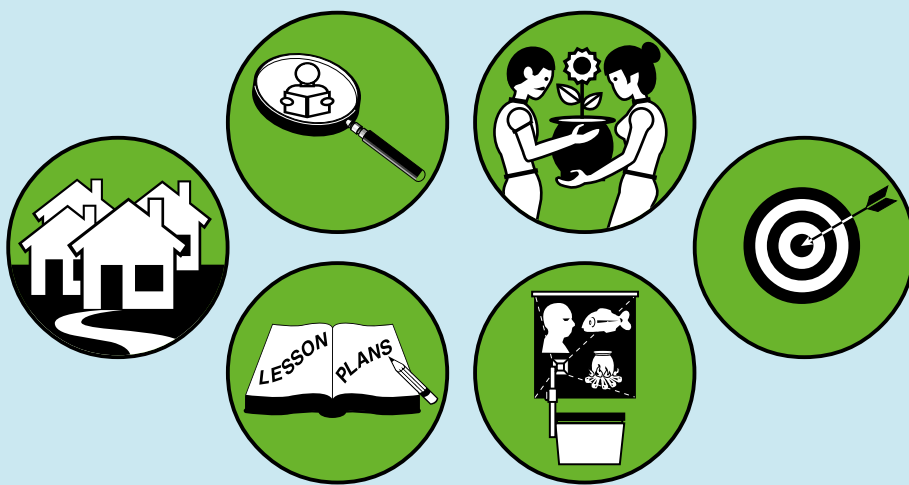


# GUIDEBOOK

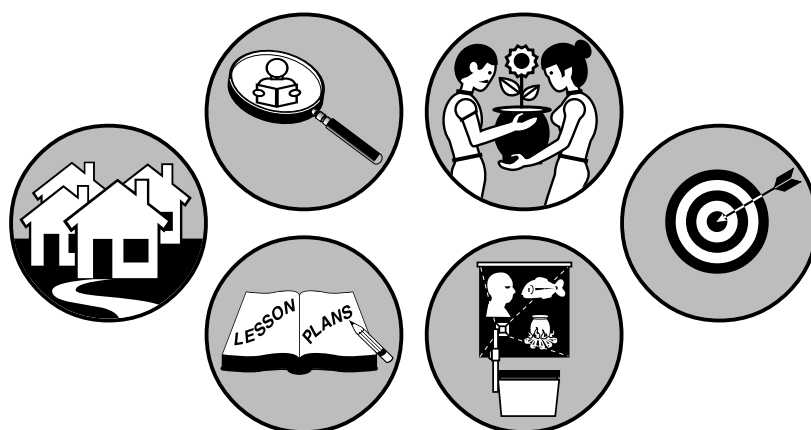
## Video Package for Non-formal Education Facilitators



UNESCO Asia-Pacific Programme of Education for All (APPEAL)

# GUIDEBOOK

## Video Package for Non-formal Education Facilitators



UNESCO Asia and Pacific Regional Bureau for Education. Asia-Pacific Programme of Education for All.

*Guidebook, video package for non-formal education facilitators.* Bangkok: UNESCO Asia and Pacific Regional Bureau for Education, 2002.  
35 p.

1. EDUCATIONAL VIDEO. 2. GUIDES. 3. TRAINING.  
4. NON-FORMAL EDUCATION. 5. BASIC EDUCATION. 6. LEARNING  
PACKAGES. 7. COMMUNITY LEARNING CENTRES. 8. LESSON PLANS.  
I. Title.

374.8

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Published by the  
UNESCO Asia and Pacific Regional Bureau for Education  
P.O. Box 967, Prakanong Post Office  
Bangkok 10110, Thailand

Printed in Thailand

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Part One  
**Guide for Video**



## I. What is the Video Package for Non-formal Education (NFE) Facilitators?

The video package for NFE facilitators is produced as an audio-visual aid to complement the Handbook for NFE Facilitators.

The package consists of 1 introductory video and 6 module-based videos, each approximately 15-20 minutes in length. The Introduction is a motivational as well as an orientation video for NFE activities. It gives an overview of the competencies of the NFE facilitator within the context of a community's socio-economic development. The following 6 videos are based on the organization of the handbook, and can be used as a package or individually as required:

- ▶ Module One: *Community Mobilization* (produced by India)
- ▶ Module Two: *Identification of Learning Needs* (produced by Bangladesh)
- ▶ Module Three: *Preparing Lesson Plans* (produced by Thailand)
- ▶ Module Four: *Participatory Learning* (produced by the Philippines)
- ▶ Module Five: *Using Learning Aids – Developing a Village Wall Magazine* (produced by Bangladesh)
- ▶ Module Six: *Assessing Learning – Learning Portfolio Assessment* (produced by the Philippines)

This video series is designed to provide practitioners with visual images of real activities at the grassroots level. It may help you to understand more clearly how the activities introduced in the handbook can be undertaken. You may feel that the atmosphere and contents of lessons in the community learning centres (CLCs) featured in the videos are different from your CLC. CLCs exist in 22 Asian-Pacific countries, all of them with different societies and economies. Nevertheless, what we expect you to learn from the videos is the basic information for facilitators who must organize CLC daily activities. This information includes ways to make classes more learner-centred and participatory, the facilitator's attitude toward learners, and techniques for making lessons more interesting and informative. At the same time, you should note that the methods and approaches introduced in the videos are only some of the examples that can be used.

You can read the HANDBOOK both before and after watching the videos. The handbook will be useful to you for reviewing what you have learnt from the videos and for obtaining more information.

## II. How Can We Use the Videos?

The introductory video brings you the whole picture of a facilitator's daily work. You can watch the video before viewing the six more detailed videos to grasp the overall idea, and after watching them for reviewing and understanding the facilitator's roles and responsibilities clearly.

There are two ways to use this video series. The first is as a self-learning tool for facilitators and the second is for group training. In both cases, this guidebook provides you with some questions during the following three phases – 1) Before You View; 2) View and Do; and 3) After You View – to easily understand the messages of the videos.

## III. Application

There are some things that you are going to do when you are ready to see these videos. These are done before, during and after viewing the video programmes.

### 1. Before You View: Let's Think!

Before watching each video, brainstorm and answer the questions provided. Before You View activities help you to activate your previous knowledge and experiences. If you are in a training group, initiate a discussion on the current situation in your community and the role of facilitators in your daily life.

## 2. View and Do: Let's Watch the Video!

Initially, we recommend that you just View the videos once through completely before doing the activities. By watching the whole sequence without interruption, you can gain a general and comprehensive idea of what each video is about.

Later, the View and Do activities may focus on certain parts of the videos by getting the learners to concentrate on detailed messages by answering specific questions. Freeze framing (still picture) activities can be used for this in the group training. The instructor can pause (stop the video) in places where there are questions and group members can discuss the specific questions included in the View and Do activities. Encourage learners to take notes for group discussion after watching the videos.

## 3. After You View: Let's Review and Analyze!

After watching each video, we recommend that you review and analyze the messages of the videos, either by yourself or as a group, according to the following steps.

1. **Free Response.** During the first 10-15 minutes after the video, participants should complete any notes they want to make and ask any general questions or make responses related directly to the video. Then they can identify 3-5 of the most significant statements or scenes from the film, and share these in small groups. This can be followed by a plenary discussion. You may also discuss the relevance of the particular video in question to the learners' CLC.

In these free responses, we are essentially allowing the participants time to think about the video they have just seen, and hence providing an opportunity for them to come up with ideas for further discussion and analyses of the video.

2. **Facilitated Discussion.** After the free responses, review the video by answering the questions provided in the **After You View** section. If you are in a training group, discuss and exchange what you learnt from the videos and how you will apply these insights to your daily activities. Use **Key Terms** to make sure you understand concepts clearly and to share with your colleagues during discussion.

4. Apply the new ideas, methods and activities to your daily lives.

5. Develop more activities with your learners. Your activities may be useful for other facilitators, so please give your feedback to UNESCO Bangkok.

## IV. Who is the Video Package For? (the Target Audience)

- ▶ All village practitioners working in literacy and continuing education
- ▶ Learners

## V. Tips for Organizing Video Training Sessions

- ▶ Make sure you have seen the video before showing it to the learners, and be thoroughly familiar with it. Also be familiar with the transcript of the video and the synopsis.
- ▶ The synopsis should be given to participants before screening the video.
- ▶ You should have your own notes on how to conduct the learning session.
- ▶ You should encourage viewers to create their own questions and discuss them in addition to the prepared questions.
- ▶ Make sure all equipment (i.e., TV and VCR) is in good working order before screening the video.
- ▶ Take care of seating arrangements, food, and possible distractions in advance of the screening.

# Module One: Community Mobilization



After watching the video, we expect you will be able to:

- ▶ Identify the importance of community mobilization and the facilitator's work
- ▶ Describe the process of community involvement in participatory planning
- ▶ Describe available local resources to be used for strengthening CLCs

## Background

This video was shot in Karnataka, India. People speak their local language, Kannada. Kannada is one of the 16 public languages in India and is taught in schools in Karnataka State. Karnataka is one of the pioneering states in the country in the field of adult education. In 1941, the Karnataka Adult Education Council was set up, which established about 2,700 rural libraries in various parts of the state. To provide academic and technical support in Karnataka, the State Resource Centre was established in 1979 and has produced various neo-literacy materials as well as training materials. They have had a lot of experience in training.

