

EGR Program Design & Implementation: Best Practices and
Resources for Success

CIES
2018

Webinar 2: Handout 15

Managing the writing process in 11 languages:
Planning for quality and efficiency

Emily Miksic

*Technical Advisor, G3E
FHI 360*



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THE SCIENCE OF IMPROVING LIVES

From a team of 5 to 120 in one year – how to scale materials development

Dagbani Prototype

Team	Produced
<ul style="list-style-type: none">• 1 SIL expert / mgr.• 4 Dagbani writers• 1 illustrator	<ul style="list-style-type: none">• 1 teachers guide, scripted lessons 1-45• 1 pupil book (b&w)

From a team of 5 to 120 in one year – how to scale materials development

Scaled program – 11 languages

Team

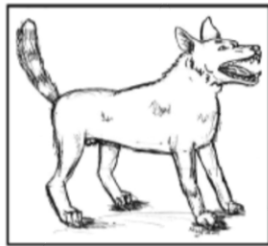
- **6 SIL + 2 local experts / mgr.**
- **70 writers**
- **9 writing assistants**
- **4 typists**
- **12 illustrators**
- **12 graphic designers**

Produced

- **44 teachers guides (KG2 & P1)**
- **22 pupil books (P1)**
- **22 pupil take home books (P1)**
- **22 sets of flashcards (KG2 & P1)**
- **22 alphabet friezes (2/language)**
- **44 (revised) big books and poster chart books – conversational (KG2)**

Prototype – Dagbani P1 pupil book example page

30



Baa Taaya

Danaa no Baba baa. Koi!
Baa maa kuuna.
Ka Danaa to tia.

National scale - Kasem P1 pupil book example page

Kasem - Lesson 51



ken kaao
kenkaao

see ne
seene

kam bia
kambia

laa re
laare

Lira kenkaao

Kameomeo ne lira kenkaao o kambia ne.
O maa kaase, Eee! Kenkaao mo to a kambia ne.
Ko maa ta ne, ye go ne se a ta taane a bere-m.
N na yage ne n na sabu.
Kameomeo maa yage ko ye o seene o na sabu.

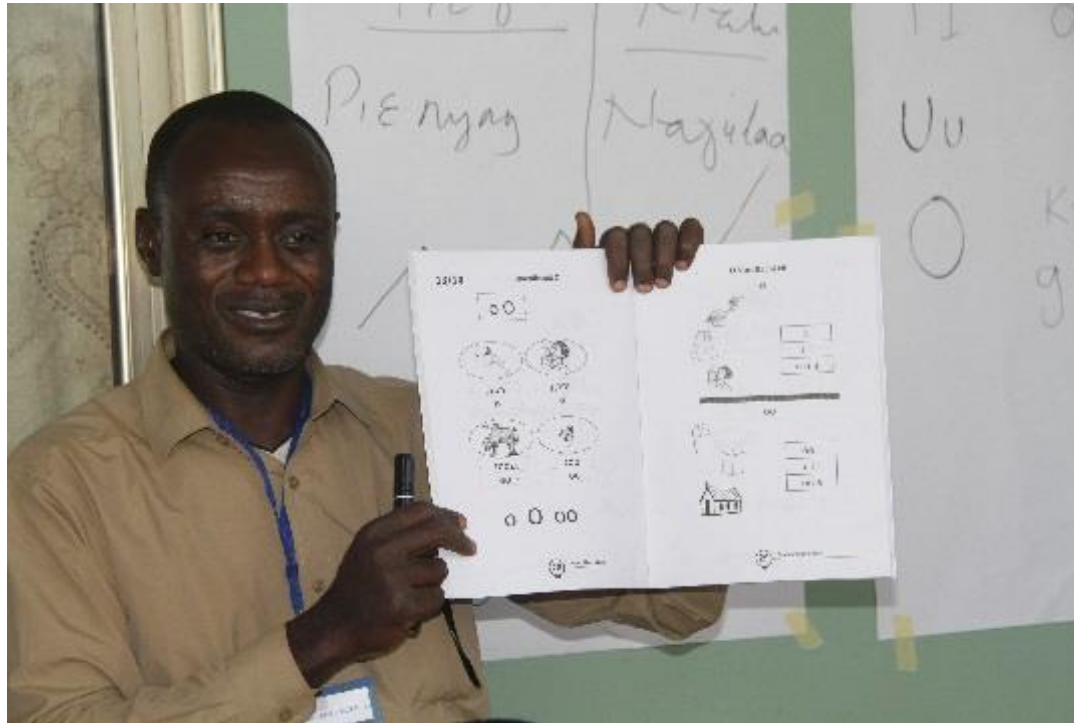
Institutional involvement in material development workshops



Writers workshop included:

- GES (national & regional)
- Colleges of Education
- Universities
- Language Specialists
- Educators

...



