



United Nations
Educational, Scientific and
Cultural Organization



Japan
Funds-in-Trust

Regional Handbook on Life Skills Programmes for Non-Formal Education

Contextual skills



Literacy skills



Generic skills



Published by UNESCO Bangkok
Asia and Pacific Regional Bureau for Education
Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road, Prakanong, Klongtoey
Bangkok 10110, Thailand

© UNESCO 2012
All rights reserved

ISBN 978-92-9223-423-2 (Print Version)
ISBN 978-92-9223-424-9 (Electronic version)

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The authors are responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the organization.

UNESCO Bangkok is committed to widely disseminating information and to this end welcomes enquiries for reprints, adaptations, republishing or translating this or other publications. Please contact ikm.bgk@unesco.org for further information.

Coordinator: Kaoru Suzuki-Houghton
Design/Layout: Warren Field

Cover photos: Generic Skills: © Gender Research Group, Viet Nam Institute for Educational Science (Viet Nam)
Contextual Skills: © Sourav Karmakar, (India)
Literacy Skills: © Rajib Singha, (India)

Printed in Thailand

APL/12/007-300



Table of Contents

List of Acronyms	V
Acknowledgement	VI
Part One: Overview of Life Skills Programme for Non-formal Education (NFE) ...	2
Introduction	4
Life Skills in Education for All (EFA)	4
Life Skills – Meaning in Different Contexts	5
Life Skills and Literacy	6
Life Skills Programme in Practice	7
Impact of Life Skills Programme in NFE	8
Facts about Life Skills Programme for NFE in the Asia-Pacific Region	8
Issues Related to Implementing Life Skills Programmes in NFE	13
What is NFE	14
Part Two: Practical Guide on Integrating Life Skills Programme in NFE.....	16
Introduction	18
Module 1: Know Your Community - Understanding the Community and Existing Programmes.....	20
Module 2: NFE Life Skills Programme Curriculum.....	46
Module 3: Teaching-learning Materials for NFE Life Skills Programmes.....	64
Module 4: Arrangement and Delivery of NFE Life Skills Programmes.....	80
Module 5: Monitoring, Evaluating, Reporting and Dissemination of NFE Life Skills Programmes	94

List of Acronyms

APPEAL	Asia-Pacific Programme of Education for All
ATLP	APPEAL Training Material for Literacy Personnel
CLCs	Community Learning Centres
CONFINTEA	Conférence Internationale sur l'éducation des Adultes (International Conference on Adult Education)
DeSeCo	Definition and Selection of Competencies
E9	Nine high-population countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan)
EFA	Education for All
EPs	Equivalency Programmes
FRESH	Focusing Resources on Effective School Health
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IGP	Income generating programme
IBE	UNESCO International Bureau of Education
ILO	International Labour Organization
LLL	Lifelong learning
NFE	Non-formal education
NGO	Non-governmental organization
OECD	Organization for Economic Co-operation and Development
STDs	Sexually transmitted diseases
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UIS	UNESCO Institute for Statistics
USAID	United States Agency for International Development
WHO	World Health Organization

Acknowledgement

The Regional Handbook on Life Skills Programme for Non-formal Education (NFE) was developed for education policy makers, experts in curriculum development, materials development and trainers of personnel in the field of NFE, NFE practitioners such as Community Learning Centres (CLCs) personnel, teachers and facilitators, and researchers. It aims to provide information about life skills programmes and to serve as a practical guide to implement educational programmes to enhance life skills. It is expected to help NFE personnel with adopting, adapting and integrating life skills programmes in NFE.

This Handbook consists of two parts as follows:

Part One – Overview of Life Skills Programme for Non-formal Education (NFE)

Part Two – Practical Guide on Integrating Life Skills Programme in NFE

Part One provides answers to various questions related to life skills and life skills programmes.

Part Two intends to provide practical information about the systematic planning and implementation of life skills programmes for NFE. It offers suggested steps for curriculum development, development of teaching and learning materials, delivery of life skills programmes and monitoring and evaluation strategies. Details of this process are elaborated for NFE practitioners at various levels, but in particular at the community level.

This Handbook was developed based on the project outputs of UNESCO Bangkok's "*Life Skills Learning through Non-formal Education*" carried out in Asia and the Pacific region from 2003-2006 within the framework of Asia-Pacific Programme of Education for All (APPEAL). The project consisted of country studies, regional meetings, pilot projects and action research in selected countries in the region. A group of experts from the region consolidated the main outputs of the project and developed this Handbook through a series of workshops in 2006-2007 in coordination with UNESCO Bangkok and the Office of Non-formal and Informal Education (ONIE) of Thailand Ministry of Education. In addition, resource materials of various organizations including United Nations agencies, government institutions, universities and NGOs were also collected and used for developing this Handbook. UNESCO Bangkok wishes to express its gratitude to these experts who contributed to developing this handbook.

Since each country's situation, needs and focus of NFE are different according to the local context, it has been a challenging task to develop generic material on life skills programmes for NFE. While UNESCO plays a role of "standard setter", this Handbook is not to be considered as a prescribed guideline but to be reviewed critically by users. In other words, the Handbook offers diverse reference materials and opportunities to mobilize discussions on existing life skills programmes to improve their operations.

We hope that this Handbook will help to review and strengthen the existing policy, planning and implementation of literacy and lifelong learning education. We welcome queries, comments and suggestions.



PART ONE

OVERVIEW OF LIFE
SKILLS PROGRAMME
FOR NON-FORMAL
EDUCATION





Introduction

Life skills programmes are not new to many educators working on policy, planning and implementation. Various organizations, documents and international and regional forums have discussed its importance in education both in formal and non-formal settings. At the same time, the term "life skills" has been conceptualized, defined and applied differently by academics and practitioners. Consequently, some consider life skills programmes as health related education for children and youth in schools, while others interpret them as vocational education for generating income and becoming employed.

Part One of this Handbook clarifies some basic questions such as "how life skills are defined and addressed in NFE," "why life skills programmes are important" and "how life skills programmes can be provided through NFE".