Illiteracy is still a serious problem in India, a country which contains about one third of the world's non-literate population. In the 1990s, the government organized literacy campaigns that have reached more than 90 per cent of India's villages. These campaigns encourage the spirit of voluntarism and have generated significant social mobilization, with educated people serving as volunteer teachers. You can see the symbol of a literacy campaign several times in the video, on the bag of the facilitator and drawn on the wall. After these campaigns, drawing on their experiences, India has focused on the activities of education centres and is now moving into the area of continuing education.

## Video Synopsis

This is the story of a CLC facilitator, Nehavva (nicknamed Neha), the people in her community, and how she facilitates community empowerment in cooperation with the villagers.



Throughout the video, there is a man named Ramakka, who wears traditional dress and has a moustache. He is a budubdukeyava, a traditional seer who roams around the villages playing a tiny percussion instrument. He has a role in this video as a narrator interpreting the process of community mobilization.

When we first meet Ramakka, he talks about how people are happy in the village because of Neha's great efforts on its behalf. He describes how Neha established a good relationship with the villagers and how she encouraged people to be active in community development. She asks the important people in the village to cooperate with her in setting up CLC programmes, and participates in

village festivals and other activities to share ideas and feelings with villagers. She initiates a village meeting to find out about existing resources and works with people to improve the situation of the village.

## Now let's watch the video!

### Before You View: Let's Think!

1. Let's think about your own community. Who lives there, and how many people are there? What is the main occupation of the community people? Are there currently any problems in your community?
2. How have the community people supported your CLC and its activities?
3. How have you encouraged the community people to support your CLC?

### View and Do: Let's Watch the Video!

1. What was the situation in the village two years ago?
2. Neha tried to be a member of the community. What village activities was she actively involved in?
3. What are the three village resources Neha mentioned during the village meeting?
4. What are the purposes of village mapping?

### After You View: Let's Review and Analyze!

1. Have you done any of the community mobilization activities presented in the video? If so, what were the similarities and differences between the activities you did, and those in the video? If not, will you do any of them now, after watching the video?
2. What resources can you mobilize from your community?
3. What are other useful community mobilization approaches in your community? Please go through the handbook and find ones you can use with your class.

## What this video intends to communicate...

Do you realize that the facilitator has tried to involve the community people in CLC activities? She asked the teacher, the village head and the chief of the youth union for their support. At the same time, she visited each house and talked with women, the elderly and the disabled to identify their needs. She did not wait for people to come to her, but instead went to the people herself. She worked together with farmers, enjoyed entertainment with villagers and learned from them. Behaviours and attitudes are as important as the methods.

In the video, when the village people gather together and draw a village map, it is called *micro-planning*. This map can be used for understanding the needs of the village and can also be used for planning future improvements in the village. This process also encourages people's ownership of the activities. After the village mapping, the facilitator uses other ways to get information such as surveys and house-to-house visits. This is also part of the process of *micro-planning*.



### Key Terms

Community  
Community mobilization  
Local resources  
Interesting learning activities  
Local representatives' involvement  
Marginalized people

## Module Two: Identification of Learning Needs



After watching the video, we expect you will be able to:

- ▶ Analyze learners' problems and identify learning needs
- ▶ Organize and conduct observations, interviews and group discussions to identify community problems
- ▶ Prioritize the learning needs of different groups

### Background

This video was shot in Bangladesh. The literacy rate in Bangladesh stands at 62 per cent, and therefore the reduction of adult illiteracy is one of the priorities in the country. In particular, many women missed out on schooling because parents often preferred to send boys to school than girls. Those out-of-school girls and women seek learning opportunities through non-formal education programmes. This is the reason why almost all the actors in the video are women. In the video, you can see that the girl is encouraged by the facilitator to go to school. Since children below the age of 9 years constitute 33.43 per cent of the total female population, education for girls is one of the keys for Bangladesh's national development.

The Dhaka Ahsania Mission (DAM), an NGO and a member of the APPEAL Resource and Training Consortium (ARTC), is responsible for CLCs in Bangladesh. This video shows us the real activities and atmosphere at one of the CLCs run by DAM. These centres are called ganokendra (community-based learning centres) and there are over 800 of them in 5 districts as of February 2002. Their major activities are: improvement of physical facilities, development of skills for community members, needs assessment for income generation activities, cultural programmes, and network building.

### Video Synopsis

In this video, you will see some genuine CLC classes in Bangladesh. In the first class, the learners do not show much interest in the class even though the facilitator tries to involve them in the activities. Why? Because the subject matter of the class is not really appropriate to their needs. This video then shows us some ways to assess learners' needs and interests.



To learn people's needs, two facilitators go out to the field. They observe and talk with people to find out their problems and needs. They find through observation and interviews that some children are playing in the dirt, and a girl does not go to school because she is helping her household. These incidents remind the facilitators that sanitation and girls' education are serious issues which village people face and that these topics should be raised in the CLC classes to improve these social conditions. In addition, one of the facilitators conducts a discussion to help learners recognize their problems and needs themselves. This is also one of the needs assessment techniques where learners participate in the process.

Probably the socio-economic contexts are different between this Bangladeshi case and your communities. However, in this video you can see some methods to assess learning needs.

## Let's watch it and find out what they are.

### Before You View: Let's Think!

1. Have you assessed the needs of your learners? What did you find from the assessment? If you have not done it before, what are the reasons?
2. How did you do the needs assessment for your learners? What were the successes and the problems you faced during needs assessment?

### View and Do: Let's Watch the Video!

1. Why do you think the learners in the first CLC are not attentive in class?
2. What are the three effective methods for needs assessment?
3. What are the three roles of observation for needs assessment?
4. What are the six steps of group discussion?

### After You View: Let's Review and Analyze!

1. Have you tried any of the approaches presented in the video to assess learners' needs? If so, what were the similarities and differences between the activities you did, and those in the video? If not, will you try any of them now, after watching the video?
2. What are other useful needs assessment approaches you can use in your class? Please go through the handbook and find ones you can use in the future.

## What this video intends to communicate...

In the first CLC seen in the video, learners are not interested in the class because the information is not based on their real lives and needs. Examining the learners' needs helps us to organize classes more effectively, as well as to think about future plans (e.g., to know the learning ability of learners, to examine the relevance of the curriculum, learning materials and activities).

Before starting the learning needs assessment, we should identify what learners already know and who wants to work with you. (For details please see the handbook).

This video mainly focuses on how to know what our learners want to learn. The first two methods, observation and interviews, are mainly useful to 1) understand the conditions for learning (family, work, environment, etc), 2) analyze problems raised to seek possible solutions, and 3) identify learners' needs. During group discussions, learners themselves can express their learning needs, and identify and prioritize their common problems. In reality, as each individual has different needs, depending on conditions in the community and the life experiences of individuals, it may be difficult to identify and prioritize learners' needs. The HANDBOOK provides various methods for needs assessment.



### Key Terms

Learning needs  
Participatory learning needs  
Identification and prioritization of learning needs  
Methods of identifying learning needs

# Module Three: Preparing Lesson Plans



After watching the video, we expect you will be able to:

- ▶ Identify who can be a supporter and/or resource person for your CLC activities
- ▶ Prepare relevant materials
- ▶ Design a teaching-learning plan according to learners' learning needs and available resources

## Background

This video was shot in Thailand, showing CLCs in semi-urban areas. Since 1998, more than 6,000 CLCs have been established all over the country supported by the Department of Non-formal Education. CLCs in Thailand focus on community problem solving and community development through community-based approaches covering various areas such as equivalency programmes, vocational education and distance education. The government has decentralized funds and authority to local community leaders. Under the decentralization policy, the CLCs have been encouraged to adapt the national core curriculum and prepare tailored NFE curricula and textbooks to make NFE programmes more relevant to the actual work and daily life of the community.

## Video Synopsis

This video focuses on how to produce an appropriate lesson plan for your learners. A facilitator, Napat, realizes that the learners are not interested in voting and hesitate to ask how to vote so that they will not have to do so. Napat wants them to realize that they are important citizens who can make decisions affecting local and national politics. She visits local government officials to receive their support, obtains leaflets on voting and starts making an attractive lesson plan to encourage people to become interested in voting.



Another example is Napat's lesson plan on health. She goes to the district clinic and gets information for preparing the lesson.

Pansak and Dao are facilitators who also make their lesson plans with their learners' interests and community needs in mind, such as how to solve drug abuse problems and how to increase people's incomes. The facilitators cooperate in making their lesson plans, asking local people to support their activities.

### Before You View: Let's Think!

1. How do you usually prepare plans for your lessons? Do you prepare them by yourself or with someone else?
2. What should each lesson plan include?

### View and Do: Let's Watch the Video!

1. What did Napat try to include in her lesson plan on voting?
2. Through making a lesson plan, what did Napat herself learn?
3. Drug abuse is a difficult issue to deal with in class. What are the ways in which you can handle this issue effectively in learning?
4. After collecting information on learning needs, Dao (another female facilitator) was not sure how to use it. What then did Napat and Pansak (a male facilitator) suggest she do?

