

Capacity Building for Trainers of NFE Facilitators in Asia and the Pacific

*Final Report
of the 20th Regional Workshop*

**Yangon, Myanmar
3-12 December 2002**

Asia/Pacific Cultural Centre for UNESCO (ACCU)

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Acknowledgements

A community-based approach to promotion of literacy and continuing education has been widely recognized as imperative in achieving the six goals of “Education for All”. And in the villages the key to the success of sustainable nonformal education (NFE) is an availability of capable and devoted facilitators, sufficient quality learning materials and places for teaching-learning, such as community learning centres. Unfortunately few countries have the necessary capacity to provide this support. In particular, countries in Asia-Pacific need trainers capable of providing training to NFE facilitators on how to prepare locally relevant lesson plans and learning materials to upgrade the education level of the adult learners.

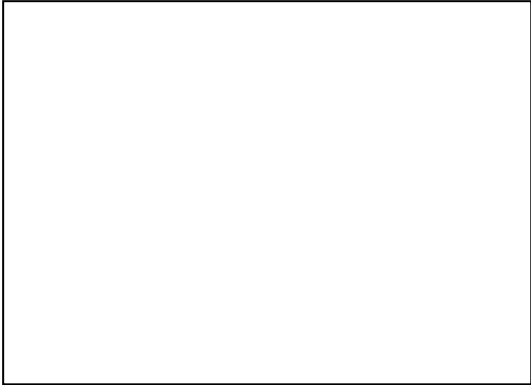
This report is a record of learning-by-doing training activities undertaken during the 20th Regional Workshop on Capacity Building for Trainers of NFE Facilitators in Asia and the Pacific which was jointly organised by the Asia/Pacific Cultural Centre for UNESCO (ACCU), UNESCO Asia and Pacific Regional Bureau for Education, in particular its Asia-Pacific Programme of Education for All (APPEAL) and Myanmar Education Research Bureau, Ministry of Education with the aim of training key personnel to organise and provide training to other personnel in their respective countries.

The workshop was conducted in a very lively and active manner by excellent facilitation by Mr. K. K. Krishna Kumar of India, U Tin Nyo of Myanmar and Dr. Suvit Pichayasathit of Thailand. The regional resources, “Package for developing Adult Learning Materials” and “Handbook for Non-formal Adult Education Facilitators” were utilised as reference material for the participants to learn to transfer important skills and knowledge on material development and lesson plan preparation.

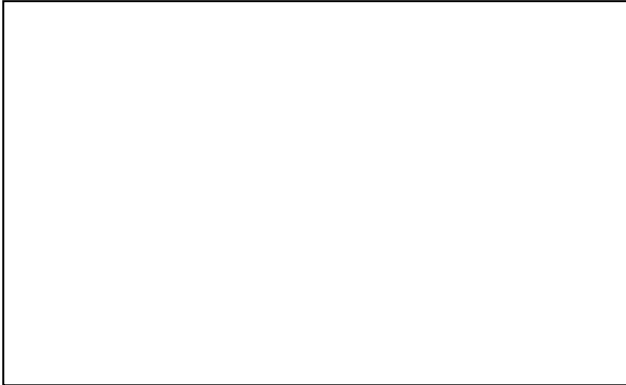
Expressing our sincere appreciation to all those involved in the workshop, namely the participants, observers, resource persons, secretariat and the community people in Myanmar who welcomed them, the organisers hope that this report can serve as a reference for organising further capacity building activities in organisations and communities of the readers.

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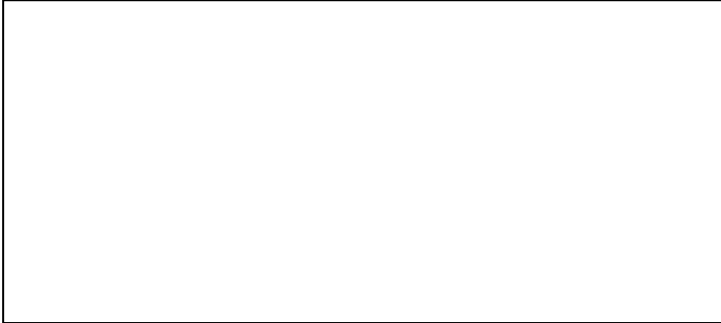
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H. E. U Than Aung, Minister for Education and Chairman of the Myanmar National Commission for UNESCO delivering a welcome address.



Participants placing their name on their NFE job responsibility and their level of operation.



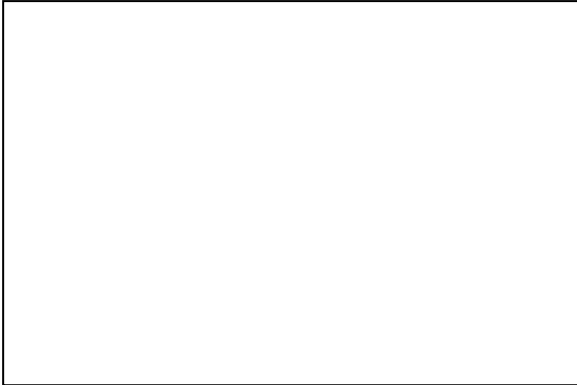
Mr. K. K. and the group discuss what are the strength and weakness of current training programmes for NFE facilitators.



Dr. Suvit giving feedback on the curricular units prepared by the groups.



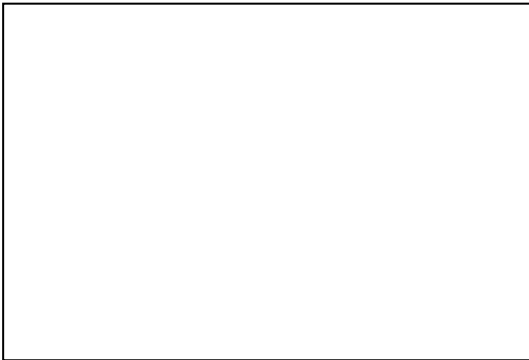
On the opening day



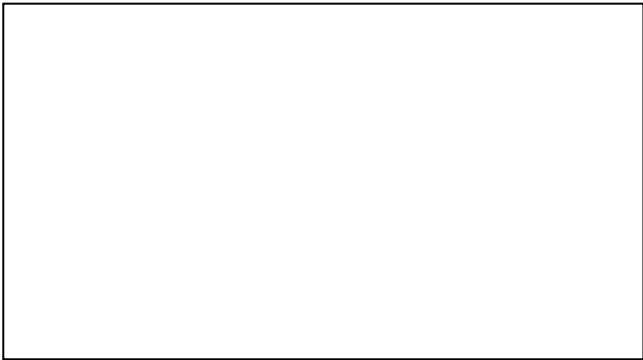
Singing on the way to field visit.



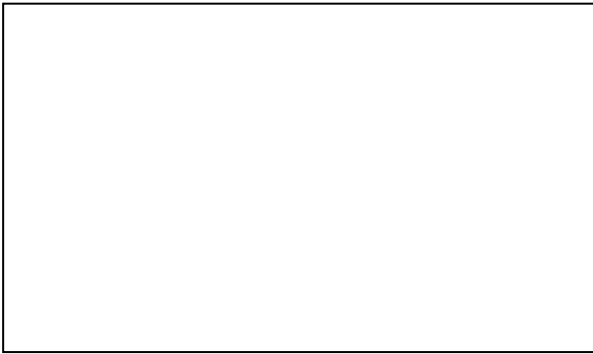
A learner making a shawl in the CLC.



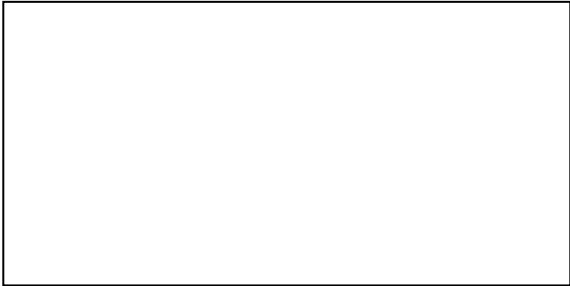
Literacy session in the CLC.



Group photo in the CLC



The analysis result of needs assessment by Group Jasmine.



Participants work in group to prepare learning materials.

CHAPTER I

Workshop Overview

1. Introduction
2. Opening
3. Purposes and Objectives
4. Hosting and Record-Keeping Process
5. Evaluation Summary
6. Recommendations
7. Follow-up Planned

Energizers planned by the participants are included in the backside of the chapter cover pages. These were organized in the morning or after lunch to refresh and prepare for the hard work.

DAY 2: SONG

I'm alive, alert, awake enthusiastic

I'm alive, alert, awake enthusiastic

I'm alive, alert, awake

Alive, Alert, Awake

Alive, alert, Awake

Enthusiastic

The leader gives the tune/hymn of the song, then the participants follow. Everyone sings the song in chorus. On the second round the leader assigns the word that the group sings. Say Group 1 – Alive, Group 2 – Alert, Group 3 – Awake. When the leader points his/her hand to the group, they sing just the assigned word. But everybody sings the word **I'm** and **enthusiastic**. This makes them enjoy especially when the hands are pointed very fast and starts on the last word.

Lesson learned: Open your eyes! (Wake up!)

1. Introduction

The Asia/Pacific Cultural Centre for UNESCO (ACCU), the UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok), and the Myanmar Education Research Bureau (MERB), Ministry of Education jointly organized the *20th Regional Workshop on Capacity Building for Trainers of NFE Facilitators in Asia and the Pacific* in Yangon, Myanmar, from 3 to 12 December 2002, in co-operation with the Myanmar and Japanese National Commissions for UNESCO. Mr. K. K. Kumar (India), U Tin Nyo (Myanmar) and Dr. Suvit Pichayasathit (Thailand) served as resource persons for the 31 participants from 20 countries (including 10 self-funded participants).

Since 1983 ACCU has been organizing annual regional workshops, inviting experts in literacy and continuing education, with the main aim of providing the participants with hands-on experience in developing innovative and effective learning materials based on the actual needs of the target learners.

Viewing quantitative and qualitative expansion of non-formal education (NFE) at grassroots level as one of the crucial factors in realizing the goal of “Education for All”, qualified NFE personnel in training and material development are urgently needed. In response to this, the 20th Regional Workshop was designed to strengthen NFE programmes, with special emphasis on capacity building of trainers of community level NFE facilitators.

The Workshop was financially supported by the “ACCU International Exchange Programme” within the framework of the “UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding.”

2. Opening

Following a Myanmar harp performance by school children, the Opening Ceremony started at 9:00 on 3 December 2002. The Master of the Ceremony, Daw Lei Nander Than, Research Assistant, Myanmar Education Research Bureau, introduced the following speakers one by one.

- U Than Aung, Minister of Education of the Union of Myanmar
- Mr. Suzuki Yoshimori, Director, Programme Department of the Asia/Pacific Cultural Centre for UNESCO (ACCU)
- H.E. Mr. Miyamoto Yuji, Ambassador Extraordinary and Plenipotentiary, Embassy of Japan in the Union of Myanmar
- Dr. Khin Zaw, Secretary-General of the Myanmar National Commission for UNESCO
- Mr. A. H. A. Hakeem, Education Advisor and Coordinator, Asia-Pacific Programme of Education for All (APPEAL), UNESCO Bangkok

Each speaker emphasized different aspects of NFE, i.e. innovations and achievements in Myanmar, Japan-Myanmar cooperation in education, Asia-Pacific regional aspects and regional/global collective effort toward the goal of education for all. They all welcomed the participants and wished the Workshop great success.

Following the ceremony and tea break, Ms. Shibao Tomoko of ACCU invited all the participants, resource persons, and organizers to find themselves partners and to make pair interviews to get acquainted with each other. Matching the pictures on the card given to each person, participants identified a partner. In the pair interview, each person was to have the following information on the partner written down on a sheet of paper to be reported in a plenary.

1. His/her name
2. The caricature/drawing of the face of the partner.
3. How the partner says “hello,” “thank you,” and “education” in his/her own language.
4. What is his/her expectation of this Workshop?

3. Purposes and Objectives

The purposes of organizing this Regional Workshop were:

1. To provide training for trainers in the field of non-formal education (NFE), especially on:
 - a. Understanding the factors which contribute to effective job performance as a trainer of NFE facilitators.
 - b. Developing, utilizing and managing learning aids/materials (in particular, visuals).
2. To impart knowledge and skills for participants to prepare a training programme for national training activities, using the ACCU/APPEAL resource packages; and
3. To assist the participants from 21 UNESCO Member States in Asia and the Pacific in developing follow-up action plans by enhancing understanding and providing a framework for further strengthening the capacity building programmes for NFE personnel at grassroots level.

The learning objectives expected of each participant of this Regional Workshop were:

1. To understand the factors which contribute to the effective job performance as a trainer of NFE facilitators, in the areas of:
 - a. Training in preparation of local learning aids and material (main resource: ACCU Handbook for Adult Learning Materials Development at Community Level).
 - b. Training in preparation of lesson plan (main resource: APPEAL Handbook for Non-formal Adult Education Facilitators).
 - c. Use of participatory training techniques and process.
2. To acquire knowledge and skills to prepare a training programme for national training activities using ACCU and APPEAL resource packages.

4. Hosting and Record-Keeping Process

For the participants to experience hosting the workshop, they were divided into small groups of 4 to 5 people with each group assigned different tasks of the workshop management in rotation; namely, chairperson, reporter, camera, and energizers.

The chairperson's task was to chair the sessions of the day and keep the time following the workshop schedule. The reporter's task was to keep the record of the previous day using the daily news format described below and to report the news in 15 minutes at the warm-up sessions on the day assigned. The camera group were to take photos of the sessions using digital cameras. Lastly, the energizers' group had to demonstrate one or two short energizers when the participants needed refreshing, like in the morning or after lunch.

Activities of each session were recorded by the reporter's group using a daily news format. This format covered session name, starting and ending time (duration), facilitator(s), photos, input used such as documents, supplies and knowledge required, process undertaken, output

achieved and any comments. They are included in Chapter II of this report as part of the workshop proceedings. In addition to the news, each participant kept a daily learning journal reflecting on what he/she learned most, what he/she wanted to learn more, and what he/she would like to suggest. These journals were collected by the reporters before the end of the day, and a summary was presented on the following day.

In the closing session, the participants were given a draft report of the workshop covering the daily news, materials developed, lesson plan and national action plans prepared during the workshop. They also received a CD-ROM with all the workshop documents, photographs, and the learning journals they had kept during the workshop.

A country report covering the following topics was submitted from each of the twenty countries participating in this workshop:

Topic 1: Training programme for NFE facilitators: present programmes, issues and future plan

Topic 2: Plan for national follow-up activities of the 20th regional workshop

Topic 3: Case study: personal training experience

Topic 4: NFE adult learning materials development

Topic 5: Evaluation of PALM: package for developing adult learning materials

Full texts of these country reports are downloadable from the Asia-Pacific Literacy Data Base along with other country reports from previous workshops and meetings at <http://www.accu.or.jp/litdbase//pub/main5.htm>

5. Evaluation Summary

Based on evaluation forms submitted by the participants, the most highly evaluated sessions were those on developing learning materials, curriculum and lesson plan preparation and presentation, and needs assessment- all of which were new to the majority of participants. The field visit was also commended, and literacy clip art and participatory learning process were prominently mentioned.

Workshop arrangements (travel, venue, staff support, cultural visits, etc.) were generally rated positively as “excellent” or “good”, although some felt that time management could have been better, and there were some reservations about the food.

On a day-to-day basis, opinions as to the content and presentation of the workshop were generally positive, although there were requests for more background preparatory materials and handouts, and more time to be spent on preparation for activities.

6. Recommendations

The participants, including resource persons and observers attending the 20th Regional Workshop, made the following recommendations.

1. ACCU should:

In the field of material development

- Provide technical and financial support for:
 - (1) Adaptation of AJP and PALM materials and Literacy Clip Art.
 - (2) Planning, writing skill and management of developing learning materials.
- Strengthen monitoring and evaluation of the adaptation of ACCU materials.
- Provide samples of lesson plan as input to others.
- Develop more clip art for NFE.
- Develop learning materials on diverse topics such as livelihood development and leadership skills.
- Develop handbooks on:
 - (1) Development and adaptation of materials (second volume)
 - (2) Needs assessment skills and details about community structures in the region
 - (3) Rural community education
- Organize a contest on innovative NFE material in the region.

In the field of capacity building

- Continue to organise training programmes for trainers of NFE facilitators in the areas of:
 - (1) TOT (training of trainers)
 - (2) M & E (monitoring and evaluation)
 - (3) Facilitation skills
 - (4) Programme/project management skills
 - (5) Local material development.
 - (6) Developing specific types of learning materials such as folk media, audio-visuals.
 - (7) Approaches to assist the community people to learn and to build their life skills.
- Provide opportunities for experience sharing like study-visits.
- Provide advice on the capacity building of facilitators.
- Expand the number of participating countries in the regional workshops.
- Organize workshops at sub-regional or national levels to allow more participants from each country to participate.
- Provide technical and financial supports for follow-up activities to organise local level capacity building of NFE facilitators.
- Monitor the follow-up activities.
- Provide support for the continuous skill development of the workshop participants.
- Develop a pool of resource persons in the region.

In the field of network

- Promote and strengthen the existing network among:
 - (1) Government NFE agencies
 - (2) Professional organizations (LRCs, NGOs, education research institutes)
 - (3) Resource persons
- Strengthen the Literacy Bulletin Board on Asia-Pacific Literacy Data Base (<http://www.accu.or.jp/litdbase>) for participants to share their experiences.
- Share innovative ideas among countries on regular basis.
- Foster inter-country cooperation in the region to assist the countries needing extra support.
- Collaborate with other multilateral and bilateral donor agencies to draw their attention to NFE.
- Liaise with other organizations working in the field of material development.
- Consider including sub-national level NFE departments and personnel in the networking activities.

In the field of ICT

- Organize a regional planning meeting to explore programmes to reduce the digital divide through NFE.
- Develop manuals on the use of ICT for group learning in NFE and provide training to NFE personnel.
- Develop self-study ICT-based material on material development.
- Provide information on latest ICT for NFE personnel.
- Provide support to introduce ICT facilities in the CLCs.
- Organize training on ICT application for NFE at regional and national levels.

In other fields

- Organize advocacy programme for literacy and NFE.
- Promote IGP (income-generation programmes) in CLCs.

2. UNESCO should:

In the field of CLCs

- Involve NGOs.
- Provide technical and financial support by:
 - (1) Providing materials
 - (2) Organizing training programme at national level.
 - (3) Providing guidelines on CLCs.
- Organise awareness programme:
 - (1) In conjunction with the UN Literacy Decade.
 - (2) By providing award to best CLCs.
- Target remote and disadvantaged areas.
- Develop effective management mechanisms of CLCs.
- Promote IGP through CLCs.

In the field of capacity building

- Organize seminars and workshop at the international and national levels in the areas of:
 - (1) Awareness raising
 - (2) Management of CLCs
 - (3) Empowerment of local people
 - (4) Facilitation skills
 - (5) TOT of NFE personnel
- Organise study tours to innovative programmes/projects in different countries.
- Conduct review of capacity building projects.
- Compile and distribute documentation movies of various experiences.
- Conduct in-depth studies and impact study on NFE.

In the field of network

- Promote networking of CLCs to share resources and experiences.
- Strengthen and build constructive partnerships among existing network such as ARTC, LRC, and ASPBAE and others.
- Promote collaboration of government and non-government organizations.

In the field of ICT

- Promote exchange of experiences in the field of ICT.
- Organize regional level training.
- Give priority to countries with low level of technological advancement.
- Develop computer software and audio-visual materials for NFE programme such as for easy preparation of materials.
- Assist LRC to adapt handbooks and organize training programmes.
- Develop on-line exchange platform for NFE learners, facilitators and activists.

In other fields

- Improve access to information on UNESCO activities and materials by NGOs.
- Conduct research on language and dialect and preservation of cultural minorities.
- Organise awareness programmes for women empowerment.
- Give award for best NFE programme in the region.

3. UNESCO Member States should:

In the field of material development

- Provide financial support to various agencies for production of CLC learning material.
- Develop mechanisms to adapt ACCU-UNESCO materials into local languages.
- Organize material production workshops with the help of ACCU.
- Promote innovative and locally relevant material through competitions.
- Make use of the services of the trained resource persons to train agencies who are in the business of material production for NFE.
- Arrange to share innovative material prepared by different agencies, within and outside the countries.
- Allocate more financial assistance for NFE material preparation, especially at the local level.
- Provide technology support for improving material production.
- Each country should prepare some material in English for sharing among other member nations.
- More specialized training for material production should be imparted to agencies and personnel at various levels.

In the field of capacity building

- Provide more Training to NFE personnel at different levels.
- Make use of the services of resource persons and experts from neighbouring countries.
- Greater financial allocation for providing training to NFE facilitators working at grassroots level.
- Develop good training manuals in local languages following the ACCU/UNESCO model.
- Develop a pool of resource persons for continuous training of NFE supervisors and facilitators.

In the field of networking

- Continuous coordination with ACCU, UNESCO and other member counties should be made possible.
- Develop network of resource persons of the region.
- A mechanism should be developed to strengthen co-operation between NGOs and Government agencies.
- Create mechanisms for effective networking among various member nations of the region.

In the field of ICT

- Establish linkage between LRCs and Community Learning Centres using ICT.
- Develop plans to make use greater use of ICT in material production and training.
- Financial allocation must be provided to improve ICT facilities to NFE sector.
- While providing ICT tools, also provide training to personnel so that better use may be made of the equipment and tools.
- Create an NFE Material /Resource Data Base.
- Develop a major national Plan to impart ICT training to all NFE facilitators.
- Establish pilot ICT centres at community levels.

7. Follow-up Planned

The proposals for National Follow-up Action Plans of each country are summarized in the following table. Draft proposals were first prepared by each participant during the Workshop, and these proposals were submitted to APPEAL and ACCU during January - June 2003, based on the discussion and consultation in and after the Workshop.

It was suggested that the activities in the country be designed to link with the activities already carried out after the 19th Regional Workshop (Hanoi, 2001). The areas to be supported by UNESCO and ACCU were:

- (1) Translation, adaptation, finalization of the two Handbooks and the Clip Art.
- (2) Training of personnel at the national level.
- (3) Dissemination of national versions of the two Handbooks.
- (4) Training of personnel at the provincial, district and grassroots level, e.g. CLC project personnel.

Other areas on capacity building of NFE personnel could be supported according to the needs and other plans of the country.

Summary of Proposals for National Follow-up Action Plans of the 20th Regional Workshop (As of June 2003)

*FHB = Handbook for Non-formal Adult Education Facilitators

LMHB = Handbook for Adult Learning Material Development at Community Level

| Country | Organizer | Proposed Plans and the Activity Contents | Resource materials* | Participants | Location |
|-----------|---|--|--|---|---|
| Cambodia | Department of Non-Formal Education (DNFE) | Workshop on capacity building for NFE facilitators at grassroots level (5-11 May 2003: 7 days) 1. Training on preparation of local learning aids/ materials and lesson plan | FHB LMHB | 48 NFE facilitators at provincial/municipality level 10 DNFE staff | Pre-school teacher training center in Phnom Penh |
| China | International Research and Training Centre for Rural Education (INRULED, Nanjing) | Translation of FHB and LM HB <i>NFE facilitator training workshop at the provincial level (Oct. 2003: 10 days)</i> - Introduction of 2HBs - Training to be able to transmit the advanced ideas and scientific life styles to improve the living standard of villagers. | FHB LMHB | NFE facilitators at provincial level | |
| Indonesia | Centre for Development of Learning Activity (BPKB) Jayagiri, Bandung | Training of trainers for facilitators of community-based CLCs (10 days) - Dissemination of Management Minimal Standard of Community-Based CLC - Training on how to facilitate standardization on CLC management - Training on training skills for strengthening CLC management – e.g. how to design and organize training, how to use training modules. - Development of module packages of TOT for NFE facilitators, training for strengthening CLC management, TOT for community-based CLC | FHB *Management Minimal Standard of Community-Based CLC *Competency Minimal Standard of CLC Facilitators (*These 2 materials were developed in collaboration w/ UNESCO Jakarta) | 30 persons from 3 districts in West Java Province (consist of technical staff of District Learning Centre and CLC facilitators) | BPKB Jayagiri |
| Iran | Literacy Movement Organization (LMO) | Capacity building for trainers of NFE facilitators (8 days) - Introduction of participatory teaching-learning methods, e.g. brain storming, ice-breaking. - Training on preparation of curricular unit, lesson plan, needs assessment, materials development, learning assessment. Print and distribute FHB and LMHB (5,000 copies) | FHB LMHB Literacy Clip Art | 40 LMO trainers at national & provincial level, from 4 LMO educational centers | One of the LMO educational centers |
| Lao PDR | Non-Formal Education Department (NFED) | Capacity building workshop at Regional NFE Centres in North Region and South Region - Training to strengthen capacity of trainers of facilitators and material developers at provincial and district levels. Adaptation and dissemination of FHB and LMHB | FHB LMHB Literacy Clip Art | 28 participants from 8 provinces in North region 27 participants from 4 provinces in South region | Regional NFE center in North region and South region (Champasak and Luangprabang) |

Regional Workshop (Myanmar, 2002)

| Country | Organizer | Proposed Plans and the Activity Contents | Resource materials* | Participants | Location |
|------------|---|--|--|--|--|
| Mongolia | <i>National Centre for NFDE</i> Literacy Resource Centre of Mongolia (LRCM) | Workshop on capacity building for trainers in grassroots level (August – October 2003) <ul style="list-style-type: none"> - Development of learning materials and curriculum. - Participatory training methods, learning-oriented training. - Methodology of developing learning materials and conducting literacy training by using HBs, PALM, Clip Art. - Needs assessment at grassroots level. - Sharing experiences of participants. | FHB LMHB PALM Literacy Clip Art | 385 CLC facilitators from 366 soums of 21 provinces | 7 regions <ul style="list-style-type: none"> - Western & Southern regions - Central 1-3 regions - Eastern & Gobi regions |
| Myanmar | Myanmar Education Research Bureau (MERB) Myanmar Literacy Resource Centre (MLRC) | Publication of NFE facilitator HB and Mat Dev HB (Oct. 2003) (2,000 copies each) Capacity building for trainers of NFE facilitators <ul style="list-style-type: none"> - 1 national workshop on capacity building for trainers of NFE facilitators (Nov. 2003: 7 days). - 2 workshops at state division level (Dec. 2003: 7 days each). - Training on materials development, lesson plan preparation, and skills for effective teaching-learning process in NFE. Expansion and update of GIS and database to support effective use in CLC management system (Oct. – Dec. 2003). | FHB LMHB | National level <ul style="list-style-type: none"> - 30 participants State division level <ul style="list-style-type: none"> - 60 participants (30 participants each from Upper Myanmar and Lower Myanmar) | |
| Sri Lanka | NFE Branch, Department of Education | Workshop for the training of trainers in the introduction of LMHB (20-30 Apr. 2003: 10 days) <ul style="list-style-type: none"> - Discussion and sharing of difficulties in materials development. - Training on needs assessment, curricular unit preparation, and materials development. <i>Translation/adaptation and distribution of PALM (20 May - Dec. 2003)</i> <ul style="list-style-type: none"> - Translation into Sinhara and Tamil. | LMHB | 30 participants (20 NFE project officers, 10 resource persons from NFE and NGOs) | NFE Resource Centre Meegoda Colombo |
| Thailand | Sirindhorn Institute | Translation and publication of FHB and LMHB (Feb. – Jun. 2003) (150 copies each) Training on capacity building for NFE and CLC facilitators (July – Sep. 2003) <ul style="list-style-type: none"> - Try out 2HBs to study the effectiveness of these training modules in Thailand's situation. - Materials development by utilizing/managing learning aids/materials. | FHB LMHB | 30 NFE & CLC facilitators from Northern part. 30 NFE & CLC facilitators from Northeastern part. | <i>Northern Regional NFE Center</i> Northeastern Regional NFE Center |
| Uzbekistan | <i>National Commission of Uzbekistan for UNESCO</i> Ministry of Public Education | Translation/adaptation and distribution of LMHB and CLC planning & management HB (6 months) National Training workshops in grassroots and district levels (4 days). <ul style="list-style-type: none"> - Training on materials development, needs assessment - Sharing of facilitators' experiences | LMHB CLC planning & management HB | 40 participants (7 CLC facilitators, 3 experts from Republican Education Center, 31 ASP-net school teachers) | |



Map of Western Ward, Kyauktan Township where Group Palei visited.

