

Package Learning Materials
on Environment (PLANET) 3
“Waste Management”

***Production and Utilisation Scheme
in Thailand***

Implemented by

**Office of the Non Formal Education
Commission
Ministry of Education**

and

**Asia/Pacific Cultural Centre for UNESCO
(ACCU)**

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November 2006



**Report on
Adaptation Process of Local
Versions of
PLANET 3 à Waste
Management**

THAILAND

**Office of the Non-Formal
Education Commission,
Office of the Permanent Secretary,
Ministry of Education, Bangkok
Supported by Asia/Pacific Cultural
Centre for UNESCO
2006**

PREFACE

Office of the Non-Formal Education Commission (ONFEC) is engaged in providing and supporting services to promote lifelong learning among the out-of-school target groups. One of those services is literacy promotion of which production of literacy materials is an important part of the project. It is fortunately for Thailand as well as other countries in Asia and the Pacific that ACCU has been supporting in training and production the prototypes of literacy materials. This support has certainly a great impact on the main task.

Production and adaptation of PLANET is one of ACCU packages of which ONFEC has been cooperating for years in adaptation to Thai version. In 2005-2006 PLANET 3 iWaste Management has been innovatively adapted into 3 versions: Thai version for general Thai learners; Yawee version for Muslims in the South; and Pwo-Karen version for Pwo-Karen ethnics in the North. The packages were distributed to NFE institutes all over the country. Moreover, a number of NFE facilitators from the main sites were trained in order to use the package effectively.

Office of the Non Formal Education Commission would like to present its utmost sincere thanks to ACCU and other related organizations /agencies for supporting and cooperation in adaptation and production of PLANET 3 local version. It is hoped that the packages will effectively raise awareness, provide knowledge and help in initiating important projects related to waste management and that will have great impacts on our planet in the long run.

Office of the Non-Formal Education Commission,
October, 2006

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**Report on Adaptation Process of Local Versions of
PLANET 3 Waste Management in Thailand
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I. Introduction

Office of the Non-Formal Education Commission (ONFEC) is engaged in providing and supporting services of Non-Formal and informal education to promote lifelong learning among the out-of-school target groups and those having completed basic and higher education to make use of lifelong learning continuously with systematic learning process that truly enables them to search for knowledge and to apply it in their real life. Meanwhile, ONFEC also extends its more services to the underprivileged and those who lack the opportunity in basic education. These services are provided in the forms of Non-Formal and informal education which are though most appropriate to each particular target group.

The main target group at the first stage of the establishment of the Department of Non-Formal Education was the out-of-school population in rural areas all over the country, who missed the opportunity in formal schooling system. Currently, ONFEC has expanded NFE services to cover more target groups in all parts of the country. They are children, women, inmates, labor force, the disabled, conscripts, the aged, agriculturists, hilltribes, local leaders, slum dwellers, Thai Muslims, religious practitioners, people having no opportunity to further their studies in formal schooling after the compulsory education, Thai people in foreign countries, students in formal schools and other special groups.

The Government has emphasized the issue of waste management as one of the first priorities due to the fact that wastes in industrial service and agricultural sectors are rapidly accumulated and cause serious environment problems. Currently GIS of waste management is under developing and will be utilized country-wide.

II. Adaptation Process of Local Versions PLANET

1. Objectives. Objectives of the project are:

1. To adapt PLANET 3 to produce local Thai version and utilize them in most effective ways under local situations;
2. To train NFE teachers/ facilitators to utilize the materials; and
3. To study the impact / outcomes of material utilization in the target areas.

2. Duration of adaptation Process

Adaptation process was from September 2005-May 2006, 9 months altogether.

Adaptation Calendar

Activities	Details of Activities
Planning for adaptation September 2005	In September 2005 the meeting was organized at ONFEC to discuss PLANET 3 adaptation for Thailand. Persons involved were as follows: (1) Dr. Chaiyod Imsuwan ¹ -Director, Non-Formal Education Development Division, Bangkok (2) Dr. Suchin Petchrug- Northern Regional Non-Formal Education Centre, Lampang Province (3) Dr. Wisanee Siltragool ² - Non-Formal Education Development Division, Bangkok (4) Mr. Vivatchi Chansukon, Non-Formal Education Development Division, Bangkok. ³ All agreed that ONFEC adapt PLANET 3 into Thai language. Then they discussed possibilities to adapt to other languages. They agreed that it was

¹ He is now ONFEC Specialist.

² She is now Director of Non-Formal Education Development Division

³ He is now Chief of Materials Development Section , Non-Formal Education Development Division