### After You View: Let's Review and Analyze!

1. Is the process of lesson plan preparation presented in the video similar to what you usually do? What are the similarities and differences?
2. Do you think you have used all the available resources and information in the community for preparing your lesson? What are the resources you can use? Please go through the handbook and think about what else you can apply in your class.

## What this video intends to communicate...

This video shows you how to plan daily NFE activities suitable to the local situation and people's needs. There are various learning topics to cover as introduced in the video, such as voting, health, prevention of drug abuse, and income generation. Once you decide the topics, as the female facilitator does in the video, you can ask a great variety of people to support and/or cooperate in preparing lessons using the national core curriculum as a basis. You can ask specialists such as doctors and local election officials for their support as well as to provide relevant documents and leaflets. At the same time, you can talk with community people, especially local experts, to get their direct input to your lessons and activities. You do not need to be an expert on all subjects. Your main role as a facilitator is to help your learners learn from experts, activities and materials.



### Key Terms

Lesson plans  
Learning objectives  
Adaptation of the core curriculum  
Local resource persons

# Module Four: Participatory Learning



After watching the video, we expect you will be able to:

- ▶ Explain why participatory learning is important and effective
- ▶ Understand that brainstorming and role-playing are techniques that boost maximum participation from the learners
- ▶ Demonstrate the use of the techniques in a learning/activity session

## Background

This video was shot in the Philippines. The literacy rate there is relatively high, but there are issues in education that need to be tackled, such as high drop-out rates from formal schooling, gaps between urban and rural/remote areas, and the quality of continuing education.

The Bureau of Non-Formal Education (BNFE) of the Department of Education in the Philippines organizes various educational activities for out-of-school youth and adults. The basic literacy programmes provide learning interventions to non-literate out-of-school youth and adults, women and girls, prisoners, indigenous people and people of different abilities amongst the depressed, underserved, underprivileged and marginalized groups in the Philippines. These programmes use facilitator-aided instruction, where there are regular contact sessions between facilitators and learners.

In the Philippines, the facilitator is also called the *instructional manager*, and provides either face-to-face learning sessions or self-learning instructional materials depending on the needs of the learners.

## Video Synopsis

Dengue fever attacks a region in the Philippines and it becomes a serious issue for one community. The instructional manager (facilitator) talks with local people to discover how they can prevent the disease in their community. If the instructional manager simply lectures to them on the topic and they listen to the lecture, the people may not be able to think about it as their own problem. Brainstorming and role-playing are introduced as methods of participatory learning. You can see how learners cooperatively discover the problems, analyze them and seek possible solutions through various activities.



### Before You View: Let's Think!

1. In your opinion, what is participatory learning?
2. Do you think the participation of learners is important for your class? Why do you think it is important?
3. Have you used any participatory approaches in your class? If so, what approaches have you used? What tips can you suggest to make them more effective?

### View and Do: Let's Watch the Video!

1. What are the 4As in adult learning?
2. What is brainstorming?
3. What are the three important points to remember in generating ideas during brainstorming?
4. What is a role-play?
5. What are the four steps in conducting a role-play?

### After You View: Let's Review and Analyze!

1. Have you used brainstorming and/or role-plays in your sessions before? If so, what were the similarities and differences between the activities you did with those on the video? If not, will you be able to use any of them, after watching the video?
2. What are other useful participatory approaches? Please go through the handbook and study some of the other strategies. Try to apply them in your learning sessions.

## What this video intends to communicate...

In traditional teaching, teachers often do all of the talking and have complete control over the learning process, while learners just sit and listen. This approach is not always appropriate for adult non-formal education learners. Each learner has a different learning need, pace and style. Learning is an active process where a learner goes through an experience and learns from it. It is not just about a teacher giving information. Participatory learning introduced in this video is a learner-centred strategy to get the learner actively involved in setting learning objectives, planning what to do to achieve these objectives, and evaluating learning progress and achievements.

Brainstorming and role-playing are two of the techniques that encourage maximum learner participation during learning sessions. Brainstorming is an effective way to generate new and innovative ideas. Through it, learners can work together to build up a collection of ideas for problem solving. A role-play is an enjoyable learner-centred activity. It helps us to experience an issue directly. Through acting, learners can identify the problems that they have or may encounter and try to find suitable solutions. Role-playing also encourages learners to participate in various learning activities and ultimately build up their self-confidence and self-esteem.



### Key Terms

Learner-centred learning/ teacher-centred learning  
Brainstorming  
Generating ideas  
Role-play

# Module Five: Using Learning Aids



After watching the video, we expect you will be able to:

- ▶ Understand the process for creating a wall magazine
- ▶ Have ideas for using local materials effectively
- ▶ Be able to create a wall magazine with learners

## Background

This video was shot in Bangladesh and (as in the video for Module Two) shows us activities in the CLCs supported by DAM. Wall magazines are very popular at CLCs in Bangladesh. They give newly literate and semi-literate individuals the opportunity to practice and improve their literacy skills in an enjoyable way.

In Bangladesh, learners at CLCs actively take part and enjoy materials development activities such as preparing booklets, posters, and musical or dramatic performances. Learner involvement is very important for developing needs based material. Such involvement in the materials development process creates a sense of ownership.

## Video Synopsis

A wall magazine is one of the unique and effective materials that can be developed by learners in CLCs. In the first scene, the facilitator describes to the learners the purpose of a wall magazine and they discuss what would be a suitable name for their magazine. Through a series of eight steps, the learners create their own wall magazine. It is displayed to the public both as a form of advocacy for the learners and as a means of information flow in the community.



### Before You View: Let's Think!

1. What kinds of materials do you use in your classes? Printed materials or other materials?
2. Do you always have enough copies of the materials?
3. What kinds of materials are your learners interested in? Why?
4. What materials have you developed in your class either by yourself or with your learners? What are the strengths and weaknesses of the materials that you and your learners have developed compared with other previously existing ones?

### View and Do: Let's Watch the Video!

1. What are the conditions for the effectiveness of learning aids?
2. What are the eight steps for creating a wall magazine?
3. Why is it important to form a sub-committee for a wall magazine?
4. What is the importance of editing and designing? Draw a table to list and compare their characteristics.
5. Why is the wall magazine popular among the villagers?
6. What kinds of things make the wall magazine attractive?

### After You View: Let's Review and Analyze!

1. Have you ever prepared a wall magazine in your class? If so, what were the similarities and differences between the activities you did, and those on the video? If not, will you do any of them now, after watching the video?
2. What other materials do you think you can develop in your class? Please go through the handbook and find ones you can use in your class.

## What this video intends to communicate...

A lack of learning materials is a serious problem many CLCs face. Instead of waiting for materials to come from the national office, why not use local learning aids and create your own materials? This video introduces you to one such example of the unique and effective materials that can be created by learners, namely the wall magazine. Through eight systematic steps for creating a wall magazine, learners can experience the process of planning, implementation and evaluation. They can also identify common issues as well as exchange different viewpoints. Writing articles, editing and designing are skilled tasks that can strengthen and broaden their outlook and creativity. Furthermore, people learn how to effectively collaborate with others through the process of preparing a wall magazine.

## Additional Resources

In addition to the example of a wall magazine, Module 5 of the handbook opens your eyes to other various alternative materials. If you are more interested in materials development, the Handbook for Materials Development is also a useful resource. We can also actively collect existing materials from schools and development organizations, and use existing publications.



### Key Terms

Learner-generated materials  
Ready-made materials  
Real-life objectives

# Module Six: Assessing Learning



After you watch this video, we expect that you will be able to use the *individual learning portfolio* as a technique to:

- ▶ Assess the learning and progress of learners
- ▶ Identify their learning strengths and weaknesses
- ▶ Improve your facilitating skills/strategies, local curriculum and learning materials

## Background

This video was shot in the Philippines. In the Philippines, the *learning portfolio* is one of the most popular means of assessing learning. It is user-friendly and participatory in nature. In this kind of assessment, learners and facilitators jointly discuss the work and progress of the learners. As revealed in the following observations by learners, they find that assessing learning using a portfolio is interesting and enjoyable.

- "I can compare my past work with my present work."
- "I can see the improvement in my handwriting and reading skills."
- "I can draw, write poems and songs."
- "I can compile and review my work."
- "I can show my work to my husband so that I will be allowed to attend learning sessions at the learning centre."
- "I can show all the things I have done to my family."

## Video Synopsis

The beginning of the video shows people working at CLCs. At one centre, the instructional manager discusses with learners some of their experiences with food products, and then suggests that the learners work on their individual learning portfolios.



The instructional manager focuses then on the portfolio of a boy called Herbert. They discuss the strengths and weaknesses of his portfolio, and then the instructional manager suggests Herbert show his portfolio at a sports workshop when he applies for a job.

The learners work together in the classroom to make Herbert's portfolio presentable to the sports workshop. When it is complete, Herbert goes to the workshop, shows the employer his portfolio, and gets the job!

Back at the CLC, we see the learners assessing their own portfolio work. We also see the facilitators looking at more ideas to help the learners to make their portfolios more effective. The instructional manager gives one of these ideas to a learner, and then asks him to share his experiences with the class.

