

Capacity Building Workshop on Local Level Materials Development

FIVDB Sylhet
06-10 April 2014



Organized by
Dhaka Ahsania Mission
In cooperation with
Commonwealth of Learning (COL) and UNESCO Dhaka

A. Introduction

Bangladesh has made significant progress towards Education for All (EFA) goals through increasing enrolment, gender equity both at the primary and secondary level. Gross primary enrollment rate was raised from 87.2 percent in 2005 to 93.9 percent in 2009, with a corresponding increase in secondary enrollment rates to 57 percent in 2008, three fold as much since 1980. However, the country is still leagues behind on its way towards attaining all the EFA goals, particularly in ensuring that- a) by 2015, all children will have access to and complete free and compulsory primary education of good quality; b) the quality of all aspects of education will be improved and excellence ensured so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Almost half of the citizens of Bangladesh are illiterate. No country can move ahead with this size of illiterate population. According to NFE mapping report- 2009, in Bangladesh there are 37.35 million illiterates between 11-45 age groups. Due to many limitations of the formal education system, it would be impossible to ensure education for all within a short time. Recognizing the strategic importance of literacy and continuing education, the Bangladesh Government in line with the constitutional obligations promulgated NFE policy in 2006. This policy gave emphasis on alternative educational opportunities for all citizens to make them productive and responsive citizens. UNESCO studies have also identified the potentials of CLCs (Community Learning Centers) to be used as an effective delivery platform for literacy/NFE programmes. Both the NFE Policy and NPA II (EFA National Plan of Action II) recommended a community based learning approaches for delivery of literacy/NFE.

To enable CLC activities to proceed smoothly CLC members have to have a good understanding on different aspects including local level material development and its effective use. Almost in all cases there is a need to strengthen capacity of CLC members on local level material development to reduce the dependency on centrally developed generic materials.

B. Rational

In a country like Bangladesh with low literacy rate and widespread poverty, it is a big challenge to bring a visible impact of non-formal education programme in the life of the neo-literate. Without adequate provision of retaining the newly acquired literacy skill by the illiterates, the danger of losing much of the impact of literacy skills is always there. One of the strategy to retain the literacy skills of the neo-literates, particularly the adolescents and the adults who are not intended to enter into the formal system of education, is organizing multi-purpose Community Learning Centers (CLC) at the door-steps of the neo-literates. It is recognized by all that, participation and ownership of the community is the key for implementation of NFE programmes. To develop ownership of the NFE programmes and make the programmes sustainable, there should be a permanent community based institution to be responsible for NFE. CLC is an example of community based institution established and managed by the people and scope of which go beyond organizing literacy class and committed to education and development of the entire community. CLC would be a multipurpose center where people of a particular community, irrespective of sex, age and socio-economic background can plan and initiate need based activities for community development as well as improvement of quality of life.

In Bangladesh, Government and non-government organizations are using different name for CLC (Ganokendra, Lokokendra, Gram ShikkhaMilon Kendra, Continuing Education Center, Lahanti Circle etc.).The general objectives of organizing CLC is to provide learning opportunities to the people through institutionalized information support services for improvement of quality of life. The specific objectives are:

- a) To organize institutions through which non-formal education and skills training can be provided to those who never attended in any form of formal education for promoting a culture of lifelong learning and development.
- b) To build up institutions that brings people of a community together, enabling them to network with NGOs and Government and to access service that are available to them.
- c) To act as a platform through which a range of community development services can be provided.
- d) To organize community libraries stocked with easy-to-read literacy and skills training materials and information that is relevant and practical and make them available to remote communities

Library service is one of the major and important services of CLC in Bangladesh, because in rural Bangladesh reading opportunities are extremely rare. The booklets provided to the CLCs are specially designed as follow-up materials for the functional literacy courses. Some materials cover essential messages of various aspect of daily life. At present materials developed by a few organizations at the central level are the only sources of material in the CLCs. The centrally developed materials are neither adequate in numbers nor they can fulfill the demand of diverse learning needs of the community members. Since the learning materials are mostly developed at the central level there is a lack of ownership of the materials by its users.