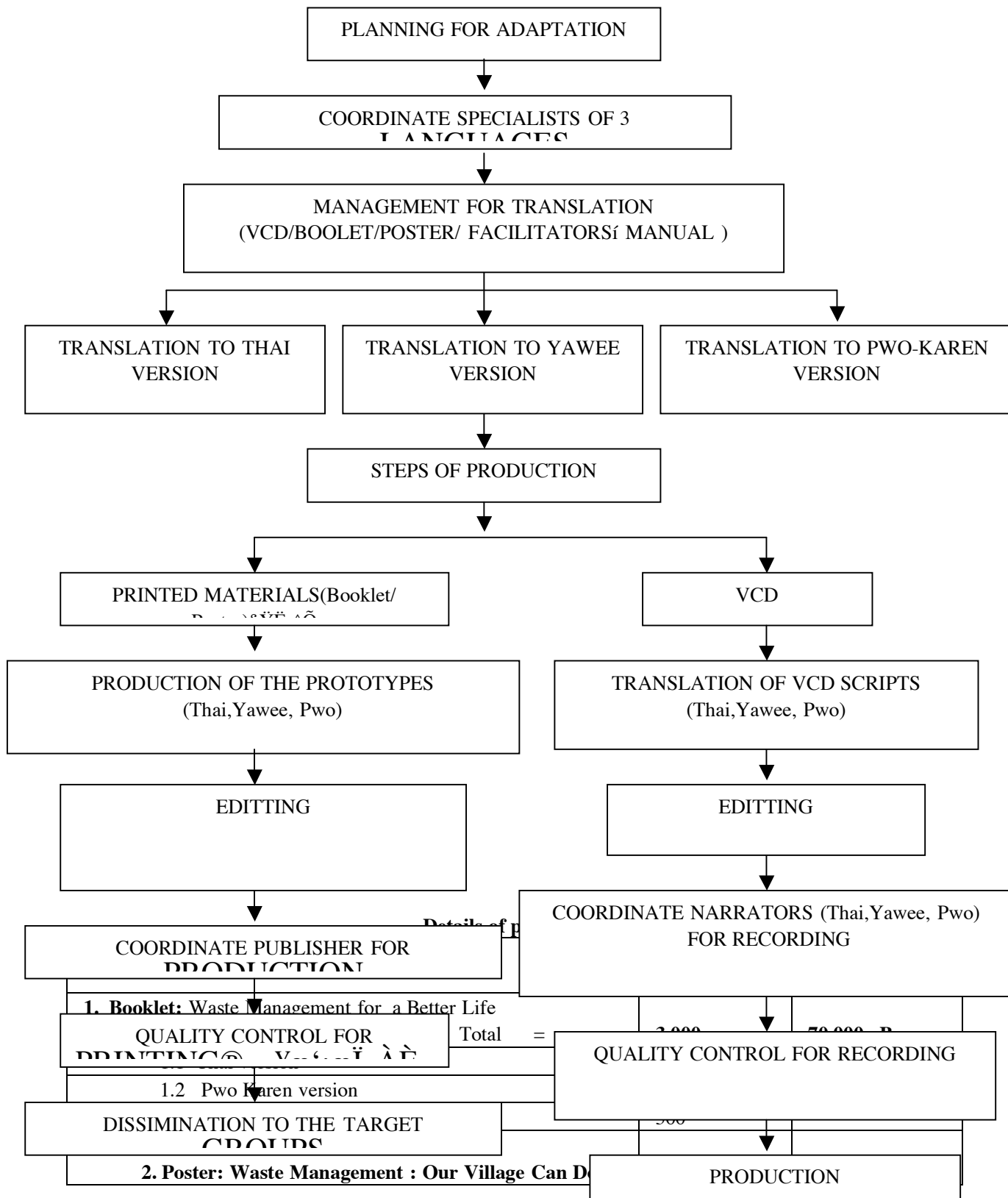
Activities	Details of Activities
	challenging to adapt PLANET 3 to other versions- Pwo-Karen people for the Pwo learners in the North and Yawee for Muslim people in the South since the Ministry of Education is now having a policy to promote 'Bilingual Education' for ethnic people in different parts of Thailand. It would be good if we increase the number of innovative materials for those people.
Translation PLANET 3 into 3 languages and editing (November 2005-January 2005)	<p>The working group investigated and reconsidered PLANET 3 materials (booklet, poster, and VIDEO) if each material would be changed, illustrations and contents. Then there came the solution that:</p> <p>(1) Thai version: They decided not to change the material because Thai learners are familiar with ACCU materials. They can understand and accept illustrations and the contents are relevant to the problem and situation of Thai people in every part of the country .</p> <p>Thai version of the material (booklet, poster, script of VIDEO and facilitators' guide) were translated firstly and edited in order to adapt to other two languages.</p> <p>(2) Pwo-Karen version: They discussed with Pwo-Karen teachers for adaptation into Pwo language and illustration. At the beginning, the teachers intended to make a new poster for Pwo Karens. After a period of time they decided not to change. They were not so sure that the new poster would be better than the original one from ACCU. They also pre-tested with the Pwo-learners and found that the Pwo students like illustrations.</p> <p>(3) Yawee-version: Mr. Magamae Yeehama, Director of Non-Formal Education Centre at Yaring District, Yala Province was approached to adapt PLANET 3 to Yawee language. He was pleased for the adaptation and help in translation to Yawee.</p> <p>PLANET 3-English version materials (booklet, poster and VIDEO script) were translated to Thai language then to Pwo and Yawee.</p> <p>(4) PLANET 3 Waste Management Facilitators' Guide was translated to Thai language and printed for 75 copies. Few months later, they were reproduced for 500 copies.</p>
Editing and printing materials February 2006-April 2006	<p>Printing booklets and posters (3 versions). This was operated in Bangkok through an NFE official process.</p> <p>Mr. Vivatchai Chansukon is the coordinator of production.</p>
Production of Video March -May 2006	<p>VIDEO production.</p> <p>-Pwo Karen translated script was recorded in Chiang Mai. Four Pwo Karen teachers were invited from Omkoi CLC to Chiang Mai City to record the Pwo script. This was operated during 2 days of April 2006.</p> <p>-The Thai and Yawee languages were recorded in Bangkok in May 2006</p>