CHAPTER II

Proceedings

1. Orientation
2. Experience Sharing
3. PART I: Material Development
4. PART II: Lesson Plan
5. PART III: Preparation of National Action Plan
for Capacity Building of NFE Facilitators

DAY 4: SONG & “SEVEN-UP” GAME

As “energizer”, we performed a song and then a game. The content of the song was about the workshop and the road of preparation of learning material from needs assessment to revision.

In our workshop we want to know more, AEIOU.

Knowing more is going to field more, AEIOU.

Assess, Pre-test, Revise, AEIOU.

Seven-up: Each participant counts a number (1), and according to the direction he/she shows, the next person says the next number (2). One who counts “seven” puts his/her hand on head.

Lessons learned: *Pay attention to what we are involved; be punctual.*

1. Orientation

Orientation on the Workshop was organized in Day 1 morning in three parts:

- APPEAL presentation by Mr. Hakeem
- Workshop training aspects by Ms. Shibao
- Workshop logistics aspects by Daw Nyunt Nyunt (MERB)

Mr. Hakeem provided an overview of the situation of literacy and continuing education in Asia and the Pacific, referring to the large numbers of illiterate people in South Asia as one of the big challenges. He informed about the six goals set by the World Education Conference (Dakar, 2000) as global agenda to achieve EFA by 2015. Discussing the role of APPEAL, Mr. Hakeem shared the changing focus of this regional programme, i.e. from systematizing of NFE and resource development to policy dialogue using the resources and experiences developed over the years. He also stressed the importance of networking and partnership with various agencies in the region through workshops and seminars as well as ICT-supported media.

Ms. Shibao, after a brief introduction of the ACCU activities, emphasized the learning objectives of the Workshop:

- To understand the factors which contribute to the effective job performance as a trainer of NFE facilitators, in the areas of (1) training on preparing of local learning aids and materials (2) training on preparation of lesson plan, and (3) use of participatory training techniques and process, and
- To acquire knowledge and skills to prepare a training programme for national training activities using ACCU/APPEAL Resource packages.

Referring the Workshop IPO (Input-Process-Output) table (see Annex 4), she explained what was expected of them of the workshop and gave an overview of the Workshop schedule:

- The opening part is for experience sharing among the participants on (1) NFE personnel capacity building and (2) materials development.
- Part I (DAY 2 - DAY 7) is for training on preparation of local learning aids and materials.
- Part II (DAY 7 - DAY 9) is for (1) training on preparation of lesson plan, and (2) use of participatory training techniques and process.
- Part III (DAY 9 - DAY 10) is for planning for the national follow-up activities.

The arrangement of the “learning journals” to record individual learning experience every day was explained by Mr. Oyasu of APPEAL. The participants were asked to write their comments on the following points from everyday activities.

- What I learned most were:
- What I want to learn more are:
- What I would like to suggest are:

The sheets were to be distributed to the participants at the end of each day, and were to be collected and synthesized by the reporters’ team for sharing with participants on the following morning. Mr. Oyasu said that this would allow the participants and organizers to obtain continuous feedback from the sessions every day, which serves as important information in order to adjust the organization of the sessions of the following days when necessary. It was explained that it would be useful for participants and organizers to keep their individual learning journals and share them as part of the learning experience.

Daw Nyunt Nyunt of MERB briefed the participants on logistics of the Workshop, including where to eat, currency exchange and airticket reconfirmation arrangements.

2. Experience Sharing

After the orientation, participants' experiences on the following aspects were discussed:

- (1) Capacity Building of NFE Facilitators (as Experience Sharing 1 on Day 1 afternoon)
- (2) NFE Learning Materials Development (as Experience Sharing 2 on Day 2 morning)

1. Experience Sharing 1: Capacity Building of NFE Facilitators

Experience Sharing 1 consisted of the following 4 sessions:

Session 1: Introduction (getting to know each other and their experiences)

Session 2: Training experience of participants (Snow-Ball Exercise to identify the effective and ineffective training methods)

Session 3: National follow-up plans (overview of CLC and 19RW national follow-up activities executed in each country)

Session 4: SWOT(I) analysis on training programme for NFE facilitators (SWOTI=strength, weakness, opportunity, threat and innovation)

Activities of each session were recorded by the reporter's group using a daily news format as follows:

| | |
|-----------------|--|
| Session Name | Session 1: Introduction |
| Time (duration) | 14:10-14:20 (10 minutes), Day 1 |
| Facilitator(s) | Ms. Shibao |
| Input | <ul style="list-style-type: none"> ▪ Participants' experience ▪ Slip papers, wall papers and markers |
| Process | <ul style="list-style-type: none"> ▪ Request the participants to write down name, country and symbol for involvement in material development, in training activities and in interaction with NFE learners. ▪ Ask the participants to fill out the slip paper according to his/her institutional levels from national to community. |
| Output achieved | The participants know at which level others are involved in NFE and with what responsibility. |
| Comments | Lesson learned should be presented more clearly. |

| | |
|---|--|
| Session Name | Session 2: Training experience of participants |
| Time (duration) | 14:20-14:50 (30 minutes), Day 1 |
| Facilitator(s) | Mr. Oyasu |
| Input | <ul style="list-style-type: none"> ▪ Participants' experience. ▪ Country report topic 3: Case Study: Personal training experience |
| Process SNOW-BALL EXERCISE (Two to Four) | <p>Snow-ball exercise plays the ice-breaker. It gives the participants an opportunity of getting to know each other. First, the participants work in pairs. Then the pairs of participants join the other pairs and work in fours. It is as if a small snowball turns into a big one when rolled over the snow.</p> <ul style="list-style-type: none"> ▪ Work in pairs to share experience as Trainer and Trainee. ▪ Work in fours re-sharing experience. ▪ Facilitator requests the participants to find out what are effective and ineffective training approaches and tools. |

| | |
|-----------------|--|
| Output achieved | <ul style="list-style-type: none"> ▪ Personal experience shared. ▪ Effective and ineffective training methods found. |
| Comments | A document on the shared personal experience would be needed. |

Summary of Snowball Exercise in the Session 2

The following lists were created by the participants in the snow-ball exercise in the Session 2.

Effective training approaches/tools identified by the participants

- Participatory training (participants active)
- Field example / case study
- Informal atmosphere
- Learning by doing
- Learning by sharing
- Small group (participants, approximately same level)
- Counselling
- Competition
- Equal relation among participants/btw. participants and resource persons
- Use of locally available resources
- Learning materials and aids
- Well prepared lesson plans (curriculum)
- Linkage with NGO
- In-built Monitoring and evaluation
- Facilitation rather than teaching
- Understanding the background of trainees (social context)
- Use of multimedia
- Use new approaches
- Good facilitating skills
- Code of conduct defined
- Use of various methodologies
- Use of innovative materials (simple, but motivating)
- Work based on their experience
- Appropriate number of trainees (not a large group)
- Healthy competition among trainees
- Local committee management
- Learner centred Training room culture (sitting arrangement, relation btw. the facilitator and trainers, more activities)
- Giving importance to trainees' experiences

Ineffective training approaches/tools identified by the participants

- Lack of interest/lack of relevance
- One-way approach in training
- Lack of finance/budget
- Goodwill (LOVE) of trainers
- Lack of trainers
- Conflict schedule
- Lack of experience
- Low salary
- Lack of innovation
- Lack of training/supporting materials
- Facilitators not in good health
- Monotonous approaches
- Language communication problems
- Hierarchy
- Lack of experience of real situation of trainer
- Lack of preparation time
- No follow-up



Participants discuss training approaches

| | |
|-----------------|--|
| Session Name | Session 3: National follow-up plans |
| Time (duration) | 14:50-15:20 (30 minutes), Day 1 |
| Facilitator(s) | Mr. Oyasu |
| Input | <ul style="list-style-type: none"> ▪ Handout on CLC and 19RW national follow-ups. ▪ Country report topic 2: Plan for National Follow-Up Activities of the 20th Regional Workshop ▪ LCD projector. |
| Process | <ul style="list-style-type: none"> ▪ Explanation on CLC, 19RW national follow-up activities conducted and 20RW follow-up plans by using LCD projector. ▪ Chance for participants to ask questions. |
| Output achieved | <p>The participants know about:</p> <ul style="list-style-type: none"> ▪ CLC project, function of CLC, activities in CLCs and challenges and sustainability. ▪ Experience of the national follow-up activities from the 19th RW (Hanoi, 2001). ▪ An overview of participants' plans for the 20th RW national follow-up. |
| Comments | Presentation clear but a little bit fast. |

| | |
|-----------------|--|
| Session Name | Session 4: SWOTI Analysis |
| Time (duration) | 15:20-17:00 (1h 40mm) |
| Facilitator(s) | Mr. K.K. |
| Input | <ul style="list-style-type: none"> ▪ Country report topic 4: NFE adult learning materials development. ▪ Papers and markers |
| Process | <ul style="list-style-type: none"> ▪ Division of participants into 4 groups consist of 5-6 persons/group. ▪ Group discussion about SWOTI (strength, weakness, opportunities, threats and innovation) in NFE facilitator training in each country. ▪ SWOTI provides the participants with a framework for analyzing the present situation and identifying the future strategies. The present situation should be analyzed in the light of strength and weakness. The future strategies should be identified by looking into opportunities, threats and innovation. ▪ Presentation of SWOTI results. |
| Output achieved | SWOTI in respective country, analyzed. |
| Comments | Feedback from facilitator would be needed. |

Summary of the SWOTI Analysis in the Session 4

The following lists were produced by four groups through SWOTI Analysis on NFE facilitator training. The four groups consisted of the participants from the following countries:

- Group I: Afghanistan, China, Mongolia, Vietnam
- Group II: Bangladesh, Indonesia, Myanmar, Philippines
- Group III: Bhutan, India, Iran, Papua New Guinea, Sri Lanka
- Group IV: Cambodia, Laos, Malaysia, Nepal, Thailand

GROUP I

Strength

- Interest in programme
- Government support
- Facilitators for CLC
- High literacy
- Government policy
- Encouraging regular funding government + local government
- Govt commitment to establish more CLC
- Emphasis on female education

Weakness

- Lack of competent resource persons for training
- Human resource inefficient co-operation
- Lack of effective teaching skill
- Lack of modern technique
- Lack of fulltime and part time teachers
- Lack of commitment from community
- Lack of resources
- Lack of ICT related facilitators for teachers' training

Opportunity

- World wide awareness/international support
- NGO + cooperation funding from private sectors
- Various programmes in school to support continuing education
- Support from local authority
- Compulsory primary education activities
- Fine parents for not sending children to school

Threat

- Infrastructure (23-year war)
- Attitude of the community (poverty, old age)
- Difficult to conduct in remote area
- Hard to access in mountainous area
- High population growth

Innovation

- ICT education for teacher training
- Coordination / adaptation from various agencies
- Open university education / distance education
- Content of curricula
- Innovation in teaching methodology
- Facilitators to be trained on ECCE
- Use of ICT

GROUP II

Strength

- Partnership between GOs and NGOs.
- Good number of trainers (mostly at national level).
- Post training, monitoring and supervision.
- High motivation of the facilitators.
- Equivalency of curricula of different NGOs and GOs.

Weakness

- Training programme and materials are not adequate.
- Enhancement/refresher training courses are not available.
- Not sufficient budget for training.
- Insufficient NFE trainers at district/provincial level.
- Lack of full time NFE staff.
- No NFE department.

Opportunity

- Globally, regionally, nationally and at grassroots level there are technical supports.
- Pro-NFE government policy.

Threat

- Indigenous initiatives are disrupted by outsiders.
- Loan from international monetary agencies instead of grant.

Innovation

- Access to e-Education by the NFE personnel and learners.
- Preparing learners to be facilitators.
- 90% of facilitators are women.

Ms. Mirhosseini of Iran presents GROUP III analysis.

GROUP III

Strength

- Motivation to continue education
- Sufficient budget
- Educational centres
- Resource centres (Libraries)
- Material production
- Cooperating with universities
- Support from NGOs
- Research & Evaluation

Weakness

- Lack of motivation
- Lack of budget allocation
- Lack of resources
- Lack of master trainers
- Lack of modern technology
- Lack of co-ordination
- Research, monitoring and evaluation
- Lack of English knowledge
- Job security of NFE facilitators
- Lack of instructor

Opportunity

- Political support
- Promoting education (EFA)
- Upgrading life skills
- Learning new technology & methodology

Threat

- Reducing the budget allocation
- Lack of coordination
- Natural disasters (shift in government budget)
- Frequent change of officials
- War situation
- Power abuse

Innovation

- Mobile libraries (Postal & Vehicle)
- Formation of self-help groups
- Equivalency programme for instructors
- Distance learning programmes

GROUP IV

Strength

- National government policy on NFE
- Government administration structure (central to district)
- Text book production of NFE for different target learners
- Trained group of trainers
- Training Institutes at different levels (National, Regional, Provinces)
- Different areas of training (i.e. IGP)

Weakness

- Inappropriate selection of trainees
- Information on training opportunities lacking
- Insufficient financial support
- Lack of resource person
- No learning opportunities in mother tongue
- Low education level of facilitators
- Use of PC/internet not maximized
- Facilitators are teenagers with little experience in NFE
- Coordination of training programme

Opportunity

- UNFPA support
- Skill development on PC /ICT application
- Bilingual NFE programme for minorities
- Saving + Credit programmes included in NFE programme
- More self-learning and training modules printed for facilitators
- Pilot programmes using ICT

Threat

- Weak authority of the Dept. of NFE
- Trained personnel moved to other positions
- Strong government policy on national language (no room for minority language in learning)
- Different training allowance by different organizers (Govt, INGO, UN agencies)
- Irregular or low payment of facilitators honorarium

Innovation

- Distance training by ETV / Satellite programme / correspondence
- National training modules (development of visual materials)
- Trainings organized by INGOs / NGOs/ GO

2. Experience Sharing 2: NFE Learning Material Development

After the session of Experience Sharing 1 on Day 1, the following activities were conducted in the morning of Day 2.

| | |
|-----------------|---|
| Session Name | Experience Sharing 2: NFE Learning Material Development |
| Time (duration) | 9:25 -10:20 (55 minutes), Day 2 |
| Facilitator(s) | Ms. Shibao and Ms. Satomi |
| Input | <ul style="list-style-type: none"> ▪ Country report topics Topic 4: NFE adult learning materials development Topic 5: Evaluation of PALM (Package for Developing Adult Learning Materials) ▪ Literacy/NFE materials ▪ Paper slips, flipcharts, markers ▪ PALM package (for demo) ▪ PALM leaflet (for distribution) ▪ AJP leaflet (for distribution) |
| Process | <ul style="list-style-type: none"> ▪ Participants located levels of material production on the “material development diagram”. ▪ Three participants presented different innovative materials. ▪ Facilitator introduced components of PALM. |
| Output achieved | <ul style="list-style-type: none"> ▪ Participants found most of the materials were produced at national level and identified the problems in material production at community level. <u>Problems in production of material at local level identified:</u> <ol style="list-style-type: none"> (1) Lack of printing materials. (2) NFE personnel lack confidence. (3) Low salary of NFE personnel. (4) Lack of resource persons. (i.e. Artist) (5) Lack of time and capability. (6) Lack of training on material production. (7) Lack of financial resources for material production. (8) Being confined to centrally designed curriculum. (In some countries, local community NOT allowed to have their own curriculum.) (9) Minority language/script ignored. ▪ Participants were introduced to different materials produced at different levels. ▪ Participants learned what PALM is and came to know that some countries had already adapted it. |
| Comments | <ul style="list-style-type: none"> ▪ The process of the session was good but the problem was time arrangement. ▪ PALM should be in hands of the participants. ▪ Clip Arts should be shown to the participants. |

Summary of Each Country's Experiences in NFE Implementation & Materials Development

Dr. Suvit, one of the resource persons, produced this summary after the Workshop, extracting the main points concerning NFE implementation and materials development from the Country Reports prepared by the participants. The main points were the urgent needs and obstacles in NFE implementation and materials development (table 1) and the innovative materials in non-formal education (table 2).

Table 1. Urgent Needs and Obstacles in NFE Implementation and Materials Development

| Countries | Urgent needs and obstacles in NFE implementation | Urgent needs and obstacles in materials development |
|--------------------------|---|--|
| Bhutan | | <ul style="list-style-type: none"> ▪ Teaching of adults and how to deal with adult learners. ▪ Organization and management of classroom. ▪ Preparation of effective lessons. ▪ Preparation of effective learning materials and their use. ▪ Participatory learning skills. |
| Cambodia | Rural people still lack motivation to join NFE activities. | <ul style="list-style-type: none"> ▪ There is not enough budget for materials production and distribution and the work of NFED. |
| China | Good facilitators in sufficient number are urgently needed. | |
| Indonesia | Change of position and transfer among the policy makers at sub-district level results in inconsistency and unsustainability on policy and programme action. When new persons come, the policy may change. | <ul style="list-style-type: none"> ▪ Few target areas possess baseline data of target group. The data is an important aspect in acquiring the content of learning materials to be developed. ▪ Learning materials distribution and availability to target areas or CLCs are still limited in both quality and quantity. ▪ To ease the problem, BPKB Jayagiri has made collaboration with government institution, NGO, as well as related sectors to assist in producing learning materials. |
| Islamic Republic of Iran | Coordination between different organizations for helping CLC activities. | <ul style="list-style-type: none"> ▪ Lack of skilled facilitators at the community level. |
| Lao PDR | | <ul style="list-style-type: none"> ▪ Printing and dissemination of learning materials is not on time because of the budget limitation. |

| Countries | Urgent needs and obstacles in NFE implementation | Urgent needs and obstacles in materials development |
|------------------|--|---|
| Malaysia | It is hard to convince less-educated rural folks to participate in NFE programmes because they consider them less necessary than earning their living. | |
| Mongolia | Skilled facilitators are urgently needed, including partnership between the organizations such as CLC and local centres of NFE. | <ul style="list-style-type: none"> ▪ Lack of learning materials ▪ Printing of learning materials is expensive. |
| Myanmar | | <ul style="list-style-type: none"> ▪ Financial constraint in production and dissemination of the materials. |
| Pakistan | | <ul style="list-style-type: none"> ▪ The major hurdle is the lack of will and commitment. ▪ There are no identifiable experts who have the skills and experience to develop learning materials. When there is a need to produce the materials, professionals are hired on an ad-hoc basis. ▪ There is little continuity in material development efforts. |
| Papua New Guinea | <ul style="list-style-type: none"> ▪ Need to conduct more in-service, pre-service and short course training. ▪ Has to produce a simple teachers' guide and manual that will be used by the facilitators during their training courses, to upgrade their skills. ▪ Insufficient resources and funding. ▪ Geographical conditions: weather conditions and land areas which make it hard to go from one place to another. | <ul style="list-style-type: none"> ▪ Difficulties in securing funds to effectively manage a strong NFE activity. ▪ Distribution and dissemination: adult literacy materials are not getting to the provinces. ▪ Adults lose interest when materials are not forthcoming. |
| Philippines | <ul style="list-style-type: none"> ▪ Adaptation and mass reproduction of APPEAL Handbook for Adult NFE Facilitators as well as to train them on the utilization of methods suggested in the handbook. ▪ Periodic enhancement training in order to strengthen competencies and skills of NFE facilitators. | <ul style="list-style-type: none"> ▪ Budget constraints for the development, production, distribution and dissemination of learning materials. |
| Sri Lanka | | <ul style="list-style-type: none"> ▪ Lack of specialists to develop learning materials. ▪ Less attention is given to the work of nonformal education. |

| Countries | Urgent needs and obstacles in NFE implementation | Urgent needs and obstacles in materials development |
|------------------|---|--|
| Vietnam | | <ul style="list-style-type: none"> ▪ Lack of finance, techniques and equipment for training of NFE facilitators. ▪ Transportation in the remote areas is very difficult. ▪ There is no library in the village. ▪ There is a weakness in cooperation. |
| Uzbekistan | | <ul style="list-style-type: none"> ▪ Need to upgrade NFE facilitators' skills in production of learning materials and use of ICT. |

Table 2. Innovation Materials in Non-formal Education

| Country | Innovative materials and approaches |
|--------------------------|--|
| Bangladesh | <ul style="list-style-type: none"> ▪ Collection of folk stories for publishing. The published stories can be used as case studies. ▪ Publication of newsletter for neo-literates. ▪ Easy to read versions of classical literature. ▪ Use of charts, posters and stickers in learning. ▪ Materials on peoples' rights. Materials on gender. |
| India | <ul style="list-style-type: none"> ▪ People's reading campaign and publication of low cost books that learners can buy. ▪ Distribution of a few free copies of material to the learners at their personal addresses by post. |
| Indonesia | <ul style="list-style-type: none"> ▪ Publication of newsletter from CLC ▪ Collaboration with GOs and NGOs in the production of learning materials ▪ Developing of local learning materials |
| Islamic Republic of Iran | <ul style="list-style-type: none"> ▪ Materials are produced through inter-sectional participation between LMO and other governmental organizations and NGOs. |
| Lao PDR | <ul style="list-style-type: none"> ▪ Local newspapers produced by Regional NFE Center. It also has things written by NFE learners and villagers. |
| Myanmar | <ul style="list-style-type: none"> ▪ Reading cards for promoting income-generating activities and better life with demonstration ▪ Development of materials as outputs of the workshops has proved to be effective |
| Pakistan | <ul style="list-style-type: none"> ▪ Training adult NFE literacy facilitators for income-generating activities |
| Papua New Guinea | <ul style="list-style-type: none"> ▪ Training NFE facilitators to teach adults to produce literacy materials in their own languages. ▪ Writing for adult learners, introducing the type of lessons and the theme of the topic for the day the adult learners will be taught, and how to make a big book, small book, poster and lesson plan. ▪ Shell books-stories written in English, Tokpisin, and Firi Motu (two of PNG's national languages.) ▪ Stories written in English and transferred to Tokpisin, Hiri Motu, and the local vernacular. |

| Country | Innovative materials and approaches |
|-------------|---|
| Philippines | <ul style="list-style-type: none"> ▪ Non formal Education Accreditation and Equivalency System (NFE A&E) provides an alternative means of learning and certification for basically literate Filipinos and foreigners aged 15 years and above, who are unable to avoid the formal system or who have dropped out of formal elementary or secondary education. ▪ Development and use of learner-centred technologies, such as flexible learning strategies, individual learning agreements, learning portfolios and project-based learning, development of nonformal equivalency testing and assessment methodologies, development of a computerized NFE MIS and management support system. |
| Sri Lanka | <ul style="list-style-type: none"> ▪ Innovative materials produced are booklets, handbooks, leaflets, folders and learning packages. |
| Thailand | <ul style="list-style-type: none"> ▪ A storybook project, introduced by Greenway. ▪ Use of different methods to motivate learners to learn how to write a story, such as through fantasy and specific subjects. ▪ Writing stories, making a storybook, and using the books in primary schools. ▪ Introducing new techniques and materials to English teachers. ▪ DNFE Thailand has introduced various types of materials ranging from printed/written materials like video and VCD to promote e-education. Materials are produced at all levels from national down to local level. |
| Uzbekistan | <ul style="list-style-type: none"> ▪ DNFE produced several kinds of materials for all levels (national, district, and community levels). ACCU materials and adopted in the country. Posters and CD ROM in Uzbek language leaflets for all kinds of aspects. |
| Vietnam | <ul style="list-style-type: none"> ▪ Innovative national literacy and equivalency programmes. ▪ Innovative materials produced are booklets, leaflets, and textbooks. |

3. PART I: Materials Development

This part was intended to guide the participants through the whole processes of developing learning materials at community level. Among eight steps suggested in the *Handbook for Adult Learning Materials Development at Community Level*, the following four steps were practiced from Day 2 afternoon to Day 7 morning sessions in this part; Step 1: Needs Assessment, Step 2: Curricular Unit Preparation, Step 3: Material Preparation and Step 8: Evaluation.

The participants were formed into 4 groups and each group separately went through the four essential steps of the materials development. The table below gives an overview of activities conducted in each step.

