introduced by Mr. Tajima. All the members of the group experienced the process of the NP Method.
- Dec. 13 Group outputs were presented in the plenary session. Video group was able to determine three priority problems of barangay Kua such as:
- a) Health and Sanitation
 - b) Economics and Income
 - c) Civic and Culture

Likewise, the group formulated its curriculum grid.

The group planned for and wrote the draft scripts for the Program-1 "Diarrhea and You" and Program-2 "Let's Build Linkage".

Dec. 14 The group finalized the guide in making the video-program.

Dec. 16 Off to barangay Kua for the video shooting. Four video shooting conducted to the prepared material.

- a) With the barangay captain
- b) With the purok leader
- c) With the residents
- d) With the Vice-Mayor

Dec. 17 1) Post production editing for Program-2 (narration, sound effects, background music and video footages)
2) Studio shooting for Program-1 and audio dubbing
3) Presentation of video package for critiquing
4) Preparation for field testing
- guidelines
- questionnaire

The audio-visual media programs which were developed were namely:

- a) Preventing Diarrhea - "Diarrhea and You"
- b) Community participation enhances effective and efficient delivery of services - "Let's Build Linkage"

Dec. 18 The group went back to barangay Kua for field-testing at location.

III. Insights:

Video as a medium in the Literacy Education has been proven as one of the most effective means in conveying needs/problems/issues/concerns. Its effectiveness has been tested and validated by the residents of barangay Kua.

Before going to the field, the group prepared guidelines for the field-testing and came up with a questionnaire for the video programs and the poster produced. The areas of evaluation for the field testing were:

1. Interest of the learners/villagers in the material
2. Relevance of the contents
3. Attractiveness of the poster and booklet in terms of the information given
4. Technical quality of the materials

While preparing the questionnaire, the points for evaluation were always kept in mind. It was decided that the testers should first brief the residents on the questionnaire. The objectives and purpose of the try-out was explained to them. The first video program was shown once to the villagers and they were encouraged to talk freely about it and give

their comments. Later the second video and poster were shown, after which their comments and reactions were elicited by a member of the group who acted as facilitators.

The post-viewing discussions were lively for both programs. Then, the questionnaires were distributed to the residents to accomplish. There were about 40 present, however, only 75% was able to answer the questionnaire. All the questions were answered "yes" for both programs.

The group noted down the remarks and comments of the villagers after the video presentations and when the poster was shown to them.

IV. Results and Recommendations:

The feedbacks from the field test came as follows:

1. The themes are very relevant to the residents' present concerns.
2. The themes are very clear and they are interested to know more about them.
3. The contents of the materials were appropriate to their need. They found it useful to their life.
4. The scenes in the video and the narrative were congruent with information in it.
5. The video programs were found to be very interesting and educational.
6. The technical quality of the video was found to be good. The images as well as the sound were good and clear. The residents agreed that it was well synchronized and attractive.
7. The residents found it easier to learn through video because they could see pictures and hear explanations or narrations at the same time.
8. The residents, found the poster beautiful and very informative. The illustrations or drawings were found to be congruent with the information and message given was clear to all.

The video programs were applauded by the workshop participants and consultants for their visual effects and excellent sound and clarity.

However, cost-benefit concerns were expressed regarding the production and use of video for depressed areas. Others were, of course, of the opinion that even if for them video belongs to the future, the time to prepare for it is NOW!

The video group fully agrees with this and feels very happy to have ventured into something new and different.

Questionnaire for Community Survey

Barangay Kua

Respondent's name: Isabel Sayo,
Barangay Captain

Date Interviewed: December 11, 1991

1) **Family Composition:** Average No. of Children
- 4

Name	Age	Educ. Attain.	Occupation	Monthly Income	Remarks

2) **Problems:** (Please check.)

A. Water Supply

- faucet
- deep well
- open well
- others - specify electric pump

B. Toilet

- flush
- water sealed
- pit
- others - specify Antipolo sysstem

C. Housing

- permanent
- semi-permanent
- temporary
- rented
- owned
- others-specify

D. Furniture/Appliances

- TV
- Betamax
- Refrigerator
- Stove: electric (x) gas (x)
- Sala set
- Other - specify radio

E. Health

Common Diseases: cold
(Enumerate) cough
diarrhea

F. Sanitation

a. Drainage

- open-canal
- blind drainage
- none

b. Garbage Disposal

- garbage pit
- compost pit

- () garbage collected by municipal health unit personnel
- (x) garbage burned
- (x) thrown into the river/stream

c. Economic Source of Income

- () salary
- () business - type:
 - carpentry
 - sari-sari store
 - peddler - bottles
 - factory worker
 - laborer

3) Attitudes:

A. Towards Family Planning

- () method: () Natural
- (x) Artificial pills

B. Towards Child Labor

- () In favor
- (x) Not in favor

C. Towards Delivery of Services

Agency	Service		Satisfied	Not Satisfied	Reasons
	Rendered	Not Rendered			
DOH	x		x		
DSWD		x		x	
DECS	x			x	
DOST	x			x	
DA		x			
DTI		x			
DILG		x			
PNP		x			
NHA	x				
others specify (NGO)	x		x		

D. Towards Education

a. Adults

- (x) interested - What area: literacy
- () not interested

b. Children

- () interested:
 - Levels: () elementary*
 - (x) high school
 - (x) college

- *Support () able
- () willing
- (x) willing but not able
- () able but not willing

E. Towards Participation in Community Projects:

- () participating: () Active (x) Passive
- () not participating:
 - Reasons: dole-outs Community involvement is not maximized because of favoritism and lack of info. dissemination

4) Aspirations:

A. Augment Income

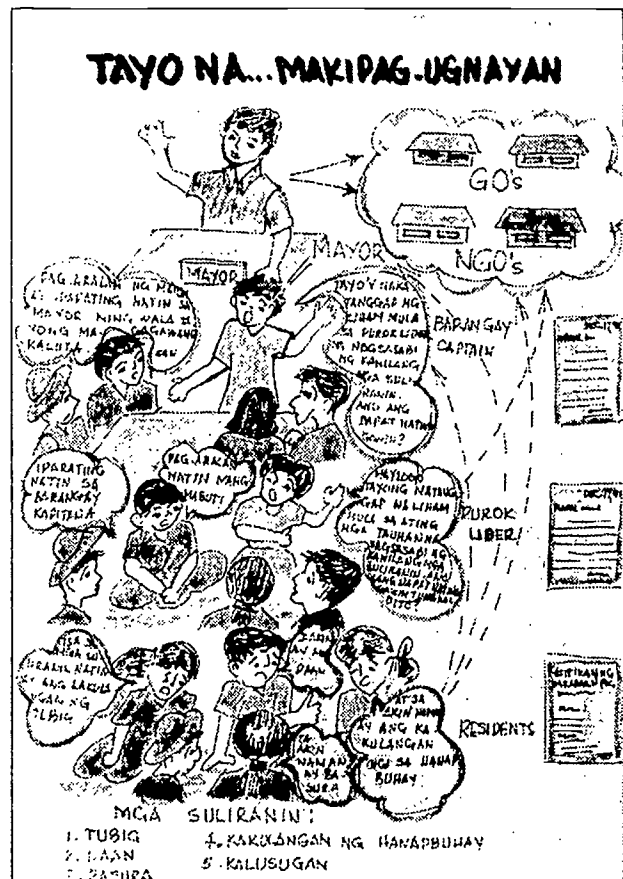
- (x) Yes How: livestock
- () No

B. Level of Education








- () Elementary
- () High School
- (x) College
- () Post-graduate



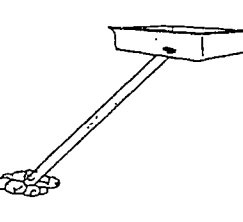

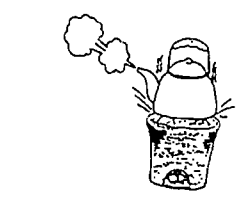

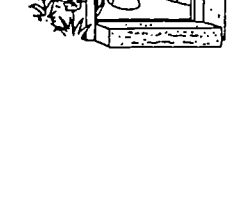

5) Learning Programs

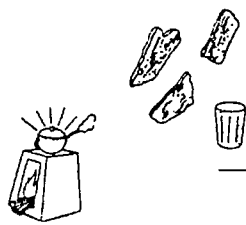
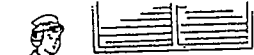
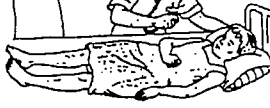
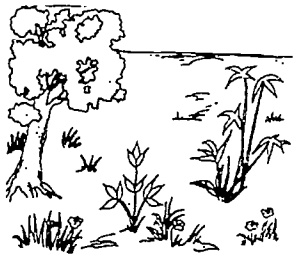