### Before You View: Let's Think!

1. Do you assess the achievements of your learners? If so, how? Is it successful? If not, why not?
2. Why is assessing the achievements of your learners important?
3. What assessment techniques/methods do you use to assess the performance of your learners?
4. Who developed the methods you use for assessment? Are they effective and user-friendly?
5. How frequently do you assess the learners' achievements? What do you do with the results of your assessments?

### View and Do: Let's Watch the Video!

1. What does a portfolio contain?
2. What is a progress portfolio?
3. What is the difference between a progress portfolio and a presentation portfolio?
4. How did the other learners help Herbert (the boy who is good at drawing) before he presented his drawings at the sports workshop?
5. How can an individual portfolio help learners and facilitators in relation to the teaching-learning process?
6. What is the reason for the recommendation that learners and facilitators meet once a month?

### After You View: Let's Review and Analyze!

1. Have you ever used a portfolio to assess your learners' achievements? If so, what were the similarities and differences between the activities you did, and those on the video? If not, will you do any of them now, after watching the video?
2. What other assessment approaches do you think you can use with your learners? Please go through the handbook and find ones you can use in your class.

## What this video intends to communicate...

When we try to assess learner progress, we often try to give a test or assign a task for learners to complete during a set period of time. However, as you can see in the video, we can get a lot of feedback on learning during the learning process itself. Learning assessment is an integral part of the learning process. Learners can assess their own progress and it is good for them to identify their problems by themselves first. On the other hand, facilitators can use assessment to not only determine learner progress, but also to find out about problems with teaching-learning strategies and to try out additional or alternative methods in response to the changing and varying needs of learners.

Learning assessment through an individual learning portfolio can be friendly, participatory, interesting and non-threatening. By means of their portfolios, learners can assess their progress, weaknesses and individual learning aims. Moreover, learners can share their ideas through the presentation of their portfolios.

## A Final Observation

Now you can try to use the learning portfolio method as well as other methods for assessing learning introduced on page 10 of the HANDBOOK. Remember that the best way to assess learners' progress is to involve them in the assessment process.



### Key Terms

Assessment as part of the learning process  
Non-threatening assessment

Part Two  
**Scripts**



# Introductory video



Screen	Location	Actors/ Narrator	Scripts
1.	Introduction		
2.	Village	<b>Presenter</b>	I do believe many of you realized how important of the works of the NFE facilitators have been doing and have done in the past. People in certain localities have been so disadvantaged and underprivileged and that requires someone with full enthusiasm to come in and help it out with the learning process as a whole. So, we can see the importance and the needs of localities. Now, we are going to be congratulating these people who doing the works and going to do more in the future.
3.	NFE learners working on food presentation	Woman	After joining an NFE vocational training, now I can earn extra income.
4.	Textbook and interview with an old man	Man	I did not have an opportunity to learn when I was young. Now I can read and write fluently.
5.	Village meeting	Village Leader	I participated in an NFE leadership training. It's been very useful to my work as a village leader.
6.	Various literacy / Continuing Education learning groups and their activities	<b>Narration</b>	<p>These are just a few samples of those who benefit from non-formal education. There are still many other disadvantaged people who have become literate, and have improved their occupational or life skills through the participation of nonformal education programmes.</p> <p>In fact nonformal education in most countries has played a vital role in improving the quality of life of the out-of-school population, rural and disadvantaged people. It has contributed to the socio-economic and personal development of the NFE participants, which results in the aggregated community development and eventually to national development.</p>
7.	<p>NFE facilitator preparing learning materials for the learners.</p> <p>NFE facilitator working in a literacy group</p>		Behind this accomplishment are NFE facilitators who organize learning and development activities at the local level to improve the quality of life of disadvantaged people. If the facilitators are competent, their work can be more effective. On the other hand, if they are less competent or can not perform their work effectively, the outcome of the task can be something different.
8.	After the class	<p>Sam(Facilitator 1)</p> <p>Pop (Facilitator 2)</p> <p>Sam</p> <p>Pop</p> <p>Sam</p> <p>Pop</p>	<p>Hey Pop! What's up? You don't seem to be happy with your work.</p> <p>Sort of.</p> <p>Something wrong?</p> <p>The learners don't seem to pay attention to my class. There are fewer and fewer people coming.</p> <p>Do you know why?</p> <p>I don't know. I teach them many things and all are useful to them.</p>

Screen	Location	Actors/ Narrator	Scripts
		Sam Pop Sam Pop Sam Pop	What were the things you taught? Many interesting topics, such as how to be good citizens, how to live together, technology in the era of globalization, and what is life in USA. In your viewpoint, it might be interesting. But how do you know that it's interesting for the people? I don't really know. You should learn more about how to organize a class and how to be an effective facilitator. Why do I have to learn? I am the only one in the village with a bachelor degree.
9.	Facilitators working in an NFE groups	<b>Narrator</b>	In reality, facilitators can perform their tasks effectively. However, there are some others who still need to improve their skills in organizing NFE activities.
10.	Other facilitators performing their tasks	<b>Narrator</b>	The competence of the facilitators is, in fact, essentially important to the accomplishment of their work.
11.	Mobilizing the Community	<b>Narrator</b>	There are at least 6 areas of competencies that an effective NFE facilitator should be able to do.
12.	Identification of Learning Needs	<b>Narrator</b>	Firstly, he or she should be able to mobilize the community. What is meant by community mobilization is the ability to involve the people in the activities organized, make use of the community resources, establish good linkage with other development agencies, and create the sense of ownership among the community people.
13.	Preparing Lesson Plans	<b>Narrator</b>	Secondly, the facilitator should be able to identify the learning needs of the NFE participants. In organizing activities, it is essential that it is in accordance with the needs of the learners. If the activity or the content learned are less relevant, they will not pay attention to it. Therefore the NFE facilitators should learn how to identify and prioritize learning needs, and how to make use of them in planning the activities.
14.	Participatory Learning	<b>Narrator</b>	Thirdly, he or she should process the skills in the preparation of lesson plans. After discovering the needs of the learners, the facilitators should be able to transform the learners' needs to the learning content, or be able to construct a local curriculum from the core curriculum. They should then be able to design learning activities to suit the needs, and prepare the lesson plan, activities and materials.
15.	Using Learning Aids	<b>Narrator</b>	The next area deals with participatory learning. As nonformal education is designed to serve the needs of the learners. They should be encouraged to participate actively in the learning process. There are several methods to get the people involved in the learning activity. The more they are involved, the more sustainable will be the learning or development activity. Participation also creates the sense of ownership.
15.	Using Learning Aids	<b>Narrator</b>	Another area, which makes the learning content easily understandable, is the use of learning aids. There are several kinds of learning materials that can effectively assist the understanding of the participants in the content being learned. Such learning aids

Screen	Location	Actors/ Narrator	Scripts
			are, for instance, real-life objects, large sheets of paper, folk media, and electronic media. The NFE facilitators should be able to appropriately produce and utilize learning materials to fulfill the learning objectives.
16.	Assessing Learning	<b>Narrator</b>	Finally, they should be able to assess the learning outcome. Knowing why he needs to assess, what to assess, and how to assess the learning process is essentially useful in finding out the progress of the learners.
17.	Near the channel	<b>Presenter</b>	You have learned that there are several areas of competencies that an NFE facilitator should be able to do.  As a NFE facilitator, you should ask yourself whether or not you have performed any of these tasks effectively. Why is it important for the facilitator to do all these?
18.	Facilitators in the classes and communities  Several reaction of learners	<b>Narrator</b>	Imagine, what will happen when you, as an NFE facilitator, have to organize literacy or skill development activity;  <ul style="list-style-type: none"> <li>▶ If you do not gain support from the community.</li> <li>▶ If you do not care about the learning needs of the people.</li> <li>▶ If you never prepare a lesson plan</li> <li>▶ If you do not get the learners involved in the learning process</li> <li>▶ If you never use learning aids; and</li> <li>▶ If you do not know the progress of your learners.</li> </ul> Would the learning activities be interesting and effective? Would you be able to successfully accomplish your tasks?
19.	Facilitators in learning groups	<b>Narrator</b>	On the other hand if you can implement and apply these several areas of competency effectively, you would see how important and meaningful this work can be.  As a facilitator, it is essential that you know the techniques, the process, the skills and competencies that will enable you to perform the task effectively.
20.	Video Package and the APPEAL Handbook	<b>Narrator</b>	This Video Package and the APPEAL Handbook for NFE Facilitators will provide you with detailed information about the 6 areas of competencies needed to run an effective Non-Formal Education activity.
21.	Facilitators and learners	<b>Narrator</b>	Whether you already passes these skills or not, the viewing and reading of the contents provided can enhance and refine your skills and understanding. And thus, the benefit will eventually go to the learners, whose fate, to some extent, relies on your performance.