Overview of Group Works for Materials Development

| Step | Activities | Day | Time (Duration) |
|--------------------------------|--|------------|------------------------|
| 1. Needs Assessment | Preparation for needs assessment | 2 | 16:30-17:30 (60 min.) |
| | Field visit (Need Assessment) | 3 | 8:00-18:00 (whole day) |
| | Analysis of learning needs | 4 | 10:30-12:30 (2 hr.) |
| 2. Curricular Unit Preparation | Curricular unit preparation | 4 | 14:00-15:30 (90 min.) |
| 3. Material Preparation | Selection, adaptation, development of learning materials | 5 | 14:00-17:30 (210 min.) |
| | Finalisation of learning materials | 7 | 9:00-12:30 (210 min.) |
| 8. Evaluation | Materials display and contest | 7 | 12:30-14:00 (150 min.) |

1. Needs Assessment

The following Daily News describes activities conducted in Step 1: Needs Assessment:

| Session Name | Introduction to the Process of Materials Development |
|---------------------|--|
| Time (duration) | 11:20 - 12:30 (70 minutes), Day 2 |
| Facilitator(s) | Dr. Suvit |
| Input | <ul style="list-style-type: none"> ▪ Material Preparation Process Map in the handbook ▪ Paper slips, flipcharts, markers ▪ LCD projector ▪ Handouts |
| Process | <ol style="list-style-type: none"> 1. Facilitator prepared a chart and distributed post-it strips for participants to identify the situation of NFE learning material production in their countries. 2. Participants stuck the slips with their country names and relevant information about material development on a large sheet of paper to collectively develop a “material production mapping”: <ul style="list-style-type: none"> • Production organization (NFED and others), • Three most frequently produced formats (printed, AV, folk media) and • Contents (national to local) 3. Facilitator invited a discussion on why local materials are needed in NFE learning. 4. Facilitator explained the process of material development at local level by power point presentation. |
| Output achieved | <ul style="list-style-type: none"> ▪ A Regional “Material Production Map”. ▪ An overview understanding about the learning material production in the Asia-Pacific region. Materials were developed by the national NFE departments in most countries with a concentration on specific formats (i.e. posters and booklets), and national contents were heavy compared to local contents. ▪ Comprehensive understanding of the process of material development at local level. |

| | |
|-----------------|--|
| Session Name | STEP 1: Needs Assessment: Tips on assessment tools and methods |
| Time (duration) | 14:00 - 17:00 (3 hours), Day 2 |
| Facilitator(s) | Dr. Suvit, Ms. Rika, Mr. K.K., U. Tin Nyo |
| Input | <ul style="list-style-type: none"> ▪ LMHB step 1 and other handouts on needs assessment methods. ▪ Paper slips, flipcharts, markers. ▪ Overhead projector, Transparency sheets. |
| Process | <ul style="list-style-type: none"> ▪ Facilitator presented the need for conducting needs assessment and different approaches to doing it. ▪ Facilitator demonstrated the basic process of NP method which was one of the four methods for needs assessment. ▪ Participants formed four groups, namely Seagull, Unique, Jasmine and Palei through “animal game” and practiced one of the assigned methods for conducting needs assessment in the groups. (See Annex 5 for the four groups formed by this activity.) <p>Animal game</p> <ol style="list-style-type: none"> 1. Facilitators prepared lots for all participants by writing down the name of four animals such as tiger, elephant, dog and cat on small pieces of paper and put them in a box. 2. Each participant drew a lot from the box. 3. The participants looked for other participants who drew the lots of the same animal while mimicking the cries of the animal written on their lots. <ul style="list-style-type: none"> ▪ Each group presented the process of needs assessment methods in plenary. <ol style="list-style-type: none"> 1. <u>NP (New Participatory) Method</u> The participants made a data map of problems first and then made a data map of solutions to the priority problems. 2. <u>Problem Tree</u> The participants discussed the problems of the community and drew a tree with several branches. Then the participants grouped the same category of problems on one branch representing each problem as a tree leaf. At the end, the participants identified the most fundamental problems at the root of the tree. 3. <u>PRA Preference Ranking</u> The participants discussed and wrote down the major problems of the community on the paper. Then each participant ranked all the problems according to his/her priority, putting 3 chips on the most crucial problems, 2 chips on the second and 1 on the third. After all the participants finished ranking, they summed up the chips by problem and identified the most crucial problem. 4. <u>Community Mapping</u> The participants drew a social map of the community on the paper and then discussed and identified the problems & needs of the community. |
| Output achieved | <ul style="list-style-type: none"> ▪ Participants learned the four methods for conducting needs assessment. ▪ Participants learned the process of NP method. ▪ Participants learned different methods through group work and presentations. |
| Comments | <ul style="list-style-type: none"> ▪ The process was clear. ▪ Participants keep within the specified time limits. |

| | |
|-----------------|---|
| Session Name | STEP 1: Needs Assessment: Field Visit Orientation |
| Time (duration) | 17:00 – 17:45 (45 minutes), Day 2 |
| Facilitator(s) | U Myint Han |
| Input | <ul style="list-style-type: none"> ▪ LCD projector ▪ Field village profile (see page 60) and maps of 4 villages to be visited |
| Process | <p>Facilitator explained about field visit:</p> <ul style="list-style-type: none"> ▪ Departure time and schedule ▪ Places to be visited ▪ Brief information on places to be visited ▪ Outline of issues and vision of CLCs in Myanmar |
| Output achieved | Participants got the overall picture of field visit. |
| Comments | Facilitator explained very clearly. |

Following the orientation on Day 2, field visits were conducted in two sessions. In the morning session all the participants visited Kyauktan Township and got the basic information on CLC activities in Myanmar. In the afternoon session the participants were separated into 4 groups formed on Day 2 and visited 4 different villages to collect data on learning needs.

| | |
|-----------------|--|
| Session Name | Field Visit- Kyauktan Township |
| Time (duration) | 8:00 - 13:00 (5 hours), Day 3 |
| Input | <p>PPT Presentation “Promotion of CLCs: Analysis of different strategies practiced in Myanmar” (by U Tin Nyo)</p> <p>LCD projector</p> <p>Booklet on MMCWA (Myanmar Material and Child Welfare Association)</p> |
| Process | <p>Departed at 8:00 am and reached at 9.20 am</p> <ol style="list-style-type: none"> 1. Welcome Session by the Kyauktan Township <ul style="list-style-type: none"> ▪ We were welcomed cordially by the village folks and briefed by the Kyauktan Township leader, U Thant Aung on the geographical, demographic and historical aspects. ▪ This was followed by Mr. Suzuki’s speech on the role of ACCU in NFE and CLC. ▪ A cultural performance was presented by the children of 5th and 7th grade from the local school. ▪ We were introduced to a smart girl who had won several international awards on art competitions. ▪ Ms. Batchuluun of Mongolia thanked the township on behalf of the participants. And individual participants introduced themselves to the staff and children of the school. 2. Introduction to CLC activities in Myanmar <ul style="list-style-type: none"> ▪ We were also briefed in detail by U Tin Nyo on the progress and prospect of CLC followed by Q & A session. 3. We also got a chance to meet the township members of MMCWA. |
| Output achieved | <ul style="list-style-type: none"> ▪ Participants acquired insight into the present and future plan to enhance CLC facilities with special emphasis on NFE. ▪ This also provided an opportunity for participants from 21 different countries to analyze and compare similar ongoing programmes in their respective countries. |
| Comments | <ul style="list-style-type: none"> ▪ It was a very well planned and organized trip. ▪ According to our judgment nothing was overlooked. |

Coming back from the field visits, 4 groups worked on the data collected in 4 villages, categorizing and prioritizing the problems faced in those villages and selected the themes for the materials development. Here is the summary of Step 1: Needs Assessment.

Summary of Step 1: Needs Assessment

| Group Name | Village Visited | Problems by Priority Order | Theme of Materials |
|------------|-------------------------|--|---|
| Seagull | Padagyi Village | <ol style="list-style-type: none"> 1. Poverty 2. Insufficient educational facility (formal/non-formal education) 3. Improper storage and distribution of drinking water 4. Lack of basic infrastructure (transportation, electricity, telephone, etc.) | <ol style="list-style-type: none"> 1. Additional Income from Bamboo Products 2. Chicken Raising for Additional Income |
| Unique | Myaing Thar Yar Village | <ol style="list-style-type: none"> 1. Health and sanitation 2. Income generation 3. Education 4. Social problem | <ol style="list-style-type: none"> 1. Safe Drinking Water 2. More Crops, More Income by Compost |
| Jasmine | San-Chai-Mee-Village | <ol style="list-style-type: none"> 1. Business management 2. Management of CLC 3. Individual interest learning 4. Health and sanitation | <ol style="list-style-type: none"> 1. Earning through Joint Working 2. Joint Working, Better Earning |
| Palei | Western Ward | <ol style="list-style-type: none"> 1. Hygiene/ sanitation/ health/ environment 2. Gender 3. Use of culture for promotion of CLCs | <ol style="list-style-type: none"> 1. Regarding Sanitation at Home: Kitchen & Toilet 2. Raising Awareness of Equal Roles of Man and Woman within the Family |

2. Curricular Unit Preparation

Activities of Step 2: Curricular Unit Preparation are described in the Daily News below:

| Session Name | Step 2: Curricular Unit Preparation |
|-----------------|---|
| Time (duration) | 9:00 - 10:00 (1 hour), Day 4 |
| Facilitator(s) | Dr. Suvit |
| Input | <ul style="list-style-type: none"> ▪ LCD projector ▪ Sample of learning materials. |
| Process | <ul style="list-style-type: none"> ▪ After a brief introduction by Dr. Suvit, the participants are divided into groups to study the components of the learning material. ▪ In developing the curricular unit the following points were identified: <ol style="list-style-type: none"> (1) Theme (2) Target learners (3) Objectives (4) Content (5) Format (6) Teaching-learning process (7) Time required |

| | |
|---|---|
| | <ul style="list-style-type: none"> ▪ After that all the participants were asked to go back to their respective groups to discuss and prepare a specific need-based curricular unit according to the analysis of the data collected from previous field visits. ▪ Each group analysed and prioritised the needs of the people. The crucial needs were, then, transformed into curricular units. • Each group presented their curricular units, and feedback for improvement was provided. |
| Output achieved | <ul style="list-style-type: none"> ▪ Eight curricular units based on the needs of the people were systematically prepared. ▪ The participants shared their views for further improvement. |
| Comments (What are good points about this session? Any ideas for improvement?) | <ul style="list-style-type: none"> ▪ Everyone participated well in formulating the curricular unit. The teamwork was very effective. ▪ Participants learned how to analyse the needs and interpret them into the curricular unit. ▪ Limited time was the constraint. ▪ The topic on preparation of a curricular unit in the LMHB was very helpful to group work activities. |

3. Material Preparation

In the first half of material preparation, two different sessions took place in parallel (concurrent sessions). Four groups were formed into two and the two larger groups engaged themselves in two sessions in turn. In the second half, the participants went back to their own groups and worked on the finalization of learning materials.

The following daily news describes activities conducted in the first half of material preparation:

| | |
|-----------------|---|
| Session Name | Step 3: Material Preparation: Concurrent Session A |
| Time (duration) | 9:00-10:30 Group Seagull & Unique, 11:00-12:30 Group Jasmine & Palei (180 minutes each), Day 5 |
| Facilitator(s) | Dr. Suvit |
| Input | <ul style="list-style-type: none"> ▪ Printed materials ▪ Markers ▪ Handouts ▪ Flipcharts |
| Process | <ul style="list-style-type: none"> ▪ Facilitator presented some subcomponents of different steps of the process of material development. ▪ Participants reviewed the process of material development by making charts of the steps and their subcomponents. |
| Output achieved | Participants learned the process of selection, adaptation and development of learning materials. |
| Comments | It was instructive. Participants came to have a clear idea of what they should do to develop learning material. |

| | |
|-----------------|--|
| Session Name | Step 3 Materials Preparation: Concurrent Session B |
| Time (duration) | 9:00-10:30 Group Jasmine & Palei, 11:00-12:30 Group Seagull & Unique (180 minutes each), Day 5 |
| Facilitator(s) | Ms. Rika |
| Input | <ul style="list-style-type: none"> ▪ Literacy Clip Art CD-ROM (for distribution) ▪ Literacy Clip Art book (to practice tracing) ▪ Flipcharts, papers and markers ▪ Handouts |
| Process | <ul style="list-style-type: none"> ▪ Facilitator presented the importance of pictures in learning materials and the concept of clip art. ▪ Participants tried to draw pictures and to make up story from images to practice preparing illustrations without the help of artist or computer. ▪ Facilitator demonstrated how to use 'Literacy Clip Art' by computer and one of the participants tried it. |
| Output achieved | Participants learned the potential and use of literacy clip art. |
| Comments | It was instructive. Participants came to have a clear idea of what they should do to develop learning material. |

4. Evaluation

Daily News below shows activities of Step 4: Evaluation:

| | |
|-----------------|---|
| Session Name | STEP 8: Evaluation: Material Display and Contest |
| Time (duration) | 12:30 - 13:00 (30 minutes), Day 7 |
| Facilitator(s) | Dr. Suvit, Ms. Rika |
| Input | Learning materials and curricular units developed by each group Manila paper |
| Process | <ol style="list-style-type: none"> 1. Distribute the criteria for Learning Materials (Evaluation Form for Peer-review) which included: <ul style="list-style-type: none"> • Presentation of the learning materials • Content • Utilization • Level of literacy • Simplicity • Innovation 2. The participants were asked to select 3 materials they liked most and wrote comments on strong points using yellow post-it, suggestions for improvement using pink post-it, and pasted them on the feedback form placed next to each material. |
| Output achieved | Informed of the criteria to be evaluated. |
| Comments | The participants worked hard to finish their group work on the scheduled time. |

| | |
|-----------------|---|
| Session Name | Step 8: Evaluation: Presentation of Finalized Learning Materials |
| Time (duration) | 13:00 - 14:00 (1 hour), Day 7 |
| Input | Learning materials developed by each group |
| Process | <ol style="list-style-type: none"> 1. Presentation of curricular units and learning materials prepared by group work 2. Each participant was to evaluate the materials developed by other groups using the evaluation form and post-its for comments, taking the following factors into consideration: <ul style="list-style-type: none"> • The learning materials presented were prepared in a short time. • The way learning materials were presented should not be considered for the evaluation of the materials. • The participants should take a good look at the finished materials prepared by each group |
| Output achieved | Developed the final learning materials. |
| Comments | The participants feel good that the hard day's work was commendable. |

The following is the list of materials prepared and evaluated by the four groups.

List of Learning Materials

| Title | Format | Literacy level | Content |
|--|--------------|--------------------------|---|
| Group Seagull | | | |
| Additional Income from Bamboo Products | Poster | Neo-literate | <ul style="list-style-type: none"> ▪ Process of making bamboo products ▪ Bamboo products for sale ▪ Simple calculations |
| Chicken Raising for Additional Income | Booklet | Literate Neo-literate | <ul style="list-style-type: none"> ▪ Proper feeding for the chicken ▪ Vaccination for the chicken to prevent diseases ▪ Cleanliness of the chicken cage and the surrounding area ▪ Proper collection of chicken droppings and its usage as manure |
| Group Unique | | | |
| Safe Drinking Water | Poster | | <ul style="list-style-type: none"> ▪ Why safe drinking water is needed? ▪ The Way of keeping water clean ▪ Kinds of diseases caused by drinking dirty water |
| More Crops, More Income by Compost | Picture book | | <ul style="list-style-type: none"> ▪ Why compost is needed? ▪ Kinds of fertilizers ▪ Technique of making compost ▪ Comparison between compost and chemical fertilizer (advantage/disadvantage) ▪ Basic components of compost ▪ How to use compost for cultivation |
| Group Jasmine | | | |
| Earning through Joint Working | Poster | Basic literacy graduate | <ul style="list-style-type: none"> ▪ Main elements of joint working group |
| Joint Working, Better Earning | Leaflet | Basic literacy graduate | <ul style="list-style-type: none"> ▪ Advantages of joining the group ▪ Key to success in joining the working group |

| Title | Format | Literacy level | Content |
|---|--|-------------------------------|---|
| Group Palei | | | |
| Regarding Sanitation at Home: Kitchen & Toilet | Poster and leaflet | Neo-Literate Semi-Literate | <ul style="list-style-type: none"> ▪ Explain the losses of bad condition ▪ To introduce some ways for proper condition |
| Raising Awareness on Equal Roles of Man and Woman within the Family | A small pictorial folder/poster of 8 pages | Medium | <ul style="list-style-type: none"> • Analysis of gender in terms of natural and social difference • Description of the family: the good things and the things that can be improved • Description social structure: custom, culture, tradition • Some examples of different family situation |

Example of Learning Materials and Its Curricular Unit (Prepared by Group Palei)

The following is a learning material which received the most innovative prize in the contest.

Theme

Raising Awareness on Equal Roles of Man and Woman within the Family

Target learners

- Literacy level: medium
- Adults: farmers, fishermen, families. Age group 15 to 45 years
- Rural population
- Number of participants 8 to 15

Objectives

After studying this material the learners will be able to:

- Describe the natural and social difference between man and woman in their house (what is sex and what is gender)
- Explain what improvements **should** be made within their family for better quality of life
- Give examples of improvements in their household

Content

- Analysis of gender in terms of natural and social difference
- Description of the family: the good things and the things that can be improved
- Description social structure: custom, culture, tradition
- Some examples of different family situation

Time Two sessions of about 1.5 hour

Format A small pictorial folder/poster of 8 pages

Teaching learning process

- Facilitator will hang the poster on the wall
 - Start of a general discussion using the poster
- Facilitator distributes the 8 pieces of the poster (backside) to the learners
 - The learners read the information
 - The learners present their impression of the information to the rest of the group
 - The facilitator removes the poster from the wall.
 - The learners will 'jig-saw' the poster



Cover of Folder



Poster Version

- The learners will list the differences between sexes/gender in their families (brainstorm and use of the NP method)
- The learners will use this list to determine improvements (mark with colours)
- The facilitator will divide into groups of 4 persons and use the mind map method to decide on improvements
- The groups will present their findings in the plenary meeting

4. PART II: Lesson Plan

In Part II of the Workshop, the participants concentrated on preparing the community/learner-centered, participatory lesson plan for non-formal education. In the process, the participants discussed “participatory learning” while practicing themselves “participatory learning” through various group work. Sessions of this part mostly consisted of the following six modules suggested in the *Handbook for Adult Education Facilitators (FHB)*:

- Module 1: Community Mobilization
- Module 2: Identification of Learning Needs
- Module 3: Preparing Lesson Plan
- Module 4: Participatory Learning
- Module 5: Using Learning Aids
- Module 6: Assessing Learning

The participants were divided into 10 groups to prepare a lesson plan. Most of the work was done after the day-long sessions. On Day 9, the final day of Part II, each group presented a part of its lesson plan by demonstrating a trial lesson to the participants of other groups.

The following daily news report activities of preparing the community/learner-centered, participatory lesson plan:

| | |
|-----------------|---|
| Session Name | Introduction to Part II |
| Time (duration) | 14:30 - 15:00 PM (30 minutes), Day 7 |
| Facilitator(s) | Mr. Oyasu |
| Input | <ul style="list-style-type: none"> ▪ FHB ▪ Video show on introduction to the work of facilitators |
| Process | <ol style="list-style-type: none"> 1. Presentation of Facilitator Handbook <ul style="list-style-type: none"> • The Handbook was intended for field workers such as literacy facilitators, materials developers at the local level. • It is separated into six modules, each module starting with an overview and having several sections that can answer questions and problems concerning teaching and learning. • The Handbook is accompanied by videotapes that will illustrate literacy and continuing education experiences in selected countries. • The FHB is simple, user-friendly, practical, illustrative, practical and realistic. 2. Video Show on the six modules of the handbook. |
| Output achieved | <ul style="list-style-type: none"> ▪ Importance of the Facilitator Handbook. |
| Comments | <ul style="list-style-type: none"> ▪ The Handbook is very helpful and illustrated very well in simple language. ▪ It will help improve the facilitation skills of CLC facilitators of NFE. |

| | |
|-----------------|--|
| Session Name | Module 1: Community Mobilization |
| Time (duration) | 15:00 - 16:30 (1 hour & 30 minutes), Day 7 |
| Facilitator(s) | Mr. K.K. and Mr. Oyasu |
| Input | <ul style="list-style-type: none"> ▪ FHB Module 1. ▪ Video show on community mobilisation |
| Process | <ul style="list-style-type: none"> ▪ Introduction on the Overview of Community Mobilization ▪ The participants were divided into 5 groups. ▪ Each group prepares a map on the basis of their understanding about the community. ▪ All groups shared their concepts of the community. ▪ Video Presentation on Community Mobilization. ▪ Improvement of the simple map: <ol style="list-style-type: none"> (1) Based on the video presentation (2) Make NFE the focus of the community ▪ Presentation of group work. |
| Output achieved | Importance of community mobilization in the context of NFE/CLC |
| Comments | Everyone can conduct community mobilization because everything in the community is a resource and we can start with actions to raise awareness on NFE. |

| | |
|-----------------|--|
| Session Name | Module 3: Preparing Lesson Plan |
| Time (duration) | 16:30 - 17:30 (1 hour), Day 7 |
| Facilitator(s) | Mr. K.K. |
| Input | <ul style="list-style-type: none"> ▪ FHB Module 3 ▪ PowerPoint presentation ▪ Post-it paper, poster paper |
| Process | <ul style="list-style-type: none"> ▪ Brainstorming ▪ Power point presentation on how to prepare lesson plan: <ol style="list-style-type: none"> (1) Guide, flexible on the needs of the learners and a plan for every topic. (2) Format contains: Objectives, Contents, Teaching/Learning Methods, Learning Aids, Duration and Learning Assessment ▪ Groupings of the participants into groups of three. ▪ Each group discussed the key aspects and prepared a draft lesson plan. |
| Output achieved | Understanding of importance of lesson plan |
| Comments | Lesson plan would help to solve learner's community problems and to give direction on how to conduct learning activities with flexibility. |

| | |
|-----------------|--|
| Session Name | Module 2: Identification of Learning Needs Module 4: Participatory Learning Module 5: Using Learning Aids Module 6: Assessing Learning |
| Time (duration) | 8:30-17:00 (all day), Day 8 |
| Facilitator(s) | Mr. Oyasu, Mr. K.K., U Tin Nyo |
| Input | <ul style="list-style-type: none"> ▪ Video programme on NFE facilitators. ▪ Information, Poster paper and Pens. |
| Process | <p>Morning</p> <ul style="list-style-type: none"> ▪ Each group wrote the topic of the lesson plan. ▪ Brainstorming by Mr. K.K. as facilitator: When/How do we learn? When do we not learn? ▪ Explanations on key aspects of lesson plan preparation (active participatory, need-based etc.). <p><u>Three-station Technique</u></p> <ol style="list-style-type: none"> (1) Formation of 3 new groups for studying different parts of Modules in Handbook of Non-formal Adult Education facilitators in 3 Stations. (2) Each group studied the related modules and wrote its interpretation: Group 1: Learning Environment Group 2: Participatory Learning Group 3: Participatory Methods (3) Each group moved to the other groups' works, examined them, and made some suggestions by using a different color marker so that they can be differentiated from the comments made by other groups. (4) Mr. K.K. referred to some points for improving lesson plans (about assessment) and distributed paper about participatory learning. (5) Mr. Oyasu showed <i>Guidebook of video package for NFE</i> and videotape about the one of the ways of assessing learning: portfolio (work folder) & its application in assessment process. <p>Afternoon</p> <ul style="list-style-type: none"> ▪ U Tin Nyo did a presentation on using learning materials. ▪ 10 mins. discussion. ▪ Mr. K.K. talked about our own learning styles. ▪ Tips on participatory learning. ▪ Lesson plans were written and typed out by 10 groups. |
| Output achieved | Lesson plan prepared by 10 groups along with their teaching-learning methods (group discussions, brainstorming, workshops, role play, games, etc.) and learning assessment techniques (posters and drawing, group discussions, role play, situational analysis, class exercises, demonstrations, games, portfolios, etc.). |
| Comments | Participatory and less boring in comparison with Day 7 |

Summary of Activities on Participatory Learning

The session on participatory learning was organized on Day 8 to focus on the following three aspects, using the relevant sections in Module 4 of the FHB:

1. What environment can we create for better learning? (Section 2)
2. What is participatory learning? (Section 3)
3. What are the effective participatory approaches? (Section 4 – 11)



Participants analyse the FHB

1. Learning Environment

As suggested in the Handbook, the learning environment was considered in its physical environment and also the psychological one.

Physical environment

Overall, participants feel that the physical condition of NFE centres largely depend on the economic condition of the community, which is not very satisfactory in many countries. At the same time, a lot of suggestions were made to develop the environment by overcoming economic constraints. The following are some examples: seating arrangement in U Shape; limit the learners to within 25 in one centre; Use of existing facilities such as schools, Mosques/temples and houses; decorating a centre e.g. posters & photos on the walls; comfortable, clean, tidy and dry and free from noise.

Psychological environment:

It was recognized that a better learning environment could be created by developing a good psychological setting even if the physical environment is not of a very high standard. Some of the factors are concerning the arrangements of facilitators, for example: facilitators from the same community or similar socio-cultural environment; arrangement of trained facilitators; enthusiastic facilitators and community leaders. It was also suggested that certain activities can create a good environment: avoid formal lecturing and encourage active learning - work in teams, good interpersonal relations, use of materials and media, e.g. songs, games, contests; availability of proper teaching learning material at proper time; celebration of personal events like birthday anniversary etc.; go to different locations (outside/inside) in the area; family support for learners; childcare while learners are in the class.

2. Participatory Learning

What is participatory learning?

Based on the discussions through the three stations, the idea of participatory learning was summarized in the following paragraph:

It is a two-way learning process where learners are actively engaged in learning through interaction, sharing experiences, discussion about their daily life and needs in a friendly environment by a co-learner facilitator.

Dr. Suvit elaborated on the above paragraph explaining the main component that includes: 1. Method, 2. Process, 3. Content and 4. Relationship with learners. Furthermore, he emphasized the 'acknowledgement of the learners' as key to participatory learning, so that the activities and process can be 'owned' by the learners.

Why is participatory learning better than a teacher-centred approach?

It was also discussed why participatory learning is better, compared with teacher-centred approaches and the following reasons were suggested:

- More effective - learners' ownership of process
- More interesting
- Flexible
- Can build the learner's confidence
- Can promote thinking skills and sustainable learning
- More creative, provides freedom.
- Motivates learners to learn.

3. Effective Participatory Approaches

The participants went through the different participatory approaches presented in the Handbook in order to evaluate together their strengths and weaknesses. The details of each method are elaborated in Module 4 of the Handbook while the following are 'pros' and 'cons' of each method identified by the session:

- 1) Making presentation
PROS: Allows varieties of media such as drama, demonstration, songs, etc.,
CONS: Expensive when equipment is used; cultural boundaries; lack of experts
- 2) Workshop
PROS: Honest discussion; exchanging ideas; decision-making; choosing topic; discussions at the same time recording
CONS: Necessary facilities could be expensive
- 3) Use of Learner's experience
PROS: Better inter-personal relationship; starts from learners' knowledge; learn more by sharing; awareness
CONS: Time-consuming cultural boundaries
- 4) Role Play
PROS: Can be used in local dialect; interesting, enjoyable
CONS: Needs practice time; people cannot participate
- 5) Group Discussion
PROS: Interactive; useful for many different topics; learners can share many ideas
CONS: Lack of communication including language (e.g. English); can be dominated by 1 or 2 persons; lack of respect; lack of listening; low motivation
- 6) Games
PROS: Sound competition; live situations; reading/writing through activities; conducive according to learners' needs; It is fun!
CONS: Lack of skills by the facilitators; lack of instruments; lack of needed material; participants may find games childish; lack of motivation (tried)
- 7) Brainstorming
PROS: Anonymous; can be used for difficult issues; opens up participants to speak freely; can be done at many levels (education, social age)
CONS: Cannot join in if illiterate; needs good explanation; not accept others' views; needs skilled facilitator who knows the topic well
- 8) Field Visit
PROS: Experience /learn from real life situations; get to know culture, skills tradition and (social) values; interactive; social and hospitable with local people.
CONS: Difficult with a large group; lack of time; too formal to get real picture; communication difficulties; transportation difficult; lack of information about the sites to be visited

On Day 9, the final day of Part II, 10 groups were formed into 2 larger groups, namely Big Family 1 & 2 and presented their lesson plan before their family members as described in the daily news below:

| | |
|-----------------|---|
| Session Name | Lesson Plan Presentation, Morning Session |
| Time (duration) | 11:00-12:30 (1 hour, 30 minutes), Day 9 |
| Facilitator(s) | Mr. K.K. and Dr. Suvit (resource persons) Mr. Oyasu/Ms. Satomi /Ms. Rika (video camera) |
| Input | The lesson plans from the 10 groups, additional teaching material and learning aids, video cameras, flip-overs, markers, large paper, pens and tape |
| Process | <ul style="list-style-type: none"> ▪ The original 10 family groups were formed into two large groups of 5 small groups respectively. BIG FAMILY 1: group 1, 2, 3, 4 and 10 BIG FAMILY 2: group 5, 6, 7, 8 and 9 ▪ The presentations of the groups were taped on video for later review in plenary. ▪ Each group made their presentation according to their lesson plans (30-40 minutes each). ▪ After each presentation, the participants from the other groups gave their immediate comments ▪ Individual participants wrote down their comments on positive aspects and aspects that could be improved on yellow and pink stickers and pasted them on the evaluation sheets. |
| Output achieved | <ul style="list-style-type: none"> ▪ All lesson plans from the 10 'family' groups. ▪ Feedback/comment from the participants on the group presentation ▪ The positive aspects and the aspects for improvement on the evaluation form. |
| Comments | <ul style="list-style-type: none"> ▪ The efforts of the last days few were finally rewarded for everybody. ▪ The presentations were very good. ▪ Some groups made very simple lesson plans and did not describe the processes, this should be adapted, so everybody can use their lesson plans for further use or input. ▪ We are still too much like teachers instead of facilitators; this is a very difficult aspect of this workshop. How can we learn NOT to be teachers? ▪ Assessment was not done by all groups. |

| | |
|-----------------|---|
| Session Name | Lesson Plan Presentation, Afternoon Session |
| Time (duration) | 14:00 - 15:30 (1 hour, 30 minutes), Day 9 |
| Facilitator(s) | Mr. K.K. and Dr. Suvit (resource persons) Mr. Oyasu /Ms. Rika (video camera) |
| Input | <ul style="list-style-type: none"> ▪ The videos made during the morning session ▪ Two video cameras, a video-recorder, an LCD projector. |
| Process | <ul style="list-style-type: none"> ▪ The video of the big family 2 is shown to all participants. During the video, Suvit explains the different situations to the viewers. ▪ After the video presentation of each group, Suvit gives a short summary of each group's presentation and short comments on their 'performance'. ▪ For the big family 1 Mr. K. K. did the same. ▪ Mr. Oyasu informed us about |

| | |
|-----------------|---|
| | <ol style="list-style-type: none"> 1. A review of yesterday's session: teaching environment 2. The use of the handbook and the CD ROM. 3. The role of the facilitator in the countries 4. He requested input for the handbook if the participants have material they want to share. |
| Output achieved | A video and reports from the resource persons. |
| Comments | <ul style="list-style-type: none"> ▪ The video session was very enlightening to some of us (we finally understood why the other groups made so much noise!). ▪ Next to that it was good to see our own performances and hear the comments of the resource persons. |

Summary of Concurrent Sessions on Lesson Plan Presentation

The following is the summary of two concurrent sessions on lesson plan presentation produced by the resource persons.