- (x) Literacy
- (x) Livelihood
- () Values



poster for the video programme No.2

Images	Narration
 <p data-bbox="493 210 556 241">Title</p>	<p data-bbox="776 210 1089 241">How to Prevent Diarrhea</p>
 <p data-bbox="493 430 650 567">Picture of a child suffering from stomach trouble</p>	<p data-bbox="776 430 1293 483">"Mother! I can't stand it! I'm really in pain. Please Mother, help me! Oh! Oh!"</p>
 <p data-bbox="493 640 619 703">Child defecating</p>	<p data-bbox="776 640 1411 892">That's the moaning of child suffering from diarrhea. Diarrhea starts from severe stomach-ache, frequent defecating on moving one's bowel. Sometimes a victim defecates 3 or more times a day. Excrement is either watery or soft. A child afflicted with diarrhea is weak, with deep set eyes, dried lips and wrinkled skin. The victim usually loses weight. Diarrhea may be fatal if not attended to immediately.</p>
 <p data-bbox="493 934 619 997">Bacteria/ microbes</p>	<p data-bbox="776 934 1348 997">The microbes which cause diarrhea cannot be seen by the naked eye.</p>
 <p data-bbox="493 1155 650 1270">Uncovered food with a lot of flies on top</p> <p data-bbox="493 1291 713 1333">(Pile of garbage)</p>	<p data-bbox="776 1155 1317 1270">These microbes abound in dirty places like the pile of garbage and open pit toilets. This is because flies love to stay in these places.</p>
 <p data-bbox="493 1375 619 1438">Open-pit toilets</p>	<p data-bbox="776 1375 1387 1543">Microbes cling to their feet. Flies leave the microbes on the food they step on. And if the cooked food are left uncovered then surely microbes will grow on them. Do you know that the greatest friends of microbes are people who do not have good health?</p>
 <p data-bbox="493 1648 666 1785">Man getting drinking water from an uncovered container</p>	<p data-bbox="776 1648 1317 1732">If the containers of drinking water do not have faucets, then the tendency is to dip glasses or cups to get water.</p>

	<p>Child defecating in the yard or in an open field</p>	<p>Poor toilet habits of children is another culprit. This is because children defecate anywhere. When unchecked then flies will have their heyday.</p>
	<p>Stagnant water</p>	<p>Microbes also live in stagnant water. Stagnant water is often found in the yard under the kitchen or near the bathroom. Often times they are found near the pig pen.</p>
	<p>Blind drainage</p>	<p>Microbes are enemies. But like all other enemies, we can fight them off. A blind drainage or an over-flowing canal can be built near the kitchen/bathroom. That way there will be a free flow of used water.</p>
	<p>Woman or child washing fruits and vegetables</p>	<p>Why not wash the fruits that we eat? And the vegetables we eat raw. Washing them will clear them of microbes.</p>
	<p>Mother boiling water in open fire</p>	<p>Boil your drinking water. But be sure the kettle you are using to boil the water is clean. And the water comes from a safe source ---say a spring or an artesian well. Not from the river or open deep well.</p>
	<p>Boy cleaning the toilet</p>	<p>Clean the toilets. The toilets bowl should be left uncovered. Disinfect the toilet regularly.</p>
	<p>Children washing their hands</p>	<p>Washing our hands should be an enjoyable activity. Then wash our hands before eating and after coming from the toilet or after working in the yard, in the house. See that your hands are always clean. If diarrhea could't be avoided or prevented then how do we cope with the emergency?</p>
	<p>Mother boiling rice in a pot</p>	<p>Let your child take the soup out of boiling rice.</p>

	<p>Village health worker demonstrating how to prepare cresol.</p>	<p>The health worker in the village can teach you how to prepare cresol.</p>
	<p>Man gathering herbs Woman boiling the herbs</p>	<p>There are herbal medicine that cure diarrhea. Boiled guava leaves, boiled bark of the black cherry or duhat, boiled leaves of abocado, star apple. Contact the foot doctor for advise. They can best tell how to prepare herbal medicine.</p>
	<p>Father and mother at the Health Center</p>	<p>Of course you got to get professional advise. Don't wait for the child to be dehydrated. Take the child to the nearest health center, community hospital or the doctor.</p>
	<p>Clean surrounding</p>	<p>Let's then take a look at the pictures.</p>
	<p>Mother boiling water</p>	<p>How do we prevent diarrhea?</p>
	<p>Child throwing garbage into a covered pit/can (Blind drainage)</p>	<p>Are you sure you know the way?</p>
	<p>Children washing hands</p>	<p>Remember, an ounce of prevention is better than a pound of cure.</p>
	<p>Picture of a dehydrated child or adult</p>	<p>Prevent diarrhea. You might be the next victim or your child. Sometimes diarrhea is fatal.</p>
	<p>Picture of a family looking up to a picture of a healthy child, mother, father</p>	<p>Remember, the health of your family lies in your hands. You as a parent You as a daughter or a son You as a grandparent</p>

(2) Video Program No.2:
"Let's Build Linkage"

Barangay Kua is a rural village that was formally organized only five years ago. It is a relocation area for farmers, workers in the city, etc, and the help of the local and national government as well as non-governments have taken place in the village to improve the quality of life of the people. However, many problems still remain to be addressed.

In the video, the residents articulate these problems and relate how they try to approach government and non-government agencies. They also demonstrate the value of cooperation and self-reliance.

Visuals and Narration (original in Filipino)

No.	Image	Content
1	A scenery of a rural village	Title: TOYO NA... MAKIPAG-UGNAY
2	Children going to school	This is our barangay
3	Philippine Flag	Here is where our children grow to be a good and health-citizen, so we have go give them the best we can.
4	School	
5	Jeepney passing in a bumpy and dusty road.	However, we have many problems to face.
6	People on the street covering their nose because of the dust.	Our roads are dusty, and bumpy during dry seasons and muddy during rainy seasons.
7	Car passing on the bumpy road	
8	Coaster passing on the bumpy road	
9	Garbage beside the road	Scattered garbage combined with dusty roads have had effects on our health.
10	Garbage on the slope of a stream	
11	Women washing clothes with limited water	Everyday we buy and fetch water from after. We can get free water but it is far so we just buy. Our children fetch water instead of studying their lessons, playing or doing their household chores.
12	Man buying water from a neighbor with faucet	
13	Boy buying water sold by the container	
14	Water provided free by the municipal government	How can we solve these? What shall we do?
15	Water tanks providing water for the whole town	

16	Boy pushing cart to fetch water	
17	Interview with a man asking what they have done to help solve their problem in the community	Man - I helped our barangay captain in following up our barangay resolution to the mayor. We brought it to Malacanang and to DPWH but were referred back to the governor
18	Interview with a resident working as a health worker	Woman - We were told to weight the children to know who are the malnourished one.
19	Interview with the woman with umbrella	Woman - My problem is that I have no documents. I wanted our water facilities system to be turned over to LOWA.
20	Interview with the purok leader	Purok leader - We held raffles, discos to raise funds for our community.
21	Barangay Captain in consultation with the barangay leaders and residents	Woman - We should not lose hope. Someday our problems will be solved.
22	Chickens in the backyard	Are these all we can do?
23	Interview with the barangay captain on how she go about their problems in the barangay.	Barangay Captain- The people in this barangay are working together in solving our problems. All
24	A woman typing a barangay resolution.	
25	Town hall of Gen. Mariano Alvarez, Cavite	If we will unite and work together, we can make a letter asking assistance from the president.
26	Barangay officials and barangay residents going up the stairs of the town hall	These are elected officials in the barangay. They are there to serve the people. We should work together with them to improve our community and ensure a better life.
27	Interview with the vice-mayor	Vice-mayor - In the new local code the barangay will be the one to identify their problems and plan how to solve them.

28	Vice-mayor shaking hands with the barangay officials and residents	In the old local code the mayor decides what is best for the barangay. Now it is the barangay who will be the ones to do it. The new local code is advantageous to the barangay.
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Group Report: (C) Folk Media

Community: Barangay Olaes

The Folk Media Group was assigned to visit Barangay Olaes of General Mariano Alvarez, Cavite to identify its problems or needs through a free observations, interviews and structured questionnaire.

The original plan of the group was to divide it into three sub-groups each of which was to interview ten (10) households but because of bad weather, the management suggested that the interview was to be done in the barangay hall with the barangay officials and women group as interviewees.

Introductory to the interview proper relative to problems and needs of the barangay, the group took turns in inquiring the barangay officials and residents about the barangay profile.

Village Profile:

Name of Village: Olaes, GMA, Cavite
 Distance from poblacion: 1.5 km
 Population: 1,483 (703 males, 780 females)
 No. of Households: 257
 No. of School: (Grade 1-6)
 Major occupation : Construction Workers
 Seasonal occupation: Farmers, Construction workers
 Unemployed: 543
 Area of: 5.7 hectares

Education State:

1. 27 are illiterates
2. ___ persons finished Grades 1-6
3. ___ persons finished first year high school.
4. ___ persons finished 3rd to 4th year H.S.
5. 101 persons finished college and are gainfully employed.

State of Economy: Poor

Reasons: Most of them are not employed.