# Module One: Community Mobilization



Screen	Location	Actors/ Narrator	Scripts
1.	In a field	Neha Chennanna Neha Chennanna Neha Chennanna	Why marriage so early for this girl, who should be still in jumpers, why to make her wear saris..... La la la ..... Playing with friends joyfully Oh, you know the song too! Yes of course. The CLC taught me how to sing this song. OK. How come you are so early this morning? We have a women's group meeting in the morning. That's why I am early. See you. All right, see you.
2.	Childrens' play area	Girl Neha Children Neha Children Together Neha	This is foul play. I am quitting. Hey! What happened? Where are you going? Nehakka, Nehakka Shall we all play together? Come on, what shall we play? Rattho, Rattho, (Folk song) Nehakka out, Nehakka out. I will give you all chocolates because I have lost the game.
3.	Ranipura Village  Black and white pictures	Ramakka	Victory! Victory! Victory be to this village. By the way, this is the village of Ranipura. I have been visiting this place for the past ten years. Look at these people. Look at these children. They are all so happy. And, with good reason.  Just two years ago, this village too, was like any other. But all this has changed quite a bit of late. And that is all because of the people of this village and our Nehava.  When Nehava took over as a facilitator, the situation here was very bad. No one was bothered about education. They whiled away their time in idle pursuits.  These villagers and Nehava suit each other perfectly. Their affection and respect is mutual. Nehava has encouraged their confidence to grow, according to their respective strengths.  Because of this, she is popular with everyone.
4.	Ranipura village at the well	Neha Gangawa Neha Gangawa Neha	How is your son Gangawa? He is fine. I took him to the primary health centre yesterday. Too kind of you. It's all the doctors doing. OK I will take my leave. Come have some tea. Not now. Some other time, hey?
5.	Under a tree	Ramakka	In this manner, Nehava became one with the villagers, visiting and listening to them with sincerity and empathy, to understand their problems.

Screen	Location	Actors/ Narrator	Scripts
6.	Using a Grinder	Neha & others	Song: Went to fetch water in the tank To see the water in the tank Let it be full with water Let the tank ooze out
	In the fields	Neha and farmers	Song: Come let us dance for the harvest Come let us enjoy heavenly comforts
7.	In the fields	Ramakka	Neha realized that it is possible to endear oneself to villagers by participating in village activities like harvest, festivals and community activities.
8.	At a school for children	Teacher	Hello! Madam
		Neha	Hello! I am Neha, Facilitator for this village. I really need your help to do my duties.
		Teacher	By all means.
		Neha	First of all we should motivate the villagers to work together.
		Teacher	Apart from this we should ask the health workers and school teachers advice also.
		Neha	Oh, yes! Together we will involve the President of this village and the president of the youth association.
		Teacher	OK. Then we will meet the president first.
		Neha	Come on, let's go.
9.	At the President's home	Teacher	I am taking this class now. We will go in the evening.
		President	Your advice is also acceptable.
		Teacher	It is better if we work together.
		President	Then I will call a meeting in a short while.
		Neha	Sir, you had better realize that delays are like slow poisoning.
10.	At the Youth President's home	President	OK. Its not possible to call a meeting today, however, I will see that the meeting takes place tomorrow.
		Neha	Please remember what I have told you.
		Youth President	As the President of this Youth association, I assure you that we'll give you our full co-operation.
11.	Village Center	Neha	Thanks. Bye.
		Drum Crier	Attention please. Listen everybody. A meeting is convened tomorrow evening. Everybody should attend without fail.
12.	Outdoor village meeting	Neha	My dear brothers and sisters, uncles, aunts, we are our community's greatest resources. Co-operation amongst us is of utmost important for developing self reliance and self sufficiency.
		President	You are right. We are the deciders about our own future.
		Youth	You are right Sir, but let everybody know what is there in Neha's mind.
		Neha	For a community to work for its own development it is has to visualize what resources it has got – the physical, the natural and the human resources. People have to decide what are their real needs. Taking into consideration these aspects the community must plan together for its future.

Screen	Location	Actors/ Narrator	Scripts
13.	Village activities	Street Play Performers	<p>People enjoy if they have a baby boy and send them to schools.</p> <p>Daddy, Daddy I will also go to school and study.</p> <p>You need not go to school and earn anything. Go and look at how the kitchen works.</p>
14.	Village outdoor performance	Street play performers	<p>Ladies come out and know things. Demand Justice.</p> <p>Education for girls should be a must.</p> <p>Gender equality is a must.</p>
		Ramakka	<p>These are just some of the means available. Apart from street plays, you can use and adapt puppet shows, print or folk media, film shows, or any media locally available to you.</p>
15.	Village scenes	Ramakka	<p>Do you realize the importance of these visits and what we learnt by visiting these houses. This enables us to understand the skills and talents our people have, and the work they accomplish. This also tells us clearly about the educational needs of the handicapped, and the state of health and sanitation among the people.</p>
16.	Outdoor group meeting	Village lady	Should we show the details of assets of this village in this map?
		Another lady	Not only that, we should show everything that belongs to our people.
		Villager	I'll mark this school with a chalk piece. Now tell me where is our village's People tree.
		Crowd	There in the corner.
		Villager	Our health centre is just opposite to the school, mark it with something.
		Teacher	Twelve to thirteen children are drop outs in that lane. Mark it with a stone.
		Villager	Why have you forgotten me? I am a potter in this village. Mark my house also.
		Woman	Mark the tank beside our house.
		Man	Do you call it a tank!
		Woman	What's wrong in that?
		Man	OK Mark it.
		Another lady	My mother in law is an expert in local medicine. Mark her house also.
		Ramakka	Don't forget our Ramakka.
Chennanna	Mark our folk singer Ramakka's place also.		
Neha	<p>With this village map we can assess the community resources at a glance. It also helps us in the planning process. We can understand the relationship between literacy and income, local skills available and the infrastructures.</p> <p>This exercise also serves as an opportunity for people to interact as a community. We have to prepare a seasonal chart also before we can start planning.</p>		
17.	Inside the CLC	Neha	<p>Very good. You have prepared this chart very well. Thank you.</p> <p>Now this is what is called a seasonal chart. This chart tells us when we can plan for learning and other activities for a specific group. To</p>

Screen	Location	Actors/ Narrator	Scripts
			utilize this information from the chart completely, first we should form a Village Education Committee (VEC). We ourselves have to decide who should be involved in the VEC and what activities should be conducted in the CLC.
18.	Night time at the village	Ramakka	Our Nehava has involved everyone – the health worker, the anganawadi teachers, the school teacher, the CLC facilitator and representatives from the scheduled castes, scheduled and backward classes in the committee.
19.	Cleaning the village	Ramakka	Look at this. Every person has shouldered a particular responsibility. Work gets done well, the village becomes clean. All this is the result of Nehavas motivation.
20.	In the classroom	Neha  Villager Villager Villager Villager	See, these are very simple letters. We can form so many words using these three letters. These are all not complex letters. Do any of you think this is difficult?  No. Not at all.  We should shift this Community Learning Center to a spacious building so that it will be convenient for village learners.  The idea is good. Where is the place?  The land adjacent to the shop is vacant and it's mine. I will donate that plot for the Community Learning Center building.
21.	At night in the village	Ramakka	These are some of the contributions of the village education committee. Apart from starting a women's credit society, it decided to start an afforestation programme, improve the lighting and expand the CLC library.
22.	At night outside the CLC	Ramakka	Neha had a firm belief that the lives of the people of Ranipura could be made better. Her hopes were not belied. People's co-operation proved her right. This was a result of their awakening, inspiring the success of their CLC. For many such CLC's to bloom and grow your co-operation is the key.

# Module Two: Identification of Learning Needs

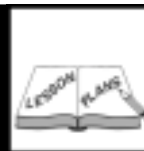


Screen	Location	Actors/ Narrator	Scripts
1.	In a CLC	<p>Facilitator</p> <p><b>Narrator</b></p> <p>CLC Learner</p>	<p>Today we will discuss about food. Do you know how to make good and delicious food?</p> <p>We are in a CLC. We are observing that a facilitator is conducting a class. In spite of the facilitator's sincere effort, the learners are not attentive.</p> <p>They do not feel any attraction to the subjects, as the information are not based on their real needs.</p> <p>How can we change the situation?</p> <p>We can easily make these learners attentive and interactive if we develop our lessons based on their learning needs.</p> <p>We are sorry to say that we can hardly understand the things you say.</p>
2.	Graphics: Learning Need Assessment	<b>Narrator</b>	There are several methods of learning needs assessment. Three effective methods for assessing the needs are: Observation, Interview, Group discussion.
3.	<p>River scene</p> <p>Graphics: Observation</p> <p>River scene</p> <p>Children playing in the dirt</p>	<b>Narrator</b>	<p>Let us see how we can assess learners' needs through these methods.</p> <p>An effective method for needs assessment is observation.</p> <p>The observer's role is to watch the incidents that are happening around them, analyze those and identify a causal relationship among the facts.</p> <p>In this process observers identified that the villagers are using polluted water for household works, young children are taking food with dirty hands, mothers are not careful for their children's health.</p>
4.	Mother's home	<p>CLC worker</p> <p>Mother</p> <p>CLC worker</p> <p><b>Narrator</b></p>	<p>How are you?</p> <p>I am fine, thank you.</p> <p>Have you noticed that your children are playing in the dust? This dust may lead to several diseases. Be careful about not to let them play in the dust any more.</p> <p>In the observation method the observer visualizes the prevailing condition of a community which is the basis for identifying their real needs.</p>
-	Graphics: Interview	<b>Narrator</b>	<p>Another effective method for needs assessment is interview.</p> <p>Through interview method we can identify our learners perceived and felt needs.</p>
6.	Runa's home	<p>CLC worker</p> <p>Mother</p> <p>CLC Worker</p>	<p>So, I hope you are having a nice family life.</p> <p>Indeed so. I am so pleased to see you. What made you come here?</p> <p>I came to see you. What does your husband do?</p>