Definitions and recent discussions on life skills and life skills programmes at regional and international meetings and in the literature are introduced to provide rational and conceptual frameworks of life skills programmes, while the concept of life skills and application of life skills programmes in NFE are also overviewed.

Readers will obtain general ideas and concepts of life skills programmes in NFE in this part of the Handbook.

Life Skills in Education for All (EFA)

Life skills have become an important element in the discourse on learning and development. There has been a certain dissatisfaction with regular education as being too theoretical, and a wish to make education more relevant to the lives of learners so that education can help all young people and adults not only acquire knowledge, but also help them to develop the values, attitudes and skills that will enable them to improve their capacity to work, to participate fully in their society, to take control of their own lives and to continue learning.

At the World Conference on Education for All (EFA), Jomtien, 1990, participants raised concerns about the relevance of education and emphasised the importance of skills that are relevant to living. Since the Jomtien Conference, the international society recognized that Education for All (EFA) can only be achieved if education is improved in ways that meet the learning needs of all young people and adults. With this recognition, the World Education Forum, Dakar, 2000 saw

the adoption of the Dakar Framework for Action. This was understood as ensuring equitable access to appropriate and high quality learning and life skills-based education applied to various learning areas or domains and giving everyone the means to acquire recognized and measurable learning outcomes, especially in literacy, numeracy and essential life skills. (UNESCO, 2004).

Out of six goals under the Dakar Framework for Action, goals 3 and 6 specifically focus on the importance of life skills:

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Here, it is understood that quality education needs to provide both manual skills and psycho-social abilities that help people think, feel, act and interact as individuals and as participating members of society, for building individual capabilities in present and future generations. (UNESCO, 2004).

Life Skills – Meaning in Different Contexts

As the EFA Global Monitoring Report 2003/4 (UNESCO, 2003b) pointed out, the term 'life skills' is used differently in different situations because, although the term is commonly used by many governments, organizations and individual authors, there is no definition that is universally accepted.

EFA Global Monitoring Report 2003/4 identified five contexts that use the term 'life skills'. First, the term is used to capture **generic skills** such as problem-solving, working in teams, networking, communicating, and negotiating. Second, it is used to represent **contextual skills** that are skills needed in daily life, which are strongly connected to a certain context such as livelihood skills, health skills, skills related to gender and family life, and environmental skills. Third, it is used to refer to **composite skills** that include generic and literacy skills. This is particularly used with terms such as legal literacy, family literacy, health literacy, financial literacy, environmental literacy and so on. Fourth, 'life skills' is used in the school context to refer to **any subject matter** other than language or mathematics, e.g. science and technology, civic sense, community development, health, nutrition, and HIV/AIDS. Last, it is used to express other **miscellaneous skills** such as cooking, making friends and crossing the street. (UNESCO, 2003b). Following this discussion, UNESCO Bangkok considers 'life skills' as a combination of generic skills, contextual skills and literacy skills.

UNESCO International Bureau of Education (IBE), deriving its understanding from Jacques Delor's 'four pillars of education' (1996), which defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis and it covers learning to know, learning to do, learning to be and learning to live together. (UNESCO's website)

United Nations Children's Fund (UNICEF), although it states there is no definitive list of life skills, provides a list of psychosocial and interpersonal skills generally considered important. The list

includes ten skills, which are divided into three categories: 1) **Communication and Interpersonal Skills**, such as interpersonal communication skills, negotiation/refusal skills, empathy, cooperation and teamwork and advocacy skills, 2) **Decision-Making and Critical Thinking Skills**, and 3) **Coping and Self-Management Skills**, which include skills for increasing internal locus of control, skills for managing feelings and skills for managing stress. UNICEF asserts that "many skills are used simultaneously in practice. For example, decision-making often involves critical thinking ('what are my options?') and values clarification ('what is important to me?'). Ultimately, the interplay between the skills is what produces powerful behavioural outcomes, especially where this approach is supported by other strategies such as media, policies and health services." (UNICEF's website)

World Health Organization (WHO) defines life skills as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO definition). In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive to health." (WHO, 2003, p. 3)

It is also important to mention that there is a disagreement about the use of the term "skills". The Organization for Economic Co-operation and Development (OECD)'s *Definition and Selection of Key Competencies (DeSeCo): Executive Summary* (2005) suggests that the concept of 'competencies' is more appropriate than 'skills' and defines a competency as "the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context." (DeSeCo, 2005) Competent performance or effective action implies the mobilization of knowledge, cognitive and practical skills, as well as social and behaviour components such as attitudes, emotions and values and motivations.

Life Skills and Literacy

'Life skills' are considered to be a means for learners to obtain new knowledge that helps expand general knowledge necessary for the improvement of other sets of skills. Likewise, literacy skills are no exception and cannot be achieved in isolation.

In the present world, literacy is looked at from a broader perspective. Literacy has been traditionally defined as the ability of a person to read, write, and count with understanding. Over the past decades, the international community expanded its understanding of literacy from viewing literacy as a simple process of acquiring basic cognitive skills to using these skills as a basis for personal and social change contributing to socio-economic development and to building capacity for social awareness and critical reflection. (UNESCO, 2005a)

More and more people understand literacy as functional and transformative skills rather than limiting it to reading, writing and simple arithmetic skills. It also covers other basic functional skills related to life. Therefore, literacy programmes often combine life skills training. When addressed in educational activities, life skills and literacy skills must be combined or integrated as a whole process.

Life Skills Programme in Practice

As discussed earlier, **life skills are not just a set of skills but a combination of different sets of skills** (UNESCO, 2004). Hence, they should be viewed and understood as a culmination of the combination of guide skills (skills related to doing or making something) and psycho-social abilities. In this sense, life skills are not a subject that can be taught or a set of skills that can be trained in an abstract and theoretical way. Rather, life skills are the result of applying knowledge, values, attitudes and different types of skills during the process of learning to know, learning to do, learning to be and learning to live together. In other words, life skills are developed as a result of a constructive processing of information, impressions, encounters and experiences, both individual and social, that are a part of our daily life, work and rapid changes that occur in the course of our life. (Singh, 2003)

Based on this concept, life skills programmes can be defined as educational approaches or processes that enable learners to enhance or generate desirable characteristics or psycho-social skills which are necessary and relevant to specific contexts (such as in a political process, work place, at home or in the community), and specific sectors or domains (such as health, environment, gender, work etc.) in specific time frames.