3. Number of staff involved and their roles

Name	Roles
Dr. Sombat Suwanpituk ,Director of ONFEC	Consultant
Dr. Chayod Imsuwan, NFE Specialist	Consultant
Dr. Wisanee Siltragool	Project Director: coordinates with ACCU and ONFEC for the adaptation and translation to Thai, project management, etc
Dr. Suchin Petchrug, Northern Regional NFE Centre, Lampang Province	Advisor
Mr. Viwatchai Chantanasukon, Head, material Development section	Production management of Thai , Yawee and Pwo Karen versions for VCD, Booklets and Posters
Mr. Nitipong Ngawo Mr. Akkradet Artiparuik	Team of Pwo Karen production for Pwo Karen version in the North

Name	Roles
Ms. Orathai Deehae NFE government employees of Omkoi NFE Centre, Chiang Mai province. Ms. Tung Kung Fungfar Laor, Pwo Karen NFE learners of Omkoi	
Mr. Magamae Yeehama and his staffs, Director, Yaring NFE Centre, Yala Province	Team of Yawee production for Yawee version in the south

**Flowchart of Adaptation to
Thai/ Yawee/ Pwo Karen Versions**



	Total =	2,000	30,000 B
2.1 Thai version		1,000	(2,000 copies x 15 Baht)
2.2 Pwo Karen version		500	
2.3 Yawee version		500	
3. Animation VIDEO: Minaís Village Says Yes! To Waste Management		Total =	3,000
3.1 Thai version		1,500	(3,000 copies x 30 Baht)
3.2 Pwo Karen version		1,000	
3.3 Yawee version		500	
4. Facilitators' Guide		500	67,500

Note

1. Some financial support from ACCU was spent on project management (e.g. expense Mai for Pwo Karen VCD recording in Chiang Mai, overtime remuneration for typing, translating, VCD production, etc.)

III. Dissemination of the packages

PLANE 3 Local visions were disseminated in 2 channels:

1. Distribution to NFE centres and other organizations
2. Training facilitators

1. Distribution to NFE centres and other organizations. The packages were sent to NFE centres and organizations in order that they will be used to support their existing programmes. The names of package distribution are listed bellows.

Distribution in details

Organization/ Institutes	Booklets	Posters	VCDs	Manual
1. Northern Regional Non-Formal Education Centre	10	5	5	
2. Southern Regional Non-Formal Education Centre	10	5	5	
3. Northeastern Regional Non-Formal Education Centre	10	5	5	
4. Eastern Regional Non-Formal Education Centre	10	5	5	
5. Central Regional Non-Formal Education Centre	10	5	5	
6. Science Centre for Education	10	5	5	
7. Centre for Educational Technology	10	5	5	
8. Office of Basic Education Commission	10	5	5	
9. Non-Formal Education Provincial centres,(75 centres)	5/each	1/each	1/each	
10. Bangkok Metropolis NFE, (4 centres)	5/each	2/each	1/each	
11. Bangkok Non-Formal Education District Centres, 40 centres	5/each	2/each	1/each	
12. LRC Chiang Rai Province	50	20	20	
13. Non-Formal Education Centre of Yaling district, Patanee Province (Yawee version)	500	500	200	
14. Non-Formal Education Centre of Omkoi district, Chiang Mai Province (Pwo Karen version) (Hod District and Doi Tao District are included)	500	500	200	
15. Institute for Environmental Development				
16. Non-Formal Education Development Division, ONFEC , Bangkok	Stock for the rest			

2. Training facilitators

ONFEC provided 3 trainings for the facilitators on the use of local versions of the packages. The central Thai, Muslims, and Pwo-Karen facilitators, participated in the training at different sites as follows:

2.1 **Training facilitators at Omkoi District, Chiang Mai province.** (for Pwo-Karen version)

This training was organized along with the Bilingual Education Project which was also supported by UNESCO. This project was intended to train teachers and assistant teachers for the Bilingual Approach. So PLANET 3 training was well integrated as one of those sections of the programme.

Target groups: The targets were 25 Pwo Karen teachers and assistant teachers from 3 districts of Omkoi, Hod and Doi Tao.

Dates and venue: The training was during 24-27 April 2006 at Omkoi District, Chiang Mai Province. (PLANET 3 Training was organized on 27th April)

Trainers: Trainers were Pwo-Karen teachers together with staff of ONFEC Central Office.

2.2 Training Facilitators at Punping District, Pattanee Province. (for Thai and Yawee versions in the South)

Target groups: The targets were Thai and Muslim teachers from Punping District of of Surathani Province and Ra-ngae District of Pattanee Province.

Dates and venue: The training was during 24-25 July 2006 at Punpin District, Surathani Province.

Trainers: Trainers were staffs of Non-formal Education Development Division, ONFEC.⁴