Screen	Location	Actors/ Narrator	Scripts
		<p>Mother</p> <p>CLC worker</p> <p>Mother</p> <p>CLC worker</p> <p>Mother</p> <p>CLC worker</p> <p>Runa</p> <p>CLC worker</p> <p><b>Narrator</b></p>	<p>He is a farmer.</p> <p>Have you sent your girl to the school? The girl will be of great help if she gets education. In the future she will have a happy life. She can even educate her own children.</p> <p>My daughter helps me a lot in the household works. Some times it becomes impossible for me to accomplish the entire task by myself.</p> <p>But if you want to give her a nice life you must educate her. Besides, both boy and girl child deserves the equal rights.</p> <p>What is your daughter's name?</p> <p>Her name is Runa. Runa, please come here.</p> <p>Do you want to read Runa?</p> <p>Yes.</p> <p>She is very enthusiastic about getting education. Send her to school.</p> <p>In this interview the interviewers identified that despite sending her son to school, the mother of the child is not aware of the need for education of her girl child.</p>
7.	Graphics: Group Discussion	<b>Narrator</b>	Another effective method of need assessment is group discussion.
_	Village CLC scene	CLC facilitator	Today we will discuss about a common problem of the village. That is water.
9.	Graphics:  In the CLC	<p><b>Narrator</b></p> <p>CLC facilitator</p>	<p>First of all we need to explain the objectives and process of the discussion.</p> <p>The place from where we collect water must be clean and so as the water. We must take pure water all the time. Otherwise we might be infected with different kinds of diseases and sometimes it may break out into famine. We will try to dissolve these problems through discussion.</p> <p>Let's divide into several small groups and give our opinion over the issue.</p>
10.	Graphics: Distribution of paper	<b>Narrator</b>	After that we have to supply papers for writing individual felt needs.
11.	Graphics: Formation of groups	<b>Narrator</b>	Formation of small groups is the next step.
12.	Graphics: Identification of needs	<b>Narrator</b>	Participants are now writing community problems on the small piece of papers.
13.	Graphics: Prioritization of needs	<b>Narrator</b>	Next step is to discuss over the problems in the group and prepare a priority list on the poster.

Screen	Location	Actors/ Narrator	Scripts
14.	CLC meeting inside a CLC	Facillitator <b>Narrator</b> CLC Facillitator <b>Narrator</b> CLC Facillitator	I have written the problems on the board those you told me. Now the facilitator is compiling the problems, identified by the groups. The problems are as follows: 1. Tube well water is arsenic contaminated. 2. Lack of knowledge about pure water. Now we got a total picture of the problems, which are prevailling in the community. We can easily get pure water by solving these problems. Now we will discuss another issue. It is about the rights of girl child and boy child.
15.	At the second CLC	<b>Narrator</b> CLC Member <b>Narrator</b> CLC Member <b>Narrator</b> CLC Member	This is another CLC. Just an opposite picture comes out to our view in this second CLC. If we want to give a better future to them,we must give our female and male children even shares of food. The learners are very attentive. Learning environment is very much interactive. Because the content of the lessons are now based on their real needs. How did it happen? Because they followed a participatory need assessment process to identify their learning needs. From now on we shall divide the food equally between girl child and boy child. These needs were identified following observation, Interview and discussion methods. We shall ensure the equal right to get education to our children. At the same time we will give equal importance in giving medical attendance to the children of both the sexes.

# Module Three: Preparing Lesson Plans



Screen	Location	Actors/ Narrator	Scripts
1.	In a Field	<b>Presenter</b>	<p>Hello. To begin a non-formal education programme, we must know about the community and its people to gain their participation and support.</p> <p>If the programme is not developed within the community itself, it will be very difficult for it to be successful.</p> <p>As we learn to teach, we gain understanding of how learning takes place and we more clearly understand how to help others learn.</p> <p>Now, we will design lesson plans ourselves.</p>
2.	NAPAT's Classroom	Learner 1 Learner 2 <b>Narrator</b>	<p>I was afraid to vote. I didn't know how to do it – and I was afraid to ask.</p> <p>It doesn't matter if I don't vote. It wouldn't change the outcome.</p> <p>Napat is a NFE facilitator in a village. When the local elections come, she talks about how to vote and asks the eligible students to vote.</p> <p>However, some of her students say that they are not going to vote. Napat asks herself how to inform her students about the election.</p>
3.	At the Locate Elections of Province Office.	<b>Narrator</b>	Napat visits the local government office. She asks about the election process and asks for posters and brochures about the election.
4.	NAPAT's house	Napat	I'll need to make a teaching plan together with my students to encourage them to go out and vote. These are the topic headings that I think my students should know about; objectives, subject matter, activities and what teaching materials I need to prepare. To help my students realize the importance of voting, I must find information and activities about voting. I think I will also visit some resource people and experts to help me decide the best way to get my students to understand this topic.
5.	NAPAT's Classroom	<b>Narrator</b>  Student 1 Student 2	<p>Napat is concerned about her students problem and remembers that elective politics is a subject in the core curriculum. She decides to encourage the students to learn about the importance of elections and how to vote. What is the result? Her students are no longer afraid.</p> <p>I have a right to vote.</p> <p>I need to vote</p>
6.	In a field	Interview to Election officer	The election outcomes indicate that many more people came to vote. The campaign for election organized by the Election Committee worked all right. Also the Non-formal Education programme encouraged people to become more aware of the importance of their participation in the policy making process.
7.	In the presenter's office	<b>Presenter</b>	What can we learn from Napat? She has taken her time to study both the learners' and the community's needs and problems.

Screen	Location	Actors/ Narrator	Scripts
			<p>When will we know that the problems have been solved? The answer is when the community and life styles have changed for the better.</p> <p>The facilitator has to encourage learners to present and discuss their problems.</p> <p>When individuals know both their own and community problems, the facilitator will be able to develop a lesson plan with the learners and the community leaders in order to improve personal, community and even national issues.</p>
8.	In Napat's classroom	<b>Narrator</b>	Lesson plans help us achieve goals. A plan gives direction. Goals are targets helping us achieve our objectives.
9.	Outdoor classroom	Napat	Doing a lesson plan is very useful. It helps me find and arrange information, realize problems that my students may have and arrange activities for my learners. It also allows me flexibility, and I can always use ideas from other learners.
10.	River Scene	<b>Presenter</b>	<p>There are many issues, needs and problems in communities. These issues need studying, and prioritizing. Health problems or which food crop to plant are examples of local concerns, which can be brought forward for general discussion. Then we will be able to decide which issues are of the greatest importance.</p> <p>Let's see how Napat decides to determine the objective and contents of the Lesson Plan.</p>
11.	NAPAT's Classroom	<p>Napat</p> <p>Learner 1</p> <p>Napat's thoughts</p>	<p>Today we are going to study about health problems. This is a very important issue for everyone. Does anyone here know of anyone who died of an illness?</p> <p>My mother died of breast cancer and she's suffering with distress. And I'm a woman but I have no idea to protect myself from breast cancer.</p> <p>I'm not a doctor or nurse. How can I explain to her about breast cancer? The illness that killed her mother.</p>
12.	Napat goes to the District Health Care Centre	<b>Narrator</b>	Napat asks her supervisor for advice.
13.	At the District Health Center	<p>Napat</p> <p>Doctor</p> <p>Napat</p> <p>Doctor</p> <p>Napat</p>	<p>I'd like to ask for some information. Could you please explain to me about breast cancer? I need to know about it to be able to teach it in my class.</p> <p>I have a brochure about breast cancer. I think it can help you to understand it easily.</p> <p>Thank you very much for your brochure on breast cancer. Oh, it's very informative. I am sure it will help me a lot.</p> <p>This Saturday, I have time to help you to make the teaching plan and I think it will benefit your learners.</p> <p>I am starting to build a network of contacts of experts in my village. I can learn so many things about life from these people.</p>
14.	In the presenter's office	<b>Presenter</b>	What Napat has learned is the determination of the objectives and the contents of the Lesson Plan. She can now adapt the

