

HAND BOOK FOR NON-FORMAL ADULT EDUCATION FACILITATORS

OBJECTIVES OF THE HAND BOOK

- To improve the facilitation skills in NFE programmes
- To sustain the motivation of learners
- To expose variety of teaching learning methods - Techniques
- To increase the use of community / participation based materials
- Examples from the field to enrich the ideas and skills of the facilitators who are promoting

STRUCTURES OF EACH MODULE

- Overview - Brief summary of module gives readers an idea about the module content
- Each module consists of several sections
- Generally each section consist of four sub-sections
 1. Question : Contextualization / Specification of the topic
 2. Stories from the field : Concrete activities based on the illustrative case studies
 3. Main idea : Generalisation (common ideas) drawn up from the case studies
 4. Reflection : Review of the unit, activity, follow up questions for application and expansion

This handbook separated into six modules

Module One : Community Mobilization

Module Two : Identification of Learning Needs

Module Three : Preparing Lesson Plans

Module Four : Participatory Learning

Module Five : Using Learning Aids

Module Six : Assessing Learning

MODULE ONE : COMMUNITY MOBILIZATION

Overview

Section 1 : What is community ?

Section 2 : Why is community mobilization necessary ?

Section 3 : How can we identify and mobilize local resources ?

Section 4 : How can we involve the community in the literacy programme?

Section 5 : How can we establish effective linkages with other development programmes ?

Section 6 : How can we make the learning centre more interesting ?

Section 7 : How can we involve local representatives and policy makers ?

Section 8 : How can we encourage marginalized groups to participate in literacy activities ?

Concluding Remarks

MODULE TWO : IDENTIFICATION OF LEARNING NEEDS

Overview

Section 1 : Why is it important to identify learning needs ?

Section 2 : How can we identify what our learners already know ?

Section 3 : Who can we work with to discover learning needs ?

Section 4 : How do we know what our learners want to learn ?

Section 5 : How can we identify and prioritize community problems and needs ?

Section 6 : How can we benefit from finding out about learning needs ?

Concluding Remarks

MODULE THREE : PREPARING LESSON PLANS

Overview

Section 1 : Why do we need lesson plans ?

Section 2 : How can we decide learning topics from learning needs ?

Section 3 : How can we determine learning objectives and content ?

Section 4 : How can we adapt topics and content from a core curriculum ?

Section 5 : How can we get the support of local resource persons ?

Section 6 : What are possible learning activities and materials ?

Section 7 : How can we prepare a lesson plan ?

Concluding Remarks

MODULE FOUR : PARTICIPATORY LEARNING

Overview

Section 1 : How do we learn ?

Section 2 : What environment can we create for better learning ?

Section 3 : What is participatory learning ?

Section 4 : How can we present information to learners ?

Section 5 : How can we use learners' experience and expectations ?

Section 6 : How can we encourage learners to share their opinions ?
(Group discussions)

Section 7 : How can we generate new ideas ? (brainstorming)

Section 8 : How can we make decisions ? (workshops)

Section 9 : How can we learn through experience ? (role play)

Section 10 : How can we make learning enjoyable ? (games)

Section 11 : How can we use life experiences outside the centre ?

Concluding Remarks

MODULE FIVE : USING LEARNING AIDS

Overview

Section 1 : Why do we need local learning aids ?

Section 2 : Who can help us make learning aids ?

Section 3 : Using real-life objects for learning

Section 4 : Using boards for learning

Section 5 : Using large sheets of paper for learning

Section 6 : Using publications for learning

Section 7 : Using folk media for learning

Section 8 : Using electronic media for learning

Section 9 : How can we assess the effectiveness of local learning aids ?

Concluding Remarks

MODULE SIX : ASSESSING LEARNING

Overview

Section 1 : Why do we assess ?

Section 2 : What do we assess ?

Section 3 : How do we assess learning ?

Section 4 : What methods can we use for assessing learning ?

Section 5 : When can we assess learning ?

Concluding Remarks

Afterword

USERS

NFE Facilitators of
Basic Literacy
Post Literacy classes and
Community Learning centre

Use

- Can be used flexibly according to the needs of the people.
- To encourage users to start with the section they find most useful and interesting.
- Aims to provide facilitators with self-learning, materials to help their day-to-day work.

Example

CHN - Teacher
INDIA - Prerak
NPL - Shoyogi karyakartha
BNG - Shebok / Shebika
THAI - Volunteer Teachers
PHIL - Facilitators (Basic Lit)
Instructional Manager (CE)

Trainers of facilitators can also use some section for discussions and training programmes.

Training

- Selected sections of the HB can be used for Training the facilitators
- Select the relevant sections according to the training need / purpose as well as the time available
- Video tapes - Introduction of non-formal education and
 - Module based video films will be shortly made available to assist in conducting training sessions
- Transparencies / PowerPoint presentation samples in English. These materials need to be adopted into the local language.

KEY POINTS OF THE HAND BOOK

- **Each module starts with an overview and has several sections.**

That may answer questions / problem you may be experiencing, concerning teaching learning.

- **You may start reading from any sections of this book.**

Your reading may be more fruitful if you can discuss some sections with your colleagues or supervisors.

- **If you are a trainer of facilitators**

You may use some sections for formal / informal discussions and training programmes.

SUGGESTIONS FOR DEVELOPING OF LOCAL VERSIONS

We can

- Use local names in the stories and examples.
- Add local stories that are relevant to the section theme.
- Change the format and size of the handbook.