There are different life skills programmes at international and regional levels provided by various organizations and development frameworks.

Since 2004, UNESCO Bangkok has been advocating to include life skills in national EFA strategies and actions to meet the learning needs of all children, young people and adults, especially those who are disadvantaged, in order to improve the quality of their lives. UNESCO Bangkok has supported six countries in Asia in implementing life skills programmes mainly for out-of-school youth and adults through community learning centres (CLCs). **The projects emphasized the importance of integration of generic skills, contextual skills and literacy skills in areas such as income generation, gender equality and sanitation.**

Life skills programmes designed for children and adolescents in school often put emphasis on skills needed to avoid risky behaviours in daily life (in particular drugs, alcohol, tobacco and unsafe sex) during the transition from childhood to adulthood. Such programmes focus not only on providing information and knowledge but also developing appropriate skills and attitudes. *Skills for Health: Skills-based Health Education including Life Skills: An Important Component of a Child-friendly/Health-promoting School* (Aldinger and Whitman, 2003) provides detailed information on life skills programmes for strengthening health education in view of the framework of Focusing Resources on Effective School Health (FRESH), an approach jointly developed by WHO, UNICEF, UNESCO and the World Bank. The *Life Skills Manual* (Peace Corps, 2001) also focuses on health related life skills programmes for HIV/AIDS, sexually transmitted diseases (STDs) and reproductive health in addition to communication skills, decision-making skills and relationship skills with emphasis on participatory and interactive approaches in learning activities.

Life skills programmes are discussed not only in schools but also at the workplace within the framework of a knowledge and skills-based society (learning and training for work in the know-

ledge society). ILO focuses life skills programmes on enhancing the abilities of trainees/workers to cope with the changing environment and translate technical skills into employment.

Impact of Life Skills Programme in NFE

Life Skills Programmes in NFE are effective for individual empowerment and development of community and nation. As discussed earlier, life skills programmes are not just a domain. Listing a set of skills is necessary but not enough to ensure the integration of life skills programmes into NFE. Learners' participation in the process of identifying the needs, developing content and activities as well as assessing the outcomes is important for learners to obtain practical skills for life. Hence, a participatory approach itself leads to the empowerment of individuals.

Likewise, community participation is crucial not only in identifying needs but also developing the content of NFE programmes in collaboration with education experts. Local expertise and resources are often the best sources for providing particular contextual skills, and contents related to traditional knowledge, wisdom and life skills can improve NFE programmes. Professional inputs from external experts may be useful but they are often not able to prescribe life skills programmes that are specific to local people and circumstances.

The application of acquired life skills to community development is another important aspect of NFE programmes. Working together with other community members for common goals requires a combination of these three main components; contextual skills, generic skills and literacy skills. Community Learning Centres (CLCs) or community-based organizations can be good venues to learn and use life skills. At CLCs, people learn knowledge and skills, discuss issues and actions related to the community, and can use this knowledge and skills in day-to-day life in the community. Contributing to community development also requires close linkages with other local education institutions such as schools and libraries, as well as other community related institutions such as health and agriculture organizations.

Here, decentralizing NFE programming is crucial to make life skills programmes suitable for local needs. Decentralization does not only mean empowering grassroots personnel, but also developing appropriate supporting and monitoring mechanisms at the central level to support the work of communities.

Facts about Life Skills Programmes for NFE in the Asia-Pacific Region

Countries in Asia and the Pacific region have a long history in the provision of life skills programmes through NFE. NFE is one of the key approaches to develop life skills, particularly of the hard-to-reach and unreached members of the society. This is because NFE covers all populations within the framework of lifelong learning, while targeting out-of-school children, youth and adults.

In 2003, UNESCO Bangkok implemented a project named "Redefining Literacy and Life Skills in the Asia-Pacific Context within the Framework of EFA and UN Literacy Decade", and a situation analysis was conducted in 13 countries, namely Bangladesh, Bhutan, India, Indonesia, Kazakhstan, Lao PDR, Mongolia, Nepal, Sri Lanka, the Philippines, Thailand, Uzbekistan and Viet Nam,

aiming to evaluate the situation and trends with a particular focus on the following eight factors of life skills programmes.

- Programme type
- Target groups
- Policies and plans
- Human resources and capacity
- Curriculum and materials
- Implementation strategy
- Monitoring, evaluation and documentation
- Future direction

Participants of the workshop reviewed the studies and arrived at a general consensus about the **overall objective of life skills programmes through NFE** as:

"to enhance human potentials for positive and adaptive behaviour in dealing with the needs, challenges and situations of everyday life, as well as for bringing change towards the improvement of quality of life". (UNESCO, 2003a)

Types of programmes and delivery mechanism

Most countries reported that life skills programmes in NFE were related to learners' immediate needs in their daily life. This is because NFE programmes in general are developed for learners, particularly youth and adults, who wish to apply the acquired knowledge and skills to work and at home immediately.

Life skills programmes through NFE in the region focus on the following four contexts:

- **Livelihood:** income generation, vocational training in agriculture or tailoring, entrepreneurship programmes including marketing skills etc.
- **Healthcare:** HIV and AIDS prevention, drug awareness, reproductive health, early childhood care and education (ECCE) etc.
- **Environment:** waste management, water and forest preservation etc.
- **Empowerment:** civil consciousness, values and ethics, social awareness and gender equality etc.