Bangladesh Government has established “Union Information and Service Center” (UISCs) in all 4,501 Union Parishads of Bangladesh through partnership between Local Government Division and A2I programme. Each UISC has basic ICT setup including computers, laptops, printers, multimedia projector, digital camera, webcam and solar panel. Non-formal education programme can be greatly benefited from this center by using ICT in the NFE programmes. The equipments and expertise of this center can be utilized by the CLC facilitators for development of interesting and appropriate ICT materials which can reduce the excessive dependency on print materials in NFE.

Nowadays, the potentiality of the learners and the facilitators in identifying learning needs have been well established. It is also recognized that learners and facilitators can contribute actively. The learners can contribute in developing new materials as well as adapting existing materials to suit their needs. For development of new materials, the learners and facilitators can significantly contribute in accumulating themes, preparing texts, suggesting illustrations and formats of the materials from their living experience. So, the best choice for development of innovative and effective materials for literacy and skills development in sufficient quantity is involvement of the learners and facilitators in the development process.

To respond to the issues on sustainability of community level initiatives, UNESCO Dhaka is assisting Bureau of Non-Formal Education (BNFE) in piloting systematic NFE to develop a model of systematized community level learning and training network, linking Community Learning Centers (CLCs), Union Parishad (Lowest level of administrative unit of local government), Union Information Service Centers (UISC) of the A2I (Access to Information)¹, and Union Development Coordination Committee (UDCC)² with technical support mechanisms of local NGOs and government offices and Local Government.

The field level implementation was started in January 2013 in 4 unions of 2 upazilas of Rangpur and Sylhet where RDRS and Friends in Village Development Bangladesh (FIVDB) are providing technical supports respectively. As part of supporting mechanism, it aims to build capacity of communities, CLC facilitators, Centre Management Committee (CMC), Union NFE Resource Centre (NFERC), District and Upazila NFE committees and local government particularly Union Parishad (UP) to strengthen outreach program and to create opportunity of lifelong learning.

A training workshop with CLC facilitators and UISC entrepreneurs on how to develop and adapt need based innovative materials involving all local stakeholders will certainly enhance capacity and motivation of the participants to develop and use local materials. After the workshop it is expected that the participants will develop innovative learning materials with the involvement of learners considering their culture and needs. As a result of these training workshops CLC personnel can contribute efficiently and professionally to develop and use effective materials.

C. Objectives of the workshop

At the end of the workshop the participants will be able to:

- Identify existing process of collection and use of learning materials;
- Develop framework for local level material development and use;
- Develop and present exemplar materials;
- Describe steps of local level material development;
- Explain role of digital material in NFE and livelihood skills development;
- Identify learning needs of the CLC users;
- Explain pre-voc unit standards of Bangladesh Technical Education Board(BTEB);
- Develop framework for material development;
- Explain techniques of assessment of materials and learning outcome; ;
- Develop different types of locally appropriate learning materials;
- Present develop materials and take part in peer assessment;
- Prepare follow up action plan for local level materials development at the field.

D. Workshop contents

- Expectations of the workshop participants;
- Existing process of collection and use of learning materials;
- Framework for local level material development and use;
- Exemplar materials development;
- Steps of local level material development;
- Role of digital material in NFE and livelihood skills development;
- Learning needs identification;
- Pre-voc unit standards of BTEB;
- Framework of material development(curricular unit);
- Techniques of assessment of materials and learning outcome;
- Locally appropriate learning materials development and peer assessment;
- Follow up action plan.

E. Number of workshops

There were two workshops in two different districts of Bangladesh. One workshop was held in Sylhet and another in Rangpur district. "Friends in Village Development Bangladesh" (FIVDB) a national NGO were the local host organization for the workshop in Sylhet. In Rangpur district another

national NGO “RangpurDinajpur Rural service” (RDRS) were local host organization. Objectives and contents was the same in two workshops.

F. Organizers of the workshops

Center for International Education and Development (CINED) of Dhaka Ahsania Mission has planed, designed and facilitated the workshops in cooperation with UNESCO Dhaka and Commonwealth of Learning (COL). FIVDB and RDRS as local host provided support to CINED to organize the workshops.

G. Participants of the workshops

UNESCO Dhaka is currently implementing a pilot project “Strengthening NFE Delivery for Sustainability of CECs for quality literacy and CE through Local Supporting Mechanisms” in Sylhet and Rangpur districts of Bangladesh. The overall goal of the project is to demonstrate the sustainable learning environment of NFE for all people in communities, in particular those who have little opportunities to learn through the formal education institutions, so that they can maintain their literacy skills and open the doors to continue their learning throughout of their life. A total of 40 participants from this project have will attend in two workshops.