Big Family 1: Report from Dr. Suvit

1) Lesson Plan Presentation

The lesson plan presentation was according to the following orders.

| | Group # | Time | Participants, countries | Topic | Process and material |
|---|----------------|-------------|--|--------------------------------|--|
| 1 | 3 | 40 min | Mr. Ngawang Dorji, Bhutan Daw Htoo Htoo Aung, Myanmar Mr. A.N.S. Rahman, Bangladesh | Equality in the Family | Posters Flash cards Discussion |
| 2 | 2 | 35 min | Ms. Najia Zuhul Zarah, Afghanistan Ms. Batchuluun Yembuu, Mongolia U Ko Ko Lwin, Myanmar | Bamboo Products | Poster Bamboo baskets Discussion Game |
| 3 | 1 | 20 min | Mr. Lamphoune Luangxay, Lao PDR Mr. Azri bin Hashim, Malaysia Mr. Jagath-Dushmantha Dharmapriya, Sri Lanka Mr. Tran Quang Thong, Viet Nam | Prevention is Better than Cure | Poster Real objects Dramatization |
| 4 | 4 | 25 min | Mr. Emdadul Haque, Bangladesh Mr. Jahangir Alam, Bangladesh U Saw Aung, Myanmar | Chicken Raising | Booklet Ice-breaking Peer discussion |
| 5 | 10 | 40 min | Ms. Asako Maruyama, Japan Ms. Dilroba Allaberganova, Uzbekistan Ms. Ingrid van der Straaten, Thailand | Say 'NO' to Plastic Bags | Community map Markers Smile chart Plastic bags (PB) Positive & negative points of using PB Identify places where new and used PB can be found Discussion |

2) Presentation Process

The groups agreed upon who would start, and the order to follow. Each group prepared the class setting and learning materials for demonstration. Three groups took up the allocated time, whereas two groups spent a short time.

After the presentation, participants were encouraged to discuss and provide comments on the presentation. They also wrote good points and recommendations for improvement on yellow and pink post-it papers respectively and posting them on the prepared papers.

3) Comments on the Presentation

By and large the five groups prepared very good lesson plans.

A more comprehensive and well-planned lesson plan was that of the “3-Sister” (group 10) on “Say NO to Plastic Bags”. The “2-Jade” (group 2) on “Bamboo Products” involved a game in the process. This created more interest among participants. However, there was little linkage of the game to the lesson. It would have been more meaningful if the game had been more related to the learning content. The use of dramatization in the lesson of the “4-Sapphires” (group 1) was very interesting and created a lot of learners’ interest. What had been missed was that the group should have planned more discussion for the participants to think about other areas of “prevention before cure.” The “3-Ayeyarwady” (group 3) introduced an interesting discussion through the comparison of the two posters related to the responsibilities of male and female in the family. It would have been more useful if the facilitators had asked the learners to analyze themselves how much they have shared their work in the family and how they would do it after this. The use of a leaflet in the lesson on “Chicken Raising” attempted to cover several issues in one lesson plan. This might be difficult to achieve. The group should have used the material as part of the introduction of the content and motivated the discussion on whether learners should raise chickens or not and what were the main things that should be considered. The broad topic can be found in the leaflet. In a subsequent session, specific content related to selecting baby chickens, food feeding and some other topics could be introduced respectively.

In all, the five groups have demonstrated and applied their knowledge from the training to the preparation and presentation of lesson plans with a very satisfactory performance and output.

Big Family 2: Report from Mr. Kumar and Ms. Rika

1) Lesson Plan Presentation

The details of group presentation is given below:

| | Group # | Time | Participants and countries | Topic | Process and material |
|---|---------|--------|--|---------------------|--------------------------------------|
| 1 | 7 | 20 min | Mr. Christopher Kepiou, PNG Dr. (Mrs.) Aruna Shastri, India Daw Khin Swe Nyunt, Myanmar | Self Help Groups | Poster, Role Play |
| 2 | 9 | 35 min | Ms. Sri Wahyuningsih, Indonesia Mr. Wichai Anamnart, Thailand U Khin Maung Htwe, Myanmar | Safe Drinking Water | Poster, Handout, Group Discussion |
| 3 | 8 | 35 min | U Tin Maung Win, Myanmar Ms. Emma D. Gregorio, Philippines Ms. Zohreh Mirhosseini, Iran | Drug Addiction | Handout, Role Play, Group Discussion |

| | | | | | |
|---|---|--------|--|------------------------|---|
| 4 | 6 | 40 min | Ms. Tahira S. Abbas, Pakistan Mr. Zhang Letian, China Mr. Hashim bin Alang Abdul Hamid, Malaysia | Nutrition for children | Expert presentation, Poster, Leaflet, Card Game |
| 5 | 5 | 35 min | Mr. Shaharuk Sohel, Bangladesh Mr. Chea Sarom, Cambodia Ms. Meena Thapa, Nepal | Herbal Medicine | Facilitation, Poster, Discussion, Q & A using small cards |

2) Presentation Process

The order of presentation was decided through “lots”.

Each Group made their presentation after distributing the Lesson Plans that they had prepared. The first group took some time to explain their lesson plan. All other groups started presentations directly. Most groups took less time than expected to complete the presentation 3.

After each presentation, each group gave their immediate comments. Individual participants wrote down their comments on positive aspects on post-it paper and pasted them on the provided chart.

3) Comments on Presentations

On Group 7

Presentation was good. The role-play should have involved the learners. Presentation was a bit teacher-centred. Not sufficiently participatory. Assessment method was not incorporated.

On Group 9

The facilitation was very good. Class was too noisy. More learner participation should have been planned. There should have been more material.

On Group 8

Role-play was very effective. Some more material should be provided. Some words in the handout are too technical. More pictures needed in the leaflet. Assessment through Questionnaire may be improved.

On Group 6

Content preparation is very satisfactory. The class could have started with the game activity. Will it be possible to convey this much information in such a short time during the actual situation? Game and picture handout are very effective.

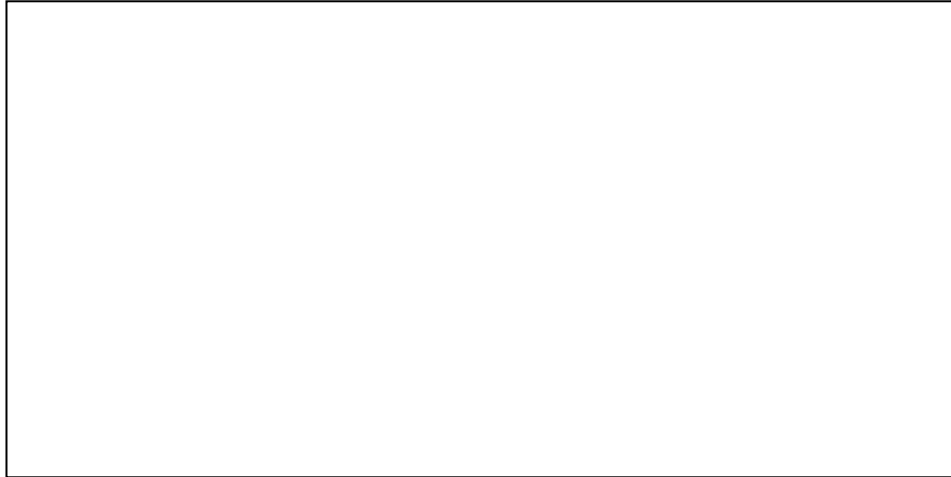
On Group 5

Facilitator's initiation was very good. The method used is very simple and cost-effective. Only one method/material was used. It was better to do the actual demonstration of preparing medicine. The Q&A method using cards is very useful. The facilitator should have shown more patience.

Overall comments by Dr. Suvit and Mr. K. K.

- 1) We should try to avoid a teacher-centred approach, since we have learned that the NFE learning approach should be more participatory. There are still some lesson plan presentations in which the facilitators talk too much. They should encourage more participation and a greater role for the learners.
- 2) Role-play, dramatization, songs, and games are very good to create interest and motivate adult learners to learn. Normally, role-play is performed by the learners. So when we use a role-play in the learning session, we should also involve some of the learners as actors in the role-play.

- 3) It would be preferable if we organized the learners to discuss about something, and we should also ask them to present their ideas. This activity will stimulate their expression and self-confidence, which adult learners need to be encouraged.
- 4) All these good points and some weak points that need to be improved can be very useful when participants return to their home countries and organize a training workshop similar to this one.
- 5) On the whole presentations were very good. But efforts have to be made to make the processes more participatory and more thought could have been given to teaching aids.
- 6) None of the groups had taken into account the assessment plans.



Serious work and ...



... lots of laughter

Example of Lesson Plan: Say No! To Plastic Bags

The following is an example of the community/learner-centred, participatory lesson plan prepared by The 3 Sisters (group 10). This lesson plan contains a description of a workshop on raising awareness of the (mis-)use of plastic bags and how we can use the 4R's (Refuse, Re-use, Reduce and Recycle) to make this world (and especially our community) a better place to live.

The lesson contains 4 sessions and will take 10 hours in total:

1. A 2.5 hour session on raising awareness of the environmental consequences and the need to reduce the use of plastic bags.
2. A 3 hours session where the participants visit a garbage plant.
3. A 2 hour session in which participants will learn how they can say NO to plastic bags and to find out about the alternatives.
4. A 2.5 hour workshop in which participants will recycle and re-use material, using their own input and ideas as source.

| Objectives | Contents | T-L Methods | Learning aids/resources | Duration | Learning assessment |
|---|---|---|--|------------------|--|
| <p>To raise awareness about environmental consequences.</p> <p>To raise awareness about the need to reduce the use of plastic bags.</p> | <p>What are the effects on the environment of plastic bags (PB)?</p> | <p>SMILE CHART</p> <ul style="list-style-type: none"> - Facilitator asks learners if PB is good or bad. And then facilitator tells each participant to cite a positive point or/and a negative point of PB. - Facilitator tells learners to choose one to write the points cited by learners on the flip over. - Learner start to cite a positive or negative point of PB in turn and one learner put it on the flip over. - At last: learners can have a clear vision of what is good and bad about PBs. | <p>Prepared flip over, markers, list of suggestions.</p> | <p>5 minutes</p> | <p>Learners realize they know the effects and that plastic bags are harmful for the environment.</p> |
| | <ul style="list-style-type: none"> - Who uses plastic bag? - What are plastic bags used for? - Where can we find them and in what form? - Why do we use plastic bags? Are there alternatives for usage? - (cont'd) | <p>GROUP 1</p> <p>Make a map of the places were you can find plastic bags and how much.</p> <ul style="list-style-type: none"> - Facilitator tells learners that they are going to make 2 maps of PB use (new and garbage) and to form two groups. - Facilitator distributes 5 maps to each group and basic information sheets of the village and 2 markers (red and blue) to each group. - Facilitator asks each subgroup to mark where they find new PB on the map with one color. - Facilitator asks each sub group to describe how many PB are found at the places already marked. 100 PBs is one point on the map (use a different color). | <ul style="list-style-type: none"> - Copies of the village map. - Markers (2 colors) for each group. - Basic information of the village (copies). | <p>5 minutes</p> | <p>Learners are able to realize what the amount of plastic bag use over a period of 1 day.</p> |

| Objectives | Contents | T-L Methods | Learning aids/resources | Duration | Learning assessment |
|------------|---|---|--|------------|---|
| | <ul style="list-style-type: none"> - What can we do to decrease the use of plastic bags? - How many plastic bags do we use? | <p>Group 2 Make a map of the places where you can find used plastic bags and how much.</p> <ul style="list-style-type: none"> - Facilitator asks each subgroup to mark where they find USED PBs on the map with one color. <p>Facilitator asks each sub group to describe how many USED PLASTIC BAGS are found at the places already marked. 100 PBs is one point on the map (use a different color).</p> | <ul style="list-style-type: none"> - Copies of the village map. - Markers (2 colors) for each group. - Basic information of the village (copies). | 5 minutes | Learners are able to realize where the garbage can be found in their community and the amount of garbage. |
| | | <p>Analyze the results of the mapping and make a chart</p> <ul style="list-style-type: none"> - When each subgroup finishes describing the amount and places, the facilitator asks each subgroup to make a chart of the amount of PB found in the marked places. - The facilitator distributes pieces of paper with the ready-made chart-lay out. - The learners make the chart and present it to the each other. | <ul style="list-style-type: none"> - Flipchart - Markers - 2 prepared charts - Tape to hang the charts | 10 minutes | |
| | | <p>Questionnaire about YOUR local use of plastic bags.</p> <ul style="list-style-type: none"> -Two persons are sent to their hotel rooms to collect all the plastic bags in their rooms. -The facilitator distributes the questionnaire to the participants and he/she explains what is expected from the participants (see questionnaire). -Each participant fills in the questionnaire. | Copies questionnaire. | 5 minutes | Learners realize that plastic bags are in many places and in big amounts in their daily life. |
| | | <p>Analysis of the questionnaire</p> <ul style="list-style-type: none"> - After filling in the questionnaire the facilitator asks each participant to name the amount in the first column of his/her questionnaire. He summarizes the amounts per subgroup. - For each 10 PBs, he/she puts a dot on the flip chart on the right place (e.g. if the persons says 20 in my hotel room, the facilitator puts 2 dots in the column of the hotel room). - At the end it is very visible where participants think the PBs can be found. | <ul style="list-style-type: none"> - Prepared chart - Markers - Flip over | 5 minutes | |

| Objectives | Contents | T-L Methods | Learning aids/resources | Duration | Learning assessment |
|--|---|---|---|--|--|
| | | <p style="text-align: center;">Statements</p> <ul style="list-style-type: none"> - Facilitator raises the first statement "I can not change the way people use plastic bags" and learners begin to move. - Facilitator explains to learn that he/she is going to show 2 statements and that if the learners agree (yes) with that statement they go to the left side of the room. - If the do not agree with the statement (No) they go to the right side of the room. - After learners stop moving, facilitator asks the learners on the left side why they think they can NOT change this. - Learners do suggestions. They can be written on a flip over. - Facilitator asks learner on the right side (NO) why they do not agree. And he/she asks IF WE CHANGE THE STATEMENT, what the statement should be, so you can agree. - Change the statement accordingly and asks people to choose a position again. - Continue the process of asking the question until almost everybody agrees on the statement. - Do the same with the second statement. | <ul style="list-style-type: none"> - Prepared statements on a flipchart - Markers | <p>2 x 5 minutes (for each statement) 5 minutes)</p> | <p>Learners are able to name alternatives for using plastic bags Learners are able to recognize/ realize that they can make a change.</p> |
| | | <p>Assignment</p> <ul style="list-style-type: none"> - Make an action plan how you can change the use of plastic bags in your house | <ul style="list-style-type: none"> - Flip over - Markers | 30 minutes | |
| <p>To encourage learners to say NO to plastic bags and to realize that there are alternatives. To the learner CAN make a change and knows the 4R's.</p> | <ul style="list-style-type: none"> - How can we say NO to plastic bags? - What alternatives do we have? - Why is it so difficult to recycle plastic bags? - How can we re-use plastic bags? | <p>Role play</p> <ul style="list-style-type: none"> - The participants write a story on a given situation. - The participants play the story. | <ul style="list-style-type: none"> - Situation sketch (number of roles, place of action etc.) - Setting - Paper - Pens - Clothes to dress up | 30 minutes | <p>Learners are able to recognize their attitudes and ways of saying NO to plastic bags in a daily life situation.</p> |
| | | <p>Meeting/Info-session</p> <ul style="list-style-type: none"> - An environmental expert will give a presentation and give information about garbage disposal and specific on disposal of plastic bags. | <ul style="list-style-type: none"> - Environmental expert - Video recorder - Video - PC & LCD projector - Background-information (leaflet) | 30 minutes | |
| | | <p>Discussion, Q & A</p> <p>Open discussion, possibility of asking question to the expert</p> | <ul style="list-style-type: none"> - Flip over - Markers | 30 minutes | |
| END OF THE FIRST SESSION | | | | | |

| Objectives | Contents | T-L Methods | Learning aids/resources | Duration | Learning assessment |
|----------------------------------|----------|--|---|------------|---------------------|
| | | Fieldtrip -Participants will visit a garbage dump. -Facilitator gathers all the learners. -Facilitator explains where the group is going and what the use of the fieldtrip is (to find out by yourself what is done with your garbage). -The environmental expert will join and guide them. -Cameraman (video) will be with them to shoot all the conditions in the garbage dump. -Responsible person of the garbage dump will explain the situation there and show the group around. -Learners observe the garbage dump and garbage present and make notes. | - Transport - Masks - Responsible person at the garbage dump. - Information on the place to visit (leaflet/folder). - Video camera - Video cameraman/ woman - Video tape - Notebooks - Pens | 3 hours | |
| | | Discussion -The participant will discuss their experience at the garbage dump. -The action plans made as assignment in the last session. -The videotape made at the garbage dump can be used as input. | -Action plans of all participants -Flip over -Markers -Videotape of the field visit | 30 minutes | |
| END OF THE SECOND SESSION | | | | | |
| | | Introduction to the R'S - A mind map on garbage using the 4 R's. - The whole group will participate. - The 4 R's are: reduce, re-use, refuse and recycle. - Facilitator asks learners what 4R's of garbage in general stand for. - Facilitator names one of the 4R's, for example Reduce. Then he/she encourages learner to name the other R's. - Write the 4 R's on the flip over. - Teacher tells learners to visualize the 4R's of garbage by making a map (mind map?). - The map will be hanged on the wall afterwards. | -Flip over -Markers (enough and different colors) -Tape -Big sheet of paper | 15 minutes | |
| | | Compose a song - Participants compose a song. Title: Say NO to plastic bags, using a popular tune. - The 4R's should be in the text of the song. - After composing the learners can practice the song. - The song can be sung! | - A tune - A cassette recorder - Cassette - Musical instruments | 30 minutes | |

Regional Workshop (Myanmar, 2002)

| Objectives | Contents | T-L Methods | Learning aids/resources | Duration | Learning assessment |
|----------------------------------|----------|--|--|--|---|
| | | Quiz - Participants are divided in two groups. - Each group makes 5 questions (and answers) on several environmental subjects. For example: disposal of plastic bags, garbage, amount of plastic bags, dangers, and alternatives. - After making the questions the teams can play the quiz. - The facilitator will be the quizmaster. - The team who gives the best answers wins and gets a price. | - Pieces of paper for writing down the questions and answers. - Books and magazines on the subject. - Pens. - Flip over and markers to keep score. - The price for the winners: a shopping bag of natural material (buy enough bags!). | Making the quiz: 30 minutes Playing and wrap up: 40 minutes | Learners are able to find information from the magazines and books on the topic. Learners have to think/consider what the answers/ solutions are on their questions. |
| | | Board game -Groups are made of 5 to 6 players. -Learners are introduced to the game: SAY NO TO plastic bags. -Players learn different situations of the 4R's. -After the game participants can share their experience. | 5 copies of the game (the game needs to be developed, but we suggest an expert can do this). | 30 minutes | |
| | | Mind-mapping -The participants will be separated in groups of 5 or 6. -What possibilities are there for re-using and recycling plastic bags? Make a mind map on this topic. | - 6 pieces of paper - Markers in different colors. | 10 minutes per group | Learners are able to name alternatives ways of using and re-using plastic bags. |
| | | Presentation -The mind maps are hung on the wall and presented to the other groups. | Tape | 10 minutes (about 2 minutes per group) | Learners are able to name different alternatives and different ways of using and re-using plastic bags. |
| | | Sing the songs | | | |
| END OF THE THIRD SESSION | | | | | |
| | | Workshop on recycling and reusing plastic bags The input from the participants, their ideas and suggestions in the previous session can be used here to organize a workshop. The participants will make the products in this workshop. | The ideas and suggestions of the learners from previous sessions. | 2.5 hours | |
| END OF THE FOURTH SESSION | | | | | |

5. PART III: Preparation of National Action Plan for Capacity Building of NFE Facilitators

After the brief orientation, the participants worked individually on the national action plans for capacity building of NFE facilitators and material development for their countries. On Day 10, Mr. Charles Currin, specialist in education, made presentation on an innovative non-formal education programme in the Philippines. The concluding session took place at MERB after one-hour visit to MERB & MLRC facilities.

The following daily news describes activities of Part III:

| | |
|-----------------|--|
| Session Name | Introduction to the follow-up activity |
| Time (duration) | 16:00 – 17:00 (60 minutes), Day 9 |
| Facilitator(s) | Mr. Oyasu and Ms. Shibao |
| Input | <ul style="list-style-type: none"> ▪ Guideline on preparation of national action plans for capacity building of NFE facilitators and material development. ▪ A laptop, LCD projector, microphone. ▪ PowerPoint-presentation. |
| Process | <ul style="list-style-type: none"> ▪ Ms. Shibao introduced the results of the last days of our workshop: part I and part II (material development and lesson plan), now we move on to the follow-up action (the preparation of the national NFE facilitator training). ▪ Mr. Oyasu gave a PowerPoint presentation on the guideline of the follow-up action plan. ▪ The plans were to be prepared by the participants by the next morning, 09:30. ▪ The participants got the opportunity to ask various questions. ▪ Papers for recommendations to ACCU, UNESCO and respective governments were distributed for collection the next morning. |
| Output achieved | Participants knew they had to finish their draft on their national plans by the next morning. |
| Comments | No comment: well done! |

| | |
|-----------------|---|
| Session Name | Presentation on the “Nonformal Education Accreditation and Equivalency (NFE A&E) System” |
| Time (duration) | 10:00 - 10:30 (30 minutes), Day 10 |
| Facilitator(s) | Mr. C. Currin |
| Input | <ul style="list-style-type: none"> ▪ Flip over ▪ Markers ▪ Learning material (Modules) |
| Process | <ol style="list-style-type: none"> 1. Mr. Currin briefly presented his career background. He has worked for UNESCO, Asian Development Bank (ADB), and World Bank (WB) in the Asia-Pacific area for many years. Last year he retired from the ADB after he had completed 11 years there and currently he works independently with UNESCO, ADB, and WB. 2. Mr. Currin explained the initial contexts of non-formal education in the Philippines before the NFE A & E System had been introduced. There were several problems to be reminded concerning NFE: |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Lack of resources • Low sense of ownership • Supply driven (it didn't meet local needs) • Negative perception of NFE • Inadequate capacities of management, monitoring, etc. <p>3. Mr. Currin mentioned the amount of resources allocated to initiate the project (of the Alternative and Equivalent System). The ADB provided the loan of 25 million US dollars and the Central Government of Philippines also allocated the budget to the Non-Formal Education sector.</p> <p>4. He named three objectives of the project:</p> <ul style="list-style-type: none"> • To increase the literacy rate. • To pass on the ownership from the Central Government to local communities. • To establish an alternative and equivalent system for non-formal education besides formal education. <p>5. Mr. Currin cited the main components of the project. They were:</p> <ul style="list-style-type: none"> • Contracting system (The Central Government led the campaign to provide information on the project and encouraged local communities to write proposals for the community learning centre. Universities have contracts with the Central Government to provide technical support to local communities. This system turned out to be very successful at micro-level because it took the local knowledge and local commitments into consideration and at the same time enforced the local capacities. • Modules system-compared to formal education, which has a well-structured competent system, the non-formal education has a series of modules (elementary, secondary, academic preparatory, academic level), which work as learning units. It's more flexible than formal education but it has the same credibility as formal education and the learners can be qualified to enter the civil service or to go on to higher education. • Training opportunity (i.e. study visit, master degree, etc.). • Monitoring and evaluation- the project established the system of collecting data on Non-Formal Education. <p>6. Mr. Currin concluded that the sustainability and the expansion of this project are tedious processes and they can only be achieved step by step from the smaller scale to the larger scale.</p> <p>7. Ms. Emma of Philippines added that the success of the project was due to the close partnership with NGOs and the ministry of higher education. And she also mentioned that it won the Noma International Literacy Award from UNESCO.</p> <p>8. Mr. Currin agreed with Ms. Emma and added that the teamwork with the Ministry of formal education, technical vocation and higher education (the mainstream education) led to the success of the project.</p> <p>9. Ms. Emma showed the participants the learning material of the different modules in English and Filipino.</p> |
|--|--|

| | |
|-----------------|-------------------------------------|
| Session Name | MERB & MLRC Presentation |
| Time (duration) | 14:00 - 15:00 (60 minutes), Day 10 |

| | |
|----------------|---|
| Facilitator(s) | U Myint Han |
| Process | <ol style="list-style-type: none"> 1. The participants departed from the Hotel at 14:00 and arrived at MERB at 14:30. 2. U Myint Han gave a short presentation on MERB by power point. 3. The Participants were divided into 4 groups and visited MERB & MLRC. These were the places the participants visited: <ul style="list-style-type: none"> • Material Production Workshop • Printing Press • Education Broadcasting Centre • Arts and Science Academy • Non-Formal Education Office • Education and Broadcasting Main Centre • Post-production Room • Education, Television and Video Studio • Library & Documentation Room |

| | |
|-----------------|---|
| Session Name | Concluding Session |
| Time (duration) | 16:00 - 17:00 (120 minutes), Day 10 |
| Facilitator(s) | Ms. Shibao, Dr. Suvit, U Myint Han, Mr. K.K. |
| Process | <ol style="list-style-type: none"> 1. Dr. Suvit reviewed briefly the development of learning material and announced the winners of each prize. These were the prizes and their winners: <ul style="list-style-type: none"> ▪ Most Locally Applicable Prize (MERB) won by “Additional Income from Bamboo Products” ▪ Most Content-Rich and Community Harmony Prize (UNESCO) won by “Earning through Joint Working” ▪ Most Attractive Presentation Prize (ACCU) won by “More Crops, More Income by Compost” ▪ Most Innovative Prize (Mr. K. K.) won by “Equality Brings Happiness”. 2. Participants completed the evaluation form of the Workshop. 3. Ms. Shibao reviewed the recommendations given to ACCU, UNESCO and the UNESCO member states by the participants the day before. One of the participants asked what UNESCO and ACCU can do to the UNESCO member states government and Mr. Oyasu answered that UNESCO continues to support CLCs and the national action plans. At the same time, UNESCO goes on to make efforts to establish the network between NGOs and the UNESCO member states’ governments. Ms. Shibao answered that ACCU has been placing importance on recommendations by participants obtained at annual ACCU-APPEAL planning meetings and regional workshops such as this one in order to evaluate and plan ACCU’s activities. 4. U Myint Han gave a certificate to every participant. 5. U Myint Han made the closing remarks and one of the participants thanked MERB for having organized the workshop well and welcoming all the participants. 6. Ms. Shibao gave a present to MERB. |