While this categorization is applied to most countries in the region generally, there is some difference among sub-regions. Some South Asian countries provided literacy programmes as one of the life skills programmes in view of the large illiterate population. While, Central Asian countries, where the literacy rate is high, offered computer, ICT, and foreign languages as life skills programmes. Some Southeast Asian countries such as the Philippines and Thailand provided programmes focusing on more generic skills such as leadership, personality development and management skills.

As regards to the delivery mechanisms, life skills programmes for NFE were run by governments and NGOs at literacy and training courses as well as at Community Learning Centres (CLCs).

Target groups

Most countries had an extensive coverage of target groups for life skill programmes through NFE. In general, South Asian countries targeted not only youth and adults but also pre-school and out-of-school children, given their large number of dropout and out-of-school children. On the other hand, countries in Southeast and Central Asia, which have achieved higher enrolment and retention rates in formal primary schooling than countries in South Asia, NFE life skill programmes targeted older and specific disadvantaged groups such as dropout youth, the unemployed, people with disabilities, ethnic minorities, refugees, and disadvantaged women.

Policies and Plans

Since life skills are one of the EFA goals, many countries addressed life skills in national education policies and plans such as EFA National Plan. Nepal had one particular theme-wise strategy and action plan for life skills in their EFA National Plan of Action in 2003. Other countries such as India, Mongolia, Uzbekistan and Vietnam addressed life skills within the existing education programmes of formal and non-formal education as of 2003. In 2008, the Bureau of Academic Affairs and Educational Standards (OBEC) in Thailand developed the *Life Skills Development in Basic Education Guideline* in alignment with their core curriculum of Basic Education in primary and secondary levels. Life skills were addressed in a national policy for the technical education and vocational training sector in Sri Lanka, where life skills and livelihood-focused programmes for young people are provided by the National Youth Services Council (ILO, 2009). In India, the topic of life skills is addressed in the National Youth Policy (Government of India, 2011).

Human Resource and Capacity Building

Human resource for life skills programmes at the grassroots level included facilitators, instructors, trainers and managers. Trainers of grassroots personnel were also important as they provide technical support and capacity building to the grassroots personnel. However, as some countries such as Uzbekistan reported, the capacity of these personnel was often limited and continuous training was required. In India, training was provided by governmental organizations such as State Resource Centres or non-governmental organisations, as well as experts from vocational training institutions and those in other sectors such as agriculture, health etc.

Curriculum and materials

A mapping study of life skills policy and practices in South-East Asia by a regional project of UNESCO Institute for Statistics (UIS) in 2003 found that all countries in the study had growing amounts and quality of life-relevant contents in their curricula but application of the knowledge in practice was less satisfactory. This happens often because a life skills programme focuses too much on a practical skill and does not provide learning opportunities for other necessary skills such as literacy. For example, in Indonesia, it was found that a learning programme on handicrafts focused on practical skills only, aiming for learners to apply the acquired skills in their daily activities. However, these practical skills were not always linked with literacy or other skills such as negotiation, critical thinking and working in groups. The lack of literacy and other skills made it difficult for learners to

apply the practical skills to daily life. Curricula must be developed to strengthen different skills in combination. In particular, it is important that generic skills (resolving conflicts, critical thinking, self-confidence), contextual skills (livelihood, basic health care, environmental education), and literacy skills (reading, writing and numeracy) should be integrated into life skills programmes effectively. In Indonesia's case, the handicraft programme could have been linked with waste management and environment protection as well as literacy programmes.

In most countries, the national NFE curriculum was developed by the central government and the content was locally modified based on the specific needs of the community. The core curriculum of Bhutan and Nepal followed the categories of functional literacy defined in the APPEAL Training Material for Literacy Personnel (ATLP), which includes family life, income generation, civic consciousness and environmental literacy. Mongolia and Vietnam have developed curricula based on a needs assessment in order to fit learners' day to day activities. Thailand's NFE Basic Education Curriculum B.E. 2551 (2008) specifies that one of its aims is to develop the learners' life skills and ability to deal with oneself, community and society based on the principle of a self-sufficiency economy. Also one of the five strands in the Thai curriculum is 'skills for living', which covers 17 subjects including community economy, ECCE, Thai arts, sex education, etc. In addition, the Thai NFE curriculum aims to build skills such as decision making, conflict management, creativity, sympathy and stress management. In the case of the Philippines, the NFE curriculum has five major learning strands covering life skills; specifically communication, problem solving and critical thinking, sustainable use of resources/productivity, development of self and a sense of community, and expanding one's world vision.

Several countries reported that the participatory needs assessments were recommended to develop life skill programmes to meet the local needs.

In Indonesia, a reduction in drop-outs from NFE life skills programmes was observed, as new programmes emphasized the development of productivity, entrepreneurial and vocational skills. It was reported that the reason for fewer drop-outs was that learners found the activities relevant and useful to their daily life. (UNESCO, 2003a) In Indonesia, in the area of skills development, various programmes were offered, including handicraft making, sewing, health care, traditional make-up, dance, music, computer, abacus, drama and theatre etc. These programmes were formulated in response to the local needs and incorporated locally available traditional knowledge and expertise. It is also important to coordinate local needs and national development policy in curriculum development. Thailand developed a life skills programme for promoting drug prevention among children, youth and parents by integrating local needs and its national development policy.

Teaching and Learning Methods and Strategies

Since life skill programmes for NFE are expected to meet the daily needs of learners, they often apply interactive and participatory teaching and learning methods. Bangladeshi programmes involve activities such as discussions, demonstrations, practice and role-play. Life Skills Programmes in Thailand add debates, drawing, exhibition and field visits. To assist the participatory process, they developed a range of learning aids. They are also using media, especially information and

communication technologies such as TV, video, audio cassettes, radios and computers, to facilitate participation. CLCs and local libraries provide practical information to help learners reinforce their knowledge. Accordingly, in addition to the learning materials developed by the central government, local materials are developed and provided in cooperation with local private sectors and community people.

Monitoring, evaluation and documentation

No country reported that monitoring and evaluation (M&E) mechanisms specifically designed for life skills programmes existed. For this purpose, general M&E mechanisms of NFE were used. Many countries reported that regular M&E was undertaken both internally and externally by supervisors of the central government and NGOs. One trend, as exemplified by Bhutan, was that more responsibility was given to district level personnel in this task under the decentralized policy.