A. Field Survey

- * Target Audience:
Level II Neo-Literate Women
- * Method used in Researching: N.P. Method
- * Materials prepared before going out for a community survey: Community Survey forms
- * Suggested areas for observations:
 - a) Economics and Income
 - b) Environment
 - b-1 Resources
 - b-2 Electricity
 - b-3 Water
 - c) Transportation facilities
 - d) Health and Sanitation

Guide for Utilization of Video Program No.2

Objective:

- Establish linkages with GOs and NGOs
- a. Identify the agencies that provide the services needed by the community
 - b. Describe how to avail of the services of the different agencies

Target:

Middle level and Self Learning Neo-literates

Application:

1. Instructor shows the video to the learners.
2. After viewing, the instructor asks questions about what the learners have viewed.
3. Using a poster, the instructor then leads the learners in a discussion on how the community can avail of the various services of the different agencies.
4. Discussions should be focused on the importance of community participation in solving problem in the community.



field testing of the video programme

B. Problems Identified

After the field survey, the Folk Media Group was divided into 2 sub-groups. Then, each member listed about eleven major problems of the village on separate slips. The slips were then categorized. Listed below are the priority problems identified by the group.

1. Unemployment

- a. Lack of capital and skills for entrepreneurship

2. Environment

- a. Illegal electric installation or octopus connection
- b. Inadequate water supply
- c. Lack of transportation facilities
- d. Poor roads
- e. Inadequate health facilities

3. Health and Sanitation

- a. Lack of knowledge on nutrition
- b. Lack of Health Education
- c. Inadequate health activities
- d. Lack of information about improved personal and environmental sanitation
- e. Lack of information on Family Planning

4. Education

- a. Need for values education for the development of values such as patience, industry, self-reliance, resourcefulness, cooperation, dignity of labor, credit consciousness
- b. Lack of adequate skills training
- c. Lack of cooperative education

C. Mapping of Problems (N.P. Method)

When the group convened at the conference room, the following procedures were observed:

- 1) The group was re-grouped into 2 sub-groups.
- 2) Each member of the sub-group was given a slip of paper for writing in short sentences the problems/needs observed in the barangay.
- 3) The problems written were classified and categorized as to the areas they belong.
- 4) The categorized problems were pasted on a large Manila paper mapped into small islands.
- 5) A short summary statement and the numbers of slips of paper was written under each island.
- 6) The consolidation of findings in both sub-groups was again posted in another big Manila paper and was further summarized to come up with the following outline already categorized and prioritized based on the number of slips counted under each area.

D. Preparation of Curriculum Grid

Curriculum grids relative to the problems identified and suggested solutions were prepared.

E. Literacy Follow-up Materials Prepared

The table below presents the Literacy Follow-up Materials prepared by Folk Media Group in relation with the priority problem identified at Barangay Olaes, GMA, Cavite.

Problem	Format	No. of Mat Filipino/English	For Both Eng./Fil.	Theme/Title
1) Lack of capital and skills for Entrepreneurship	a) Movie Roll	1	1	*Work More and Earn More*
	b) Script			
	c) Movie Roll (Bony Polytron)		22	
	d) Evaluation	1	1	
2) Lack of entrepreneurship skills and income generating projects	a) Letter from husband to wife	1	1	
	b) Letter from daughter to mother	1	1	
	c) Letter from father to daughter	1	1	
	d) Posters			
Dangerous electrical installation	e) Evaluation Sheets	1	1	2
	a) Poetic debate (script)	1	1	2
	b) Posters	1	1	3
Lack of knowledge of proper nutrition	c) Tape (recorded scripts) for rehearsals)			
	a) Game			1
	- Trellis			30
	- Cut-outs of food			3
	- Tray			

F. Field Testing

Appropriate evaluative instruments were prepared to the field test of the Literacy Follow-up Materials prepared. Each material has its own corresponding evaluation forms.

On December 18, 1991, field testing of materials was done to the 35 Level II Neo-literate clientele who were interviewed during the community survey held in Barangay Olaes, GMA, Cavite on December 11, 1991.

The results of the field test revealed that the materials prepared by the folk Media Group were all relevant to the needs of the clientele and community as a whole.

G. Evaluation and Comments

Movie Roll

The pictures used in the movie roll depicted some gainful occupations that crossed the interest of clientele to engage in business entrepreneurship. The script narrated as each picture was shown was supportive of the material. It enabled the viewer to understand the content of the materials and the message it conveys.

Poetic Debate --- Balagtasan

The poetic debate entitled "Octopus Connection or Legal Installation," was very much acceptable to the clientele. After the live performance of members in the discussion panel, they requested the former to repeat their

performance. The message was easily understood.

The clientele want to have some copies of said Balagtasan or poetic debate for use during their community program on February 1992, for wider dissemination. They hope that more topics would be prepared by the Folk Media Group so as to discuss freely relevant social and economic issues in a poetic way and without hurting others. The suggested topics are the following:

- a. To have capital for business, which is better, "Bank or Usurer."
- b. Which is better, Agricultural Land or Industrial Land?

Letters

The letters were very practical. The clientele liked the messages conveyed because they dealt on proper health habits and plans to start business or get involved in livelihood activities that would augment their income.

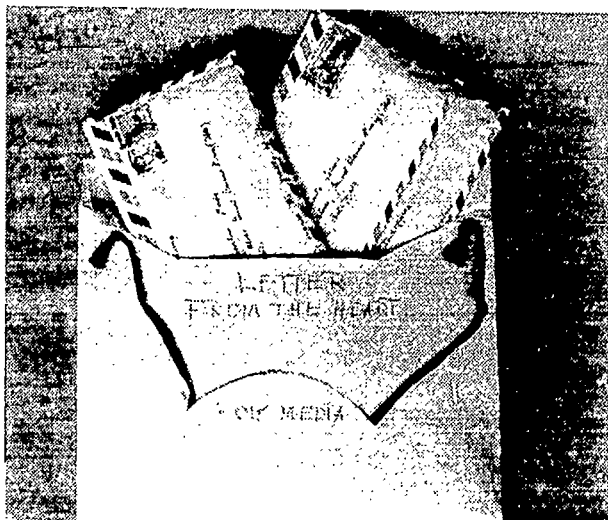
Game "PABITIN"

The game was not only interesting but also educational. It enabled the clientele to identify the 3 food groups namely: Go, Glow and Grow Foods, thus it promoted literacy.

H. Concluding Statements

Based upon the results of the field test of the Literacy Follow-up Materials prepared by the Folk Media Group, it could be said that:

- The materials were acceptable and understandable to the clientele.
- The materials were valid so their immediate reproduction and distribution should be done to give suggested solutions to priority problems if not only the pilot Barangays but also other Barangays in the Philippines as a whole.



Materials Developed by the Folk Media Group

(1) Letters

Letter No.1 — "Letter to Pining"

Background

A father working abroad on a 2-year contract. He writes his wife, Pining regularly. One of his letters is printed. Mang Pedring, is 45 years of age, and a contract worker in Bahrain. He left behind his wife, Pining and three children. His 2-year contract is about to expire. He's coming home. He bares his plan to his family through a letter.

No. 1 - Letter to Pining

Bahrain
December 14, 1991

My Dear Pining,

Greetings from Bahrain! How are you my dear?

My contract expires in two months, then will be home. The days seem endless because I want to be with you and the children.

Your letters tell me that we have saved some amount, enough to put up a small business. How about putting up a small carinderia? Then I'll not come back here. We will always be together.

We can plan the children's future, together. I can understand how hard it was to cope with everyday's problem alone. How I wish I was there when June got sick, during Nene's first day in school and when you gave birth to Ninoy. Those were very trying days for you.

Don't worry I'll make up for all those trying days. We'll plan our future and solve our problems together.

See you then. Give my blessings to the children. My best and love to you all.

Yours,

Peter

Guide for Utilization of Letter No.1

Title: Letter for Pining
(Major Problem - Economic/Income)

Objective:

1. Show how entrepreneurship improve the

- quality of life of the individual, family and community.
- 2. Practice thrift and economy.
- 3. Demonstrate self reliance for community improvement.
- 4. Interpret the messages/ concepts read.
- 5. Demonstrate responsible parenthood.

Target: Rural Mother - Level II and III Neo-illiterate in the Rural Barangays

Materials: Letter and Poster

Application:

1. Read the introductory information about the letter.
2. Ask the clientele to read the whole letter
3. Ask the clientele to read the letter by parts
4. Analyze each part of letter with the aid of comprehensive questions

No. 2 - Letter to Mother

Background

Rosing, 20 years old, is the eldest daughter to Mang Serapio and Aling Mina. After high school, she worked as a housemaid to a well-to-do family in the poblacion. She was very efficient so that after three years of working, the family helped her find a job as a domestic helper in Hongkong. She stayed there for one year. She writes home regularly.

Hongkong
December 14, 1991

Ever dearest Mother,

Greeting from Hongkong! My best and love to all of you.