Field Village Profile

| Group name | Seagull Group | Unique | Jasmine | Palei |
|--|---|---|---|---|
| Name of Village | Padagyi Village | Myaing Thar Yar Village | San Chain Mee Ward | Western Ward |
| Location | Kyauktan Township | Kyauktan Township | Kyauktan Township | Kyauktan Township |
| Distance from Yangon | 24 km | 20 km | 24 km | 24 km |
| Area | 5.59 sq. km | 4.23 sq. km | 2.58 sq. km | 3.39 sq. km |
| Total population | T: 2052; M: 994; F: 1058 | T: 3105; M: 1559; F: 1546 | T: 3817; M: 1884; F: 1933 | T: 3803; M: 1847; F: 1956 |
| 0-4 age group | T: 250; M: 107; F: 143 | T: 362; M: 174; F: 188 | T: 468; M: 236; F: 232 | T: 366; M: 192; F: 174 |
| 5-10 age group | T: 289; M: 107; F: 182 | T: 310; M: 136; F: 174 | T: 335; M: 180; F: 155 | T: 316; M: 131; F: 185 |
| 11-14 age group | T: 416; M: 193; F: 223 | T: 358; M: 168; F: 190 | T: 314; M: 150; F: 164 | T: 367; M: 190; F: 177 |
| 15-45 age group | T: 689; M: 381; F: 308 | T: 1578; M: 816; F: 762 | T: 1909; M: 909; F: 1000 | T: 2268; M: 1121; F: 1147 |
| Above 45 | T: 408; M: 994; F: 1058 | T: 497; M: 265; F: 232 | T: 791; M: 409; F: 382 | T: 486; M: 213; F: 273 |
| Adult literacy rate: 15-45 age | T: 98.8%; M: 99.2%; F: 98.4% | T: 97.7%; M: 99.0%; F: 96.0% | T: 99.4%; M: 99.8%; F: 99.1% | T: 99.8%; M: 99.9%; F: 99.6% |
| Adult literacy rate: above 45 | T: 99.3%; M: 100%; F: 93.9% | T: 99.0%; M: 100%; F: 97.8% | T: 99.5%; M: 100%; F: 99.0% | T: 98.8%; M: 100%; F: 97.8% |
| Total Household | 408 | 760 | 776 | 743 |
| Main National Races / Religion | Bamar (99.5%) / Buddhism | Bamar (100%) / Buddhism | Bamar (100%) / Buddhism | Bamar (100%) / Buddhism |
| Common Language | Myanmar | Myanmar | Myanmar | Myanmar |
| Main Income Sources | Agriculture | Agriculture | Agriculture | Agriculture |
| Average Household Income per year | US \$ 1200 | US \$ 1200 | US \$ 1250 | US \$ 1200 |
| No. of Schools | 1 Pre-School, 1 Primary School | 1 Pre-School, 4 Primary Schools, 1 Middle School | 1 Pre-School, 3 Primary Schools, 1 High School | 1 Pre-School, 1 Post Primary School |
| No. of Monastery | 1 | 1 | 1 | 1 |
| No. of CLC | 1 | 1 | 1 | 1 |
| Electricity to House | Under 49% can be available | Under 49% can be available | Above 80% can be available | 50% to 74 % can be available |
| Govt. Organization | Ward Peace and Development Council | Ward Peace and Development Council | Ward Peace and Development Council | Ward Peace and Development Council |
| NGOs | Maternal and Child Welfare Association, Union Solidarity and Development Association, Red Cross Society, Auxiliary Fire Brigade, Women's Affairs Association. | Maternal and Child Welfare Association, Union Solidarity and Development Association, Red Cross Society, Auxiliary Fire Brigade, Women's Affairs Association. | Maternal and Child Welfare Association, Union Solidarity and Development Association, Red Cross Society, Auxiliary Fire Brigade, Women's Affairs Association. | Maternal and Child Welfare Association, Union Solidarity and Development Association, Red Cross Society, Auxiliary Fire Brigade, Women's Affairs Association. |

CHAPTER III

Resource Papers

1. Capacity Building of Non-formal Adult Education Facilitators: a Summary of Experiences from National Training Workshops
2. Report on Myanmar Education Research Bureau
3. Training the NFE Facilitators to be Change Agents
4. Promotion of CLCs: Analysis of Different Strategies Practiced in Myanmar
5. Training on Learning Material Development at District Level

DAY 5: ABC NAME GAME

Participants stand in a circle and say their names one by one.

Assignment: the group has to rearrange itself by alphabetic order of his/her first name. Every participant finds person whose name starts with a letter before and after his/her name. E.g. Christopher (C) has to find participants B and D. When you you're your group of 3 letters, choose your place in the alphabetical line. Everyone then introduces him/herself by saying his/her name again and the letter he/she represents "I for Ingrid"

Lessons learned: Get to know each other

1. Capacity Building of Non-Formal Adult Education Facilitators: A Summary of Experiences from National Training Workshops

Kiichi Oyasu

Asia-Pacific Programme of Education for All (APPEAL)

UNESCO Asia and Pacific Regional Bureau for Education, Bangkok

Introduction

Since 1998, UNESCO's Asia-Pacific Programme of Education for All (APPEAL) has supported 'Community Learning Centres' (CLCs) in the member states in the region for generating grassroots-based interest and participation in literacy, basic education and continuing education activities with particular focus on disadvantaged population groups.

Community participation and ownership have been seen as the key to the successful implementation of CLCs. However, it is not realistic to assume that everything will run well once the community people have ownership and they are given initial project funds and framework of activities. Through the implementation of CLCs, it has been found that development of human and material resources is also important to sustain the CLCs and organize activities effectively to respond to the needs in the community.

This paper presents a summary of implementation of national workshops on capacity building of NFE personnel focusing how the training activities were carried out using resource materials developed by APPEAL and Asia/Pacific Cultural Centre for UNESCO (ACCU) in cooperation with experts in the region. Also, the outputs and feedbacks from the workshops including ideas for follow-up at the grassroots levels are summarized. A summary of country activities in a table form is attached as Table 1.

The Project on Capacity Building of NFE Personnel

APPEAL launched in 1999 the project on capacity building and resource development for strengthening implementation of literacy and continuing education programmes. The main funding source has been the Japanese Funds-in-Trust for APPEAL. The overall objective of the project has been to strengthen Community Learning Centres through capacity building of NFE personnel including development of training manuals and materials as well as dissemination of experience through the existing network of APPEAL. The handbooks so far developed are on:

- Materials development and Clipart in cooperation with ACCU
- NFE Facilitators
- Planning and management of CLCs
- Continuing Education

Using the above handbooks as resource materials, training programmes have been carried out during 2001 to 2002 at the regional, sub-regional and national levels.

In November 2001, ACCU and APPEAL organized the Regional Workshop on the Capacity Building for Trainers of CLC Facilitators in Rural Areas of the Asia-Pacific Region in Vietnam. The participants were from Bhutan, Cambodia, China, Indonesia, Iran, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Papua New Guinea, Philippines, Thailand, Uzbekistan and Vietnam. There were two resource persons from Bangladesh and India. The workshop focused on the training of utilization of two handbooks; 1) Non-formal Adult Education Facilitators, 2) Adult Learning Materials Development at Community level and Literacy Clip Art.

In February 2002, ACCU, in cooperation with UNESCO, organized a capacity building workshop for NFE personnel from Literacy Resource Centres (LRC) to provide orientations and training using the two handbooks.

As follow-up activities of the above regional workshops, national workshops on capacity building have been organized in Bangladesh, Bhutan, Cambodia, Lao PDR¹, Mongolia, Myanmar, Nepal, Philippines, Papua New Guinea, Uzbekistan and Vietnam as of November 2002. Iran is planning to organize the workshop before the end of 2002.

Implementation of Capacity Building of Facilitators

An overall implementation of the national workshops is summarized below regarding main focus, duration & venue, organizers, participants and external support:

Main focus of the national workshops

The national workshops using the handbooks may be categorized into two: 1) Activities in study and analysis of the handbooks conducted in Bhutan, Lao PDR (NFE Facilitator), Mongolia and the Philippines and, 2) Demonstration of training using the handbooks conducted in Bangladesh, Cambodia, Lao PDR (Material development), Myanmar and PNG. Myanmar expanded the coverage including CLCs and continuing education. While the first group tried to validate the quality and relevance of the handbooks, the second group tried out the handbooks through the actual training activities to see the quality and relevance as well as the practicality and usefulness. Uzbekistan reported that the workshop combined the study of handbooks and some demonstrations of their practical use and techniques.

Venue and duration

Most countries organized the workshop at an institution in urban area, inviting participants from other part of the country. Since the workshops were national ones, this institution-based training is the common choice for the countries. In the case of PNG, the workshop was organized at one of the CLC project sites inviting participants from both the local project sites and other provinces.

The duration of the workshop was 3 days for the countries that focused on the study, which seems adequate time to study and analyze the handbooks. The workshops with demonstrations of training were conducted for 5 to 7 days in most countries and 11 days in PNG including field visits. Since this type of workshops require some time in developing necessary materials and in demonstrating lessons, most countries reported that the time was not enough.

1 The workshop in Lao PDR had two phases: one was on NFE facilitators (7 days) and the other was on Material development (7 days).

2 The workshops in Nepal and Vietnam were organized in November 2002, the reports on which didn't reach APPEAL for the preparation of this synthesis paper.

Organizers and participants

All the national workshops reported so far were conducted by government organizations. The workshops in Bangladesh and Nepal were conducted by NGOs in cooperation with the government. Participants were mainly from provincial/district levels working with NFE programmes. Lao PDR, Mongolia, Myanmar and PNG had around 20 participants while Bhutan, Philippines and Uzbekistan had 40 - 50 participants. In some countries, there were participants from NGOs and UN agencies. LRCs played an active role in the national level activities as organizers of training in the case of Bangladesh, Lao PDR, Mongolia, Myanmar and Nepal. In the case of the Philippines, an LRC specialist served as one of the resource persons.

External support to the workshop

UNESCO and ACCU provided financial support of US\$ 4,000 - 7,000 for organizing the national workshop except Bhutan, which organized the workshop as part of the annual training of NFE personnel under the regular budget of the government. Lao PDR received assistance from Kashiwa UNESCO Club, Japan, to adapt and organize a workshop on Materials Handbook. PNG reported that YWCA covered travel costs of their participants.

In terms of technical support, UNESCO arranged participations of international resource persons to Cambodia and Myanmar to assist in organizing the workshop. APPEAL staff also participated in the workshops in Cambodia, Lao PDR, Myanmar and Vietnam.

Content, Approaches and Immediate Feedback of Training

This section provides substantive part of the national workshops highlighting handbook adaptations and what and how the workshop sessions were conducted. Immediate feedback from the workshop is also summarized.

Adaptation of the materials

Bhutan and the Philippines used the original English version of the handbooks since the participants understood English (At the same time, Filipino participants recommended that the NFE HB be translated into the local language for the grassroots level personnel). Other countries translated into their own language and adapted the handbook to the local context, prior to the workshop. Accordingly, draft national versions were prepared in each country to be tried out a training as guide during the workshop. With additional funding support from ACCU, Clipart in CD-Rom has been adapted in China, India and Nepal while some other countries adapted the booklet only. Iran is currently adapting the video on NFE facilitators using a copy of the master tape which is available with APPEAL.

Most countries reported about the handbooks positively, e.g. 'comprehensive, useful and simple to understand' (Bhutan), 'very useful for NFE and CLC personnel' (Philippines).

Lao PDR and Nepal reported that the handbooks are too difficult for the facilitators to understand since most of them are part time personnel with little education background and experiences. Accordingly, simplified versions of the handbooks are currently being developed in Lao PDR.

There were several suggestions for improvement. The workshop in Myanmar found that methods on accessing local needs and decision-making process in the group need to be included. PNG suggested that the Handbooks should include more information such as background of the sections, objectives/expected outcomes and assessment tasks at the end. These are important component particularly when the handbooks are used for training programmes. Contextualizing the handbooks by using the local names and stories was also suggested by most countries.

Approaches of the training

The main approaches used during the training may also be summarized in the two categories discussed in the overall implementation: one is study & analysis of the handbook; and, the other is demonstration through actual sessions.

1) Workshops on study and analysis of the handbooks

Under this category, most countries used 'jigsaw' type of techniques that combined individual study of the materials, group discussions and sharing the knowledge obtained from the study and discussions. This resource interdependence among participants is common to efficiently go through heavy volumes of handbooks. As the outputs of the workshop, participants made specific suggestions for adaptation and use of the handbooks.

The workshop in Bhutan organized the sessions in 6 groups using 'key word' approach. In this approach, each group studied one particular Module of the handbook and identified key words and translated them into the local language. The key words and results of analysis were shared by all the groups. The group also prepared questions to ask one of other groups to clarify the content of their Module. This approach was found to be very useful to understand the content of the handbook through a lot of interactions between the groups.

Uzbekistan reported that 'opposition groups work' was a very innovative and effective approach to understand the handbook. In this approach, one group is assigned to study one particular module and make a presentation on it while another group makes critical remarks on the presentation. It was reported that this dialogue enables to deepen the understanding of the content of the handbook.

Lao PDR (on NFE HB), Mongolia and the Philippines used presentations of resource persons to go through the content, which was followed by open forum for Q & A and discussions or group work to further study the content.

2) Workshops on demonstration of handbooks

Most countries which demonstrated the handbook through actual training activities used a modified version of the workshop structure of the one used in the Hanoi regional workshop organized by ACCU and APPEAL. A common structure of the workshop is as follows:

- Needs assessment in communities through field visits using the NP method³;
- Preparing lesson plans using the findings from the needs assessment;
- Preparing curricular units (specifications of materials) and material development;
- Preparing assessment tools; and,
- Demonstration of lesson plans in the class, then in the field.

3 New Participatory Methods (introduced in pp. 26-28, Chapter 2 of Material Development Handbook)

Cambodia, Lao PDR (on Material HB) and Myanmar followed the above structure. While the Hanoi regional workshop was 10 days long, the above national workshops were for 7 days except PNG that organized an 11 days workshop. The main difference between the Hanoi regional workshop and national workshops was that there is no need to translate the materials developed during the workshop into the local language for trying out in the community except PNG that has diverse languages. It was responded by most countries that the time was not enough to fully demonstrate the sessions of the workshop.

Most approaches used in these workshops are similar to the ones in Hanoi regional workshop, i.e. presentations, group discussions, three stations, brainstorming, NP method, role plays, etc. Myanmar reported that the demonstration of teaching using participatory approaches was the most successful method. PNG emphasized the usefulness of a whole language approach as well as the NP method.

The workshop in Bangladesh was organized in two parts: one is on material production in relatively large groups; and the other is on lesson plan preparation and demonstration by pairs. This approach allowed the training closer to the real situation i.e. the material production using Clipart is done by group work, while lesson is prepared and implemented individually.

One new thing for the national workshops was the use of videos. Since the video on NFE facilitators became available in early 2002, the workshops organized mid 2002 and after, used this video package for providing visual images as well as using it as discussion materials.

Lao PDR and Uzbekistan reported that use of computer is not easy for the participants that prevented them from using Clip Art as part of the workshop activities. In the case of PNG, due to lack of funding and infrastructure, there were following constraints: no use of video or computer for presentations, not enough photocopies or no professional artists.

Impact of Training Workshop

APPEAL asked the countries to undertake a quick survey on the impact of the training workshop after several months. The survey tried to see whether any changes occurred after the national workshop with regard to the follow up initiatives in different levels and the changes made in the real practices of the work of NFE facilitators after the exposure to the national workshop.

Myanmar reported that NFE facilitators, who attended the workshop, become more interested in the quality of NFE and asked more materials, handouts and handbooks. It is also reported that they become more confident after being exposed by demonstration of participatory learning approaches. PNG reported that the NP method changed the understanding and practice of participants in material development to make more need based and participatory materials.

Other countries responded that it was too early to measure the impact of the training at the grassroots level.

Future Directions

All the training workshops in the countries were concluded with recommendations and future action plans. Most countries proposed to disseminate the national version of the handbooks widely and provide training to CLC level personnel. Some countries have managed to find other donors to support, e.g. Mongolia received funds from World Vision to publish 1,000 copies

each of the two handbooks. Lao PDR has already organized a follow up workshop under the government budget inviting NFE personnel from 2 provinces. Since the project funds of APPEAL and ACCU are limited, it has been encouraged to mobilize other funding sources for mass production and dissemination of handbooks.

Through the implementation of national training programmes, it was found that the capacity of trainers at the national level is still weak in many countries and so they need a certain guide to conduct training programmes effectively. In response to this feedback, APPEAL organized a workshop in September 2002 to orient a group of experts in NFE to serve as a resource person for regional and national capacity building workshops. As concrete outputs of the workshop, draft training guides were developed covering the following three contents: basic training skills; training techniques; and, specific guides for NFE trainers and CLC management. These guides will be finalized and disseminated to NFE practitioners in 2003.

Use of Information and Communication Technology (ICT) is also another potential to deliver resources and training effectively to the grassroots level. Within the framework of APPEAL, Asia-Pacific Literacy Database and Literacy Clip Art have been developed in cooperation with ACCU. The digital information can be disseminated more easily and economically through Internet if one has access to the technology. As the expansion of such technology has been rapid over the coming years, APPEAL has started to digitalize some of the resource materials such as NFE facilitators handbook in CD-ROM including texts and videos. The APPEAL's proposed project on ICT for NFE which will commence in 2003, will explore effective use of ICT for community empowerment through NFE and also capacity building of personnel through efficient information dissemination and collection of the feedback.

Conclusion

Very often, NFE personnel at the grassroots level are recipients of training that are provided by the trainers from central or provincial levels. The ultimate goal of this capacity building project is to enable NFE personnel at the grassroots to identify the training needs and plan and implement district/CLC based capacity building activities using home-grown handbooks and guides.

In that sense, the regional prototype handbooks are not the goal but the start of the overall capacity building strategies in NFE. The real value of the handbooks will be found through the actual use at the CLCs and NFE programmes. APPEAL and ACCU plan to support field level adaptation and use of these materials mainly through CLCs. The feedback from different CLCs in the region will be drawn up as inputs for revisions of the handbooks and as resource materials to be disseminated to practitioners.

These resources and experiences should be managed systematically, otherwise NFE programmes will be time-bound and project based interventions as is often the case in many countries. Government should allocate necessary human, material and financial resources for institutionalizing NFE under the national EFA action plans. Within the context of decentralization which is recent trend in many countries, the role of the government should be shifted from direct service providers to capacity builder, resource developer and supervisor to support community-based activities. APPEAL has initiated policy level discussions on this matter with member states by tabling the CLC experience as NFE delivery mechanisms for community development and various resources for capacity building of personnel.

Table 1: National Capacity Building Workshops for NFE Facilitator's Handbook and Material Handbook

| Country Organizer | Dates and Venue | Participants | Resources Used | Contents and Approaches of the Workshop | Feedback, Analysis, Suggestions and Follow up |
|--|--|---|--|---|---|
| Bhutan (NFE Div) | 18-24 Feb. 2002 (7 days) | 51 (Assistant DEO, school head teachers, and potential teachers) | NFE HB (original English version) | <ul style="list-style-type: none"> • Study and analysis of the 6 modules of the handbook. • Mainly group work- jigsaw type technique. • Key word approaches to identify important words and concept. | <ul style="list-style-type: none"> • The HB is comprehensive, useful and simple to understand. • HB is helpful to make NFE more need based, interesting and participatory. • Cluster based training are planned to train 372 facilitators. |
| Bangladesh (DAM) | 19-28 Oct. 2002 (10 days) | 20 (2 DNFE and 18 from 11 NGOs) | NFE HB and Material HB in local version Clip Art | <ul style="list-style-type: none"> • Share experience on CLCs. • Material production: community mobilization; needs assessment; and curricular unit (material format). • Lesson plan: preparation and implementation including: participatory learning, learning aids, assessing learning. • Designing CLC facilitator training. | <ul style="list-style-type: none"> • The workshop was successful that contributed to developing the capacity of key trainers of CLC facilitators. |
| Cambodia DNFE 2 RP: 1 local and 1 from BNG APPEAL | 19-25 Apr. 2002 (7 days) Phnom Penh | 39 (from 14 provinces: 19 CLC facilitator, 8 Municipality-Provinces, 4 LRC, 3 Ministries, 5 DNFE) | NFE HB and Material HB in local version NFE Video Clip Art | <ul style="list-style-type: none"> • Sharing experiences of participants. • Following ACCU/APPEAL Hanoi workshop structure: i.e. needs assessment in field- NP methods- lesson plan-curricular unit. <ul style="list-style-type: none"> - material development - demonstration - assessing learning. • With inputs of powerpoint presentations by resource persons on 6 modules. | <ul style="list-style-type: none"> • This kind of workshop is useful and should be organized for longer duration. • After the training participants would be able to produce materials at CLCs. • Lack of resources in CLCs is the main threat for application of skills in CLCs. • UNESCO's support is needed to print & disseminate HBs and adapt the video. • Follow up workshops at the provincial and district levels are needed. |
| China | NO PROPOSAL SUBMITTED | | | | |
| India | NO PROPOSAL SUBMITTED | | | | |
| Indonesia DNFE | Adaptation of NFE HB and Material HB Workshop is being planned by DNFE | | | | |
| Iran (LMO) | Oct. 2002 | | | | |

| Country Organizer | Dates and Venue | Participants | Resources Used | Contents and Approaches of the Workshop | Feedback, Analysis, Suggestions and Follow up |
|---|--|---|---|---|---|
| Laos PDR (1) DNFE/NFE Centre RP: DNFE and NFEC | 25 Feb.-3 Mar. 2002 (7 days) NFE Centre in Vientiane | 22 from regional NFE centres & provinces | NFE HB in local version | <ul style="list-style-type: none"> •Study and analysis of the 6 modules of the handbook •Presentations to inform the content •Group work to study the content and to compile comments and suggestions. | <ul style="list-style-type: none"> •The two handbooks are too difficult for facilitators in CLCs to understand. •Simplified versions of HBs for facilitators need to be developed with 3 regional NFE centers. •Names of people and places should be changed to Lao. •Practical examples should be presented in NFE HB e.g. wooden blocks, flannel board, wall magazines (ML5) and portfolios (ML 6). |
| Laos PDR (2) Same as above APPEAL | 4-11 Mar. 2002 (7 days) NFE Centre in Vientiane | 26 from 3 provinces, national level & Women's union | Material HB in local version ACCU Material develop video NFE Video | <ul style="list-style-type: none"> •Following the ACCU structure i.e. needs assessment in field- NP methods- curricular unit- developing materials- demonstration in field- feedback. •Use of local illustrators not Clip art. | <ul style="list-style-type: none"> • |
| Malaysia | NO PROPOSAL SUBMITTED | | | | |
| Mongolia NFE Centre (NFEC) LRC | 28-30 Dec. 2001 (3 days) Ulaanbaatar | 20 NFE methodologists from 20 provinces | NFE HB and Material HB in local version | <ul style="list-style-type: none"> •Study and analysis of the 6 modules of the handbook •Presentations to inform the content •Group work to compile comments and suggestions | <ul style="list-style-type: none"> •Suggestions for finalization of HBs, <ul style="list-style-type: none"> - Change the names. - Adapt to Mongolian stories. - Replace with Mongolian real stories. - Keep illustrations of Material HB. - Change the illustrations of NFE HB. |
| Myanmar MERB RP: (MLRC) PHI APPEAL | 10-15 Jun. 2002 (6 days) Yangon | 20 (MLRC, MoE, CLCs and NGOs) | NFE HB CE HB NFE Video | <ul style="list-style-type: none"> •Sharing experiences of participants. •Following ACCU/APPEAL Hanoi workshop structure: same as Cambodia. •With inputs of powerpoint presentations by resource persons on 6 modules. | <ul style="list-style-type: none"> • Time for field survey was not enough. • Further training at the township levels. • Distribution of more resource materials. • Use of ICT for training. |
| Nepal (UNESCO, NFE-NRC) | 22-30 Oct. 2002 (9 days) | | | | |
| Pakistan | NO PROPOSAL SUBMITTED | | | | |

| Country Organizer | Dates and Venue | Participants | Resources Used | Contents and Approaches of the Workshop | Feedback, Analysis, Suggestions and Follow up |
|---|--|--------------------------------------|---|--|--|
| PNG NLAS | 22 Jul.-1 Aug. 2002 (11 days) | 25 (GO, NGO, CLCs) | NFE HB Material HB | <ul style="list-style-type: none"> • Sharing experiences of participants. • Following ACCU/APPEAL Hanoi workshop structure: same as Cambodia. | <ul style="list-style-type: none"> • Workshop was useful in material development and lesson plans. • Group work was favorable and easy. • Whole language approaches and NP method were effective. • Video/powerpoint were not available. • FHB needs background, objectives/ expected outcomes & assessment tasks. |
| Philippines BNFE RP: NGO | 15-17 Oct. 2001 (3 days) Mandaluyong City | 41 from 7 regions | NFE HB in English version | <ul style="list-style-type: none"> • Presentations and discussions on CLCs and role of NFE Personnel • Discussions on the use of NFE HB for CLCs | <ul style="list-style-type: none"> • The handbook is very useful for NFE and CLC personnel. • HB should be adapted to Filipino to meet the local context. • HB should be disseminated as widely as possible. • Training is needed for those who don't have enough capacity as a facilitator. |
| Thailand | NO PROPOSAL SUBMITTED | | | | |
| Uzbekistan UNESCO Natcom | 20-24 May 2002 (5 days) Tashkent | 45 facilitators and teacher trainers | NFE HB and Material HB in local version | <ul style="list-style-type: none"> • Overview of APPEAL and CLCs. • 5 sessions on NFE HB and 1 session on Material HB focusing on practical work: mapping, needs identification, material development, and assessment tools. • Useful technique: group discussions, opposition groups, and computer presentation. | <ul style="list-style-type: none"> • Some approaches are innovative e.g. opposition group for in-depth studies of resource materials. • Use of computer is difficult for participants. • Most individual action plans suggested CLC based and peer training. • This kind of workshop is useful particularly in rural areas. • Use of ICT for training should be considered. |
| Vietnam CED | Nov.-Dec. 2002 | | | | |

2. Report on Myanmar Education Research Bureau

U Myint Han

Chairman

Myanmar Education Research Bureau

Our Vision

To create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age.