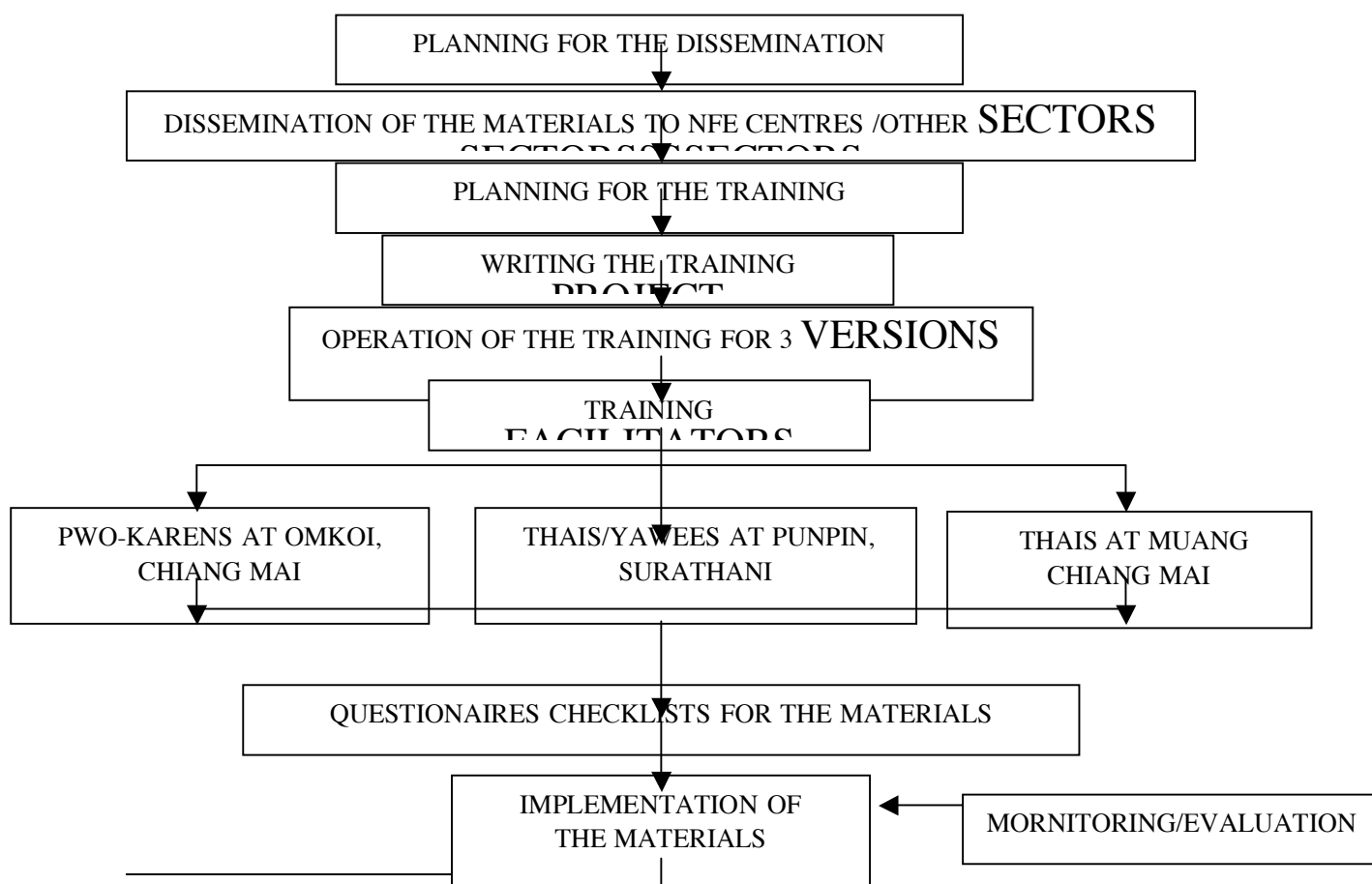
2.3 Training facilitators at Muang District, Chiang Mai Province. (for Thai version)

Target groups: The targets were 220 NFE government employees from all parts of Chiang Mai province.⁵

Dates and venue: The training was organized at Pang Saun Kaew Plaza, Maung Chiang on 5 September 2006.

Trainers: Trainers were Pwo-Karen teachers and with staff from ONFEC Central Office.

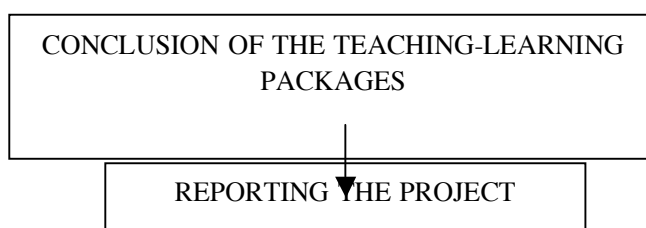
FLOWCHART OF DISSEMINATION AND TRAINING OF FACILITATORS



⁴ Ms. ZAHA, Tamami from Education Division, ACCU and Mr. Nakahara Suzuki joined the training and served as resource persons.

One of the main activities was field visit to Arunothai Private School. The participants had the opportunity to see school project of garbage management.

⁵ This training was organized together with training of 220 Chiang Mai Government Employees



IV. Satisfaction of NFE teachers (in Surathani Province, Pattani Province and Chiang mai Province) to PLANET 3 iWaste Management

After the training, the trainees answered the questionnaires which illustrated their satisfaction of the packages. The following findings are excerpts from the questionnaires.