Christmas is just around the corner so I thought of sending a package with a little something for each of you. I hope they are the things you want for Christmas.

And Mother, you'll soon receive two hundred dollars (\$200) via door to door service. Let's use it as seed capital for a project in 1992.

I remember Kuya Onso's dream of putting up a chicken coop for 45 days chickens. And Tatay wants to raise a sow. But before they go into the project, they must consult with an agriculturist or a veterinarian. Also, they've got to know the marketing process.

Probably, it would be wise to join the village cooperative. That way, you can get chicken and pig feeds on loan. Please ask them to get details of these.

I'll increase the seed capital soon. I will

join the family venture when I come back. I'm confident that our neighbors will follow it and ultimately help Barangay Olaes become a progressive model community.

Till then and may God bless us all.

Your loving daughter,

Rosing

Guide for Utilization of Letter No.2

Objectives:

1. Plan and income generating project.
2. Foster close family ties.
3. Appreciate the value of labor and understanding by:
 - sharing work load to other members of the family
 - Working harmoniously with others;
 - Planning a work schedule to balance work and leisure.

Target: Level II - Neo-literate mothers in the rural Barangay

Materials: Letter and Pictures with Captions

Application:

1. Read the introductory information.
2. Ask one of the clientele to read the letter.
3. Ask the clientele to read the letter by parts silently.
4. Analyze the parts of letter by using illustrated pictures and comprehension questions.

No. 3 - Letter to Neneng

Background

Mang Berting is 35 years old, married and has a daughter named Neneng. He works in Riyadh, Saudi Arabia as a contract worker. Concerned about her daughter who is sick, he sent a letter to Neneng.

Riyadh, Saudi Arabia
December 14, 1991

Dear Neneng,

How is my darling? Your mother said you've been ill. Wish I was there to take care of you. But anyway your mama and your grandpa were there to look after you.

I understand you've still recuperating. Neneng, when you're on that stage you are

susceptible to simple colds. Remember, if the ailment is not attended to then it might lead to complications. So be careful, darling.

We must do something about our immediate environment. It's too unhealthful, unsanitary. It's high time that we learn to take care of our garbage. Unattended garbage serves as come on to communicable diseases.

Haven't you notice that diarrhea and dysentery are very common in our community. This ailments weaken our resistance to diseases. When our body resistance is weakened, respiratory illness develops.

Unhealthful surrounding is not the only seedbed of diseases. The food we eat are often times the culprit. Sometimes we fail to eat or do not like nutritious food. We prefer junk food. Darling, you are one of those who is very choosy about the food you eat. Darling, eating the right kind of food at the right time is one of the direct routes to health. This route branches out to others like consulting health professional, the doctor the nurse, the dentist.

I will be proudest and happiest Papa if I can come home to a brood of super healthy children.

God bless you! Kiss your mother for me.

Your loving father,

Berting

Guide for Utilization of Letter No.3

Objectives:

1. Discuss ways of preventing common respiratory diseases.
2. Practice good health habits.
3. Describe a responsible parent.

Target Clientele:

Level II - Neo-literates, Especially Mother

Materials: Letters & Pictures with captions

Application:

1. Read the introductory information about the letter.
2. Read the whole letter.
3. Read the letter by parts.
4. Analyze each part of the letter with the aid of pictures and comprehension questions.

Evaluation Instrument for Letters

Criteria	No		
	Yes	No	Comment
<u>Format</u>			
1. Is it practical?	—	—	—
2. Is it relevant?	—	—	—
3. Is it interesting?	—	—	—

Content	Very	Satis-	Fair
	Satis-	factory	
factory			
1. Does it consider the need of the clientele?	—	—	—
2. Does it consider knowledge learned previously?	—	—	—
3. Does it appeal to the interest of the clientele?	—	—	—
4. Does it convey a message?	—	—	—
5. Does it convey simple and clear message?	—	—	—
6. Does it develop literacy skill?	—	—	—
7. Does it provide values development?	—	—	—
8. Does it provide continuity?	—	—	—

Application

1. Are the instructions stated simply & clearly?	—	—	—
2. Does it provide varied activities?	—	—	—
3. Does it provide active participation?	—	—	—
- individual participation?	—	—	—
- group participation?	—	—	—
4. Does it develop psychomotor skill?	—	—	—
5. Does it solve the identified problem?	—	—	—

Evaluation

1. Are the objective of the lessons achieved?	—	—	—
2. Does it provide mechanics for evaluation?	—	—	—
3. Does it have feedback mechanism?	—	—	—

General Impression

1. What have you discovered in the learning situation?
2. How did you feel about the learning situation?
3. What do you plan to do now?

(2) Poetic Debate (Balagtasan):
"Octopus Connection or Legal
Installation?"

Background Information about Balagtasan

The Poetic Debate is an interesting Philippine folklore. It is loved by the Filipinos. In this form of literature, relevant social, moral and spiritual issues are being debated in a poetic and dramatic way. These issues include topics about love, politics and values development, which made them very interesting to the listeners. The intelligent and dramatic exchange of ideas or views make the Balagtasan or Poetic Debate very thought-provoking and challenging, not only to participating poets but also to the listening audience. The 3 important participants in the Poetic Debate are Judge or Arbiter and two defenders, protagonist and antagonist.

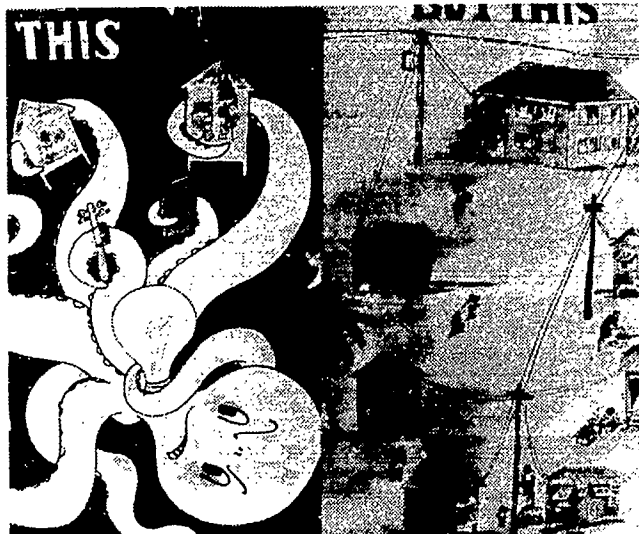
Poetic Debate has been done, long, long time ago in the Philippines. However, it has been popularized by Francisco Balagtas, a native of Bigaa, Bulacan, so it has been named Balagtasan, in honor of him. He became so popular that even his home town, Bigaa, was also changed to Balagtas.

Viewpoint: Octopus Connection or Legal Installation?

Arbiter:

- * With all my heart, my beloved countrymen, I'm greeting you to the best I can. Today we're proud to discuss and present An issue that is timely for our lives improvement.
- * Electric installation is an important invention. Which type would you choose, the right or the wrong? Legal installation or the Octopus connection.

Which of the two would bring progress and peace to future generation?
- * Legal installation will be defended skillfully, By an intelligent lady, Pining Villacorte, From Region Eleven of this beautiful country, Witness as she defends her side very fluently.
- * Octopus connection will be defended at her best, By a participant from Region Two of this beautiful country, Mat Macababdad And as he proves his side, listen please Try to analyze everything he says.
- * Now, the veteran poets are ready to fight, And defend their sides to prove each one is right. Now they're coming, coming up the stage with might, Let's give them first a big, big hand!



"Not This" - poster for Balagtasan - "But This"

Octopus Connection:

Octopus connection is helpful to the people Especially to us, the poorest of the poor. It solves the problem about high cost of power So it should be adopted forever and ever.

Legal Connection:

What's the use of being economical if it's too detrimental, Not only to property but also to man, it is fatal? Legal installation is still the best connection of all I encourage you to use it, please heed my call!

Octopus Connection:

I'm sorry, my friend, but you are mistaken; Octopus connection has been used and safely proven; If it is illegal, why is it tolerated now and then, By the Electric Cooperative in this peaceful haven?

Legal Installation:

Use your head, don't lose it, my brave partner. Don't be an idiot, do research and discover. Find out how Octopus connection poses danger To property and life that we treasure and hold dear.

Octopus Connection:

How could I enjoy life when I am so poor? Like the rich, I also want life that is comfortable! If Octopus connection would be prohibited for sure You're so selfish, you don't like the poor to enjoy!

Legal Installation:

It only shows how poor your mentality is!
You only think of enjoyment, not considering
its consequences!
Don't you know that a Big Fire results when
overloading occurs,
And causes destruction to life and property of
course!

So, if you want to enjoy life, progressive and
good,
Legal connection should be strictly done and
followed,
Evil Octopus connection should never be
allowed,
It's not only illegal but also dangerous.

Octopus Connection:

Octopus connection is not at all dangerous
To consumers who are careful and civic-
conscious!
You are very careless, so you hate Octopus
connection which is cheap and frivolous.