Introduction

Myanmar Education Research Bureau (MERB) is one of the ten departments under the Ministry of Education, aiming at the improvement of the Myanmar Education System. MERB is also the focal institution for Non-formal Education.

Background

In 1955 MERB was a small section under the Directorate of Basic Education. In 1966, it became a department by itself under the name of Burma Education Research Bureau. On 1973, by the enactment of the Burma Education Research Law, it was conferred its legal status. Now its name is Myanmar Education Research Bureau (MERB).

The Objectives

To improve the Myanmar Education System by:

- Conducting education research programmes and projects.
- Applying research findings in different areas of education at all levels.
- Finding out ways and means of introducing ICT into the classrooms.
- Acting as the focal institution for Non-formal Education in Myanmar.

Functions and Responsibilities

The main functions and responsibilities of the Myanmar Education Research Bureau are to:

- Modernize educational processes and practices.
- Conduct research and development studies on crucial problems in the education system such as curriculum reform.
- Find out appropriate learning teaching methods and teaching aids for the enhancement of education.
- Conduct research studies in measurement and evaluation.
- Carry out specific research studies in education that will benefit the state.

Facilities and Capacity

Staff:

There are 138 staff member with 115 regular staff and 23 attached in Research section, NFE section, Audiovisual section (media education), Administration and Budget section. A school model for pre-school education centre with special emphasis on ECCE was established in 1999 and now there are 303 kids and 25 teachers (see Chart 1).

Facilities:

- One video studio for material production and transmission to all over Myanmar
- One audio studio for broad casting school lessons and NFE talks
- Resource Centre for distance learning
- Education Resource Centre for references
- Prototype Teaching Aids Design Workshop
- Auditorium for conducting seminars and workshops
- Computer Room (Internet access)
- Myanmar Literacy Resource Centre

In addition to these, Myanmar Literacy Resource Centre with an off-set printing press, donated by the Japanese Government and the Japanese people was successfully established in the MERB compound on 21 April 2000, aiming to promote the literacy and continuing education activities especially for girls and women in Myanmar along with the three specific objectives as:

- To develop innovative literacy and CE materials;
- To act as the training center for NFE personnel; and
- To serve as a center for sharing information and resources on NFE through appropriate network systems internally and internationally.

(<http://www.myanmar.com/information/computer/MLRC/mlrc.htm>)

Research Activities

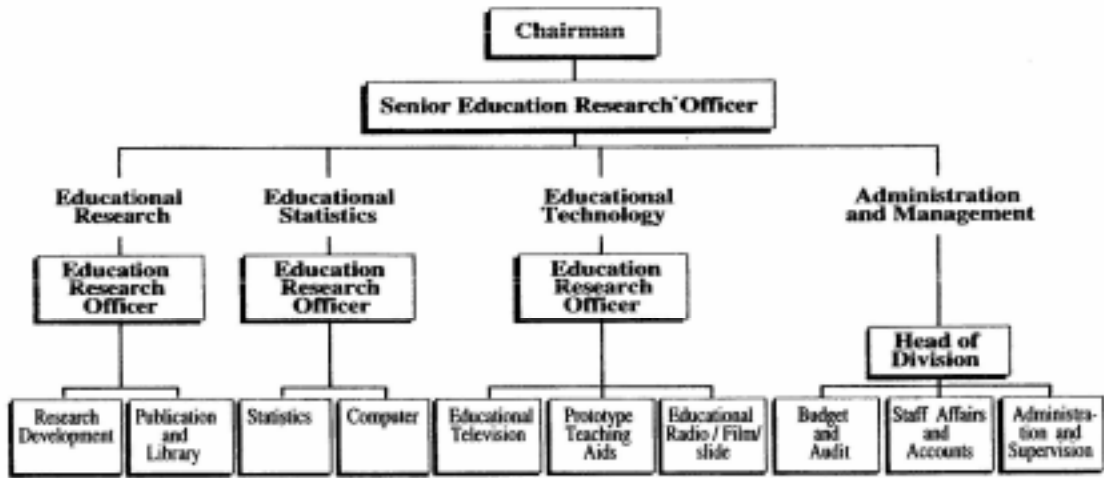
As the Myanmar Education Research Bureau is mainly concerned with NFE, the activities carried out in the recent years are predominantly NFE related activities. First of all, NFE: MYANMAR MODEL was developed and submitted to Myanmar Nainggan Education Committee for approval. At the same time, the three packages for Basic Literacy Programme (BLP) together with the audiotapes were developed, tested, reviewed and revised. Now, the packages become the manual for BLP all over Myanmar. After the formation of the Non-formal Education Committee under the EFA Central Coordinating Committee, NFE activities in Myanmar have been implemented according to the plan. The successes have been seen since EFA implementation. The main activities conducted by MERB are the development and production of NFE-materials, capacity building training workshops and the networking nationally and internationally. The documents for these activities are displayed in MLRC documentation room and NFE material database and NFE-GIS are also developed and used at MLRC.

Finally, the latest endeavour for EFA-NFE national plan developed by NFE group for EFA national plan of action cover:

- NFE Problem Identification;
- NFE Objective Analysis;
- Literacy Promotion Programme; and
- Income Generating Programme.

In conclusion, the NFE group members for EFA for their concerted efforts to materialize the conceptual framework for quality NFE programme of Myanmar in the very near future.

Chart 1: Organizational Structure of MERB



Village event in front of CLC



Embroidery skill training at CLC

Chart 2: Non-Formal Education Problem Identification

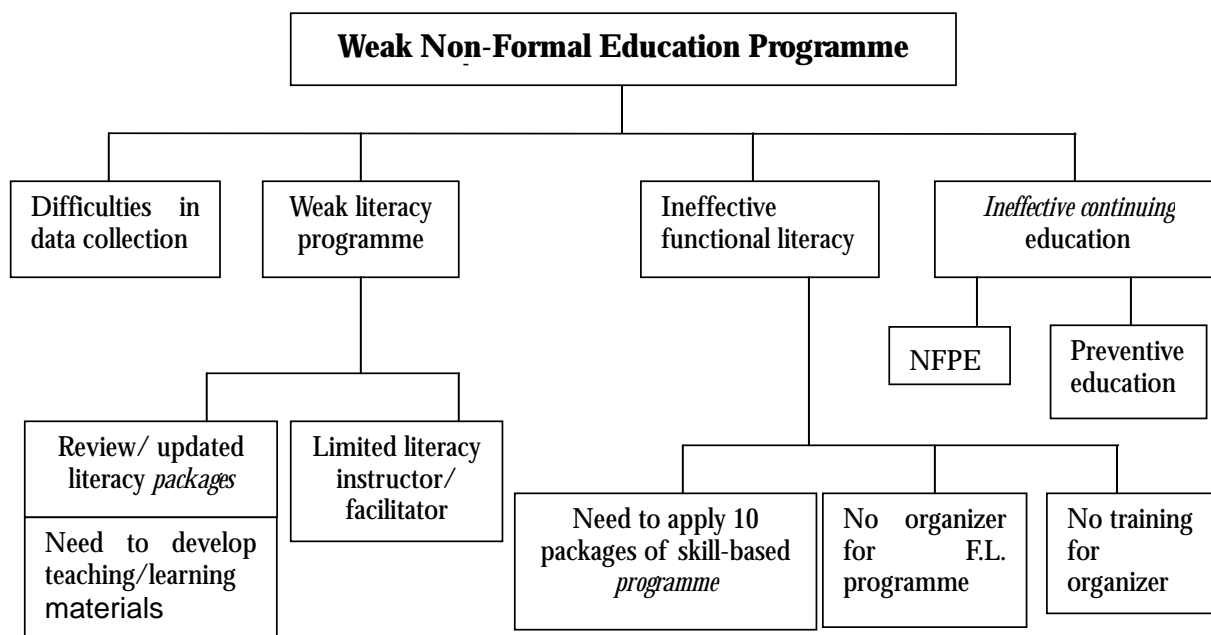
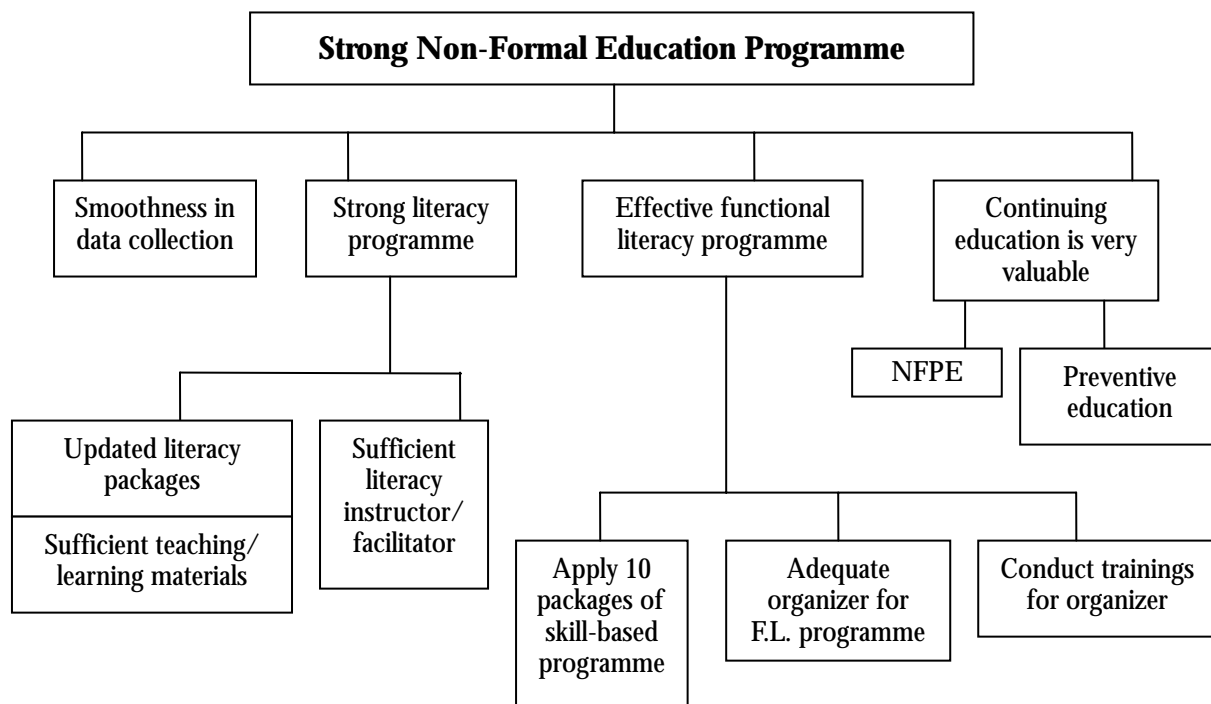


Chart 3: Non-Formal Education Objective Analysis



Literacy Promotion Program (LPP)

| Issue | Objective | Activities |
|--|--|---|
| 1. Need to continue existing literacy and CE development programs | To continue the existing literacy and CE program activities | <ul style="list-style-type: none"> - Complete the BLP program to cover the whole country - Continue the CLC development activities |
| 2. No regular analysis of literacy data | To collect, process and analyze literacy data regularly | <ul style="list-style-type: none"> - Identify needs, design data management system |
| 3. Lack of awareness of the literacy program by the prospective learners | To raise awareness of the learners about the literacy program | <ul style="list-style-type: none"> - Use existing video - Produce new video and pamphlets on LPP - Develop manual for LPP facilitators |
| 4. No full-time staff and volunteer facilitator for Literacy Promotion Program | <p>To develop full-time staff at the central level</p> <p>To develop volunteer facilitators at the local level</p> | <ul style="list-style-type: none"> - Select staff with criteria - Provide training to staff - Assign responsibility to staff - Select volunteer facilitators with criteria - Provide training to volunteer facilitators - Assign responsibility to volunteer facilitators |
| 5. Lack of learner-oriented literacy program | To develop learner-oriented literacy program | <ul style="list-style-type: none"> - Identify learners, their needs and level - Discuss with learners about time, place, facilities, and program - Develop manual for volunteer facilitators and prospective learners including the procedures of starting, continuing, assessing, and reporting |
| 6. Need to develop testing guides for new Literacy Promotion Program | To develop testing guide for LPP | <ul style="list-style-type: none"> - Construct tools for testing different levels of literacy skills - Develop a manual for volunteer facilitators |
| 7. Need to develop capacity at local level in developing functional literacy materials | To produce functional literacy materials by local groups | <ul style="list-style-type: none"> - Organize and conduct training workshops - Produce materials with field testing - Assign participants to produce new materials with follow-ups from LPP |

Income Generating (IG) Program

| Issue | Objective | Activities |
|---|---|---|
| 1. Insufficient number of trainers at central level and organizer facilitators at local level | To develop full-time staff at the central level To develop organizer facilitators at the local level | - Select staff with criteria - Provide training to staff - Assign responsibility to staff - Select organizer facilitators with criteria - Provide training to organizer facilitators - Assign responsibility to organizer facilitators |
| 2. No income generating (IG) program for learners who completed basic literacy | To develop relevant IG programs at local level for households | - Identify IG beneficiary and their needs and IG area - Develop manual for organizer facilitators to help, coordinate, support, etc. |
| 3. Need to develop seed money for IG beneficiary | To provide seed money to prospective beneficiary | - Appraise IG activity proposal - Provide seed money with agreed procedures and requirements |

Quality of Life Improvement Program (QLIP) Better Life Program

| Issue | Objective | Activities |
|--|---|--|
| 1. Lack of awareness in practicing better life (BL) activities | To develop BL programs for families | - Produce video and pamphlets on BL program - Develop manual for facilitators |
| 2. Need to develop full-time staff and facilitators for BL Program | To develop full-time staff at the central level To develop facilitators at the local level | - Select staff with criteria - Provide training to staff - Assign responsibility to staff - Select facilitators with criteria - Provide training to facilitators - Assign responsibility to facilitators |
| 3. Need area specification for BL activities for general practices | To specify BL activities for general practices | - Specify areas for BL activities at household level - Draw checklist of BL activities with participants - Monitor and assess jointly with participants - Develop manual for BL practicing - Develop measuring tools |

3. Training the NFE Facilitators to be Change Agents

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Non formal education (NFE) is not just about literacy and numeracy. The objective of any genuine NFE program is to bring about qualitative changes in the lives of the learners. This would involve changes in their *Physical, Social and Cultural* environment. Thus the NFE facilitator, who must play the most crucial role in the process, must learn to be a change agent, one who can help to initiate meaningful changes in the life of the learners and the community in which they live. Any training program meant for the NFE facilitators should take care of this aspect.

In order to become a change agent, the NFE facilitator should know her/his learners, their family environment and the community in which they live very closely. She/he should also have the capability to understand and analyze their problems with them, clearly.

1. Knowing the Learner

In order to know the learners closely, the NFE facilitator should interact with them continuously and intensely. The following aspects of the learners life is of special importance:

- Learner's economic situation
- Work and working environment
- Educational background
- Health condition
- Skills that they possess
- Communication ability
- Leadership qualities
- Attitudes
- Special aptitudes
- Positive and negative experiences
- Limitations

Each learner will have several positive and negative aspects in her/his character. Each one of them must have gone through painful as well as joyful experiences. The NFE facilitator should try to patiently understand and analyze each one of these aspects so that he/she will be able to help the learner to move forward in life. This cannot be done in a day or two. The NFE facilitator should patiently talk, interact and observe his/her learner in different situations to acquire a clear understanding about the learner.

Facilitator can make use of different techniques to understand his/her learners. Some of the techniques are listed below:

- Intensive interpersonal chats
- Close observation of the learner in different situations
- Observation of the learner behavior during group work/group discussions, etc.
- Learner's self-description or narration

NFE facilitators may make use of one or more of these techniques. They can also make use of other methods not mentioned here. But the most important point is to document all the information that he/she gathers about each learner, systematically. It would be extremely useful if the NFE Facilitator can keep notebook with 3-5 pages set apart for each learner. This learner observation diary will be a very useful tool for measuring the progress that each learner is making in his life.

The NFE facilitator should try to prepare “baseline” information about each of his/her learner. Baseline information is information about the learner before the learning process starts. This should include details like the nature and quantity of income that the learner is able to generate, nature of the learner’s communication and leadership capabilities, learner’s general attitude towards life, his/her understanding about social/community problems, level of educational achievement etc. As a change agent the facilitator should know from where he/she is starting and what exactly are the changes that he would like to see happening in the learner. It would be interesting to prepare the baseline details in consultation with the learner herself/himself.

Such a baseline data would help to assess the progress that the learner is able to make at different stages of learning. This would also help the NFE facilitator to make appropriate changes in the teaching learning strategies that he/she is adopting.

2. Knowing the Family of the Learner

In order to understand the learner the facilitator should also know the family situation of the learner closely. Suppose a learner is burdened too much with family responsibilities, it will certainly have a negative impact on her learning process. A supportive family environment will certainly help the learner. Similarly the attitude of the family members towards her learning is also very important.

Facilitator should have knowledge about the following aspects of the learner’s family life:

- Economic condition of the family
- Educational background
- Overall health situation in the family
- Socio-cultural aspects
- Customs and social norms followed by family
- Nature of relationships
- Living conditions

There are many more aspects to family life. The more one is able to understand the better one can help the learner. But NFE facilitator must also be careful not to intrude into the private aspects of family life that the learner may not like to share. Sometimes the facilitator will have to wait patiently till the learners gain enough confidence in him/her to share details.

Several methods can be adopted to understand the family situation of the learners. Some of the methods are given below:

- Visit to the family
- Group discussion with all family members
- Intensive chats with selected family members
- Informal discussions with the learner about his/her family

After gathering the details, the facilitator should analyse and put them together in a systematic manner so that they become useful in understanding the learner and also in providing appropriate support in her/his learning.

If the facilitator can make a table showing the key aspects of the family life of each learner, it can be reviewed from time to time.

3. Knowing the Community

Each learner is the product of the community. The economic, social and cultural aspects of community life determine several aspects of the learner's life. Hence it is very important for the facilitator to have a clear understanding about different aspects of the community in which the NFE Centre is functioning. In most of the cases the facilitator will also be a member of the same community and he/she will have some basic knowledge about the community. However it is important that the information is collected and analyzed systematically.

Some of the key information that are crucial to the effective implementation of the NFE are listed below:

- Economic Situation
- Educational situation
- Health situation and Sanitation
- Social structure
- Markets
- Crafts and Skills
- Gender Relations
- Agriculture, Animal Husbandry
- Cultural background and resources
- Infrastructure
- Industry, Skill, Crafts
- Government Institutions and Programs
- State of environment, water, sanitation
- Ongoing development programs
- Main felt needs of the community
- Legal provisions and legal institutions
- Developmental agencies, and plans
- Nature of caste, racial discriminations

These details can be collected using different methods. Methods like New Participatory Method, Participatory Rural Mapping, Participatory Resource Mapping, etc. are some useful methods. Apart from this the facilitator should also try to collect as much information as possible through different kinds of interactions with different sections of people living in the community.

The facilitator should not be satisfied with the data and information collected by him/her in the beginning of the program. The community is an ever-evolving entity. So effort should be made to constantly update ones own understanding about the community.

Details relating to the history and culture of the community will be found to be of great use in the NFE program. Some of the cultural "tools" or resources will become excellent educational/communication media. The NFE facilitator can intelligently and effectively use some of the cultural symbols or occasions (like festivals).

There may be some traditional institutions and systems that can be adapted for improving the effect of NFE and bringing about substantially positive changes. Positive examples from the history of the community, sometimes, will make the communication more effective.

A proper understanding about the traditional knowledge systems, socio-cultural practices, traditional market arrangements, local heroes, and heroines etc will be of great use if used intelligently. This is not to say that every thing traditional must be used and accepted as it is. But in order to bring about positive changes in the lives of the learners and also in the life of the community, it is important to know about the existing culture, value systems and so on.

Various methods that can be employed in knowing more about the community are listed for reference.

- NP method
- Participatory Rural Appraisal (PRA)
- Participatory Resource Mapping
- Interviews with different sections of population
- Socio-economic surveys
- Village history writing
- Collection of Secondary data
- Examination of old records
- Village visits
- Observation of important events
- Focused group discussion with community members
- Visit to important village/community institutions and observation

There are many more methods that can be used. The NFE facilitator should make use of different techniques that he/she feels confident about. However, the most important point is to systematically analyze and understand the crucial aspects of the particular community's life and then to apply it in the NFE situation.

4. Knowing Development and Institutions

In order to function as a change agent, the NFE Facilitator should have a good understanding about the development plans and practices that have affected the lives of his learners and their community. Some of the development plans may have several possibilities that can be used by the learners to improve their living standards while some others may have negative impact on their lives.

The NFE facilitator should be able to guide her/his learners through discussions and debates about these development processes so that they are able to judge what is good and what is not. The capability of the learners to understand and judge the merits and demerits of various development plans and programs so that they can meaningfully participate in them is key to meaningful participation and change.

It would be of great use if the facilitator can familiarize her/himself with the details of different programs that are being implemented in and around the community. He/she can then, persuading his learners to discuss about these plans from the perspective of their own living conditions. These discussions may lead to significant learning programs and action plans that can have long term implications to the lives of the learners.

Lot of details regarding various development plans should be available in government documents and announcements. The NFE facilitator can analyze them systematically. If necessary he/she should not hesitate to take the help of experts who are more knowledgeable.

Another important job that the NFE facilitator should do in order to play the role of a change agent is to gather as much information as possible about various institutions and organizations that are functioning in and around the local community. Depending upon the community and where it exists, the nature of organizations and institutions may also vary.

Generally there will be the following types of institutions in and around any community.

- Traditional institutions (places of worship, religious institutions etc.)
- Educational institutions
- Health related institutions
- Local self-government institutions
- Financial institutions (banks, traditional banking, co-operatives, tax agencies)
- Markets
- Community organizations
- Police, legal institutions
- Cultural institutions (libraries, sports clubs etc.)

The NFE facilitator should not only know about these organizations but also try to develop organic linkages with each of these institutions.

Each of these organizations will have various kinds of impact and influence on the lives of the learners. Hence it is important for the learners to critically understand these institutions and organizations.

Most of these institutions and organizations will be able to provide very useful support to the NFE facilitator and also to the learners. It would be a good idea to put together the details of these institutions and organizations in the form of a poster or handbook for the ready reference of the learners. The facilitator can also arrange learner's visit to these institutions so that they will be able to interact directly with them.

5. Look for Local Innovations and Good Practices

In every community, there will be individuals and groups who will be making interesting new innovations and generating new ideas. There will be innovative farmers who have tried out new methods and practices of agriculture, there may be artisans and craftsmen who are pursuing new designs and practices. There can also be dreamers and idea generators among the community members. The NFE facilitator should have an 'eye' to identify such people and make use of their ideas and wisdom for the benefit of the learners and the community.

In short, the NFE facilitator should try to gather and analyze information about all the important agencies that influence and determine the nature and quality of the learner's personal as well as community life. This knowledge will help her/him to become not only an instructor or facilitator but also a 'Change Agent' who can help the learner and her community to think and act differently.

4. Promotion of CLCs: Analysis of Different Strategies Practiced in Myanmar

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1. Background

EFA in Myanmar

Following the Jomtien World Conference on Education for All, Myanmar set out its own National Programme of Action for EFA. **The EFA Central Coordinating Committee** has been established and the executive arm of the EFA Central Coordinating Committee is the EFA Executive Committee. It supervises and monitors EFA project activities. There are six working committees under the Central Coordinating Committee. These are:

- Formal Education Committee
- Non-formal Education Committee
- EFA Planning and Statistics Committee
- EFA Fund Raising Committee
- EFA Information and Communication Committee, and
- State and Division Level Implementing Committees.

NFE Programmes

Under the Guidance of the EFA Central Coordinating Committee, some Township and Village NFE Committees have launched the learning circles. With the support of the Government and the concerted effort of the personnel concerned, the literacy rate increased to 91.8 % in AY 2002. The activities were carried out by local voluntary teachers using basic learning materials produced by Myanmar Education Research Bureau (MERB) - the focal centre for NFE in Myanmar. At present, the programme covers the whole Kayin State, Mon State, Rakhine State, Mandalay Division, Ayeyarwady Division, Magwe Division, Bago Division (East and West), Tanintharyi Division, and Sagaing Division. Special 3 Rs programmes have been organized in border areas. A number of Community Learning Centres (CLCs) have also been established. Income Generation and Quality of Life Improvement Programmes have also been initiated.

Myanmar Literacy Resource Centre (MLRC)

In March 2000, the **Myanmar Literacy Resource Centre (MLRC)** was established at the MERB with a contribution from the Japanese Grant Assistance for Grassroots Project at the cost of over of US \$70,000 with the contribution of US \$21,000 from Asia-Pacific Cultural Centre for UNESCO (ACCU). Myanmar's contribution towards the MLRC project was Kyats 14.5 million. MLRC is part of the network of seventeen Literacy Resource Centres in Asia and the Pacific. One of the functions of MLRC is the training of NFE personnel at various levels by conducting training workshops. The MERB has been working in close co-operation with ACCU, in Japan and the UNESCO Asia-Pacific Regional Bureau for Education, Bangkok.

2. Community Learning Centre (CLC)

Community *A group of associated people who have the same interest and outlook, and who can work together and make decisions for themselves on behalf of others living in that area.*

Community Learning Centre (CLC) *Local educational institution outside the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life.*

"CLC" -of the community by the community and for the community

Establishment of Community Learning Centres (CLCs) in Myanmar

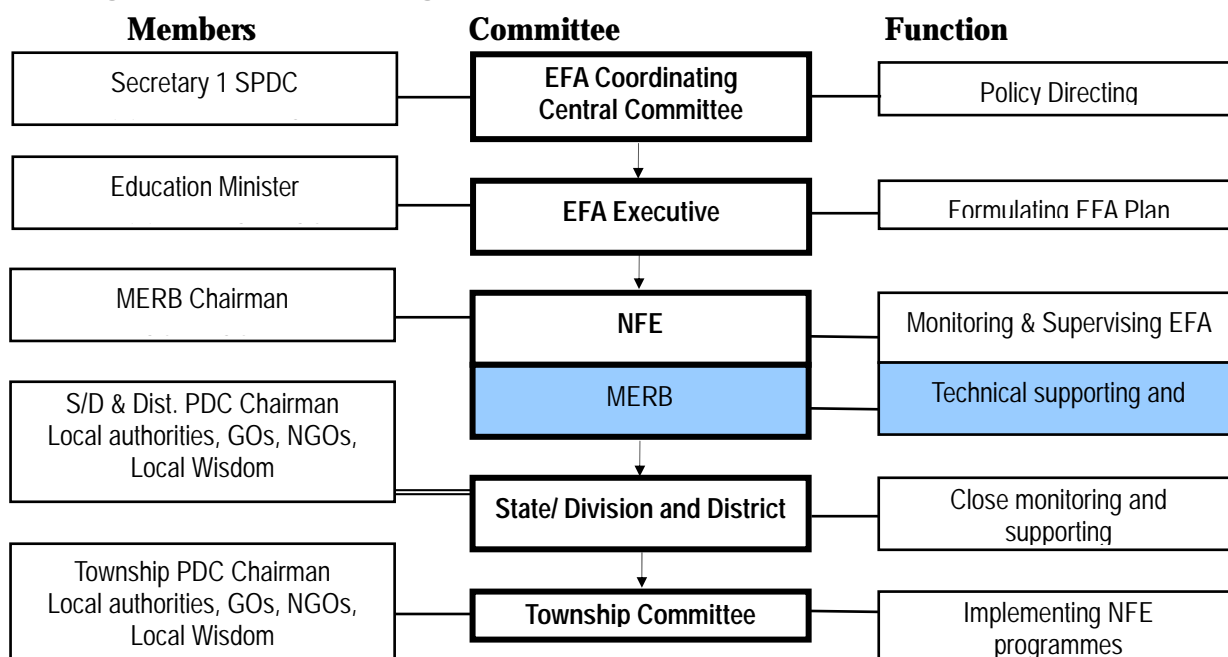
Reading circles normally follow right after the completion of basic literacy classes. In 1994, CLCs were first established in the 11 townships of Human Development Initiative Project (HDI: MOE/UNDP/UNESCO), with the help of the MERB. There are altogether 71 CLCs under this project. The NFE Committee with MERB as a focal institution launched five CLCs in 1995 in Nyaung Don Township, Ayeyarwady Division. These two programmes are being implemented respectively. There are also some CLCs organized by Myanmar Mother and Child Welfare Association (MMCWA) and other NGOs and INGOs making a total of 480 CLCs in the whole country - 135 in Mandalay Division, 120 in Sagaing Division, 39 in Magwe Division, 50 each in Bago Division (East) and (West), 10 in Ayarwady Division and 5 in Yangon Division with 71 CLCs in UNDP project townships totalling 480 Centres in Myanmar.