The areas of evaluation in the assessment of life skills programmes included not only levels in skills acquisition but also knowledge expansion and attitude change as well as its application for improvement of quality of life, e.g. change in income, health condition and community environment.

As regards the methods of M&E, most countries used techniques including observation, group discussions, interviews and questionnaires. In Bangladesh, in order to measure skills acquisition, an assessment was conducted at three different stages, i.e. pre-training, training and post-training in some NFE programmes. Some NGOs in Bangladesh also used Review and Test (RAT) approaches for this purpose.

With regard to documentations, since life skills programmes are often a part of NFE, they are not reported independently but as a part of NFE progress reports in many countries. India stated that selected State Resource Centres had special reports on life skills programmes under the support of the United Nations Population Fund (UNFPA). And, according to a Bangladesh report, an NGO network had initiated a computerized database on training.

Future directions

Many challenges related to life skill programmes are common to that of NFE programmes in general, such as sustainability, capacity of personnel and political support for implementing the government policy under the EFA National Action Plans. Research and development activities were identified by the Philippines as a priority for benchmarking, modelling and testing of new ideas on life skills education.

Some of the key findings of a review conducted under the regional project of UNESCO Institute for Statistics (UIS) in 2003 were "systematic constraints" to life skills programmes including weak analytical capacity for determining standards of life skills-based learning, insufficient data, negligible input sought from learners or community, limited experience and expertise and poor learning environment, poorly trained teachers and test-based assessment procedures. In view of these constraints, the study suggests that national systems need support to help with translating the complexity of life skills into operational terms.

Issues Related to Implementing Life Skills Programmes in NFE

According to a review conducted under the regional project of UNESCO Institute for Statistics (UIS) in 2003, the progress on the life skills dimension of EFA Goal 3 and 6 remained limited or uncertain in both formal and non-formal education.

As stated earlier, the three components of contextual skills, generic skills and literacy skills should be integrated into life skills programmes effectively. However, UNESCO Bangkok's project on "Redefining Literacy and Life Skills in the Asia-Pacific Context within the Framework of EFA and UN Literacy Decade" found that life skills programmes did not always effectively link literacy skills with contextual skills and generic skills. This caused a problem for neo-literate learners particularly who, after acquiring basic literacy skills, had no other choices but skills training, which had no literacy component to sustain their newly acquired literacy skills.

When a life skills programme is designed to strengthen only one component out of the three skills, it often results that the learned skill is not as useful as expected. For example, an income generating programme (IGP) is one of the most common NFE programmes in the region since it can attract adult learners with the promise of poverty alleviation. At the same time, many IGPs focus only on practical skills for production of goods or commodities, but neglect literacy skills or generic skill such as planning, management and assessment. Consequently, learners may produce decent quality products but cannot sell them due to insufficient knowledge of market forces or lacking the skills in sales promotion strategies. Entrepreneurial skills (marketing, business planning and accounting) and generic skills (problem solving, negotiating, communicating and teamwork) should not be neglected in the implementation of IGPs. When learners acquire these skills, they may set up their own business with proper planning and management in addition to creating quality products.

The situation analysis conducted in 13 countries also found that one of the main reasons why life skills programmes are not well delivered in NFE is systematic constraints such as capacity, data management, learning environment and assessment procedures. In particular, the capacity of facilitators is identified as a crucial issue to effectively organize life skills programmes in NFE for co-ordinating generic skills, contextual skills and literacy skills.

The programme design of NFE is another issue to overcome for effectively delivering life skills programmes in NFE. In order for learners to internalize the various acquired skills and enable them to apply such skills to daily life, learners and stakeholders should fully participate in the planning, implementation and assessment of learning activities. Participatory approaches are often introduced in NFE programming as a facilitating technique, but the importance of participatory approaches in the process of developing learners' generic skills is often ignored. In reality, many participatory programmes are designed by providers without learners' initiatives or creating ownership in the learning content.

What Is NFE?

During the implementation of “Redefining Literacy and Life Skills in the Asia-Pacific Context within the Framework of EFA and UN literacy Decade” in 2003–2005, confusion and controversy existed concerning the definition of not only life skills but also that of NFE. Broadly, NFE can be defined as any structured educational activity outside of formal schools. In general, the education sector is divided into two or more subsectors such as formal schooling and non-formal schooling. In some countries NFE indicates the subsector which is responsible for out-of-school education. In many countries NFE departments are established to be responsible for planning and delivering activities of NFE.

The nature of NFE activities include:

- providing alternative basic education programmes to people who lack access and/or educational opportunities in the formal school system due to social, cultural and economic constraints or limitations. This includes learners in remote and isolated areas, learners from linguistic and ethnic minorities, learners with disabilities and special needs, girls and women, underperforming boys, those who are at risk or have dropped out of formal schooling, learners affected or infected by HIV and AIDS, and children and adults in other difficult circumstances; and
- providing continuing learning opportunities to those who have completed basic education through formal schooling or strengthen individual capacities to update knowledge and skills through various educational channels

throughout the life span.

Furthermore, some countries such as China, Japan, Kazakhstan, Uzbekistan and Viet Nam do not use the term ‘NFE’ but instead use terms such as ‘adult education’, ‘continuing education’, ‘social education’, ‘second chance education’ and ‘lifelong education’.

Why Is NFE Important?

Some may say that there should not be a dual system of school and out-of-school basic education, based on the assumption that, if the formal education system is strengthened, all the out-of-school children can be enrolled and educated through it. Ideally, this should happen in all countries. However, according to the Global Monitoring Report 2011 (UNESCO), there are more than 67 million out-of-school children in the world. It is not easy to send all of them to full time schools since many of them cannot afford the costs due to poverty, domestic workload, and language barriers or disability. Furthermore, nearly 795 million adult illiterates never had appropriate learning opportunities during their school age years. To tackle these challenges, certain mechanisms outside of formal schooling are required. NFE originally emerged to respond to criticism of formal school systems as being rigid and less useful for real life situations. NFE is considered more flexible, learner-centred, need-based, and demand-driven, as well as more cost effective than formal schools.