Legal Installation:

Weak defender! You're a liar, an enormous
liar!
Don't deceive the masses, especially the poor
dwellers!
The best thing to do now is to kill you, the
destroyer.
To end up your selfish motives in this land of
beauty and wonder.

Octopus Connection:

No....no long live, long live Octopus
Connection!!
Dead or alive, in this beautiful creation!

Legal Installation:

Dead or alive? You are now confused!
Octopus Connection, you are now lost!
You're losing your track, why do you still
boast?
Legal installation is the winner, the real boss!

Octopus Connection:

Octopus Connection is the winner! The
champion!

Legal Installation:

Legal Installation is the winner!
Not you ... you **Grabber!**

Arbiter:

* **Order! Order!** Stop now your argument!
Both of you think you are right so you'll
never arrive at a common agreement.
Give Pining and Mat a loud applause my
countrymen,
And to you I leave the decision and final
judgment.

* May I also invite your attention, dear
friends
To the posters posted at the back of the
stage.
Analyze them carefully and find out the
message
Conveyed and depicted for much better
judgment.

Guide for Utilization for Balagtasan

Name of materials: Poetic Debate with Posters

Objectives:

1. To develop awareness on the hazards posed
by Octopus Connection, an illegal electric
installation.
2. To express ideas freely thru a poetic debate.
3. To enhance the development of relevant
values such as love, honesty, thrift and
economy, nationalism and wise use of
electricity.

Target : Level II - Neo Literates
(Rural/Sub-Urban OSY/OSA)

Materials : Poetic Debate with Posters

Application:

1. Read the introductory information.
2. Post the posters on the stage before the
presentation.
3. Present the Poetic Debate. Three poets are
involved. They are:
Poet 1 Arbiter or Judge
Poet 2 Defender of Right Electric
Installation
Poet 3 Defender of Octopus Connection
4. User should conduct a post-poetic debate
discussion.
5. Let clientele analyze the message and
content of the poetic debate. Let them give
their judgment or decision.
6. Let clientele describe and analyze the things
depicted in the posters. Then, have them
infer on the hazards posed by Octopus
Connection or faulty electric installation.

**Consolidated Evaluation Sheet for Balagtasan
(with Posters)**

No. of Clientele Field Tested: 35

Criteria for Evaluation	Yes	No
Balagtasan (Poetic Debate)		
A) Format:		
- Is the poetic debate suitable to convey the message?	35	
B) Theme/Content:		
1. Is the message clear to you?	35	
2. Is it interesting/convincing?	35	
3. Is it relevant to the needs of your community?	35	
4. Are positive and negative views discussed fully?	35	
C.) Delivery:		
1. Was the delivery clear and convincing?	34	
D) Selling Point:		
1. Is the Poetic Debate acceptable to you?	35	
2. If your answer to question No.1 is yes, what other topics would you like to be discussed in another poetic debate?		
* Usurer or banker, who is better?		
* Agricultural or industrial land, which do you prefer?		
E) Values Development:		
1. Are you willing to accept the right way of installing electricity? Right payment of electric consumption.	33	
(a) Why? <u>It prevents disaster.</u>		
(b) Why not? <u>We can't afford to install electricity.</u>		
F) Suggestions:		
1. What suggestions can you give to improve the material/poetic debate presented to you? <u>For wider dissemination, provide the brangay with copies of the poetic debate.</u>		
Posters		
A) Format:		
1. Are the posters used helpful in elucidating further the message of the poetic debate?	35	

B) Theme/Content:		
1. Are the posters interesting?	35	
2. Do the illustrations in the posters depict the message conveyed in the poetic debate?	35	
C) Selling Point:		
1. Is it appropriate to use posters to accompany the poetic debate? Why? <u>It makes the poetic debate more understandable.</u>	35	
D. Values Development:		
1. Did you learn a moral lesson from the posters used? Give examples: <u>honesty, disaster prevention, preparedness, concern for others, resourcefulness</u>	35	
E. Suggestions:		
1. What suggestions can you give to improve the posters prepared to support the poetic debate? <u>Posters can be used as backdrop during balagtasan presentation.</u>		

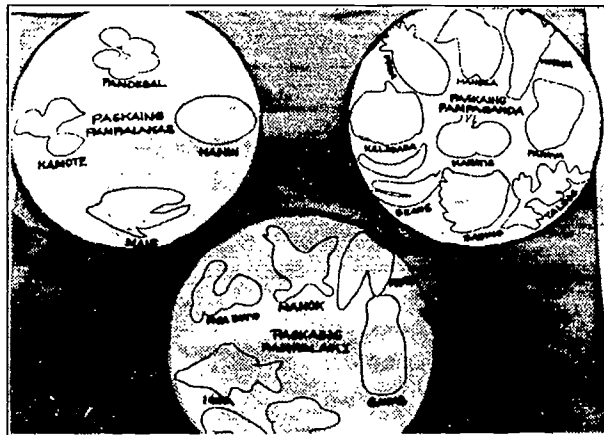
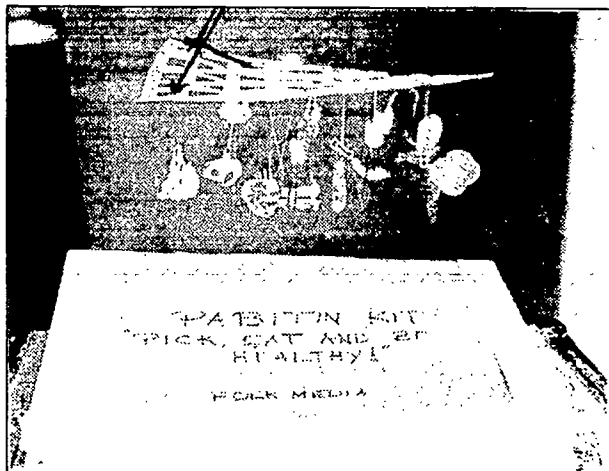
Note: Numbers answer Yes, No column represent the number of respondents.

**(3) Folk Game (Pabitin):
"Pick, Eat and Be Healthy"**

Background Information about Pabitin

"Pabitin" is a Philippine folk game played during celebration. Traditional goodies are hung on a suspended interwoven bamboo strips. During the game, the interwoven bamboo is either lowered or pulled up for the jumping children to grab the goodies they like.





Food Tray No.2

Guide for Utilization of Pabitin

Objectives:

1. To develop awareness on the significance of proper nutrition.
2. To identify foods for a balanced diet.
3. To develop the habit of eating nutritious foods.

Target: Level II neo-literates

Materials: Interwoven cardboard
Colored Food Cutouts
Cardboard Food Trays

Applications:

- (1) Hang each colored food cutout in the suspended interwoven cardboard strips.
- (2) Let each learner pick the food cutouts he/she likes and places them on the food tray No.1. (Tray No.1 has three circles with only the captions for the kinds of nutrients.)
- (3) The teacher observes the food preference of each learner and how he grouped the foods.
- (4) Let the learner place the food cutouts on Food Tray No.2. (The shapes of cutouts are indicated.)
- (5) Comprehension question and discussion follow.



Evaluation Sheet for "Pabitin"

Objective:

Were the objectives realized?
Yes ___ No ___ Uncertain ___

Format:

Is the format interesting?
Yes ___ No ___ Uncertain ___

Is it relevant to the needs of the community?
Yes ___ No ___ Uncertain ___

Is it easy to make?
Yes ___ No ___ Uncertain ___

Color:

Is/are the color(s) used attractive?
Yes ___ No ___ Uncertain ___

Are there varied color used?
Yes ___ No ___ Uncertain ___

Message:

Is the message clear and easily understood?
Yes ___ No ___ Uncertain ___

Does it reflect the needs of the clientele?
Yes ___ No ___ Uncertain ___

Focus:

What literacy skill is being developed?

- ___ Word recognition
- ___ Matching printed word with object form

General Reaction of the Clientele:

(4) Movie Roll: "Work More and Earn More"

Background Information on the Movie Roll

The number one problem in Barangay Olaes, General Mariano Alvarez, (GMA) Cavite, Philippines is on economics and income, particularly on unemployment of women.

The Folk Media group decided to make an instructional material entitled "Work More, Earn More" through movie roll. This movie roll suggests some ways of earning a living in order to improve the quality of life of the people in Barangay Olaes.

The movie roll is an adaptation of the television. Since most of the hinter barangays in the Philippines do not have electricity yet, the movie roll is an appropriate innovation to the rural folks.

Costwise anybody such as the teacher and/or the barangay leader can make the best use of the movie roll in presenting other topics/subject matter with least cost.

The materials needed in the movie roll include a cardboard box (a wooden box) 18 inches long and 16 inches wide more or less

with 2 wider sides opened (1 for the face of the movie roll, 2 plastic tubes or 2 wooden sticks and manila paper pasted lengthwise instead of film. The manila paper is used where the illustrations are drawn. Both ends of the manila paper are pasted over the 2 plastic tubes to facilitate presentation of all frames. As the upper tube is rolled the frames are presented in series with the corresponding narration.