Table 1 General information

items province	Surathani		Pattani		Chiang Mai		3 Provinces	
	Number	Percent	Number	Percent	Total	Percent	Total	Percent
1. Sex								
male	4	36.36	5	45.45	107	57.22	116	55.50
female	7	63.64	6	54.55	80	47.78	93	44.50
Total	11	100	11	100	187	100	209	100
2 Age								
21 ñ 25	1	9.09	2	18.18	8	4.28	11	5.26
26 ñ 30	6	54.55	8	72.73	73	39.04	87	41.63
31 ñ 35	-	-	1	09.09	63	33.69	64	30.62
36 ñ 40	-	-	-	-	22	11.76	22	10.53
41 ñ 45	4	36.36	-	-	15	8.02	19	9.09
46 ñ 50	-	-	-	-	6	3.21	6	2.87
Total	11	100	11	100	187	100	209	100
3. Position:								
government employees	11	100	11	100	187	100	209	100
Total	11	100	11	100	187	100	209	100
4. Education								
Lower than bachelor degree	1	9.09	-	-	33	17.64	34	16.27
Bachelor degree	10	90.91	11	100	153	81.82	174	83.25
Higher than bachelor degree	-	-	-	-	1	0.54	1	0.48
Total	11	100	11	100	187	100	209	100
5. Work place NFE District Centres								
	11	100	11	100	187	100	209	100
Total	11	100	11	100	187	100	209	100
6. Responsibilities teaching								
	11	100	11	100	187	100	209	100
Total	11	100	11	100	187	100	209	100

Table 1 showed that the teachers were from three provinces of Surathani, Pattani and Chiang Mai; totaling 209. They were classified as follows:

1. The number of males was 116 (55.50%). The number of female was 93 (44.50%). They belonged to the following age-groups:

- 21 ñ 25 yrs. = 11(5.26)
 26 ñ 30 yrs. = 87 (41.63)
 31 ñ 35 yrs. = 64 (30.62)
 36 ñ 40 yrs. = 22 (10.53)
 41 ñ 45 yrs. = 19 (9.09)
 46 ñ 50 yrs. = 6 (2.87)

2. All teachers were government employees of Office of the Non-Formal Education Commission

3. Education of the teachers was as follow:

Bachelorís degree = 174 (83.25)

Lower than bachelorís degree = 34(16.27)

Masterís degree = 1 (0.48)

4. All teachers worked at NFE district centres. Their main task was teaching.

Part 2 Percentage and levels of satisfactions of NFE teachers towards the VCD: ìMinaís Village Says Yes! To Waste Managementí

Items	Percentage and levels of satisfaction											
	Surathani				Pattani				Chiang Mai			
	most	Medium	less	meaning	most	medium	less	meaning	most	medium	Less	mean
1. Presentation of content is interesting	10 (90.9 1)	1 (9.0 9)	-	most	9 (81.8 2)	2 (18.1 8)	-	most	137 (73.26)	50 (26.7 4)	-	most
2. Sequence of content is appropriate	7 (63.6 4)	4 (36.3 6)	-	most	10 (90.9 1)	1 (9.0 9)	-	most	124 (66.3 1)	63 (33.6 9)	-	most
3. Content is relevant to the present situation	11 (100)	-	-	most	6 (57.5 5)	5 (45.4 5)	-	most	126 (67.3 8)	61 (32.6 2)	-	most
4. Knowledge acquired could be utilized in daily life	10 (90.9 1)	1 (9.0 9)	-	most	11 (100)	-	-	most	153 (81.8 2)	32 (17.1 1)	2 (1.07)	most
5. Length of the content is appropriate	8 (72.7 3)	3 (21.2 7)	-	most	7 (62.6 4)	3 (27.2 7)		most	100 (53.4 8)	87 (46.5 2)	-	most
6. Sound is clear	8 (72.7 3)	2 (18.1 8)	1 (9.09)	most	4 (36.3 6)	6 (54.5 5)		medium	149 (79.6 8)	36 (19.2 5)	2 (1.07)	most
7. Pictures are clear	9 (81.9 2)	2 (18.1 8)	-	most	8 (72.7 3)	3 (27.2 7)	-	most	156 (83.4 2)	31 (16.5 8)	-	most
8. Language is appropriate	9 (81.7 2)	1 (9.0 9)	1 (9.09)	most	4 (36.3 6)	7 (63.6 4)	-	medium	133 (71.1 2)	52 (27.1 8)	2 (1.07)	most
9. It encourages to practice waste management effectively	8 (72.7 3)	3 (27.2 7)	-	most	8 (72.7 3)	3 (27.2 7)	-	most	129 (68.9 8)	56 (29.9 5)	2 (1.07)	most
10. VCD is convenient to use	10 (90.9 1)	1 (9.0 9)	-	most	4 (36.3 6)	6 (54.5 5)		Medium	110 (58.8 3)	70 (27.4 3)	7 (3.74)	most

Table 2 showed that the NFE teachers were satisfied with the **VCD iMinais Village Says Yes! To Waste Management** as indicated in the following:

The NFE teachers from Surathani were most satisfied with the VCD in 10 items. The item that all teachers (100%) were most satisfied was the content which is relevant to the present situation.

The NFE teachers from Pattani were most satisfied with the VCD in 7 items and satisfied at medium level in 3 items. The item that all teachers (100%) were most satisfied was that knowledge acquired could utilize in daily life.

The NFE teachers from Chiang Mai were most satisfied with the VCD in 10 items. The item teachers (83.42%) were most satisfied with was that pictures are clear.