H. Follow- up workshops

After these two initial workshops two more workshops will be organized one in Sylhet district and another in Rangpur district. The objectives of these two workshops will be to review and share the experiences on how the training experiences of 1st phase are actually translated into concrete actions and produced new materials at the center and union levels by internalizing the training inputs. In the second phase of training, in addition to participants of the 1st phase some new participants will be invited where the 1st phase workshop participants can share their experiences on materials development and its use. UNESCO and its counterparts in two districts will monitor the implementation of action plan and real progress between the two phases. Experiences of these four workshops in 2 phases would be useful to disseminate the process to other organizations who are implementing similar activities.

PROCEEDINGS OF THE WORKSHOP

The workshop on capacity building on local level material development, organized by DAM has been completed successfully. The five day workshop was held from the 6th to 10th April 2014, at the FIVDB training center in Sylhet, with the partaking of twenty participants. The participants are working in FIVDB's programs for UNESCO Dhaka's "Strengthening NFE Delivery for Sustainability of CECs for Equality Literacy and CE through Local Supporting Mechanisms" pilot project.

Thirteen facilitators, three entrepreneurs of *Union Information and Services Centre* and four project-based employees of FIVDB programs were among the twenty workshop participants aforementioned. **List of participants is in annex-I.**



Day 1

Registration of the participants commenced at 9:00 am. At 9:30 am the opening session was held and the workshop kick started.

Opening Session:

The session started with the exchange of introductions from the guests and the participants. This was followed by a welcome speech from Mr. Shahnewaz Khan, CEO of Dhaka Ahsania Mission's *Centre for International Education and Development (CINED)*. In his speech, Mr. Khan mentioned that literacy activities in Bangladesh are being executed by both government and non-government



agencies for a very long time. Continuing education and life-long learning programs are also being implemented in its stream. The material for continuing education programs are usually distributed by government and non-government agencies regionally, and it is not sufficient to meet the demand of the target population. Experts think in order to match this demand, material should be developed locally. In this context, the initiative to organize a capacity building workshop on local level material development, have been taken under UNESCO Dhaka's "Strengthening NFE Delivery for Sustainability of CECs for Equality Literacy and CE through Local Supporting Mechanisms" pilot project.

He also mentioned that the prime focus of this workshop is to identify ways to develop effective education material with the participation of all the stakeholders on a local level by creating related techniques, enhancing capacity of the local material development stakeholders and grafting future action plans. After the workshop, the participants will be able to develop education material in the field level according to the action plans. In order to realize the effectiveness of the actions to be undertaken, DAM and UNESCO Dhaka will extend the needed technical support and continuous monitoring.

More speeches were delivered by Mr. M Shahidul Islam, representative from UNESCO Dhaka; Mr. Nazrul Islam Bhuiyan, Assistant Director of Zilla BNFE and Mr. Jahid Hossain, Program Director of FIVDB (Functional Education). Mr. Pritish Kumar Bal also delivered a speech at this point of behalf of the participants. The opening session was conducted by Mr. Hassan Ahmed Chowdhury.

Mr. Pritish Kumar Bal mentioned on behalf of the participants, that developing material on a local level will take the existing material development efforts to new heights, and FIVDB will extend all kinds of support in its implementation as per the future action plans.

Mr. M Shahidul Islam, representative from UNESCO Dhaka said in his speech that this workshop, organized by Dhaka Ahsania Mission, aims to identify how material can be developed in UNESCO Dhaka's "Strengthening NFE Delivery for Sustainability of CECs for Equality Literacy and CE through Local Supporting Mechanisms" pilot project implementation areas with local initiatives. He mentioned that this is a sound approach to material development. The process will be handed over to the grassroots level. For this, a unified initiative is necessary. He expressed his hope for the success of the workshop's objectives through UNESCO Dhaka's running project initiatives.



Mr. Nazrul Islam Bhuiyan, Assistant Director of Zilla BNFE addressed the participants by saying that this workshop is about learning and imparting the knowledge to others. This aspect of the workshop should be given much importance and participants should concentrate on acquiring the knowledge from the workshop's subject matters. This will enhance their own knowledge and also enrich their CLCs.