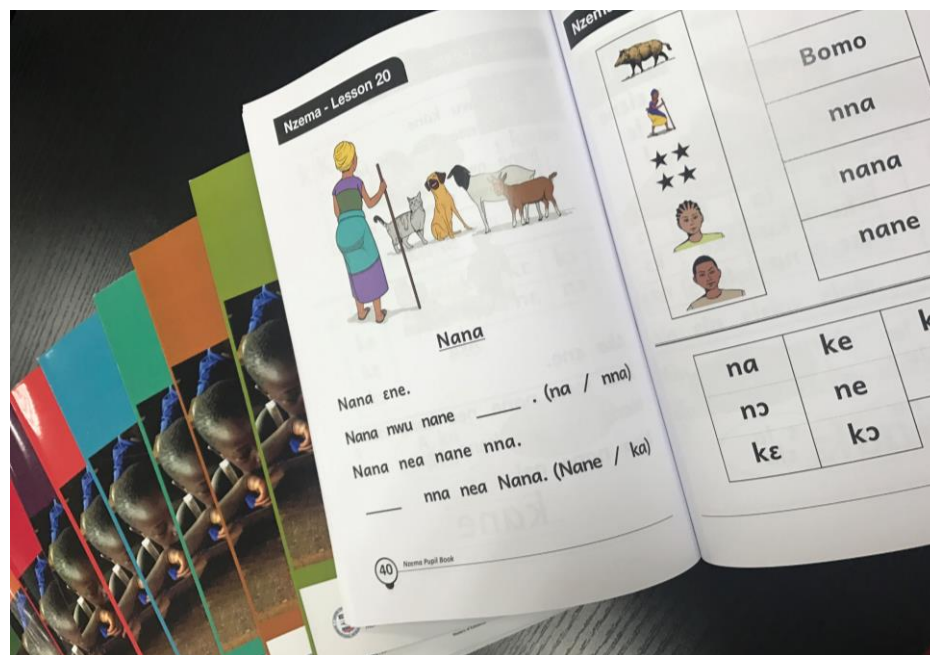
Workshop 1

Dagbani Prototype

P1 : Term 1 Material Development

Dagbani Prototype

- Intended as a proof of concept (prototype) for scaled program
- Discoveries along the way
 - Strong talent in country – linguistics & writing
 - Flexibility required for linguistic anomalies in terms of content & scope and sequence
 - Technology was a limiting factor
 - Quality was uneven, despite the small group



Workshop 2

11 Language Scale-up

P1 & KG 2 : Term 1 Material Development

Scale up: 11 languages

- FHI 360 & Ghanaian MoE – established model, processes, had oversight
- SIL – expert team leads: linguistics, children’s writing, team management skills
- GILLBT – administrative & logistical mgmt., as well as talent recruitment
 - Recruitment – lang. & education networks
 - Infrastructure – allowed close coordination
 - Surge support – typing, printing, etc.

Scale up: 11 languages

KG2		P1	
Orientation			
		Pupil book writing	• 44 writers
		Editing	
Teachers guide writing	• 22 writers	Teachers guide writing	• 22 writers
Editing		Editing	
Supplementary mats.		Supplementary mats.	

Post-workshop reflections :

Survey results

- Positive
 - Orientation was highly appreciated & wanted more
 - Technology was viewed as very important for quality control
- Improvements requested
 - Timing of student book & teacher guide change - request to do these products side-by-side
 - Linguistic challenges could not all be unearthed in advance
 - Editing needs more attention earlier in the process



Workshop 3

11 Language Scale-up

P1 & KG 2 : Term 2 & 3 Material Development

Management & Technical Preparations

— Quality

- Linguist analysis expansion
- Additional content guidance & examples
- Formal peer review added (1 day each week)
- Admin. support to team lead (run Primer Pro, type...)

— Efficiency & Communication

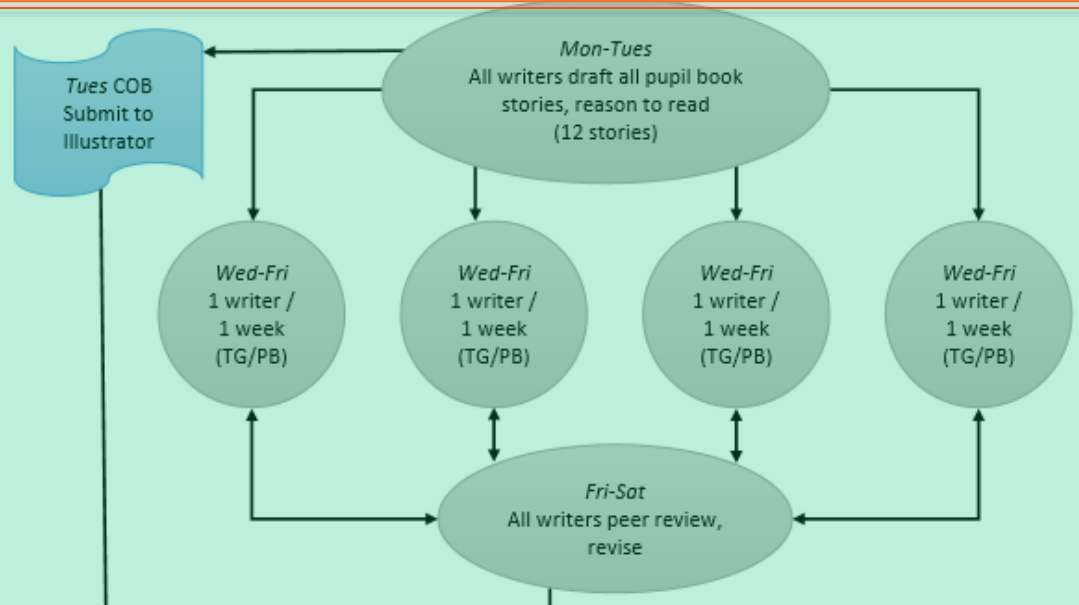
- Translation of template script in advance
- Process guidance (tracking forms, naming/file conventions, process maps)
- Roles & responsibilities
 - Hired writers with capacity to use technology
- Communication protocols (POCs – IT, printing, tech...)