A CLC can be (1) an information centre, (2) a vocational training centre, (3) a discussion club, (4) a reading centre, (5) a library, (6) a cultural centre and (7) an entertainment centre.

Objectives of CLC

- To provide learning opportunity for all by using local researches.
- To provide information of various kinds to all via training and ICT.
- Provide NFE, CE and skills training programme, responding to needs identified by the community.
- To work as a centre for human resource development for all.
- To work as a coordinating agency between the villagers and development institutions

3. Organization of NFE Programmes



4. Management Members of CLC

Chairman - Chairman of Village Peace and Development Council

Secretary - Headmaster, Primary (or) lower secondary School

CLC Management Committee Members (10 - 15)

Myanmar Maternal and Child Welfare Association (MMCWA), Myanmar National Working Committee for Woman Affairs (MNWCA), Union Solidarity and Development Association (USDA), Red Cross Society, Fire Brigade, Teachers, Village Elders Community Members, etc.

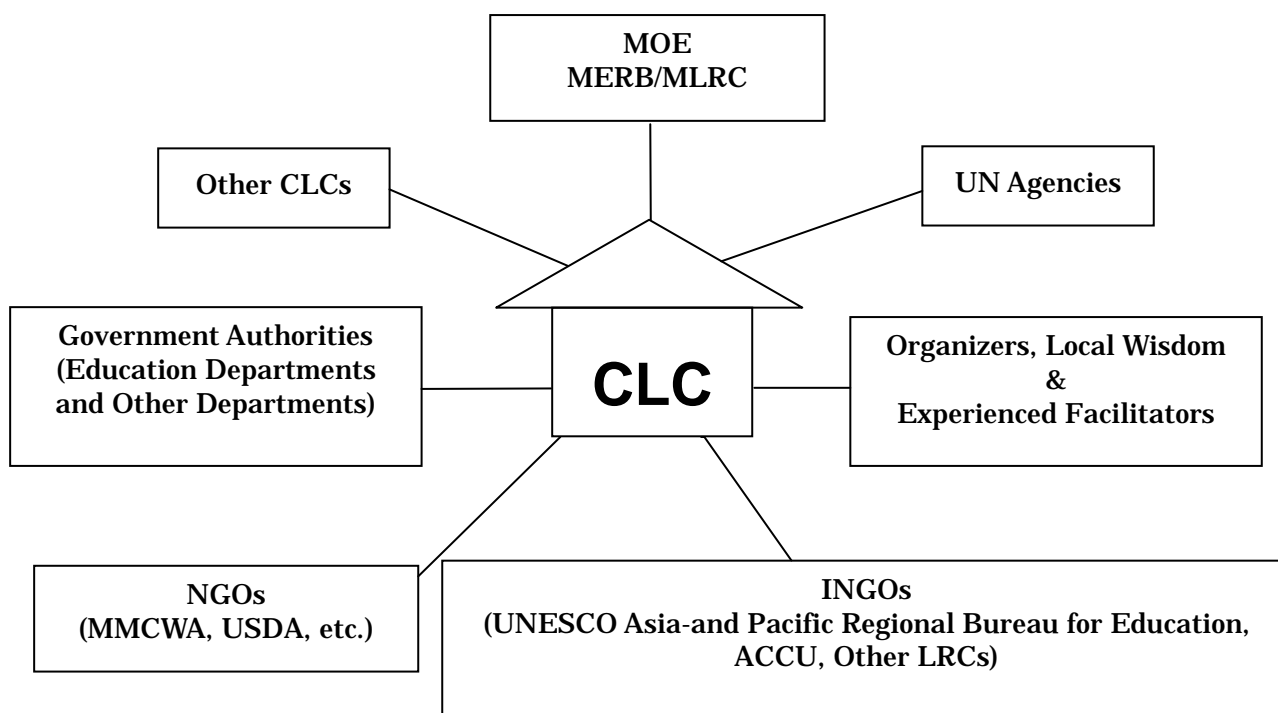
5. Process of Setting up CLCs and its Functions

- 1) Identifying the key persons
- 2) Organize target group
- 3) Plan for establishment
- 4) Establishing CLC by mobilizing local resources
- 5) Provide training
- 6) Implement activities
- 7) Monitor and evaluate - by Village/Ward CLCs Committee
- 8) Monitoring and evaluation - by the central agencies concerned

6. Support and Supervision from the National to Grassroots Levels

- MERB/MLRC are providing CLC materials and technical assistance (short-term-training)
- Capacity Building Workshop etc.
- UNDP provides financial and technical assistance to the CLCs in 11 UNDP project townships

Coordination and Networking of CLCs



7. Capacity Building

As MERB is the focal institution for NFE and MLRC is the Technical Resource Centre, the training of CLC personnel is a major activity of MERB and MLRC. Therefore the training needs of personnel are identified by MERB/MLRC. The CLC personnel trainings are organized where the basic literacy courses have been accomplished.

8. Material Development

Materials are developed by MERB/MLRC and the types of materials are: Printed materials (books, booklets, leaflets, posters, puzzles etc.) and electronic materials (video, audio and computer software). As an example, the Dakar framework and the Tokyo statement were translated and distributed to all concerned.

9. Venues for CLCs

CLCs organized by MOE/UNDP project take place in separate building constructed by UNDP and the community. The venues for other CLCs are school buildings, religious buildings such as *zayat*, the monasteries, etc. and other appropriate buildings organized by the community. Ministry of education offers all levels of schools to be utilized as CLCs for the community activities.

10. CLCs of UNDP - HDI project

1. **Establishment** 1995 (HDI project)
2. **Location** 11 Townships (3 different socio-economic zones)
3. **No of CLCs** 71
4. **Characteristics** remoteness, isolation, unemployment, underemployment, dependency on one cash crop, high disease prevalence rate, high dropout rate, out-of-school children

11. CLC Programmes

- Basic literacy courses
- Post-Literacy activities, 45 classes with 734 villagers
- Income Generating Programmes
- Non-formal Primary Education (NFPE)
(12 classes with 254 learners)
- Early Childhood Care (8 CLCs)
- Continuing Education (CE)
 - Skills training
 - Health or agriculture talks
 - Musical and cultural events
 - Mobile Library



Mat making for income-generation at CLC in Myanmar

12. Management

- 11 Community Learning Coordinators for 11 townships
- 3 zonal sector specialists
- Village Literacy Trainers (VLT)

13. Non-Formal Primary Education (NFPE)

A new model for non-formal primary education (NFPE) in Myanmar was developed under Human Development Initiation- Extension (HDI-E) and HDI-3. The curriculum materials were developed by MLRC and tested by MERB. This is a primary education equivalency programme intended for out-of-school children and those who dropped out from formal primary education. Contact time is flexible, usually 2-3 hours per day over a two-year period, and adapted to the busy life schedule of the participants who are often engaged in work. Through NFPE, many learners have a second chance to complete the primary education cycle. Learners in the CLC often start with a basic literacy course, continue with post-literacy and then join the NFPE programme. Under this HDI-NFPE project there are 12 classes with 254 learners at respective CLCs.

In 2002-2003 academic year, the Department of Basic Education No. 1 organized NFPE programme in 3 townships in Bago (West) Division. 213 participants who are not able to join formal schools at school hours due to their personal matter attend the NFPE classes. 45 teachers from formal schools are taking part in the programme as volunteers after attending a short training course run by NFPE organizers from MERB and YIOE (Yangon Institute of Education).

14. Strengths, Problems and Challenges of the Current CLC Programmes

Strength

- The CLC activities are effective because of the participatory planning and management of community members.
- It is successful in supporting the goals of CLC programmes of community empowerment, promoting gender equality and sustainable development.
- MERB and MLRC organize capacity building programmes for CLC personnel particularly at the community level.
- CE programmes are being implemented through CLCs reaching the community and grass roots level.
- Various UN agencies, GOs and NGOs are cooperating with MERB/MLRC in CLC activities.
- The CE activities help increase income and improve the quality of lives of the community members.

Problems and Challenges

- No regular analysis of literacy data.
- Lack of awareness of the literacy and CE programme by the prospective learners.
- Insufficient full-time staff and volunteer facilitator for literacy CE programme.
- Insufficient income-generation (IG) programme for learner who completed basic literacy.
- Insufficient fund and facility to develop seed money for IG beneficiary.
- Irregular attendance due to economic and related problems - opportunity cost.
- Insufficient fund for running CLCs to provide seed money.

Future Plans and Suggestions

- To improve planning and management of CLCs
 - Conduct capacity building workshops (CBWs) for CLC management committee (MC) members
 - Improve CLCs' networking.
- To improve capacity building of CLC personnel
- Conduct workshops and trainings at national, district, township and community levels.

- To improve and explain CE activities
 - To expand CLCs
 - To expand CE programmes (especially equivalency programme)
 - To emphasize IGP especially in small scale enterprises
 - To provide small loan with revolving fund.
- To organize exchange of visits to the most active and successful LRCs or CLC.
- To distribute NFE and CE related materials to the centres regularly.
- To strengthen network among GOs, NGOs, and INGOs.
- In accordance with the concept of CLC, *'for them, by them, with them'*, the current planning and management process should be strengthened. The Capacity Building Workshops for CLC MC members should be organized regularly.
- Permanent NFE personnel should be assigned.
- NFE department should be established in due course.

15. Comments and Consideration

There are still two types of CLCs operation in Myanmar, which are operated HDI project and MOE project. HDI project has set up CLCs in 11 townships with its own mandate and approach i.e. constructing CLC buildings, providing financial assistance, paying for volunteer teachers, making direct contact with local community and establishing a reporting back system direct to project personnel. CLCs organized by MOE are running under the guidelines of respective committees mobilizing government officials, partner NGOs, line authorities and local community with limited financial resources. The 'Community' is the prime mover and the promoter of CLCs based on the concept of *'for ourselves, by ourselves, with ourselves.'* For this, sustainability becomes an issue for both types of CLCs. Since Myanmar is planning for EFA PLAN, there should be a serious consideration on this issue when HDI-4 is stepping in and EFA plan of action is on the way to be adopted. All programmes should be under the same roof of Myanmar EFA Coordinating Committee in line with EFA policy guidelines.

16. Conclusion

There are many areas for improvement in running CLCs in Myanmar. Based on the strength and weakness of the existing CLCs, Myanmar is now taking serious effort in preparing National Education for ALL Action Plan by EFA Task Force with four working groups: Access and Quality, NFE, Early Childhood Care and Education (ECCE) and EMIS/Management. After the Government's approval, the plan will be distributed to lead departments and related agencies to be implemented from 2003 to 2015. Since NFE becomes essential and integral part of education, the programmes such as literacy promotion programme, non-formal primary education, continuing education, and the continual development of CLCs, are of top priority for Myanmar to create *Myanmar Learning Society* that would be able to face the challenges of this new century.

5. Training on Learning Material Development at District Level

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Learning Material Development

Learning material is one of the main components in a learning process. In most cases, learning materials are developed from the central offices and distributed to schools or adult learning groups in the community. Although these kinds of centrally developed learning materials are nicely produced, sometimes they are less relevant to the learners in different places. It is, therefore, preferable that NFE or development workers at the district level be able to develop additional learning materials which are more relevant to the situations of the learners in their districts. There are some recommended principles for production of learning materials that NFE workers at district or local level may use as a framework for their training, or for production of the learning materials by themselves. These principles will be described under the topic of material development process.

Strengths of Local Learning Materials

Local learning materials may be developed as an additional part of the learning curriculum (literacy, primary, secondary, or vocational education curriculum). Learning materials may also be developed for a specific learning purpose containing contents relevant to things happening in the community, such as cultural events or festival, frequently infected diseases, environmental contamination, etc. There are some advantageous points concerning the development of learning material at the district level.

- Learning can be more interesting and learners can be motivated learn.
- Learning content is more relevant to the needs of the learners or to the local situations.
- It enhances literacy skill of the learners.

Content of Learning Materials

Sources of content for developing local learning materials may be varied. The content of the learning materials may be drawn from the existing curriculum or from the problems occurred in the community. Generally, there are three types of learning materials.

- Learning materials developed from the community problems and needs.
- Learning materials developed by modifying or adjusting central curriculum to local conditions.
- Learning materials developed from local wisdom.

The content for developing learning materials at the district or local level is generally known as local curriculum. The content based on the local situations is most relevant to the learners. However, there is a limitation that officials at district or local level may not be able to produce learning materials in all issues. They have to select the topics or issues which are most relevant to the community problems and needs.

The Format of Learning Materials

The learning materials may be produced in form of printed materials, folk media, or audio-visuals. For printed materials, learning materials may be in form of information sheet, poster, flip chart, wall newspaper, leaflet, flyers, folders, magazine, board game, booklet, etc. In terms of folk media, learning materials may be in form of song, story telling, drama, role-play, puppet, etc. The

material format for audio-visual or electronic media may be in form of radio, audiotape, video, TV programme, etc. The format of learning materials chosen for production has to take into account the location of each learning group, equipment and the feasibility of producing such material format at the district or local level.

Persons Involving in Development of Learning Materials

To develop learning materials that can be more interesting and relevant to the learners' needs, the material developers should also involve related persons in the process of material development. The persons that should be involved in the material development process are: NFE workers at district level, CLC teachers/facilitators, adult learners, villagers, local resource persons, and development workers at the community level (community development officials, public health workers, school teachers, etc.)

Material Development Process

The development of learning materials at district or local level involves eight main steps. These steps have been tested and have proved to be practically viable in development of learning materials for adults at local level in many countries.

- Needs assessment
- Curricular unit preparation
- Material preparation
- Pre-test
- Revision and finalization
- Duplication
- Application
- Evaluation

Step 1. Needs Assessment

Based on the adult psychology, adult learners prefer to learn something directly beneficial to them, and relevant to their problems and needs. Needs assessment is, therefore, the starting point for development of learning materials at the district level.

Needs assessment can be done by collecting data concerning living conditions, problems, and needs of the people. The approaches for data collection may be: asking questions, visiting learners' houses, discussing with people individually or in group, joining activities and observing the people and their daily life activities.

Some recommended methods for conducting needs assessment and analysis are:

- The NP (New Participatory) method
- PRA (Participatory Rural Appraisal) method
- Problem-tree technique
- Participatory public forum
- Mind-mapping

The NP method, introduced by ACCU, involves two main steps: making a data map of problems and making a data map of solutions to the priority problems.

The steps for the NP method are as follows.

(1) **Group formation**

All person involved in the survey are formed into group of about 7-10 persons.

(2) **Sharing of observation**

After collecting data, group members present the identified problems one by one.

(3) Writing on slips

Each group member writes down crucial problems on slips of paper (one problem on each). The identified problems have to be clear and specific without personal opinion of the data collector.

(4) Reading and classifying

Each person takes turn to read what he has written and classifies them into categories and pastes on separate sheets of paper.

(5) Making of cluster and completion of problem map

Each cluster of problems is circled as “small islands” and then grouped into “big islands.” All the “big islands” are put together to make a problem map.

(6) Prioritization of problems

Number of the slips is one of the criteria for prioritization.

(7) Making of solution map

Use similar process as in step 5.

(8) Selection of theme

The learning materials will be developed from the themes selected.

Step 2. Preparation of a Curricular Unit

Prior to the development of learning materials, the NFE workers have to prepare an outline of the materials. The curricular unit is an outline that helps material developers to select, adapt and develop learning materials as planned. The curricular unit comprises the following components.

- Theme: What is the material about?
- Target learners: Who are the intended learners of the material?
- Objectives: What is the material made for? The objectives have to be specific, measurable, achievable/attainable, result-oriented, and time-bound (SMART).
- Content: What are to be included in the material?
- Format: What kind of material will be used to convey the content?
- Teaching-learning process: How the material is going to be used?
- Time required: How long will it take in using the material in the learning process?

Step 3. Material Preparation

Learning materials can be prepared in three ways: **selection** of readily available materials, **adaptation** of materials, and **development** of new materials.

Some other organizations, such as public health office, agricultural office, and community development office normally produce some materials for their own programmes. NFE officials may also collect materials from these organizations for the learning session. The existing materials may also be adapted to suit the target group. The adaptation may be in form of content, picture illustration, level of language, format and size of the materials, or a change of presentation to other forms. If the NFE workers choose to develop new learning materials, they have to select the format of learning materials. After the format of material has been chosen, the production can begin.

| Types of Learning Materials | Presentation Formats |
|-----------------------------|--|
| Printed materials | Information sheet, poster, flip chart, wall newspaper, leaflet, flyers, folders, magazine, board game, booklet, etc. |
| Folk media | Song, story telling, drama, role play, puppet, etc. |
| Audio-visuals | Radio, audio tape, video, TV programme, public loudspeakers, etc. |

Step 4. Pre-test

The purpose of pre-testing is to assess the quality of the learning materials produced in order to further improve the material before finalization and mass production. The pre-testing should be based on the curricular unit, namely objectives, contents, language and text used, visuals, format, teaching-learning process, and other elements, such as title, quality of paper, and durability and portability of the materials.

Step 5. Revision and Finalization

After the pre-test, the information from the testing will provide the material developers with a clearer idea whether the learning material produced is suitable for use or not. The revision and finalization is to make improvement of the material. Based on the tested data, the material developers can make changes or corrections of the material as needed.

Step 6. Duplication

When the material has been improved, the corrected version can be used for mass production, which may be in form of hand-copy, locally made mimeograph like *toshaban* or photocopier.

Indeed, steps 4-5-6 will be required only when the materials will be produced in mass quantity. For using with one particular group of learners, there is no need to follow steps 4-6.

Step 7. Application

Application is the actual utilization of the learning materials in the teaching-learning activities. In the learning process, learning materials may be used for several purposes, depending on the characteristics of the materials and the objectives for which learning materials are utilized.

For creating motivation for learners, the learning materials may be songs, posters, drama, or video, etc. For ensuring learners' participation, the learning materials used may be game, dialogue, role-play, drama, etc. For transmission of instruction and knowledge, the materials used may be in form of leaflet, chart, video, etc. For follow-up or reinforcement of the literacy skills learned, the learning materials may be booklet, leaflet, wall newspapers, magazine, etc.

In the application stage, besides the material itself, the NFE workers have to learn about the learning styles of adult learners. There are the following conditions for adult learning activities, which help them learn better:

- respect and recognition is given to their experiences
- learning is related to their daily-life problems
- they are given a chance to think and compare with their own experiences
- they get recognition of their success
- they get support from other adult learners
- they are treated as adult learners, not as children
- they have opportunity to communicate their learning to others, and are actively involved in the learning process
- learning materials are relevant, attractive, and useful.

Step 8. Evaluation

The main purpose of evaluation is to measure whether the learning material produced is able to achieve the objectives set in the curricular unit. The evaluation may be done through post-testing, getting feedback from users, facilitators and learners. It is useful for production of learning materials in subsequent material development. The main areas for evaluation are:

- 1) Achievement of objectives
- 2) Relevance of contents
- 3) Attractiveness of visuals
- 4) Appropriate of language used
- 5) Appropriateness of teaching learning process
- 6) Other aspects (such as format, durability, portability, size, etc.)

Things to Be Considered When Preparing Materials

When an NFE worker at the district or local level plans to develop learning materials, there is something he needs to consider.

Firstly, the **subject of materials** should be according to the learning needs of the learners. Learning can be obtained by discussion with the learners, observation, using NP method or PRA to finding their needs. Secondly, he has to select the **format of materials** appropriate to the learning objective, content to convey, and complexity of the message. Next, he has to consider the **language level** to be used which has to be suitable to the level of literacy of the learners. Finally, he has to determine the **learning objective**, whether the learning material is to be used for creating motivation for learners, to ensure participation, to provide instruction, or to enhance literacy skills and knowledge of the learners.

It should be noted that the learning material developers at the district or local level need to take into account **characteristics of good materials** when producing the materials. These characteristics are:

- 1) Attractiveness of format and presentation
- 2) Relevance of subject to the local conditions
- 3) Usefulness of contents and information
- 4) Appropriateness of language used for the learners

Types of Materials That May Be Developed at District Level

Several things can be used as learning materials, such as simple drawings, newspapers, magazines, clip-art, actual objects, folk stories, songs, performance. Some types of materials may be too complicated to produce. However, there are some kinds of learning materials that can be produced by NFE facilitators at the local level. Learning materials that may be produced by NFE facilitators are information sheets, posters, charts, picture cards, wall magazines, leaflets, and booklet.

Utilization of Learning Materials in the Teaching-Learning Activities

In applying the learning materials in the teaching and learning activities, the NFE facilitator may use more than one kinds of learning materials in the learning process. It is found out that using a combination of learning materials in an integrated manner can be more successful. Teaching-learning activities that learning materials may be used are: self-learning, brainstorming, quiz, dialogue, debate, group discussion, field trips, role-playing, simulation games, village mapping, and drawing.

Instrument and Types of Data to be Collected

In conducting a needs assessment of a community, the NFE workers at the district level need to develop a framework for data collection. Specifically, they can develop an instrument for data collection. The instrument should cover such aspects as: physical structure, population, economic, educational, social and cultural condition, political and administration structure, environment, and problems and needs of the people. Followings are recommended aspects to be observed when collecting community data.

Recommended Aspects to be Observed When Collecting Community Data

| Aspects | Issues | Level of data | |
|---|---|---------------|--------------------|
| | | Community | Individual /family |
| 1. Physical structure and community history | <input type="checkbox"/> Geographical aspects <input type="checkbox"/> Community history <input type="checkbox"/> Households setting <input type="checkbox"/> Road and transportation <input type="checkbox"/> Communication, etc. | / | |
| 2. Population structure | <input type="checkbox"/> Number of households <input type="checkbox"/> Number of population <input type="checkbox"/> Male/female <input type="checkbox"/> Age groups, etc. | / | |
| 3. Basic aspects of human life | <input type="checkbox"/> Food <input type="checkbox"/> Clothing <input type="checkbox"/> Housing <input type="checkbox"/> Water <input type="checkbox"/> Health <input type="checkbox"/> Sickness and treatment, etc. | / | / |
| 4. Economic structure | <input type="checkbox"/> Occupations of the people <input type="checkbox"/> Average income <input type="checkbox"/> Use of labour <input type="checkbox"/> Expenses of the people, etc. | / | / |
| 5. Social, educational, health status and cultural structures | <input type="checkbox"/> Relation between groups <input type="checkbox"/> Community participation <input type="checkbox"/> Level of education <input type="checkbox"/> Access to education of children <input type="checkbox"/> Access to education and information of people <input type="checkbox"/> Gender disparities <input type="checkbox"/> Relationship among people <input type="checkbox"/> Sickness and treatments <input type="checkbox"/> Beliefs <input type="checkbox"/> Value <input type="checkbox"/> Use of local wisdom <input type="checkbox"/> Main cultural activities, etc. | / | / |
| 6. Political and administrative structures | <input type="checkbox"/> Community leadership <input type="checkbox"/> Services by government <input type="checkbox"/> People's participation in community <input type="checkbox"/> Understanding responsibilities <input type="checkbox"/> Solutions to community problems, etc. | / | / |
| 7. Environmental conditions | <input type="checkbox"/> Use of natural resources <input type="checkbox"/> Surrounding areas of households of people <input type="checkbox"/> Cleanliness and safety, etc. | / | / |
| 8. Problems and needs of the people | <input type="checkbox"/> Problems and needs that can be observed or identified by the people | / | / |

CHAPTER IV

Annexes

1. General Information
2. Schedule
3. List of Participants
4. Workshop IPO
5. List of Group Members for PART I:
Material Development

DAY 7: PAPER WORK (TORN OF PAPER)

1) Fold a piece of paper; 2) tear a paper; 3) turn the paper up-side-down and then tear it; 4) continue to tear it like 2) and 3) in turn; 5) tear until the end; 6) unfold the paper, then cut in the middle and make sure it is in a piece of paper.

The smaller you cut, the bigger you get. The torn of paper can let pass in human begins, car and so forth, depending on the size of tearing.

Lessons learned: Nothing impossible to do.

ANNEX 1. General Information

The Asia/Pacific Cultural Centre for UNESCO (ACCU), the UNESCO Asia and Pacific Regional Bureau for Education, UNESCO Bangkok, and the Myanmar Education Research Bureau, Ministry of Education (MERB, MOE) will jointly organize the 20th Regional Workshop on Capacity Building for Trainers of NFE Facilitators in Asia and the Pacific in Yangon, Myanmar, from 3 to 12 December 2002, in co-operation with the Myanmar and Japanese National Commissions for UNESCO.

1. Objectives

The objectives of the Workshop are:

- To provide training for trainers in the field of non-formal education (NFE), especially on:
 - Understanding the factors which contribute to the effective job performance as a trainer of NFE facilitators
 - Developing, utilizing and managing learning aids/materials (in particular, visuals);
- To acquire knowledge and skills to prepare a training programme for national training activities, using the ACCU/APPEAL resource packages; and
- To assist the participants from 21 UNESCO Member States in Asia and the Pacific in developing follow-up action plans by enhancing understanding and providing a framework for further strengthening the capacity building programmes for NFE personnel at grassroots level.

2. Date and Venue

- 3-12 December 2002 (10 days)
- Summit Parkview Hotel, Yangon
350, Ahlone Road, Dagon Township, Yangon, Union of Myanmar
tel: 211888, 211966 fax: 227991, 227995 e-mail: summit@summit.com.mm

3. Participation

- Participants:
One participant each from following 21 countries will be invited to the workshop.
Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Japan, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand, Uzbekistan, Viet Nam*
(*from the host country two participants and one resource person are expected to participate.)
- Resource Persons:
 - Two international resource persons will be invited from outside the host country.
 - One local resource person will be invited from the host country.
- Observers:
Observers from the host country, international organizations (i.e. UNICEF, UNDP, ILO, FAO, World Bank, ESCAP), and NGOs in the region, including the ACCU's LRC partner organizations, are welcome to attend the Workshop at their own expense.
- Secretariat:
Representative(s) from UNESCO Bangkok, other UNESCO offices, ACCU and host country will serve as secretariat.