Part 3: Percentage and levels of satisfactions of NFE teachers towards the Poster **Waste Management Our Village Can Do It**

Items	Percentage and levels of satisfaction											
	Surathani				Pattani				Chiang Mai			
	most	medium	less	meaning	most	medium	Less	meaning	most	medium	less	meaning
1. Size of the poster (width, length) is appropriate	6 (54.55)	5 (45.45)	-	most	10 (90.91)	1 (9.09)	-	most	117 (62.57)	70 (37.43)	-	most
2. Pictures are clear	8 (72.73)	3 (27.27)		most	6 (54.55)	5 (45.45)	-	most	135 (72.19)	50 (26.74)	2 (1.07)	most
3. Size of the letters are appropriate, clear and easy to read	5 (45.45)	6 (54.55)	-	medium	3 (27.27)	8 (72.73)	-	medium	116 (62.03)	68 (36.36)	3 (1.61)	most
4. Illustrations/color/letters are appropriate and harmony	8 (72.73)	3 (27.27)	-	most	9 (81.82)	1 (9.09)	1 (9.09)	most	117 (62.57)	69 (36.89)	1 (0.54)	most
5. Illustrations of the poster help to raise learners' awareness for garbage management	10 (90.91)	1 (9.09)	-	most	8 (72.73)	3 (27.27)	-	most	89 (47.59)	91 (48.66)	7 (3.75)	most
6. Illustrations encourage learners for discussion	8 (72.73)	3 (27.27)	-	most	6 (54.55)	5 (45.45)	-	most	107 (57.22)	76 (40.64)	4 (2.14)	most
7. Illustrations help learners to follow steps of the operations easier.	11 (100)	-	-	most	7 (63.64)	4 (36.36)	-	most	114 (60.96)	70 (37.43)	3 (1.61)	most
8. Poster is attractive enough for learners	9 (81.72)	2 (18.18)	-	most	6 (54.55)	7 (36.36)	1 (9.09)	most	123 (65.77)	63 (33.69)	1 (0.54)	most
9. Poster could be used together with VCD and Booklet	10 (90.91)	1 (9.09)	-	most	10 (90.91)	1 (9.09)	-	most	149 (79.68)	37 (19.78)	1 (0.54)	most
10. Poster is convenient to use	9 (86.82)	2 (18.18)	-	most	10 (90.91)	1 (9.09)	-	most	151 (80.75)	36 (19.25)	-	most

Table 3 showed the NFE teachers were satisfied with the **Poster: Waste Management Our Village Can Do It** as indicated in the following:

Items	Percentage and levels of satisfaction											
	Surathani				Pattani				Chiang Mai			
	most	medium	less	meaning	most	medium	less	meaning	most	medium	less	meaning
8.Length of the content is appropriate	9 (81.8 2)	2 (18.1 8)	-	Most	7 (63.6 4)	4 (36.3 6)	-	most	127 (67.0 2)	58 (31.0 1)	2 (1.07)	most
9. Questions stimulate learners for discussion	11 (100)	-	-	Most	11 (100)	-	-	most	146 (78.0 7)	40 (21.3 9)	1 (0.54)	most
10. Learners can study by themselves	9 (81.8 2)	2 (18.1 8)	-	Most	7 (63.6 4)	4 (36.3 6)	-	most	101 (54.0 1)	82 (43.8 5)	4 (2.14)	most
	9 (81.8 2)	2 (18.1 8)	-	most	8 (72.7 3)	3 (27.2 7)	-	most	110 (58.8 2)	72 (38.5 0)	5 (2.68)	most
	7 (63.6 4)	4 (36.3 6)	-	most	9 (81.8 2)	2 (18.1 8)	-	most	130 (69.5 2)	52 (27.8 0)	5 (2.68)	most

Table 4 indicated that NFE teachers were satisfied with **booklet 'Waste Management for A Better Life'**. The details are as the following:

NFE teachers from Surathani were most satisfied with **physicals of the booklet** in 7 items and were satisfied at a medium level in 1 item. The item with most satisfaction was the size of the booklet which is appropriate to use, illustrations are clear. (90.91%) In terms of **Quality**, teachers (100 %) were most satisfied with all of the 10 items. Content can be applied to daily life gained the highest percentage.

The NFE teachers from Pattani were most satisfied with **physicals of the booklet** in 6 items and were satisfied at a medium level in 2 items. The item with most satisfaction was the illustrations which have connections to the content (100 %). In terms of **Quality**, they were most satisfied with 9 items and were satisfied at a medium level in 1 item. All teachers (100 %) agreed that the content can be applied to daily life.

The NFE teachers from Chiang Mai and the teachers from Pattani were most satisfied with **physicals of the booklet** in 7 items and satisfied at medium level in 1 item. The item with most satisfaction was the size of the letters which are appropriate and easy to read and the Illustrations are clear. (68.98) In terms of **Quality**, they were most satisfied with all 10 items. The teachers (78.07 %) agreed that content can be applied to daily life.

Part 5 Percentage and levels of satisfactions of NFE teachers towards the 'Facilitators Guide'

Items	Percentage and levels of satisfaction											
	Surathani				Pattani				Chiang Mai			
	most	medium	less	meaning	most	medium	less	meaning	most	medium	less	meaning
1. Physicals of the booklet												
1. Size of the manual is appropriate to use	9 (72.7 3)	3 (27.2 7)	-	most	9 (81.8 2)	2 (18.1 8)	-	most	143 (46.47)	44 (23.5 3)	-	most
2. Cover of the manual is attractive												
3. Size of the letters are appropriate and easy to read	7 (63.6 4)	4 (36.3 6)	-	most	8 (72.7 3)	3 (27.2 7)	-	most	132 (70.5 9)	54 (28.8 7)	1 (0.54)	most
4. Illustrations are appropriate	9 (81.8 2)	2 (18.1 8)	-	most	10 (90.9 1)	1 (9.09)	-	most	138 (73.8 0)	45 (24.0 6)	4 (2.14)	most
5. Illustrations are clear												
6. Illustrations have connections to the content	9 (81.8 2)	2 (18.1 8)		most	5 (45.4 5)	6 (54.5 5)	-	most	103 (55.0 8)	75 (71.7 1)	6 (3.21)	most