Mr. Jahid Hossain, Program Director of FIVDB (Functional Education) recommended that participants should utilize each moment of the workshop. This workshop is a platform for first hand learning. He assured that FIVDB will extend its support at every stage of the workshop's continuous process.

Session: 01

At the beginning of the session a game (Seven-up) was conducted by Mr. Shahnewaz Khan, coordinator of the workshop. At the end of the game, he addressed all the participants by asking that those who survived in the game how do they think they managed to do so. The participants replied by saying that they were focused. Mr. Khan articulated in line with the participants' response

that in order to make this workshop a success, we all must stay focused and work with integrity throughout the five days. Afterwards, he held a general discussion on the introduction of the workshop and provided detailed description of the tasks that will be carried out in each session. **Schedule of the workshop is in annex-II.**

At this stage he asked the participant's opinion on which topics or areas should be emphasized on, at present, in the local level development of material. The participants mentioned the following topics- Arsenic, hygienic toilet, child or early marriage, drug abuse, use of Formalin in foodstuff, eve teasing, unemployment, illiteracy, dowry, child education, physical abuse on women, child labor, corruption, earthmoving or cutting hills/highland. Among the mentioned topics- child or early marriage, dowry, physical abuse on women and eve teasing were elected according to the participants' discretion, as the most pressing issues on which local level material need to be developed.

At this point, the participants were divided in four groups. Mr. Khan said, each day at the end of the sessions, the four groups will work on developing material on the four elected topics. The groups will use different formats on two different days to develop material on their assigned topic. This will be considered a warm up for the actual task of material development. Mr. Khan announces that he himself and Co-trainer Mr. Zahirul Alam will provide support and guidance to each group while they will engage in material development.

The groups were assigned the topics and the two formats they are to use according to the table below-

| Day | Group | Topic | Format |
|----------------------------------|-------|-------------------------|---------|
| Day 2 (7 th April'14) | A | Child or early marriage | Poster |
| | B | Dowry | Song |
| | C | Eve teasing | Leaflet |
| | D | Physical abuse on women | Story |
| Day 3 (8 th April'14) | A | Child or early marriage | Story |
| | B | Dowry | Poster |
| | C | Eve teasing | Song |
| | D | Physical abuse on women | Leaflet |

Mr. Khan, then initiated a discussion on present scenario of local level material development. He put forward 5 questions based on local level material development and the observed use of these material. The questions are given below:

Q-1: What sorts of material are used in the CLCs?

Q-2: Who are developing these material?

Q-3: What sorts of material are developed in the CLCs?

Q-4: Who and how are material developed in the CLCs?

Q-5: Are the material developed in the CLCs meeting the demand of the learners? If not, then why?

The four groups prepared answers to the questions separately.

Session: 02



After lunch break, the four groups presented their answers one by one. After each group finished their presentations, the other groups provided their feedback. In this way all four groups presented their answers and received feedback from their fellow participants. **The answers are given in Annex-III.**

Session: 03

The facilitator of the workshop initiated a discussion on prospect of material development at the local level. At this point, Mr. Khan, then put forward 6 questions related to local level material development. The questions are:

Q-1: Why is it necessary to develop material at the local level?

Q-2: What are the strengths and weaknesses of local material?

Q-3: How to eradicate the weakness from material developed at the local level?

Q-4: Who should be included as stakeholders in the local level material development?

Q-5: Who can help in the process of material development with cooperation from the stakeholders?
And how?

Q-6: How can locally developed material be best used?

The four groups then started preparing their own answers to the six questions. The session and the day were thus concluded, and the day's task was due for presentation in the following day. At the end of the day handouts were distributed. **Copies of Bengali handouts are in annex-IV.**

Day 2

Session: 01

The session on the second day of the workshop began at 9:00 am. After exchanging greetings with the participants, facilitator of the workshop requested them to prepare for a presentation on the



previous day's exemplar material developed at night. Group D started the presentation with a story. The theme of the story was Physical abuse on women. Their presentation was followed by Group C's leaflet on eve teasing. Group B followed with their song on dowry. At last, Group A presented their poster on child or early marriage.

At the end of each presentation, the other groups provided their feedback on them. Provisions were made to display the material in the classroom.



After that, the groups were requested to present the answers to the six questions they were handed on the previous day.