PART TWO

PRACTICAL GUIDE
ON INTEGRATING
LIFE SKILLS
PROGRAMME
IN NFE





Introduction

In response to the challenges discussed in Part One, the five modules of Part Two of the handbook intend to provide practical information about the systematic planning and implementation of life skills programmes through NFE. The findings from the UNESCO Bangkok's Life Skills Programmes and action researches conducted in the region are the main inputs for this section.

→ Module 1

Know Your Community: Understanding the Community and Existing Programmes

emphasizes the importance of understanding existing NFE programmes and the community where they are offered with respect to life skills competencies and activities. A situation analysis of a community helps by drawing precise profiles of learners and special requirements of the community. The module also suggests ways for assessing life skills learning needs.

→ Module 2

NFE Life Skills Programme Curriculum

reviews existing curricula and learning so as to avoid duplication of efforts. This module also discusses how to find gaps in the learning requirements of learners, the community and the existing curriculum.

→ Module 3

Teaching-learning Materials for NFE Life Skills Programmes

specifically talks about the development of teaching-learning materials for integrating life skills and creation of a facilitator's guidebook.

→ Module 4

Arrangement and Delivery of NFE Life Skills Programmes

is about the design, organization and delivery of learning activities as well as co-operation, networking and capacity-building of the facilitators.

→ Module 5

Monitoring, Evaluating, Reporting and Disseminating NFE Life Skills Programmes

deals with issues related to monitoring and evaluation of life skills within the NFE context.

The key features of these modules are:

- Integration of generic skills, contextual skills and literacy skills as life skills in the entire NFE programming process;
- Linkages among the modules, ensuring output of one module provides input to the following module (e.g. a needs assessment result gives input to a curriculum development);
- Monitoring and evaluation in the entire process of planning and management;
- Ownership of local stakeholders in the whole process including the use of local wisdom, resource persons and capacity-building of personnel; and
- Partnership with a broad variety of organizations.

The modules were developed in a simple yet elaborative manner with proper emphasis on complex issues to serve as a guide to the gradual and incremental development of curricula, teaching-learning materials, delivery of life skills programmes as well as developing monitoring and evaluation strategies. Details of this process are elaborated for NFE practitioners at various levels, but in particular at the community level. There are exercises in each module to assist users in putting into practice what they learn from this guidebook.



→ MODULE 1

Know Your Community – Understanding the Community and Existing Programmes

Introduction

Before you plan a programme it is important to clarify the objective as well as the context in which the programme is to be carried out. This will increase the effectiveness and impact of the programme. As discussed in Part One, life skills are understood and practiced differently by different organizations, however, despite such diverse interpretations, the underlying common understanding is that life skills programmes must lead to improvement in the quality of the learning process and development both at the individual and community level.

It is critical to understand the community, especially people's current socio-economic status, on-going educational programmes, potential partners, areas of convergence and other related programmes. It is also important to understand the culture and traditions of the community, existing community resources and infrastructure, and its needs and wants. NFE personnel also need to know and analyse existing NFE programmes to determine whether life skills are well addressed in the curriculum, materials, teaching-learning process and assessment.

This module is designed to help understand the community and their existing NFE programmes with a focus on life skills. It has the following two sections:

Section 1: Purpose of Understanding the Community and Existing Programmes

Section 2: Learning Needs Assessment for Life Skills Programmes

Section 1

Purpose of Understanding the Community and Existing Programmes

The main purpose of understanding the community and existing NFE programmes is to improve all aspects of planning, implementation and assessment of community level programmes. Also, since most NFE programmes already have some skills training aspects, it is important to analyse whether the existing NFE programmes correspond to community needs and whether the learning contents and processes are appropriate for learners to acquire skills and knowledge applicable in their daily lives.

Understanding the Community

All aspects of the community need to be studied through a learning needs assessment because NFE programmes cannot be separated from the day-to-day life of the community. This includes an assessment on what our target learners already know as well as what level of life skills they have so that you can determine what educational programmes and services are needed. You can then examine if existing NFE programmes are suitable and relevant to the needs of the community and they are planned and implemented in concordance with the overall development strategies of the community. This process enables you to understand what you can do to make the educational programmes more accessible, acceptable, and useful to the learners and the community.

Analysing Existing NFE Programmes

The results of the learning needs assessment will determine whether existing programmes need to be restructured, or new programmes should be developed. This exercise will help us to find gaps in learning needs and existing NFE programmes, which becomes a starting point to revise existing curricula and learning materials to meet learners' needs more effectively. Accordingly, you may develop new curricula if there are new learning needs.

In this handbook, "life skills" is an integrated skill of generic, contextual and literacy skills. Accordingly, one must examine whether these different skills are addressed in existing NFE programmes with balance. For example, when looking into a skills-based programme on increasing farming yields, while it is important to measure whether the farmers learn practical skills of rice planting or fixing broken machinery (contextual skills), it is also essential to determine if learners acquire generic skills such as negotiation and literacy and numeracy skills to ensure they can engage in fair trade.

Exercise 1

In what ways can you envision a learning assessment in strengthening a programme plan for a community you work in?



Section 2

Learning Needs Assessment for Life Skills Programmes

2-1 Introduction

Undoubtedly, any learning is considered effective only if it helps people to acquire knowledge and skills to improve their lives. NFE programmes must be designed to respond to learners' needs, wants, interests and daily practices. Local needs and national concerns are also given due importance.

This section describes how to identify learners' needs with respect to life skills. Then it explains how to identify gaps between learners' needs and existing NFE programmes and socio-economic conditions.

2-2 What Is Needs Assessment?