Items	Percentage and levels of satisfaction											
	Surathani				Pattani				Chiang Mai			
	most	medium	less	meaning	most	medium	less	meaning	most	medium	less	meaning
connections to the content	9 (81.82)	2 (18.18)	-	most	7 (63.64)	4 (36.36)	-	most	107 (57.22)	72 (30.50)	8 (4.28)	most
7. Book binding is strong enough	10 (90.91)	1 (9.09)	-	most	6 (54.55)	5 (45.45)	-	most	126 (67.36)	54 (31.55)	2 (1.07)	most
8. Size of the manual is convenient to bring to use.	9 (81.82)	2 (18.18)	-	most	9 (81.82)	2 (18.18)	-	most	132 (70.59)	57 (26.87)	1 (0.54)	most
2. Quality												
1. Sequence of the content is appropriate	9 (81.82)	2 (18.18)	-	most	11 (100)	-	-	most	135 (72.19)	50 (26.77)	2 (1.07)	most
2. The manual explains content of VCD/Poster/Booklet completely and perfectly	11 (100)	-	-	most	9 (81.82)	2 (18.18)	-	most	131 (70.05)	56 (29.95)	-	most
3. Content is clear and easy to understand	11 (100)	-	-	most	10 (90.91)	1 (9.09)	-	most	128 (68.45)	55 (29.41)	4 (2.14)	most
4. Language is easy to understand	10 (90.91)	1 (9.09)	-	most	8 (72.73)	3 (27.27)	-	most	136 (72.73)	51 (27.27)	-	most
5. Content can be utilized for planning and operation	10 (90.91)	1 (9.09)	-	most	11 (100)	-	-	most	131 (70.05)	55 (29.41)	1 (0.57)	most
6. Content (introduction/description/activities/questions-answers) can guide for instruction)	8 (72.13)	3 (27.27)	-	most	10 (90.91)	1 (9.09)	-	most	127 (67.92)	58 (31.01)	2 (1.07)	most
7. Length of the content is appropriate	11 (100)	-	-	most	7 (63.64)	4 (36.36)	-	most	118 (60.96)	72 (38.50)	1 (0.54)	most
8. Can be used for self-study	8 (72.73)	3 (27.27)	-	most	10 (90.91)	1 (9.09)	-	most	109 (58.29)	77 (41.87)	1 (0.54)	most
	10 (90.91)	1 (9.09)	-	most	11 (100)	-	-	most	133 (71.30)	58 (28.87)	-	most

The figures in **Table 5** indicated that NFE teachers were satisfied with the **Facilitators Guide** which can be explained in the following details:

NFE teachers from Surathani were most satisfied with **physicals of the manual** in all 8 items. The item teachers (90.91) were most satisfied with was the illustrations which have connections to the content. In terms of **Quality**, they were most satisfied with in 8 items. All teachers (100 %) were most satisfied with sequence of the content which is appropriate/ the manual explains the content of the VCD/Poster/Booklet completely and perfectly.

The NFE teachers from Pattani were most satisfied with **physicals of the manual** in 7 items. and satisfied with at a medium level in 1 item. The item that all teachers (100%) were most satisfied was size of the manual which is appropriate to use. In terms of **Quality**, teachers (100 %) were most satisfied

with was 8 items. All teachers were most satisfied with the language which is easy to understand and can be used for self-study

The NFE teachers from Chiang Mai were most satisfied with **physicals of the manual** in all 8 items. The item teachers (76.47 %) were most satisfied with was size of the manual which is appropriate to use. In terms of **Quality**, they were most satisfied with in 8 items. Teachers (72.73 %) were most satisfied with the content clear and easy to understand.

Other Ideas and Comments on PLANET 3

1. VCD

Strengths

Presentation with cartoon animation is very attractive and interesting. It helps the targets in sequencing the content helps it easier to understand. The pictures are very clear and help to raise awareness in problems of garbage and stimulate the target groups to find ways to solve the problems. Even seeing illustrations can make them to understand the issues.

Weaknesses

-For some mountainous areas of Chiang Mai, there is no an electricity and VCD player. Therefore, the use of materials is somewhat limited to an extente.

-There is no VCD player at CLCs of Pattani Province. The teachers need to carry the machines by themselves, which is not convenient and poses a burden.

Suggestions

- PLANET 3 should be distributed to every province.
- Pictures/illustrations/story or content/ of tribal people should also be presented so that they will be proud and easier to apply.
- VCD should also be produced in other content areas.
- Narration should be improved so as to make it natural more like everyday's conversation.

2. POSTER

Strengths

- Easy to carry and can be utilized in every area.
- Cartoons are attractive and interesting and like to lead to discussion.

Weaknesses

Illustrations are too tight. Learners cannot identify and have to rely on teachers. Some learners find it difficult to understand (especially the ethnic peoples in high lands). The learners cannot see from the distance. There are too many actors to recognize. The paper is easy to tear away and it is not colorful.

Suggestions

- Sealing the poster with plastic will make it stronger.
- Use more bright color.

3. BOOKLET

Strengths

Pictures are bright and colorful. Pictures are clear. The text is short and easy to understand. The cartoons are attractive and stimulating, helping learners with limited skills to understand, discuss and utilize knowledge in their daily lives.

Weaknesses

- Paper is thin and easily to tear away. The questions do not stimulate for discussion, especially when learners who study by themselves.