Screen	Location	Actors/ Narrator	Scripts
			<p>curriculum around local issues and can use personal skills and learning aids to support her activities.</p> <p>What you previously thought was difficult now becomes easy. The lesson plan is like a map or a compass showing us the way.</p> <p>For sure, the lesson plan is not core curriculum but it can be adapted to the objectives and contents of it.</p>
15.	PANSAK's Classroom	<p>Pansak</p> <p>Learner 1</p> <p>Pansak</p>	<p>Everybody, if your friend is drug addicted, how can we solve this problem?</p> <p>You see, there's a Drug Station here.</p> <p>I have a question. My neighbor has a nephew who was drug addicted and he made problems with our neighbors. Can you help me please?</p> <p>OK.. I'll find a solution for you.</p>
16.	In the presenter's office	<b>Presenter</b>	As Pansak gathered information from villages, he analyzed it. Some issues are very difficult like the youth drug problem.
17.	Discussion Group	<b>Narrator</b>	<p>Drug abuse is a difficult problem. Learning about this real issue in our community is important to us. We know that we can make a difference.</p> <p>How can we use local resource persons – and their experience?</p> <p>Learning takes place non-formally. We learn about drugs from TV and newspapers, and from our neighbours.</p> <p>Learning about drugs can come from our children, our classmates, our brothers and sisters.</p> <p>Learning often takes place through persons not connected with schools.</p>
18.	In a field	<b>Narrator</b>	Dao collected information on income-generation activities. But she isn't sure how to use it.
19.	District Non-Formal Education Centre	<p>Napat</p> <p>Dao</p> <p>Pansak</p>	<p>Dao, don't feel that you should work alone. You should bring all the data that you have collected, and invite others to help think and brainstorm the problem. Don't just invite the other learners, invite the village elders, the headman, leaders, teachers, even the abbot! You'll certainly gain a lot more than you expected.</p> <p>What can I do to draw them in?</p> <p>Dao, you are still young. You should go and ask politely for help from elderly people. Many people accepted you already then we can all work together with local wisdom, don't you think so, Napat?</p>
20.	Under a tree	<b>Presenter</b>	Now, we learn to identify earning activities and materials to help the learning process.
21.	In village	<p>Dao</p> <p>Villager 1</p> <p>Villager 2</p>	<p>Our village has grown banana trees. We sold fresh bananas. I thought it would not bring good prices. Do you have any idea what can we do?</p> <p>We can make sweet banana or fried banana.</p> <p>We can make bananas in honey.</p>

Screen	Location	Actors/ Narrator	Scripts
		Dao Villager 3 Dao	It's value added. We can make money for our families. That's a good idea to add value to fresh bananas. Value added bananas will sell better in the market.
22.	River Scene	<b>Narrator</b>  Napat Mother Napat	After the group discussion, Napat asks the villagers about their daily life.  Hello, Where are you going? I take my children to school. That's good. Study hard everyone. Bye.
23.	In the town center	Napat Mother	How is your daughter's health? I went to a doctor and she gave vaccination to my baby.
24.	In the presenter's office  Working villagers	<b>Presenter</b>	Creativity activities include role playing and group discussion. Learners should be encouraged to bring materials from home to participate. What did the facilitators of the NFE learn?  They learned that role playing, group discussion is a good way to learn. Each facilitator has enjoyed his or her life a great deal. That enjoyment comes directly from the learners, who applied the results of the needs and the problems of both individuals and the community, into lesson plans, the setting up of goals and objectives, the scope of content, the lesson activities and finally the evaluation process. All of these are experiences that give much pleasure to each facilitator. But there is a tip in order to enjoy your role in it. One has to be sure that all of these plans coincide with the real life of each learner.
25.	Pansak's Classroom	Pansak	Posters and pamphlets are learning aids. They help our students understand.
26.	The presenter's office  Move through the village, looking at different people...	<b>Presenter</b>	To summarise, these are the major issues that a facilitator must first answer:  Why do we need lesson plans? How can we decide learning topics from learning needs? How can we determine learning objectives and content? How can we adapt topics and content from a core curriculum? How can we get the support of local resource persons? What are the possible learning activities and materials? And finally how can we prepare a lesson plan?  The success of these plans depends so much on how we can include and mobilize the participants in the learning process. This should enhance the learners skills in order to develop themselves and understand how to solve the problems of each locality and community.

# Module Four: Participatory Learning



Screen	Location	Actors/ Narrator	Scripts
1.	Graphics: Newspaper  4A's in Adult learning In a CLC	<b>Narrator</b>	<p>Learning is an active process. Where a learner has direct experience of involvement and participation in making decision on the many aspects of what and how to learn, his/her learning is also multi-faceted.</p> <p>In Adult learning, the 4 A's: Activity, Analysis, Abstraction, and Application are important steps to facilitate learning.</p> <p>Find out how the 4 A's interface each other as the Instructional Manager uses the participatory learning techniques of Brainstorming and Role Playing in this presentation.</p>
2.	In a classroom	<b>Instructional Manager</b>  Learner 1  Other learners  <b>Instructional Manager</b>  Learner 2  Learner 3  <b>Instructional Manager</b>	<p>OK learners, we have learned that dengue fever has already attacked some of the places in our community. So what do you say to this, Sophie?</p> <p>We have to take action before the epidemic reaches our barangay.</p> <p>Yes!</p> <p>But how can we make sure that our barangay will not be affected by dengue fever?</p> <p>We have to find out more about dengue fever first.</p> <p>Once we know things about dengue fever, we will know what to do to avoid being affected by it.</p> <p>OK! Let us list on the board the ways we can get information about the dengue fever.</p>
3.	Graphics: Brainstorming	<b>Narrator</b>	Brainstorming is a structured group discussion technique. It's useful for generating new and innovative ideas. Brainstorming has two phases.
4.	In the classroom  Graphics	<b>Instructional Manager</b>  <b>Narrator</b>	<p>Dengue Fever, who would like to start? Would you like to Sophie?</p> <p>Phase 1: Generating ideas.</p> <p>In this phase it's important for everybody to generate as many ideas as possible.</p> <p>Try not to give and comments or criticize other people's ideas during this phase.</p> <p>When the learners start having troubles thinking of new ideas, the facilitator should encourage them to add onto existing ideas.</p>
5.	In the Classroom	<b>Instructional Manager</b>  <b>Narrator</b>  Learner 4  <b>Narrator</b>	<p>Which of these are the same?</p> <p>Phase 2: Evaluating ideas</p> <p>These are the same.</p> <p>The learners go through the ideas as a group and then put similar ones into categories. And then prioritize.</p>

Screen	Location	Actors/ Narrator	Scripts
		<p>Instructional Manager</p> <p>Herbert</p> <p>Learner 1</p> <p>Learner 2</p> <p>Learner 3</p> <p>Learner 4</p> <p>Other learners</p>	<p>You all have done a good job. So what have you learned? Yes, Herbert?</p> <p>The health officer stressed on keeping the surroundings clean. This is one way of getting rid of breeding places of mosquitoes. He said certain mosquitoes carry germs that cause dengue fever.</p> <p>The local government and the health unit are holding information campaign about dengue fever. We can help them.</p> <p>I learned from a TV show that segregation of garbage is also a way of eliminating breeding places of mosquitoes.</p> <p>We have to eliminate stagnant water, keep canals free to flow and change water in flower vases everyday.</p> <p>We really have to do something to prevent the incidence of dengue fever in our community.</p> <p>Yes! Right away!</p>
6.	Graphics: Role Play	<b>Narrator</b>	Another active learning method is the Role Play.
7.	In the Classroom	<p>Instructional Manager</p> <p><b>Narrator</b></p> <p>Instructional Manager</p> <p>Group Leader</p> <p><b>Narrator</b></p> <p>Instructional Manager</p>	<p>Before doing these things in the community, can we show how these can be done? Each group will have 3 minutes to role play what you plan to do. Just tell me if anybody is ready.</p> <p>First the learners discuss in groups the basic plot of a play.</p> <p>Before demonstrating in front of large audiences, it's better for learners to practice in their own small groups, then they will be better prepared.</p> <p>Is anybody ready now?</p> <p>We are ready!</p> <p>Learners understand problems better through Role Plays.</p> <p>A Role Play is enjoyable though the learner-centered approach. It's important to arrange some time after the Role Play to analyze the experience.</p> <p>You all have done a good job. Let's all clap for ourselves.</p>
8.	Graphics: Actual work in the community	<b>Narrator</b>	The activities demonstrated in the role play should be applied to actual work in the community.
9.		<b>Narrator</b>	In participatory learning, progress may be noted not only on the skills and concepts learned but also changed or improved behavior, attitudes and values.

# Module Five: Using Learning Aids



Screen	Location	Actors/ Narrator	Scripts
1.	In a CLC	CLC Facilitator CLC Members	We all know why we have gathered here, don't we? Yes, we are here to develop a wall magazine.
2.	Wall magazine	<b>Narrator</b>	To continue the literacy skills, neo literate and the semi literate need variety of innovative materials. Wall magazines are one of such materials for practicing and enhancing the literacy skill.  Wall magazine is a unique creation of the neo- literates who are engaged in its planning, editing, writing and designing.
3.	In a CLC	CLC Facilitator	By developing a wall magazine we can satisfy two purposes.  First, to continue the learning process for the members of the CLC. Second, to express our thoughts and other feelings about what is going on around us.
4.	In a CLC  Graphics	<b>Narrator</b>	To develop a unique and effective wall magazine some systematic steps should be followed. The steps are as follows:  Naming the magazine Selection of theme Selection of writers Formation of sub committee Article writing Editing Preparing visuals & design Utilization  An attractive and easy name is essential for good wall magazine.
5.	In the CLC	CLC facilitator  Member 1 Member 2 Member 3 Member 4 Facilitator	Now, our wall magazine needs a name. What do you suggest? Do you have any particular name in mind?  Why don't we name it as ' <i>Sagar</i> '?  The name ' <i>Boishakhi</i> ' is not bad either.  ' <i>Nadi</i> ' sounds to be a good name to me.  I like the name ' <i>Ananya</i> ' very much.  Ok! We have four names here. All the names are good but I suggest we take the name ' <i>Nadi</i> ,' because it sounds exceptional.
6.	Graphics: Step 2  In the CLC	<b>Narrator</b>  CLC Facilitator  Members Facilitator Members	Theme selection is the next step for developing a wall magazine. Current problems or incidents around the community could be chosen as the theme of the wall magazine.  We want to develop another issue of wall magazine on the Literacy Day.  All right. We will do it.  Are you interested to write some articles for it?  Of course, we are interested.