Needs assessment is a method to determine if there is really a need in the community for the programmes you plan to offer. Needs assessment serves as the basis for planning and designing a learning programme that addresses the needs and wants of community members. It helps us to identify the current learning needs of prospective learners, as well as the problems they face and the root causes of these problems. Learning needs assessment also helps us to determine whether the content of existing curricula, teaching-learning materials and lesson plans are relevant to learners. It enables us to prioritise these needs according to urgency and importance. The results of needs assessment can be the basis for identifying life skills needed by learners.

There are two parts of needs assessment. **The first part** is situation analysis and the second part is the identification of needs and opportunities. Situation analysis involves an in-depth evaluation of the current status of a community, its learners and the effectiveness and efficiency of existing NFE programmes. The situation analysis should also describe the policy framework within which NFE programme decision-making takes place, the institutional arrangements that support NFE programmes, the management procedures leading to NFE programme operations and the resource base which supports these operations. **The second part** of the needs assessment involves an analysis of critical constraints that will need to be overcome in order to achieve the set goals for improvement. Consequently, a problem analysis is an essential first step towards completing the needs assessment. Another component of the assessment is the identification of existing opportunities for overcoming the constraints. **While the first step focuses on a real situation, the second step deals with a process of change governed by a number of variables and assumptions.** It can only be realistically carried out if the community authority and people are clear on what they want their life skills programmes to look like at a determined point in the future (for example in five or ten years).

2-3 How to Do Learning Needs Assessment?

Below are the nine guiding steps to conduct a learning needs assessment. You are encouraged to be creative, effective, and efficient in designing the needs assessment. The process of conducting a learning needs assessment mobilizes the community for their cooperation and support for the programme. Learners and local stakeholders must be involved fully in this process to build their ownership and commitment to the programmes. At the same time technical assistance of education experts is required. It is also important that the assessment be done regularly so that changing needs are incorporated into the NFE programmes. This will keep the programmes relevant and up-to-date.

1. Determine the goal for the needs assessment

In this handbook, the goal of needs assessment is to develop or revise existing NFE programmes into responsive NFE Life Skills Programmes to meet the needs of learners in the community. To achieve this goal, aiding in the improvement of programme decision, generating awareness of programmes, and promoting community participation and action will be crucial. Needs assessments can only be carried out successfully if learners and community people are clear about what they want their NFE Life Skill Programmes to be.

2. Define the objectives for the needs assessment

What is it that you want to find out about and from? Whose needs are you measuring? To whom will you give the required information? It is also important to think how the target audience (learners and community members) are involved in the setting of goals and objectives.

3. Select the approach for collecting information

How will you collect data that will tell you what you need to know? Does the needed information already exist? Is a new data collection effort needed? Will you collect data directly from the target audience or indirectly? Is a combination of methods needed? More detailed information on approaches for collecting information will be given in section 2-4.

4. Prepare an estimated timeline and budget for the needs assessment

What is the timeline and budget for the needs assessment? The resources available is likely to be one of the major determinants of the methods used for needs assessment.

5. Design and conduct a pilot of the instrumentation and procedures

Preparing the instrumentation and procedures is an important process which must be planned beforehand. Particularly, all formats for documentation should be carefully prepared so that the forms match the objectives of the information collection. When you design needs assessment instruments, such as a questionnaire or a record sheet, it is best to keep it simple. Long and complicated instruments discourage responses. Short instruments are less expensive to produce, distribute, collect, and analyse. Once a draft instrument has been prepared, it should be checked against the goals and objectives by conducting a pilot collection to make sure that nonessential information has not been included.

6. Collect the information

Consideration should be given to collecting information from learners and community members of different resource levels, genders, and ethnicities.

It is important to remember that actual needs are not always the same as perceived needs, or “wants”. Look for what the community and people really need. They may not know what they need, and may have strong opinions about what they want. Effective questioning can reveal the needs behind the wants. Needs are gaps between what currently is and what should be. Table 1.1 exemplifies usual differences between need and want of the community and people.

Table 1.1: Wants Vs. Needs

Examples of Wants	Underlying Needs
<ul style="list-style-type: none"> • CLC wants to hire a new facilitator • Farmers want new fertilizers to increase the production of vegetables 	<ul style="list-style-type: none"> • CLC needs to provide more learning programmes • Farmers need to learn how to protect their soil and use local resources to increase fertility naturally.

It is also important to remember that the personal information collected through questionnaires to be used for developing programmes be kept confidential and in an appropriate place, such as a local government office.

7. Analyse and interpret the data and information and draw conclusions

Information collected need to be analysed in the following steps:

Step 1: Perform a gap analysis to identify the gap between the current state and the desired or necessary state of skills, knowledge and abilities of current and/or future learners. The difference between the current and the necessary will identify the needs. Table 1.2 illustrates a number of examples.

Table 1.2: Identifying the needs from the gap between the current and desired situations

Current situation	Desired or necessary situation	Learning needs
Women overloaded by household work	All members of the family share the household work	How to convince other family members including men to share household work
Lack of ideas and capacity for marketing of product	Establishment of small business	How to be a successful entrepreneur
Buying vegetables for family consumption is too expensive	Vegetables produced at home	How to grow vegetables at home
Children often have stomach related illnesses	Need to protect children from stomach illnesses	How to develop basic hygiene habits
HIV/AIDS in community	Need to prevent spread of HIV/AIDS	How to prevent HIV/AIDS
Unsafe community due to gang fighting & alcohol addiction	Need to unite to make community free from alcohol	How to impart life skills for preventing substance and alcohol abuse
Women are beaten by men	Need for gender equality	How to impart life skills to increase gender equality

Step 2: Identify priorities and importance. The needs have to be examined in view of their importance and urgency to the community's development goals, realities, and constraints. You must also determine if the identified needs are real and if they are worth addressing.

For example, looking at the examples shown in Table 1-2, we may categorize the learning needs into five areas of learning category; 1) family life and responsibility, 2) income generation, 3) health and HIV/AIDS, 4) civic consciousness, and 5) gender and development. Then, under each category, all items should be prioritized based on importance and urgency of the community and its members.