Suggestions

- Use thicker paper for the cover so that they could be kept for a longer period.

4. Facilitators Manual

Strengths

- The manual describes good details of the poster, VCD and the booklet.
- The manual is easy to read.
- It could be used for self-study.
- The cover is beautiful and the size of the maul is appropriate.

Weaknesses

- Black and white pictures are not attractive.
- Pictures insides the manual are not clear.

Suggestions

- Use 4- color- pictures.

V. Difficulties and Challenges

Some difficulties and problems are identified as follows:

1. Production

Production of PLANET 3 for Thailand was challenging, and innovative because this was the first time that ONFEC adapted ACCU materials in 3 versions for the different main target groups. However, the production process was not easy for there needed to have a lot of people to be involved and they were in different parts of the country. Some more budget was needed e.g. for traveling of Pwo Karens and project coordinators for VCD recording, in Chiang Mai, production of Facilitatorsí Guide which was not included in planning at the first stage.

2. Training

Training facilitators had some problems too. For example, it needed a lump sum of budget for each training so ONFEC tried to combine the existing programmes in order to reduce costs. However, the time was not enough for the training. If we got a big number of trainees, we got something in terms of quantity, but lose some quality.

3. Monitoring and Evaluation

Monitoring and evaluation are necessary and important. It is decentralized and implemented under the NFE existing structure. Learning-teaching was planned to be integrated with the NFE curriculum and NFE existing programmes. It is expected to function right direction and able to sustain the project impacts.

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**ANNEX 1
Questionnaires**

PLANET 3: WASTE MANAGEMENT

Explanation:

1. These questionnaires are for trainees of PLANET ìWASTE MANAGEMANTî aiming to get information to revise and develop the package more appropriate and efficient.
2. The questionnaires comprised of 5 parts as follows:

Part 1 General information

Part 2 Questions about VCD ìMinaís Village says Yes! To Waste Managementí

Part 3 Questions on Poster ìWaste Management Our Village Can Do Ití

Part 4 Questions on Booklet ìWaste Management for A Better Lifeí

Part 5 Questions on Facilitators Guideí

1. Please read all the questions thoroughly.
2. Please return the questionnaires when you have finished.

Thank You

Non-Formal Education Development Division

Part 1: General information

1. NameÖÖÖÖÖÖÖÖÖÖ.SurnameÖÖÖÖÖÖÖÖÖÖ..

2. Sex male female

3. AgeÖÖÖÖÖÖÖÖÖÖ.yrs

4. PositionÖÖÖÖÖÖÖÖÖÖÖÖÖÖ..

5. Education

lower than bachelorís degree

bachelorís degree

higher than bachelorís degree

others(please specify)

6. Work

place

District Province

7. Your responsibilities

Part 2: Questions on VCD iMinaís Village says Yes! To Waste Managementí

Items	Level of satisfaction		
	Most	Medium	Less
1. Presentation of content is interesting			
2. Sequence of content is appropriate			
3. Content is relevant to the present situation			
4. Knowledge acquired can be used in daily life			
5. Length of the content is appropriate			
6. Sound is clear			
7. Pictures are clear			
8. Language is appropriate			
9. It encourages to practice waste management effectively			
10. VCD is convenient to use			

Others

1. What do you think the out standings of this VCD are?

Because

2. What do you think the weak points of this VCD are?

Because

3. Other suggestions

Part 3 Questions on Poster iWaste Management Our Village Can Do Ifí

Items	Level of satisfaction		
	Most	Medium	Less
1. Size of the poster (width, length) is appropriate			
2. Pictures are clear			
3. Size of the letters are appropriate clear and easy to read			
4. Illustrations/color/letters are appropriate and harmony			
5. Illustrations of the poster help to raise learnersí awareness for garbage management			
6. Illustrations encourage learners for discussion			
7. Illustrations help learners to follow steps of the operations easier.			
8. Poster is attractive enough for learners			
9. Poster can be used together with VCD and Booklet			
10. Poster is convenient to use			

Others

1. What do you think the out standings of this Poster are?

ÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ

BecauseÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ

2. What do you think the weak points of this Poster are?

ÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ

BecauseÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ..

3. Other suggestions ÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ

Part 4 Questions on Booklet 'Waste Management for A Better Life'

Items	Levels of satisfaction		
	Most	Medium	Less
<p>Physicals of the booklet</p> <p>1. Size of the booklet is appropriate to use</p> <p>2. Cover of the booklet is attractive</p> <p>3. Size of the letters are appropriate and easy to read</p> <p>4. Illustrations are appropriate</p> <p>5. Illustrations are clear</p> <p>6. Illustrations have connections to the content</p> <p>7. Book binding is strong enough</p> <p>8. Size of the booklet is convenient to carry about.</p>			
<p>Quality</p> <p>1. Sequence of the content is appropriate</p> <p>2. Content is complete and perfect</p> <p>3. Content is clear and easy to understand</p> <p>4. Content encourages learners to analyze and solve problems</p> <p>5. Language is easy to understand</p> <p>6. Content is relevant to the present situations</p> <p>7. Content can be applied to daily life</p> <p>8. Length of the content is appropriate</p> <p>9. Questions stimulate learners for discussion</p> <p>10. Learners can study by themselves</p>			

Others

1. What do you think the out standings of this booklet are?

ÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ

BecauseÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ

2. What do you think the weak points of this booklet are?

ÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ

BecauseÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ

3. Other suggestions ÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖÖ..

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Part 5 Questions about Facilitators Guide'