Prep work & inputs

- Step 1: Technical Prep**
- Finalize S&S
 - Draft templates
 - Translate scripting
 - Review & finalize templates
 - Draft, review, finalize InDesign templates

- Step 2: Material Drafting**
1 week
- 4 weeks of lessons
 - 4 writers

Weekly work cycle for a language team



Design, Validation, final edits & printing

- Step 3: Material Pre-Finalization**
- STTA review
 - Validator review and edits
 - Reconciliation of edits by writers
 - Weeks sent for setting in InDesign
 - Further writer corrections made on printout (NO manipulation of Word docs)

- Step 4: Finalization (After all weeks are done)**
- Make printout corrections in InDesign
 - Fresh eyes review
 - Fresh eyes edits made to InDesign docs
 - Make print-ready
 - Obtain approvals
 - Send to BtG, printers

	Language 1					Language 2			
	Writer 1	Writer 2	Writer 3	Writer 4	SIL consultant	Writer 1	Writer 2	Writer 3	Writer 4
8-8:30	Discuss story themes, review progress and weekly plan								
8:30-9	Review my language lessons & set language group objectives					Organize & prep			
9-9:30	Organize & prep				Review my language lessons & set language group objectives				
9:30-10:30	Write stories 1-3				Monitor & Syllable drills	Write stories 1-3			
break	break								
10:45-12	Write stories 1-3 (contd.)				Monitor & Syllable drills	Write stories 1-3 (contd.)			
12-1	Lunch								
1-1:30	Review stories 1-3 - content and technical guidance*					Write stories 4-6			
1:30-2	Write stories 4-6				Review stories 1-3 - content and technical guidance*				
2-3:30	Write stories 4-6				Monitor; fill new letters & language lessons into PB templates	Write stories 4-6			
3:30-4	Review stories 4-6 - content and technical guidance*				Monitor the lang. groups	Review stories 4-6 - content and technical guidance*			
4-5	Write comp questions, vocab & describe illustrations for stories 1-6 (individually or in pairs)				Focus on writing quality - monitor & respond to questions	Write comp questions, vocab & describe illustrations for stories 1-6 (individually or in pairs)			

	Language 1					Language 2			
	Writer 1	Writer 2	Writer 3	Writer 4	SIL consultant	Writer 1	Writer 2	Writer 3	Writer 4
8-8:30	Review daily objectives, distribute PB templates with syllable drills and language lessons filled in								
8:30-9:30	Peer review: Stories, comprehension questions and vocab 7-12 (individually or in pairs)				Copy language lessons into 16 lessons (8 per language)	Peer review: Stories, comprehension questions and vocab 7-12 (individually or in pairs)			
9:30-10	Edit stories 7-12					Edit stories 7-12			
10-10:30	Read lesson plans for Wednesday, copy and organize source files for the week					Read lesson plans for Wednesday, copy and organize source files for the week			
break									
11-12:30	Lesson plan & PB 61A	Lesson plan & PB 66A	Lesson plan & PB 71A	Lesson plan & PB 76A	Monitor quality & answer questions	Lesson plan & PB 61A	Lesson plan & PB 66A	Lesson plan & PB 71A	Lesson plan & PB 76A
12:30-1:30	Lunch								
1:30-3	Lesson plan & PB 61B	Lesson plan & PB 66B	Lesson plan & PB 71B	Lesson plan & PB 76B	Contd.	Lesson plan & PB 61B	Lesson plan & PB 66B	Lesson plan & PB 71B	Lesson plan & PB 76B

Final thoughts

- Individual accountability to specific lessons was critical
- Adaptive mgmt. was key (more pair work than planned created more quality & motivation)
- Every detail required protocols and management & shared expectations were appreciated
- Proactive problem-solving had to be cultivated
- Empowerment of Ghanaian national staff for leadership with clear authorities & support
- Listening & responsiveness was important (survey)



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