**Script for Movie Roll
"Work More and Earn More"**

Aling Maring and Mang Bibo had nine children. They used to live in Ortigas Avenu, Metro Manila. Five years ago, they were relocated at Bagong Silang, Novaliches, Quezon City.

Unfortunately, Mang Bibo died in a vehicular accident. Aling Maring was helpless. Four of her children got married, yet they depended upon her for their daily needs. How then could she provide for their basic needs of her family?



While there is life, there is hope! Only then, Aling Maring remembered the skills training in dressmaking and gardening she gained in one of the NFE classes she attended. She used her initiative in putting up a small business at home.

She had scraps of cloth (tinabas). She made these into pot-holders, doormats, floormops, multi-colored pillowcases and bed covers.



She sold these finished products during market days in the town (poblacion). Little by little, Aling Maring earned money for family. But she was not contented with this. She wanted to make wise use of her leisure hours.



She collected used plastic food wrappers, plastic containers and empty cans and filled them with soil.



In it, she germinated tree seedlings and flowering plants.

She sold these growing plants also and she deposited some of her earnings in the bank.



One day, Lina, one of Aling Marings married children, visited her.

Lina was surprised to see the growing business of her mother. When Lina went home, she decided to put up a small business of her own, having attended entrepreneurship course organized by the Department of Labor and Employment.



She put up a stand of magazines, comics and other reading materials for rent. She had a good start! Now, she is already selling a variety of reading materials including books and other educational supplies.

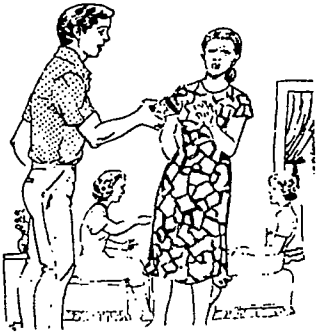


Ricky, the eldest son of Aling Maring had three children. One of his children got sick of acute bronchitis. He did not know what to do. He had no money at all. So, he ran to his mother for help.

DBP



Immediately after she heard about her grandson's problem, Aling Maring withdrew P5,000 from DBP and gave the money to her son. Ricky was very thankful. He rushed his dying son to the hospital.

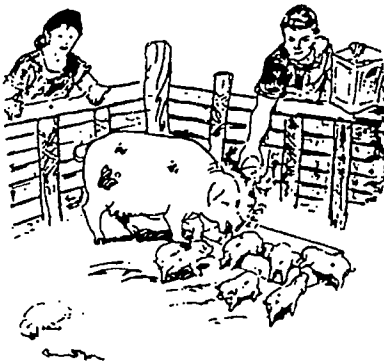


When her son got well, Ricky and his family visited Aling Maring.

Ricky : "Thank you very much, Mother, for your help. I am returning the extra amount of P2,000"

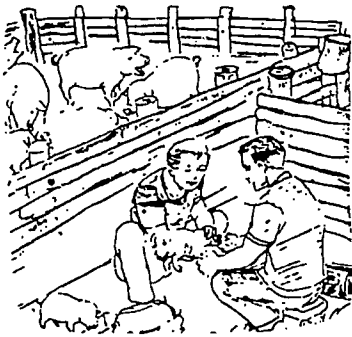
Mother: "How I pity you, son. I am giving you back this money. Use this to start a new business.

Ricky : Yes! Yes! We are very much grateful.



Ricky was a second year college dropout in agriculture. His family decided to buy a breeder sow.

The mother pig gave birth to eight piglets but two piglets died.



Ricky sought the help of the municipal veterinarian. In spite of Ricky's problem on getting enough feeds for the pigs, slowly, this project became a success. This is now a big piggery project at home.

Ricky was not contented with the piggery project.



He put up also a small poultry house. This time, he sought the help of his jobless brother, Jose, in managing the project.



This poultry project is still having problems such as lack of feeds and death of 10 chicks. But Ricky is sure that the number of deaths of the chicks can be decreased with the help of the veterinarian.



This time, all the married children of Aling Maring had income-generating projects.



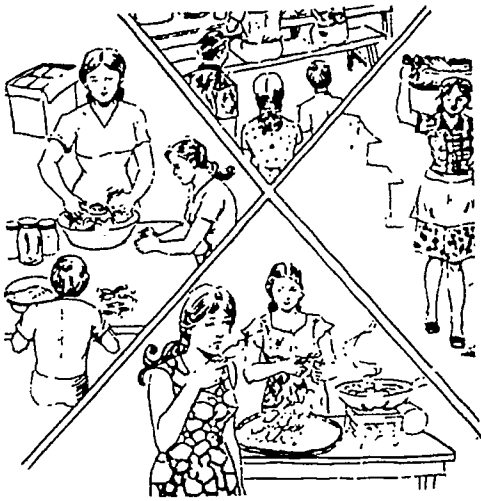
This encouraged Elisa, her disabled daughter to attend an NFE skills training on stuffed-toy-making. She made stuffed puppies, dolls, teddy bears, rabbits and birds.



How lovely they are! People buy them for their children.



As a result of self-reliance, industry and resourcefulness of Aling Maring and her extended families, life for them became comfortable and secured.

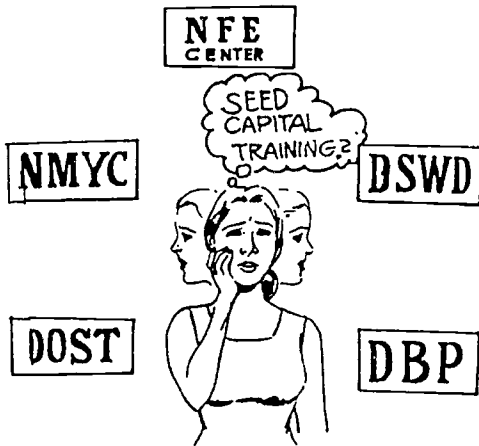


How about you? What are your plans to improve the quality of your life? Which of these livelihood activities would you like to try aside from the income-generating projects Aling Maring and her family members engaged in?

(Note: Show pictures/frames)

- A. Left - Preserving food, preparing pickles and candies
- Top - Putting up fast food stall
- Right - Vending Vegetables
- Bottom - Selling banana cue

- B. Upper left - buying empty bottles and junks
- Upper right - tending a fruit stall
- Lower left - recycling grass, coconut husks, shells, old stockings into figures and decorative materials
- Lower right - vending cooked food in the office



When you have selected one income-generating project, you can seek help from any of the following offices or persons:

(last frame)

NFE Center
 Municipal Mayor
 Tahanan Foundation
 Government offices in the town:

DA: Department of Agriculture
 DSWD: Dept. of Social Welfare Development
 DDLE: Department of Labor & Employment
 NMYC: National Manpower and Youth Council
 DBP: Development Bank of the Philippines
 DST: Department of Science and Technology
 DTI: Department of Trade and Industry

Work more, earn more! There are resources around you! Start a small business now! In your hands lay the progress and happiness of your family and barangay! Do it now!

Guide for Utilization of Movie Roll

Objectives:

1. To get acquainted with the various ways of earning a living through small scale business.
2. To realize the importance of engaging in small scale business as means of augmenting income.
3. To recognize words, phrases and sentence in captions/labels of pictures
4. To comprehend/understand stories heard/told.
5. To solve one-two step problems involving money up to P20,000.00

Target:

Levels II and III neo-literate particularly women

Application:

1. The narrator shows the movie roll to the learners. She starts with the background story of Aling Maring with nine children who became a widow at an early age depicted in Picture No.1.
2. As she goes on to the succeeding pictures she continues her narration describing each frame with interest and filled with emotion.
3. She ends the story with the challenging remarks of whether or not the learners shall be able to put up one or more of the ways of earning a living as presented.
4. Questions are asked to get reactions and to know if the clientele understood the story and the illustrations.
5. Feedbacks are welcomed regarding steps on how to secure assistance from lending institutions.
6. If time permits, the clientele may be asked to read caption of each frame and discuss the possibility/practicality of applying the message in each frame in the locality.

Evaluation Sheet for the Movie Roll

Name: _____ Age: ___ Sex: ___

Occupation: _____

Educational Background: Level III

- 2nd year H.S.

1. Theme/Title

- a) Relevant to your situation?
() Yes () No () not sure
- b) Is message clear to you?
() Yes () No () not sure
- c) Do you want to learn more about income generating activities?
() Yes () No () not sure

2. Content/Subject Matter

- a) Useful to your life?
() Yes () No () not sure
- b) Moral lessons learned?
() Yes () No () not sure
- c) Relevant to present situation?
() Yes () No () not sure
- d) Information congruent to objective?
() Yes () No () not sure

3. Language

- a) Vocabulary
() easy () difficult () not so difficult
- b) Statement
() short () removable () not so difficult

4. Manner of presentation

- a) Format () suitable () not suitable
 - b) Illustrations
- Attractive? () Yes () No () not sure
- Images clear? () Yes () No () not sure
- Congruent to information?
() Yes () No () not sure
- Acceptable to you?
() Yes () No () not sure
 - c) Are the scenes and narrations:
- congruent? () Yes () No () not sure
- clear? () Yes () No () not sure
- have enough information on the theme?
() Yes () No () not sure
 - d) Are the letters/labels readable?
() Yes () No () not sure
5. Is the information useful and practical value to you and to your community?
() Yes () No () not sure
 6. Do you intend to follow the information of the movie roll?
() willingly () unwillingly
 7. If you are willing, give reasons why?
 8. Do you want to see another movie roll?
() Yes () No
On what topic/theme?