Screen	Location	Actors/ Narrator	Scripts
7.	Graphics: Step 3	<b>Narrator</b>  Woman	Creativity of the writers and practical knowledge on the issue is important while selecting the writers of the wall magazine.  I want to write a story for the magazine.
8.	Graphics: Step 4	<b>Narrator</b>  Woman	Formation of sub committee is an effective strategy to involve learners in different activities of preparing wall magazine. This also increases ownership.  We can cut the papers and attach the pieces into the large paper by using glue.
9.	Graphics: Step 5	<b>Narrator</b>	CLC members are preparing their writings in the breaks of their household works. All are very serious to make their wall magazine attractive and informative.
10.	Graphics: Step 6	<b>Narrator</b>	The next step is editing. Besides correcting the spellings this editors group is enriching the information and languages as well.
11.	Graphics: Step 7	<b>Narrator</b> Facilitator <b>Narrator</b>	Designing of a wall magazine is very important.  Now we will decorate it.  Wall magazine should be colorful and attractive.  Clear handwriting is one of the qualities, which is a must for the writers, and prerequisite of the wall magazine.  CLC members who cannot write well can also join in decorating the magazine.
12.	Members working together in the CLC	Facilitator	You all worked hard and made it a big success for all of us. Thank you very much. In future we will try our best to make it even more informative and beautiful.
13.	In the CLC	<b>Narrator</b>	Now the wall magazine is ready for use. People from the community are coming to the CLC to read the new wall magazine. Since the material is developed by the learners everybody in the community is interested to read it.
14.	Graphics: Step 8	<b>Narrator</b>	For developing an appropriate and effective wall magazine, the appreciation, feedback and criticism of the readers are very important. Thus a successful wall magazine may come out and meet the learners' need.

# Module Six: Assessing Learning



Screen	Location	Actors/ Narrator	Scripts
1.	Shots of people working in CLCs	Narrator	<p>There are many ways of and reasons for assessing learning progress. Through the years, the NFE proponents, stakeholders and implementers had been selecting techniques that shall encourage learners to join and finish the NFE programmes. They recognized the need for non-threatening, friendly, participatory, interesting and functional techniques of assessing learning progress.</p> <p>Thus, the Non-formal education programme presents a more learner-centered alternative assessment technique – The Individual Learning Portfolio.</p>
2.	In a CLC	Instructional Manager  Learner 1  Learner 2  Learner 1  Instructional Manager  Learner 3  Instructional Manager  Learner 4  Instructional Manager  Learner 5  Instructional Manager  Learner 6   Learner 7  Instructional Manager	<p>OK, the last time we met, we agreed that you are going to share with us some of your experiences. So today we are going to do that. Who would like to start?</p> <p>I cannot forget the time when I bought and ate a hot can of sardines. I don't like hot food. It was a mistake.</p> <p>How did you make a mistake?</p> <p>I was in a hurry. So I just got the first canned sardines I saw. I did not bother to read the label carefully. Here it is.</p> <p>So, Ringchan, what should we do when we buy things from the market?</p> <p>We should read the labels carefully.</p> <p>Good. Yes Sophie, would you like to add to that?</p> <p>We should see to it that we buy what we need.</p> <p>That's right! And Divyer, what would you like to say?</p> <p>It is also good to know the ingredients used in the canned and bottled food or medicine that we buy.</p> <p>Ah, that is also good! And so what would you like to share with us? Yes, Ralph?</p> <p>I also like to tell you about my experience. One afternoon, I sat down on a fallen tree with my friend to eat some bananas. We were busy telling stories, too. We just throw our peelings on the ground. Then, we heard another friend calling us. You know what happened?</p> <p>You stepped on the peelings you threw on the ground and fell.</p> <p>OK, OK, so I guess we all learned from those experiences, right? But, we shall continue with that next time. In the meantime, why don't we start working on your Portfolios.</p>
3.	Documents  Graphics	Narrator	<p>An individual learning portfolio is a collection of things showing what the learners have learned, understand and done.</p> <p>The collection may include samples of writings; resume and supporting documents; records of things done and learned in the center perhaps a diary or journal; inventories of books read, tests</p>

Screen	Location	Actors/ Narrator	Scripts
			<p>taken, photographs, artwork, slides, videos and/or computer disks; even job applications.</p> <p>The Individual Learning Portfolio may be presented in many different ways.</p> <p>There are two kinds of portfolios: the progress portfolio or work folder and the presentation portfolio.</p> <p>These can be used in assessing both learning and progress.</p>
4.	In the Classroom	<p><b>Narrator</b></p> <p>Instructional Manager</p> <p>Herbert</p> <p>Instructional Manager</p> <p>Herbert</p> <p>Instructional Manager</p> <p>Herbert</p> <p>Instructional Manager</p>	<p>The progress portfolio or work folder can be used to identify the strengths or weaknesses of the learner as well as his or her progress.</p> <p>Herbert, shall we go over your portfolio? Hmmm. These are good. Did you make these? Now, ah, which of the two drawings do you think is better?</p> <p>I think this one.</p> <p>Why Herbert?</p> <p>The strokes are sure and even. The colours are almost real. The proportion of the head and the body of the players are better than the other drawings.</p> <p>Ah, yes, and I see you have improved a lot here Herbert. Would you like to show these to the maker of sports uniform? I heard they need an artist.</p> <p>Really? Can I really show these drawings to them?</p> <p>Yes, we can try. There is no harm in that. But first, let us select which drawings you like best to show.</p>
5.	In the Classroom	<p><b>Narrator</b></p> <p>Herbert</p> <p>Learner 8</p> <p>Learner 1</p> <p>Learner 3</p> <p>Learner 4</p> <p>Herbert</p> <p>Instructional Manager</p>	<p>The presentation portfolio contains the best work or project, which shows that the learners have acquired skills and competencies. It also serves as a summative assessment, which is a part of the alternative assessment and certification process. Preparing a presentation portfolio can be a collaboration between and among the learners.</p> <p>Will this do?</p> <p>How about adding a little more of red on this part?</p> <p>This colour will bring out the colour of the drawing. Please help me make the frame for this drawing.</p> <p>Which should come first, training or the job?</p> <p>Let us ask the facilitator.</p> <p>Here's my presentation portfolio.</p> <p>Nice, Good. Why don't we clap for Herbert.</p>
6.	In the sport shop	<p>Herbert</p> <p>Owner</p> <p>Herbert</p> <p>Owner</p> <p>Herbert</p>	<p>Good morning Ma'am.</p> <p>Oh, good morning. What can I do for you?</p> <p>Ma'am, I have here with me some of my drawings. Would you like to see them?</p> <p>OK, please have a seat.</p> <p>Thank you ma'am.</p>

Screen	Location	Actors/ Narrator	Scripts
		Owner Herbert	These are good! You are the person I need. Can you start on Monday? Yes ma'am, thank you very much ma'am.
7.	In the CLC	<b>Narrator</b>  Learner 1 <b>Narrator</b> Learner 2 <b>Narrator</b> Learner 3	The Individual Learning Portfolio is a tool to help the learner review his/her work or conduct a self-assessment. Find out her weakness. I still have to practice writing legibly. See her progress. These scores are getting better. Revise one's plans. I have finished reading this story. I have to borrow another module.
8.	Presentation Portfolios	<b>Narrator</b>  Instructional Manager 1  Instructional Manager 2	The Individual Learning Portfolio is a tool to help Instructional Managers and facilitators to improve their own facilitating skills. Perhaps these illustrations will encourage my learners to draw.  If I group my learners in three's, they will surely enjoy helping each other make the poster.
9.	The Facilitator's office	<b>Narrator</b>  Learner 4  Instructional Manager  Learner 4 (to self) Learner 4 (to class)	The Individual Learning Portfolio can also help the Instructional Manager or facilitator, by conferring with, and encouraging the learner to identify his or her weaknesses and set specific goals and progress. These are the jobs I have to improve on. I shall practice sharing my experiences with other learners first. OK, Herman, I want you to read this story. It has many illustrations in it. I know you will find this interesting because I know you are very good in drawing. And then after that, please give your own ending to the story. And also I would like you to practice talking in front of a mirror or with your friends or with your family and then tell me if you are ready to do it in our session. OK? And the lesson of the story is be kind to animals. Thank you. And the lesson of the story is be kind to animals. Thank you.
10.	In the classroom  Graphics	<b>Narrator</b>	To efficiently use the INDIVIDUAL LEARNING PORTFOLIO in monitoring the learner's progress, the learner and Instructional Manager or facilitator should meet at least once a month to...  Review the learner's progress; Identify learning difficulties; Change goals and objectives, if needed; Add new goals and objectives, and Update checklists or individual learning goals.
11.	In the Classroom	<b>Narrator</b>	The INDIVIDUAL LEARNING PORTFOLIO is just one of the alternative assessment tools. There are many other ways of assessing learning and progress. We may also consider other ways of using the Individual Learning Portfolio in the implementation of the Non-formal Education Programme.