As a part of their continued task, the four groups presented their answers to the six questions previously mentioned. After each team presented their answers, the other three teams provided their feedback. **The answers are given in Annex-V.**

Session: 02



Mr. Shahnewaz Khan presented a PowerPoint presentation on Curriculum and Terminal Competency. Here, he discussed topics such as non-formal education, curriculum for non-formal education, terminal competency and competency of vocational training. At this point, questions and queries from the participants were answered and explained in details. **Copy of his presentation is in annex VI.**

Session: 03

After exchanging greeting, Mr. Khan, the workshop coordinator, started discussing the methodology of material development. Then he presented a PowerPoint Presentation on the process of material development. The participants put forth their questions and queries based on the matters discussed, which were answered and explained by Mr. Khan in details. **The copy of his presentation is given in annex-VII.**

After lunch, use of digital contents in non-formal education and lifeskills training was discussed. In the discussion, Mr. Khan shed some light on the effectiveness of using digital contents in non-formal education and lifeskills training programs. At this point, an animation video from the series "Kajkori, JibonGori" created by Dhaka Ahsania Mission in cooperation with Commonwealth of Learning (COL) was shown to the participants. The video shown was under the title "Kechoshar" or VermiCompost.

Session: 4

With reference to the two sessions on Curriculum and Terminal Competency and Methodology for Material Development, the workshop coordinator mentioned that learning needs assessment is a vital stage in material development, at the beginning of the session.

He requested the four groups to make an assessment on learning needs separately. The groups conducted discussions with local illiterate men and women in order to correctly assess the learning needs of the target people. After that, the groups were requested to provide their input on the



identified problems and needs, and each point was written down on a board. Each group identified a few problems. They are shown in the table below-

| Group | Subject |
|-------|----------------------------------------------------------------------------------------|
| A | Too many children, Poverty and drug addiction among the husbands in the family |
| B | Need for alternative income source due to poor income, habitat and healthcare problems |
| C | Safe water, power and sanitation |
| D | Lack of family bonding, financial problems and children's education |

Afterwards, the most important problem was identified from the pool of detected problems. Mr. Khan then assigned the groups to develop materials on the selected topics using different formats. He explained how to develop curricular unit/framework for material development. He also mentioned that the participants are to develop curricular units on the next day and concluded the session with that undertaking. Day 2 of the workshop was thus brought to a closure. **Participants were provided handouts which are given in annexure-IV.**

Day 3

Session: 1



The session for the third day of the workshop began at the strike of 9:00 am. After the regular exchange of greetings the previous day's exemplar material development was presented. The first item of the session was a song presentation by Group C. Group D followed by reading out a leaflet that they prepared on physical abuse on women. This was followed by a story presentation by Group A on child or early marriage. Group B finished this round with a poster presentation based

on dowry.

After each of the teams had presented their materials, the other teams provided their inputs and feedback. Provisions were then made to display the materials in the training room.

In a general discussion on need based material development, the workshop facilitator pointed that materials developed with a direct emphasis on the problems and issues of the target population can be termed as need based materials. Such materials can be both motivational and instructional. He also said that many important issues have already been addressed in discussions held on methodology of material development. Also, by now the participants have a clear understanding on

how to develop materials on their own through groundwork practice. He also mentioned that the participants are now fully able to develop materials based on set frameworks.

With reference to the previous day's session Mr. Khan assigned each team a topic to work with, from the overall findings of the four teams in their effort to identify learning needs. He requested all the teams to create curricular units on their assigned topic. **Handouts on curricular unit is in Annex-IV.**

The details of the group assignment are tabulated below.

| Group | Subject | Format |
|-------|------------------------------|--------------------------|
| A | Drug abuse | Chart |
| B | Alternative source of income | Audio-visual (digital) |
| C | Safe water | Story and picture series |
| D | Family bonding | Ludo |

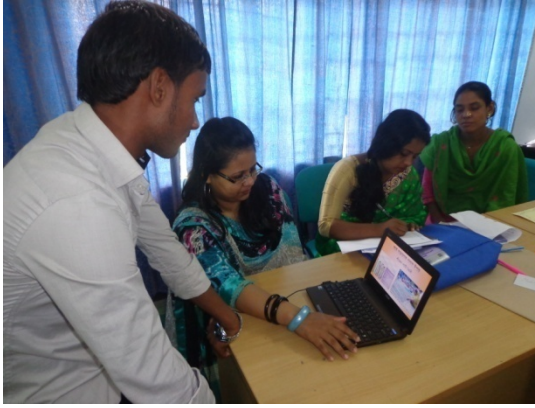
Session: 2



In this session, the curricular units created by the groups were presented. After each group's presentation, the other groups provided their feedback. In this way, once all the groups have presented and corrected their curricular units as per suggestion and feedback, the workshop coordinator requested the participants to commence their task of material development. He also mentioned that each group is expected to complete their assigned material development before the next day's lunch break.