Annex & Appendix

SCHEDULE OF ACTIVITIES

9 December, 1991, Monday

8:00- 9:00 Registration
 9:00-10:00 Opening Programme
 10:00-10:30 - Snack
 10:30-10:45 Presentation of Participants
 (Mr. Lauro G. Bautista)
 11:30-12:00 Activities to Achieve the
 Objectives
 (Mr. Shinji Tajima)
 12:00-13:30 - Lunch
 13:30-13:45 Team Building
 (Ms. Aida P. Hinlo)
 13:45-14:00 Organizing Ourselves
 14:00-15:00 The ACCU and AJP Materials
 (Mr. Shinji Tajima)
 15:00-15:30 Snack
 15:30-18:30 Sharing of Experiences/
 Problems Related to Literacy
 Materials Development

10 December, Tuesday

8:00- 8:10 Starting The Day Right
 8:10-10:30 Planning, Designing and
 Illustrating Materials
 (Mr. Kang Woo-Hyun)
 10:30-12:00 Open Forum
 Audio Visual Media and Video
 Production
 (Mr. Merza Abbas)
 12:00-13:30 Open Forum
 - Lunch
 13:30-14:00 Folk Media and How to Use It
 (Mr. Shinji Tajima)
 14:00-14:15 Orientation on Community
 Survey
 (Ms. Adah Villaflor)
 14:15-15:30 Preparation of Survey
 Instruments
 (Dr. Magdalena E. Dugenia)
 15:30-16:00 - Snack
 16:00-17:30 Group Work Preparation of
 Survey Instruments
 17:30-20:30 Socialization and Dinner
 20:30-21:00 Grouping Ourselves for the
 Community Survey

11 December, Wednesday

6:30-17:00 Off to Cavite for the
 Community Survey
 17:00-19:00 Getting Ready for the
 Acquaintance Dinner
 19:00-21:00 Dinner and Entertainment hosted
 by ACCU

12 December, Thursday

8:00- 8:10 Starting The Day Right
 8:10- 9:30 ATLP in Developing Literacy
 Materials and Continuing
 Education
 (Dr. Estela Ll. Garcia)

9:30-10:30 Analyzing the Results of the
 Community Survey Method (NP
 Method)
 (Mr. Shinji Tajima)
 10:30-10:45 - Snacks
 10:45-12:00 Group Work
 12:00-13:30 - Lunch
 13:30-15:00 Continuation of Group Work and
 Preparation of the Content
 Curriculum
 15:00-15:30 - Snacks
 15:30-16:30 Group Work
 16:30-18:00 Plenary Session: Presentation of
 Group Output

13 December, Friday

8:00- 8:10 Starting The Day Right
 8:10-10:30 Planning the Format for the
 Literacy Materials
 (Ms. Lourdes A. Arellano)
 10:30-10:45 - Snacks
 10:45-12:00 Group Work on the Development
 of Materials
 12:00-13:30 - Lunch
 13:30-15:00 Working with Resource Persons
 on the Development of Follow-
 up Literacy Materials
 13:00-15:30 - Snacks
 13:30-18:00 Continuation of Group Work
 18:00-19:00 - Dinner
 17:00-21:00 Continuation of Group Work

14 December, Saturday

8:00- 8:10 Starting The Day Right
 8:10-10:00 Working with Resource
 Persons/Consultants and
 Illustrator
 10:00-10:30 - Snacks
 10:30-12:00 Continue Group Work
 12:00-13:30 - Lunch
 13:30-15:00 Continue Group Work
 15:00-15:30 - Snacks
 15:30-18:00 Group Work
 18:00-19:00 - Dinner

15 December, Sunday

FREE DAY

16 December, Monday

8:00- 8:10 Starting The Day Right
 8:10-10:00 Revision/Finalization of Literacy
 Materials-Based on Feedback
 from Group Critiquing in
 Consultation with Resource
 Persons/Consultants and
 Illustrators
 10:00-10:30 - Snacks
 10:30-12:00 Continue working on the
 Finalization

12:00-13:00 - Lunch
 13:00-18:00 Continue Group Work
 18:00-19:00 - Dinner
 19:00-21:00 Continue Group Work

18:00-19:00 Dinner
 19:00-21:00 Plenary Session ---
 Presentation of developed materials

Note: Group on Electronic Media went on Location Shooting from 8:00-19:00.

17 December, Tuesday

8:00- 8:10 Starting The Day Right
 8:10-10:00 Continue Group Work
 10:00-10:30 - Snacks
 10:30-12:00 Packaging The Output for Developmental Testing
 *Xerox - Print Materials
 *Recording/Production of Electronic Media Materials
 12:00-13:00 - Lunch
 13:00-14:00 Preparation of Instruments for Developmental Testing
 (Mr. Shinji Tajima)
 14:00-16:00 Group Work - Development and Printing of Instruments for Field-testing of Follow-up Literacy Materials
 16:00-16:30 - Snacks
 16:30-17:00 Guidelines for Developmental Testing
 (Mr. Lauro G. Bautista)
 *Time for Departure
 *Role of each group member
 *Preparing the clientele for field-testing the materials
 17:00-18:00 Group Work - Final Check of Literacy Materials for Developmental Testing

18 December, Wednesday

6:00-15:00 Field Testing of Follow-up Literacy Material
 12:00-13:30 - Lunch
 16:00-18:00 Analysis of results of field-testing and revision of materials
 - Dinner
 18:00-19:00 Reports on the results of field-testing
 19:00-20:00 Planning for Follow-up Activities
 (Mr. Lauro G. Bautista)

19 December, Thursday

8:00- 8:10 Starting The Day Right
 8:10-10:00 Plenary Sessions
 Presentation of Plans for Follow-up Activities
 - Snacks
 10:00-10:30 Evaluation of the Workshop
 10:30-12:00 - Lunch
 12:00-13:30 Wrapping Up -
 (Mr. Lauro G. Bautista)
 (Mr. Shinji Tajima)
 13:30-15:00 Getting Ready for the Closing Program
 15:00-15:30 Closing Program
 15:30-17:00

LIST OF PARTICIPANTS

1. Percival C. Mabanta
 Educ. Supv., IIDECS-CAR,
 Teachers Camp, Baguio City
2. Josephine A. Flores
 Educ. Superv. II, DECS-CAR,
 Teachers Camp, Baguio City
3. Lani N. Zulueta
 Soc. Dev. Coord. JVOF, Baguio City
4. Adelaida G. Distor
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5. Emilia B. Cruz
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 Educ. Media Specialist
 SEAMEO-INNOTECH, Diliman,
 Quezon City
7. Preciosa Soliven
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9. Mateo S. Macababbad
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10. Rosalinda P. Saquing
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Director, Curr. Dev't., SCLL, (Tarlac
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14. Rosalinda M. Mendoza
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Department Head (Social Studies) Sch.
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20. Corazon Polohan
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22. Lynie O Auman
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Asso. Prof. - Functional Literacy
Trainer for Student Volunteers
Chief-NFED, Leyte State College
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Educ. Supervisor I-NFE
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33. Jacinto R. Paco
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LIST OF RESOURCE PERSONS, ORGANIZERS & SECRETARIAT

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Mr. Lyu Hong-Jun
Musician, Audio Specialist (China)
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Director III, OIC, BNFE, DECS

Mr. Lauro G. Bautista
BNFE, DECS

Dr. Magdalena E. Dugenia
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Ms. Lourdes A. Arellano
BNFE, DECS

ACCU

Mr. Tadashi Inumaru
Director General, ACCU

Mr. Shinji Tajima
Chief, Literacy & Book Development Section

Mr. Shigeru Aoyagi
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Ms. Taeko Kurokawa
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Mr. Choi Lee Dong (Republic of Korea)

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Mr. Bert Escolastico
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Secretary, SEAMEO-INNOTECH

Mr. Rogelio Hilario
Staff, SEAMEO-INNOTECH

OPENING ADDRESS

Honorable Erlinda C. Pefianco
Undersecretary, Department of Education, Culture & Sports, Philippines

It pleases me to be with you on this occasion on the National Workshop on the Development of Literacy Follow-up Materials in the Philippines. May I extend my congratulations to each of you for having come in this educational endeavor to share your expertise and further enrich your experiences through collaborative effort in the pursuance of our goal in nonformal education. This is a worthwhile undertaking designed to help our target clientele, the out-of-school youth and adults become literate, productive and effective citizens through the varied media of communication that we will prepare for them.