4. Qualification of the Participants

National Commissions for UNESCO (or relevant bodies in the countries where the National Commissions for UNESCO are not yet to be established) in the participating countries are requested to send nominations for two candidates with their C.V. by Friday 1 November 2002. In selecting candidates, gender balance should be considered.

Each participant should be from an organization or agency responsible for literacy and non-formal education programmes with the following qualifications:

- In a responsible position for training literacy and non-formal education personnel (e.g. CLC facilitators) in the areas of planning teaching-learning activities and producing learning aids/materials,
- In a good position to carry out national follow-up activities,
- Has enough competency in English listening, speaking and writing skills, and is also in good health condition to actively engage in field work and long working sessions.
- ACCU and UNESCO will select one participant from the nominations from each country.

5. Working Language

The working language will be English. However, for the purpose of field visits and material preparation with local facilitators and learners, there will be English-Myanmar language translation.

6. Country Report

Each participant is requested to prepare a country report covering 5 topics below (around 2000 words or 5 pages) and to bring two innovative teaching/learning aids/materials along with the filled-out “Data Capture Format” for each material.

TOPIC 1: Training Programme for NFE Facilitators: Present Programmes, Issues and Future Plan

Please describe with concrete examples the overall picture of training activities for NFE facilitators in your country including the following points.

Present programmes

- Who (e.g. government, local government, NGOs, external agencies) designs and provides the training programmes? At which level (national, state/district, community)?
- What is the general scheme behind the training programmes? In other words, is there any overarching planning to conduct training programmes at different levels?
- What are the funding sources for the training – is there regular budget from the government?
- What types and duration of training programmes are available for NFE facilitators? (pre-service, in-service, short course, etc.)
- How are these programmes organized? (e.g. mobile course that trainers travel to different activity sites/regular course that trainees gather to a specific venue)
- What are the main contents of the training programme?
- Who are the trainers?
- How are the participants of the training programme selected?
- How do you assess the usefulness and impact of the training programmes?
- What impact has the past training programme brought to the actual NFE activities?

Issues

- What are the urgent needs for up-grading NFE facilitators' skills?
- What are the needs and resources required by providers of training programmes for NFE facilitators?
- What are the important attributes for trainers of NFE facilitators?

Future plans

- What is the national (overall) plan of providing adequate training for NFE facilitators to meet the needs and requirements raised above?

TOPIC 2: Plan for National Follow-Up Activities of the 20th Regional Workshop

APPEAL and ACCU are planning to support follow-up national activities after the forthcoming 20th Regional Workshop in the following areas:

- Training of NFE personnel at national and/or grassroots level.
- Material production for materials to be used for training activities.

Prior to your participation in the Regional Workshop, please discuss in your office and related institutions and prepare initial follow-up action plans, covering the following components:

- Priority needs
- Objectives and content
- Tentative title of the training programme (i.e. workshop)
- Venue, participants, trainers, training resource to be used
- Impact of the planned training programme (i.e. workshop) and proposed plan to follow up the initial national follow-up activities
- Possible obstacles for the implementation
- How the obstacles can be overcome?

TOPIC 3: Case study: Personal training experience

Please describe the training programmes you experienced personally, both as a trainee and as a trainer, including the following points:

- Different training programmes you have experienced at different stages of your past career, as a trainee and as a trainer.
- Evaluation of the training programmes you experienced as a trainee and as a trainer, separately and collectively.

TOPIC 4: NFE adult learning materials development

Please describe the overall picture of the development for NFE adult learning material production in your country, including the following points:

- What kinds of materials are available at the district and grassroots levels (content, format and media including ICT)?
- What is the main process of materials development at different levels (national, district, community level)? How can the development process accommodate the learners' needs?
- Who are the developers at each level?
- What are the financial sources? Is regular budget available from the government?
- Major difficulties faced in development and dissemination of NFE adult learning materials.
- How to overcome the above-mentioned difficulties?
- Examples of innovative materials and the development processes which have been proved to be effective.

TOPIC 5: Evaluation of PALM: Package for Developing Adult Learning Materials

PALM developed by ACCU in cooperation with APPEAL has been sent to the department in charge of NFE, UNESCO National Commission, and Literacy Resource Centre (LRC) in your country.

PALM consists of:

- Handbook: Adult Learning Materials Development at Community Level,
- AJP Materials Kit in health & sanitation, Income generation, Environment, Women's empowerment, and
- Literacy Clip Art (in CD-ROM and book).

In most countries, national versions of the components of PALM (Handbook and Literacy Clip Art) have been/are being prepared, and some are being used in training programmes.

Please give the evaluation of PALM including the following points.

- How has PALM been used in your country?
- What is usefulness of PALM as a resource package for NFE personnel?
- What are the difficulties in utilizing PALM?
- What do you suggest for further improvement of PALM and its utilization?

7. Financial Arrangement

ACCU will provide each of the participants and resource persons with:

- Round trip air ticket (economy class) between the international airport nearest her/his residence and Yangon; and
- Daily subsistence allowance (DSA) for 11 days from 2 to 12 December 2002.

8. Correspondence

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BACKGROUND

Since 1983 ACCU has been organizing annual regional workshops, inviting experts in literacy and continuing education, with the main aim of providing the participants with training experience in developing innovative and effective learning materials based on the actual needs of the target learners. So far, 19 workshops have been held, in cooperation with UNESCO Bangkok and UNESCO Member States in the region, in 11 different countries, focusing on various themes, and more than 500 key experts from 20 countries have availed themselves of the training.

Viewing non-formal education (NFE) at grass roots level as one of the crucial factors in realizing the goal of “Education for All”, qualified personnel in training and material development are urgently needed. In view of this, the 20th Regional Workshop is designed to strengthen NFE programmes with special emphasis on capacity building of trainers of community level NFE facilitators.

The Workshop is financially supported by the “ACCU International Exchange Programme”. ACCU is entrusted to implement the Programme within the framework of the “UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding” established by UNESCO. The Programme is designed to prepare students, teachers and other professionals in the fields of UNESCO’s competence for meeting new challenges of today’s globalized society, and to enhance the quality of the educational environment by means of an exchange of such people all over the world. Thus, the Programme aims to promote international cooperation and mutual understanding, and contributes towards pursuing UNESCO’s ideals for “peace and security by promoting collaboration among the nations through education, science and culture” in close collaboration with the National Commissions for UNESCO, mainly in Asia and the Pacific.

ANNEX 2. Schedule

| Morning Sessions (8:30-12:30) | Afternoon Sessions (14:00-17:30) |
|--|--|
| 3 December – Day 1 | |
| Opening of the Workshop (9:00) <ul style="list-style-type: none"> • Introduction of participants • Orientation of the workshop | Experience Sharing 1: <ul style="list-style-type: none"> • Capacity building of NFE facilitators (country report topics 1, 2 & 3). Evening: ACCU Reception Dinner |
| 4 December – Day 2 | |
| Experience Sharing 2: <ul style="list-style-type: none"> • NFE learning material development (country report topics 4 & 5). <u>Part I: Material Development</u> Introduction Session <ul style="list-style-type: none"> • Understanding the process of material development by NFE facilitators by Dr. Suvit. | STEP 1: Needs Assessment <ul style="list-style-type: none"> • Tips on assessment tools by Suvit, KK and U Tin Nyo. • Orientation of field visit and group formation by U Tin Nyo. • Development of needs assessment tools [group]. |
| 5 December – Day 3 | |
| STEP 1: Needs Assessment (con’d) <ul style="list-style-type: none"> • Introduction to CLC activities in Myanmar by U Tin Nyo. | <ul style="list-style-type: none"> • Needs assessment of learners in CLC Evening (optional): Needs analysis [group] |

| Morning Sessions (8:30-12:30) | Afternoon Sessions (14:00-17:30) |
|--|--|
| <ul style="list-style-type: none"> • Field visit to rural village and community learning centre (CLC). | |
| 6 December – Day 4 | |
| STEP 2: Curricular Unit Preparation <ul style="list-style-type: none"> • Needs assessment (group - cont'd) • Tips on preparation of curricular unit by Dr. Suvit. | <ul style="list-style-type: none"> • Curricular unit development [group] • Presentation and discussion |
| 7 December – Day 5 | |
| Concurrent Sessions (session A & B will be repeated twice for all the groups to attend both sessions) A: Material preparation <ul style="list-style-type: none"> • Tips on preparation of learning material by Dr. Suvit. B: Literacy Clip Art <ul style="list-style-type: none"> • Demonstration of paper and PC versions by Rika. | STEP 3: Material Preparation (cont'd)? <ul style="list-style-type: none"> • Selection, adaptation and development of learning materials [group]. Evening (optional): group work cont'd. |
| 8 December – Day 6 Cultural Visit | |
| 9 December -- Day 7 | |
| STEP 3: Material Preparation (cont'd) Lunch: Display of developed materials and contest. | <u>Part II: Lesson Plan</u> Module 1: Community mobilization <ul style="list-style-type: none"> • Video show of a case study and discussion? By APPEAL Module 3: Preparing lesson plan <ul style="list-style-type: none"> • Tips on preparation of lesson plan by Mr. Kumar. |
| 10 December – Day 8 | |
| Module 2: Identification of learning needs <ul style="list-style-type: none"> • Review of the needs and developing learning objectives [small groups]. Module 4: Participatory Learning <ul style="list-style-type: none"> • Tips on participatory learning by Mr. Kumar. | Module 5: Using learning aids <ul style="list-style-type: none"> • Examples of local learning aids by U Tin Nyo. Module 6: Assessing learning <ul style="list-style-type: none"> • Tips on assessing learning by Mr. Kumar. Evening (optional): preparation of lesson plan by small teams. |
| 11 December – Day 9 | |
| <ul style="list-style-type: none"> • Preparation of lesson plan by small teams • Peer review of lesson plans | <ul style="list-style-type: none"> • Peer review of lesson plans <u>Part III: Preparation of National NFE Facilitator Training</u> <ul style="list-style-type: none"> • Introduction by APPEAL • Collection of recommendations from the participants |
| 12 December – Day 10 | |
| <ul style="list-style-type: none"> • Presentation by participants | *Afternoon Session at MERB Concluding Session <ul style="list-style-type: none"> • Evaluation of the Workshop • Closing of the Workshop Evening: Farewell Dinner hosted by MERB |

ANNEX 3. List of Participants

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Regional Workshop (Myanmar, 2002)



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U Aung Naing
P.S.O (Travel Visit Arrangement)
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U Zaw Latt Naing
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U Lay Aung
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ANNEX 4. WORKSHOP IPO (Input – Process – Output)

The following Workshop IPO was prepared and explained in the orientation on Day 1 by organizers to share the whole processes with Workshop participants.

Learning Objectives of the Workshop:

- To understand the factors which contribute to the effective job performance as a trainer of NFE facilitators, in the areas of:
 - Training on preparation of local learning aids and material (**LMHB** = Handbook for Adult Learning Materials Development at Community Level).
 - Training on preparation of lesson plan (**FHB** = Handbook for Non-formal Adult Education Facilitators).
 - Use of participatory training techniques and process.
- To acquire knowledge and skills to prepare a training programme for national training activities using ACCU/APPEAL Resource Packages.

| Day & Time | Session | Facilitator | Input | Process | Expected output |
|--|--|---|--|---|--|
| 3 December (Tuesday) – DAY 1 | | | | | |
| 0900-0945 | Opening of the workshop | Daw Than | | → See opening programme | |
| 0945-1015 | Tea break | | | | |
| 1015-1100 | Introduction of participants (ice breaker session) | Ms. Shibao (ACCU) | | Form pairs and interview Report the partner's background and expectations of the workshop to the plenary (@ 30 seconds) | - Participants to get to know each other - Desired learning achievement from the workshop shared |
| 1100-1230 | Orientation of the workshop | Mr. Hakeem (APPEAL) Ms. Shibao Daw Nyunt Nyunt | GI, Schedule, IPO ACCU report, APPEAL report, MERB report | Presentations on APPEAL (20 minutes) Training schedule & IPO (50 minutes) Logistics (20 minutes) | - Understanding the framework of the 20 RW |
| 1230-1400 | Lunch break *currency exchange | | | | |
| 1400-1420 | Hosting arrangements | Mr. Oyasu | | Explanation and announcement on workshop host and individual diary | - Hosting arrangements for; energiser, chairperson (cum-time keeper), reporter, cameraperson decided |
| Experience Sharing 1: Capacity building of NFE facilitators | | | | | |
| 1420-1440 | Introduction | Ms. Shibao | | Participants job-location diagram: collective work | - Job responsibility of participants shared |
| 1440-1510 | Training experience of participants | Ms. Shibao Mr. Oyasu | Country Report Topic 3: Training experiences of participants | "snow ball" sharing of experiences as trainer/trainee in pair groups | - Training experience of participants shared - List of training tools |

| Day & Time | Session | Facilitator | Input | Process | Expected output |
|--|---|-------------------------------------|---|---|---|
| 1510-1530 | Country Report Topic 2: National Follow-up plans | Mr. Oyasu | PPT Presentation | Presentation of the synthesis of 19th RW national follow-ups and an overview of participants plans for the 20th RW national follow-ups | - Experience from the previous national follow-ups shared - Further planning by each participant facilitated |
| 1530-1600 | Tea break | | | | |
| 1600-1730 | Synthesis of experience sharing 1 | Ms. Shibao Mr. Oyasu | Country report topic 1 | Group work: SWOT analysis of training programme for NFE facilitators | - SWOT analyses by 4 groups |
| 1700-1730 | | | | Plenary presentation of group work @ 5 min x 4 groups | - Training situation and issues shared |
| 1900- | ACCU Reception Dinner at Summit Parkview Hotel | | | | |
| 4 December (Wednesday) – DAY 2 | | | | | |
| 0830-0900 | Warming up session | Reporter Chairperson | Report of DAY 1 General roles formation | Review of yesterday's activities and overview of today's activities | - DAY 1 activity report - DAY 2 activity overview - General rules agreed |
| Experience Sharing 2: NFE learning material development | | | | | |
| 0900-1030 | | Ms. Shibao | Country report topic 4: Literacy/ NFE materials & DCF | NFE Adult Learning Materials Development diagram: collective work Introduction of innovative learning material by participants | - Level of material production - Nature of participation in material production |
| 1030-1100 | | Ms. Shibao | Country report topic 5: Evaluation of PALM | Evaluation of PALM | - Usage and evaluation of PALM shared |
| 1030-1100 | Tea break | | | | |
| 1100-1230 | PART I: Material Development | | | | |
| | Introduction session | Dr. Suvit | Brief discussion (PPT) Handouts LMHB process map | Introduction to the process of material development | - Need for local material production understood - Basic steps of material development understood |
| 1230-1400 | Lunch break | | | | |
| 1400-1530 | STEP 1: Needs assessment Tips on assessment tools | Dr. Suvit Mr. Kumar U Tin Nyo | Examples of needs assessment (NA) tools LMHB step 1 | Sharing of ideas and concepts of NA. Presentation and demonstration of NA tools. **Joint plenary session or two concurrent sessions? | - Clear understanding about needs assessment - Being able to classify main areas for field visit - Being able to develop NA tools |
| 1530-1600 | Tea break | | | | |
| 1600-1630 | Orientation of field visit and group formation | U Tin Nyo or MERB Ms. Shibao | Field visit profile and schedule Group list | Plenary briefing | - Field visit objectives and schedule defined - Task of group work defined |

| Day & Time | Session | Facilitator | Input | Process | Expected output |
|---------------------------------------|--|----------------------|--|---|---|
| 1630-1730 | Development of needs assessment tools | All resource persons | | Group work: Preparation for needs assessment | <ul style="list-style-type: none"> - Group name decided - Process of learners' needs assessment planned - Tasks of each member decided - Tools to conduct needs assessment prepared |
| 5 December (Wednesday) – DAY 3 | | | | | |
| 0800 | Departure from hotel to Kyauk Tan Township | | | | |
| 0930-1000 | | | | Welcome by Chairman of Township Peace and Development Council | |
| 1000-1045 | Introduction to CLC activities in Myanmar | U Tin Nyo | PPP presentation | Briefing on CLC in Myanmar at Township Hall?? | - Better understanding of CLC in Myanmar |
| 1045-1130 | | | | Visit Kyauk Tan Yayle Pagoda (community heritage) | - Understand the community culture |
| 1145-1245 | lunch | | | | |
| 1300-1630 | Field visit to rural village | | Field visit profile | Group work: Observation and interview | |
| | Needs assessment at CLC | | Needs assessment tools prepared by each group | Group work: Use needs assessment tools in the community for data collection | - Direct experience of using NA tools |
| 1630 | Departure from village | | | | |
| Evening (optional) | | | Feedback from field visit | Group work: Analysis of learning needs | |
| 6 December (Thursday) – DAY 4 | | | | | |
| 0830-0900 | Warming up session | Reporter Chairperson | Report of DAY 2 & 3 | Review of previous activities and overview of today's activities | - DAY 2 & 3 report |
| 0900-1000 | STEP 2: Curricular unit preparation Tips on preparation of curricular unit | Dr. Suvit | LMHB Step 2 | | - Concepts and components of curricular unit understood |
| 1000-1030 | Tea break | | | | |
| 1030-1230 | Needs assessment (cont'd) | All resource persons | Feedback from field visit | Group work: Analysis of learning needs | - Data analysis results by each group |
| 1230-1400 | Lunch break Co-ordination Meeting among resource persons group chairs | Ms. Shibao | Priority learning needs identified by each group | Report on the needs assessment result and co-ordination | - Basic agreement on the theme of each group |
| 1400-1530 | Curricular unit preparation | All resource persons | Needs assessment | Group work: curricular unit | - Curricular units drafted |
| 1530-1600 | Tea break | | | | |
| 1600-1730 | Peer-review | Dr. Suvit | Curricular units | Plenary presentation and review of curricular units by each group. @20-min. | - Feedback on curricular units |

| Day & Time | Session | Facilitator | Input | Process | Expected output |
|--------------------------------------|--|---------------------------------|--|---|--|
| 7 December (Saturday) – DAY 5 | | | | | |
| 0830-9000 | Warming up session | Reporter Chairperson | Report of Day 4 | Review of previous activities and overview of today's activities | - DAY 4 report - DAY 5 activity overview |
| 0900-1030 | Concurrent sessions | A: Dr. Suvit B: Ms. Rika | ?? LMHB Step 3 Literacy Clip Art (CD-ROM) Hand-outs | Group 1 & 2: Review of the process of materials development. Group 3 & 4: Concept of clip art; demonstration of how to use 'Literacy Clip Art' by paper and computer | - Process of selection, adaptation and development of learning materials understood - Potential and use of literacy clip art understood |
| 1030-1100 | Tea break | | | | |
| 1100-1230 | Concurrent sessions | A: Dr. Suvit B: Ms. Rika | Ibid. Ibid. | Group 3 & 4 Group 1 & 2 | - Ibid. - Ibid. |
| 1230-1400 | Lunch break | | | | |
| 1400-1730 (incl. tea break) | STEP 3: Material preparation | All resource persons | Curricular unit Literacy Clip Art AJP Materials Kit | Group work: Selection, adaptation and development of learning materials | - Draft material prepared |
| Evening (optional) | | | | Group work (cont'd) | |
| 8 December (Sunday) – DAY 6 | | | | | |
| | Cultural visits & shopping | | | | |
| 9 December (Monday) – DAY 7 | | | | | |
| 0800-0830 | Steering committee meeting | All resource persons | | Reporting on group work progress and finalising evaluation form. | - Evaluation form of learning material finalised |
| 0830-0900 | Warming up session | Reporter Chairperson | Report of Day 5 | Review of previous activities and overview of today's activities | |
| 0900-1230 (incl. Tea break) | STEP 3: Material preparation (cont'd) | All resource persons | | Group work: Finalisation of learning material. | - Materials developed by each group |
| 1230-1400 | Lunch break STEP 8: Evaluation Material display and contest | Ms. Ueno | Learning materials & curricular units developed by each group | Each participants fill-out material evaluation form. | - Materials evaluated. - Result of contest to be announced on last day |
| 1400-1530 | PART II: Lesson Plan | | | | |
| | Module 1: Community mobilisation | Mr. Oyasu | Facilitator Video FHB Module 1 | Video show of a case study and discussion? | - Importance of community mobilization at CLC |
| 1530-1600 | Tea break | | | | |
| 1600-1730 | Module 3: Preparing lesson plan | Mr. Kumar | FHB Module 3 | Presentation and discussion in groups | - Understanding the process of lesson plan - 10 small groups formed |
| 10 December (Tuesday) – DAY 8 | | | | | |

| Day & Time | Session | Facilitator | Input | Process | Expected output |
|--|---|-------------------------|--|--|--|
| 0830-0900 | Warming up session | Reporter Chairperson | Report of Day 7 | Review of previous activities and overview of today's activities | - DAY 7 report - DAY 8 activity overview |
| 0900-1030 | Module 2: Identification of learning needs | Mr. Kumar | FHB Module 2 | Intensive small group discussion | - Clear understanding about preparation of lesson plan - Some model lesson plan by each pairs |
| 1030-1100 | Tea break | | | | |
| 1100-1230 | Module 4: Participatory learning | Mr. Kumar | FHB Module 4 | Demonstration and discussion | - Notes on points to be taken care of in working out participatory learning by each group |
| 1230-1400 | Lunch break | | | | |
| 1400-1530 | Module 5: Using learning aids | U Tin Nyo | FHB Module 5 | Examples of local learning aids (learner generated materials, etc.) | |
| 1530-1600 | Tea break | | | | |
| 1600-1730 | Module 6: Assessing learning | Mr. Kumar | FHB Module 6 | Presenting the concepts followed by discussion | - Detailed plan of assessment by each group |
| Evening (optional) | | | | Group work: Preparation of lesson plan by small teams | |
| 11 December (Wednesday) – DAY 9 | | | | | |
| 0830-0900 | Warming up session | Reporter Chairperson | Report of Day 8 | Review of previous activities and overview of today's activities | - DAY 8 report - DAY 9 activity overview |
| 0900-1030 | | All resource persons | FHB | Group work: selection of teaching-learning materials Preparation of lesson plan | |
| 1030-1100 | Tea break | | | | |
| 1100-1230 | Peer-review | | | Two concurrent sessions: Demonstration on the basis of lesson plans, feedback @30 min. x 5 Groups x 2 sessions | - Feedback on the lesson plan |
| 1230-1400 | Lunch break | | | | |
| 1400-1530 | Peer-review (cont'd) | | | Two current sessions (cont'd) | - Feedback on the lesson plan |
| 1530-1600 | Tea break | | | | |
| 1600-1700 | PART III: Preparation of National NFE Facilitator Training | Mr. Oyasu | Outline of national follow-up activity Application form | Introduction | |
| 1700-1730 | | Ms. Shibao | | Collection of recommendations from the participants | - Recommendations to the member states, ACCU and UNESCO |
| 12 December DAY 10 | | | | | |
| 0930-1000 | Warming up session | Chairperson Reporter | | Review of DAY 9 Overview of DAY 10 | |

| Day & Time | Session | Facilitator | Input | Process | Expected output |
|-----------------------|--|-------------------------|--|---|--------------------------------------|
| 1000-1030 | Equivalency | Mr. C. Currin | Presentation | | |
| 1030-1100 | Tea Break | | | | |
| 1100-1215 | National follow-up activity plan | Mr. Oyasu Ms. Shibao | Drafted national follow-up action plan | Presentations of national Follow-up plans | |
| 1215-1230 | UN Literacy Decade | Mr. Oyasu | | Presentation, Q&A | |
| 1230-1330 | Lunch Break | | | | |
| 1330 | Departure from the hotel | | | | |
| 1400 | Arrival at MLRC (Myanmar Literacy Resource Centre) | | | | |
| 1400-1445 | MERB & MLRC presentation | U Mint Han | | Presentation & video | |
| 1445-1515 | Tour around MERB & MLRC | U Mint Han and his team | | Tour around the facility in 4 groups | |
| 1515-1530 | Tea Break | | | | |
| 1530- | Concluding session | | | | |
| | | All resource persons | | Announcement of the result of the Learning Material Contest | MERB prize, UNESCO Prize, ACCU prize |
| | | Ms. Shibao | Workshop report (draft) | Review of the draft report of the Workshop | |
| | | All resource persons | Evaluation form Learning Journals | Evaluation of the Workshop | |
| | | Mr. Oyasu Ms. Shibao | | Review of recommendation | |
| | | Chairperson | | Closing remarks | |
| 1900- | Farewell Party Hosted by the Minister of Education | | | | Fun! Fun! Fun! |

ANNEX 3. List of Group Members for PART I: Material Development

| Group Name | Name | Country |
|----------------------------------|-----------------------------------|----------------------------|
| Seagull (11) | Ms. Najia Zuhul Zarah | Afghanistan |
| | Mr. Shaharukh Sohel | Bangladesh |
| | Mr. Ngawang Dorji | Bhutan |
| | Mr. Lamphoune Luangxay | Lao PDR |
| | Ms. Tahira S. Abbas | Pakistan |
| | Mr. Christopher Kepiou | Papua New Guinea |
| | Mr. Krishna Kumar | India (Resource Person) |
| | Ms. Shibao Tomoko | ACCU |
| | Daw Htay Htay Khine | Myanmar (MERB) |
| | U Ko Ko Lwin | Myanmar |
| | U Tin Maung Win | Myanmar |
| Unique (11) | Mr. Emdadul Haque | Bangladesh |
| | Mr. Chea Sarom | Cambodia |
| | Ms. Aruna Shastri | India |
| | Ms. Sri Wahyuningsih | Indonesia |
| | Ms. Asako Maruyama | Japan |
| | Mr. Jagath Dushmantha Dharmapriya | Sri Lanka |
| | Ms. Dilrabo Allaberganova | Uzbekistan |
| | Mr. Suvit Pichayasathit | Thailand (Resource Person) |
| | Ms. Ueno Satomi | ACCU |
| | U Khin Maung Htwe | Myanmar |
| Daw San San Maw | Myanmar (MERB) | |
| Jasmine (10) | Mr. Jahangir Alam | Bangladesh |
| | Mr. Xhang Letian | China |
| | Mr. Azri bin Hashim | Malaysia |
| | Ms. Meena Thapa | Nepal |
| | Ms. Emma D. Gregorio | Philippines |
| | Mr. Wichai Annamart | Thailand |
| | Mr. A.H.A Hakeem | UNESCO |
| | Ms. Rika Yorozu | ACCU |
| | Daw Htoo Htoo Aung | Myanmar |
| | Daw Nyunt Nyunt | Myanmar (MERB) |
| Palei (Myanmar Pearl) (11) | Mr. A.N.S. Habibur Rahman | Bangladesh |
| | Ms. Zohreh Mirhosseini | Iran |
| | Mr. Hashim, bin Alang Abdul Hamid | Malaysia |
| | Ms. Batchuluun Yembuu | Mongolia |
| | Ms. Ingrid van der Straaten | Thailand |
| | Mr. Tran Quang Thong | Vietnam |
| | Mr. Kiichi Oyasu | UNESCO |
| | Mr. Suzuki Yoshimori | ACCU |
| | Daw Khin Swe Nyunt | Myanmar |
| | U Saw Aung | Myanmar |
| | U Tin Nyo | Myanmar (Resource Person) |

Co-organizers:

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UNESCO Asia and Pacific Regional Bureau for Education

Myanmar Education Research Bureau (MERB), Ministry of Education

in cooperation with:

Myanmar National Commission for UNESCO

Japanese National Commission for UNESCO