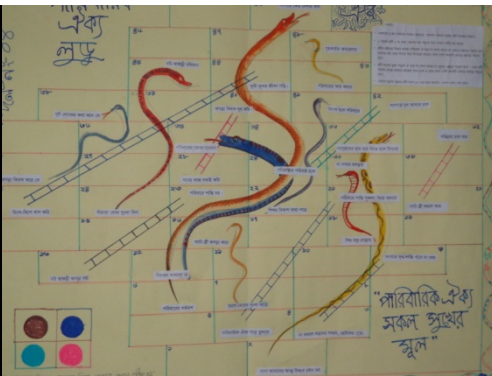
He set the time for the presentation of the completed materials after the lunch break on the day next. At the end of the discussion, handouts on material development by using different formats were distributed among the participants.

From this point on till the next day's lunch break, the four groups continued working on material development. In other words, the task of need based material development continued from the 3rd day's session till the first two sessions of day four. Mr. Khan and Mr. Zahirul Alam provided support and guidance to each group in material development.



Day 4

The session for the day started after the lunch break. The workshop coordinator, after exchanging greetings, announced that the groups will start presenting their developed materials from this session. Referring to the presentation on steps of material development he emphasis the process of peer assessment. Sample questionnaires were distributed for peer assessment. (Handouts on peer assessment are given in annex-IV). All group presented their materials in the plenary that they developed. At the end of each group's presentations, the participants' opinions on the presentations were received referring to the peer assessment questionnaires. A through discussion were held based on the indicators of peer assessment questionnaires.





Day 5

Session: 2

The workshop coordinator addressed the participants by saying that a total of twelve materials have been developed in the workshop. The first eight materials were developed in two days through preparation of groundwork for material development, and the remaining four in the final stage of the workshop. He mentioned that through these tasks the participants now have an idea about material development and its steps and processes. This means that the participants are now fully aware of and able to develop materials based on local problems and issues and choose the appropriate format as per situation and implementation plan.

At this stage, the coordinator asked the participants to develop local level material development action plans for utilization of training experiences at the field level ensuring local stakeholders participation. He requested the participants to consider what materials are to be developed with the initiative of the CLCs each month for the next three months, which formats are to be used, and which methodology is to be followed. He also put forth the need to consider from whom and how support can be received on a local level.

The participants then start developing CLC based materials development action plans in groups. Mr. Hassan Ahmed Chowdhury from FIVDB provided his valuable input and support in the groups' efforts.

Session: 3

The participants presented their three month action plan on CLC based material development. **Copies of work plan are given in annex-VIII.**



Session: 4

At the closing session of the workshop, Mr. Khan mentioned that the workshop is in its final stage. He announced that the participants' real task begins from this point onwards and requested them to use the knowledge gathered from the workshop for the betterment of their work regions. Some of the participant described their overall experience regarding the workshop at this point.



Mr. Islam, representative of UNESCO Dhaka said that this workshop was a platform for first hand learning. He also said that it is not only the participants who will be benefitted from this workshop, these benefits will also reflect on UNESCO Dhaka's "Strengthening NFE Delivery for Sustainability of CECs for Equality Literacy and CE through Local Supporting Mechanisms" pilot project. Through this workshop, the process of material development has been handed over to the grassroots level. He expressed his hope that the participants will take joint initiatives with the local people to develop local level materials in their own localities, and thereby render this workshop as a successful one.

At the closing of the workshop's final session, Mr. Bhuiyan from Sylhetdistrict BNFE and Mr. Jahid Hossain from FIVDB also delivered their valuable speeches.

Mr. Shahnewaz Khan concluded the five day workshop after extending his gratitude to Commonwealth of Learning and UNESCO Dhaka. He thanked all participants for their hard work and excellent output. At the end certificated were distributed among the participants.

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