We acknowledge with appreciation the involvement of international consultants of the Asian Cultural Centre for Unesco based in Tokyo, Japan headed by the following officials: Mr. Tadashi Inumaru, Director-General, ACCU; Mr. T.M. Sakya, Educational Adviser, Unesco PROAP; Mr. Shinji Tajima, Chief, Literacy and Book Development Division, ACCU; Ms. Taeko Kurokawa, ACCU; Mr. Shigeru Aoyagi, ACCU; Mr. Merza Abbas, Malaysia; Mr. Kang Woo-Hyun, Republic of Korea; and Mr. Lyu Hong-Jun, China. They will work with our local consultants headed by Dr. Remigio P. Romulo, Dr. Estela L. Garcia and Mr. Lauro G. Bautista. Dr. Minda C. Sutaria, the INNOTECH Director, is also here to help us in providing the needed facilities for the workshop.

The government led by the Department of Education, Culture and Sports together with other government and non-government agencies are intensifying efforts towards the eradication of illiteracy by the year 2000. This is in line with Unesco's Project APPEAL, the symbolic acronym for Asia-Pacific Program of Education for All which has the following components: eradication of illiteracy, universalization of primary education, provision of continuing education for development and early childhood development program.

The target clientele are not only the illiterates who do not know how to read and write but also the neo-literates who have acquired basic literacy skills but may revert to illiteracy if they will not continue using the skills they have learned. According to some research studies, 33% of grade 4 graduates who dropped out from school revert to illiteracy after 3 years if there were no reading materials to read.

Neo-literates do not read and write if they do not recognize the benefit from reading and

writing. To address this need, we should provide them the opportunity to practice their literacy skills wherein they also learn useful knowledge and skills needed to improve quality life. This is through provision of an integrated nonformal/continuing education program geared to the needs of out-of-school youth and adults including illiterates, neo-literates and literates.

It is imperative that the literacy materials that will be developed should be suited to the interest and needs of our target population. It is through the observance of this principle together with a functional content that we can be assured of the usefulness of learning materials.

Values development should be integrated in the development of literacy materials. Desirable values like faith in God, love of country and fellowmen, unity and peace, industry, economy, responsible parenthood, honesty, social concern, self-discipline, and the dignity of the human person as a whole should be given due focus.

Environmental education should also find a place in the literacy materials that you will develop. The thinning of the ozone layer of the atmosphere which may cause catastrophe in the future and the recent calamities happening around are traceable to the destruction of our forest resources. Ecological balance is indispensable for our survival.

It is believed that through your expertise as writers and NFE implementors, you can do this through the literacy materials designed for the disadvantaged sector.

It is hoped that through your commitment and dedication for work, we will be able to attain the objectives of this workshop as contained in DECS Memorandum No. 220, s. 1991.

Thank you very much and we look forward for a successful and productive training program.

* Delivered by Dr. Remigio P. Romulo at the Opening Program of the National Workshop on the Development of Literacy Follow-up Materials in the Philippines, December, 1991, SEAMEO-INNOTECH, Quezon City.

ADDRESS

Tadashi Inumaru
Director General
Asian Cultural Centre for UNESCO (ACCU)

Honourable consultants,
Distinguished participants,
Ladies and gentlemen,

It is indeed a great pleasure for me to say a few words of greeting, on behalf of the Asian Cultural Centre for Unesco, on the occasion of the opening of the National Workshop on the Development of Literacy Follow-up Materials in the Philippines.

First of all, I should like to express my hearty appreciation to the members of the Bureau of Nonformal Education, Department of Education, Culture and Sports, for their excellent cooperation in jointly organizing this important workshop to develop effective literacy materials.

As you know well, last year was designated as the International Literacy Year by the United Nations. Through various literacy programs conducted in relation to ILY and Asia-Pacific Programme of Education for All (APPEAL) in respective countries, social concern for literacy education has increased greatly. But this is only the beginning of our goal to achieve universal literacy in the world by the year 2000. Unfortunately literacy education is not the top concern in many societies and there are so many people who are deprived of their opportunities to education in rural and urban areas.

Literacy skills, or education is indispensable for every person in the present society. It is important not only to the life of the individual but also for the social, cultural and economic development of a country. Furthermore, I should say that these practical needs are not the only reason for the importance of literacy. It also stems from the philosophy of "equal opportunity of education." In this regard, I highly appreciate the significance of this workshop.

The Asian Cultural Centre for Unesco, known as ACCU, has been contributing to the development of literacy, book development and culture in Asia and the Pacific in line with Unesco's principles. In the field of literacy, ACCU started in 1981 a new program which aims at developing materials for neo-literates and training of personnel to do that, since many people who have acquired basic knowledge in reading and writing may easily relapse into illiteracy due to lack of reading materials.

The literacy program consists of three major projects. The first one is joint production of

prototype materials for neo-literates in cooperation with experts from participating countries in the region and Unesco PROAP which is called AJP materials. The prototype materials are adapted with necessary modification to suit local needs and situation and translated into local languages. These national versions are effectively utilized in the participating countries. I am happy to learn that some of these AJP materials, including five booklets, four posters and one game, have already been produced in Filipino and other local languages in the Philippines.

The second project is the regional workshop on the preparation of literacy follow-up materials in Asia and the Pacific which aims at providing participants from the Member States in the region with training and experience in developing new materials for neo-literates. ACCU has organized the workshop annually since 1983 and already nine workshops in eight countries have been organized.

The third project is related to the current workshop which starts today. In order to provide training experience for more literacy personnel in respective countries, ACCU started in 1986 a program of sending an internationally recruited mobile team of experts to support national workshops organized by respective countries to meet local needs.

I understand that all of you are engaged in literacy programs in various places in all over the Philippines and are actively working for less privileged population. In this workshop, you will learn how to develop neo-literacy materials based on the needs of the rural people and also the curriculums for that by identifying and analyzing their needs and problems. Materials you are going to develop in this workshop are expected to be most innovative and creative with a lot of new ideas. Your experience and the materials developed will be important not only for the promotion of literacy education in the Philippines but also will give much impact on the material development of other countries especially in Asia/Pacific region. I hope this workshop will be most successful through active participation of the participants with excellent guidance of consultants.

My profound gratitude must go to consultants Mr. Merza Abbas of University of Science, Malaysia, Mr. Kang Woo-Hyun from Cross Cultural Centre for Asia, Republic of Korea and Mr. Lyu Hong-Jun, eminent musician from China for their kind co-operation as resource persons.

It is our great pleasure and honor to work for this National Workshop in the Philippines in cooperation with the Bureau of Nonformal Education, Department of Education, Culture and Sports, Philippines, under the leadership of Dr. Estela Ll. Garcia. On behalf of ACCU, Mr. Tajima, Chief of Book and Literacy Development Section of ACCU, Ms. Kurokawa and Mr. Aoyagi will stay here to make every possible effort to

ensure the success of this workshop. They are always at your service.

It would be a great pleasure for us if we could get acquainted with many people in the Philippines so that our friendship would be further strengthened on the occasion of this precious opportunity.

Thank you very much and Salamat Po.

A Synthesis of the National Workshop on the Development of Literacy Follow-up Materials in the Philippines

Lauro G. Bautista
Chief, SDD, BNFE, DECS, Philippines

The world, the Asia Pacific Region, the Philippines and all of us gathered here, recognize illiteracy as a global problem. And in support to the literacy programmes of EFA and APPEAL, we, as a group, put all efforts to help minimize if not totally eradicate illiteracy among the adults and out-of-school populations.

One great effort we undertake is the development of neo-literacy materials for the clientele. This 10-day national workshop partially responds to the need for things to use for effective and productive learning.

The national workshop we have just undertaken spells success, success in terms of attainment of objectives, the quality of consultants/resource persons and the camaraderie of the participants and management staff in work.

The planning phase of the activity, through laden with constraints of time and financial resources, was carried out satisfactorily through participatory undertakings. The implementation phase was in a systematic way, starting with orientation, team-building, surfacing of expectations, organization and the sharing of experiences and problems. Other activities has been flexibly carried through in the succeeding sessions.

Academic and technical presentations on the ACCU and AJP materials, Planning and Designing materials, audio visual and folk media and the ATLP provided inputs and guiding principles for the participants from the different regions of the country to come up with expected outputs.

The materials development process followed a system tried out and adopted by the education community. Starting with a needs assessment through a community visit, the participants with the aid of the resource persons/consultants embarked on the next steps which are as follows: preparation for the development of follow-up teaching materials with sub-activities, actual materials development, field testing and revision.

Amidst the big phases of materials development, discussions, presentations and critiquing kept all things in focus. And in the process, the democratic way prevailed.

We are about to close, and I would like to wrap in line with Christmas season all the beautiful happenings here to serve as a lasting gift for you all to be remembered. Rest assured that you will be given the printed reports by ACCU complete with annexes and pictorials.

19 December 1991