Step 3: Identify causes of problems. After identifying the most crucial problems, the next step is to identify the reasons underlying them.

Step 4: Identify possible solutions and opportunities. Another component of the assessment here is the identification of existing opportunities for overcoming the problems. The possible solutions may exist in the areas of literacy, contextual or generic skills as shown in the Table 1.3.

Table 1.3: Examples of identification of possible solutions

Target Group	Problems
Adult learners of post literacy programme	Women overloaded by household work
	Lack of ideas and capacity for marketing of product
	Lack of awareness about HIV/AIDS
Out-of-school youth	Alcohol and drug abuse
	Lack of vocational skills

Required Life Skills to Deal with the Problem		
Literacy Skills	Contextual Skills	Generic Skills
<ul style="list-style-type: none"> • Reading materials showing family member's roles and responsibilities 	<ul style="list-style-type: none"> • Reading materials showing family member's roles and responsibilities 	<ul style="list-style-type: none"> • Ways of expressing feelings
<ul style="list-style-type: none"> • Literacy skills for reading texts on marketing • Skills on pricing of products • Accounting skills 	<ul style="list-style-type: none"> • Knowledge about existing local marketing facilities • Knowledge about price of the product in different places 	<ul style="list-style-type: none"> • Negotiation skills • Decision-making skills • Communication skills
<ul style="list-style-type: none"> • Literacy skills for reading texts on HIV/AIDS • Literacy skills for getting information from local and national newspapers 	<ul style="list-style-type: none"> • Knowledge about cause and effect of HIV/AIDS • Knowledge about HIV/AIDS prevention • Knowledge about local and national HIV/AIDS situation 	<ul style="list-style-type: none"> • Self awareness • Analytical skills • Decision-making skills
<ul style="list-style-type: none"> • Literacy skills for getting information from local and national newspapers on effects of alcohol and drugs 	<ul style="list-style-type: none"> • Knowledge about local and national realities of alcohol and drug abuse 	<ul style="list-style-type: none"> • Self awareness • Decision-making skills • Analytical skills
<ul style="list-style-type: none"> • Literacy skills for reading texts on alcohol and drug 	<ul style="list-style-type: none"> • Knowledge about cause and effect of alcohol and drug abuse 	<ul style="list-style-type: none"> • Communication skills • Creative thinking skills • Decision-making skills

8. Share the information

After analysing the information, you must think about how you can use this information for planning. The information becomes relevant only if it is used effectively for the community. Information sharing is able to make community members aware of the issues and problems concerning the locality and to provide a basis for them to discuss these issues and problems.

There are many ways to share information, both formally and informally. The information must be available in a timely manner and in an understandable form. While reports and other printed materials can be circulated in the community, word of mouth is still an easy and effective way of spreading information. If you prepare a report, make it user-friendly. Sometimes it's better to divide the report into several brief documents for specific audiences. Audio-visual reports can be effective in communicating results.

The following forms of communication can be useful for information dissemination: Posters and other printed materials (pamphlets and booklets, pages in local or national newspapers)

- Word of mouth
- Bulletin boards
- Radio, TV and video programmes
- Organising workshops and seminars
- Organising theatrical performances
- Holding cultural events

The main findings of the analyses can also be shared with local governments and NGOs. Such findings help not only with planning or revising programmes but also with strengthening the networks built during the information collection. The findings can also be used by Community Learning Centres (CLCs) or local education offices as a baseline data for monitoring and programme evaluation.

9. Follow-up

For the process to be complete, the needs assessment has to result in decision-making and action-making.

Exercise 2

What are the main methods for collecting information in your community?



ChildFund
អង្គការសម្រាប់កុមារកម្ពុជា

2-4 Needs Assessment Methods

A key to any successful needs assessment is the gathering of complete and accurate data and information to identify the gaps.

What Information to Collect

To understand the community, you need to collect information about all aspects of the community that will be useful for planning and management. In addition, collecting information will allow us to:

- Get an overview of the community
- Identify issues, problems and needs
- Explore the resources available within and outside the community
- Explore government support services available to the community
- Identify local expertise for community services
- Identify the strengths and weaknesses of the community

The type of information to be collected may be divided into two categories: 1) an overall community situational analysis and 2) existing educational and development programmes/activities with a focus on life skills. Particularly, the following aspects of the community need to be collected:

1) Community Situational Analysis

- a) Socio-economic state of the community
 - Total population
 - Geographical location
 - Economic profile
 - Socio-economic structure: land tenure, jobs, products, markets
 - Education and public health
 - Infrastructure
 - Political structure: local administration, leadership and decision-making processes
 - Culture: local religious beliefs and social customs
 - Community organizations and society
 - Community networking: with both government agencies and NGOs
- b) Primary needs and issues on community development especially related to education and training
- c) Available and potential resources in the community

2) Existing Educational and Development Programmes/Activities

- Identification of existing development programmes and projects
- Profile of educational attainment of the community
- Identification of life skills related programmes/activities

Documentation of the collected information is an important task that must be planned beforehand. All formats for documentation should be carefully prepared so that the information matches the objectives of the collection exercises. Table 1.4 demonstrates an example of a project profile for documenting information on existing educational and development programmes.



Table 1.4: Sample programme profile

Programme Name	A	B
Topic	Forest Preservation	Bio-diversity conservation
Target Group	Women and youth	School children and
Organizer	<ul style="list-style-type: none"> • CLC 	School and NGO
Teaching and learning methods	<ul style="list-style-type: none"> • Classroom practice of life skills • Problem-solving exercise • Role-play • Festival 	<ul style="list-style-type: none"> • Survey situation and collect data • Analyse data and situations • Prioritize species according to values • Set goals and plans for conservation
Teaching-learning materials	<ul style="list-style-type: none"> • Printed materials • slides 	<ul style="list-style-type: none"> • textbooks
Language of instruction	Local language	Local language
Frequency of classes	Once a week	Once a month
Number of facilitators	1	2
Number of learners	35	60
Literacy level of learners	Basic-middle level	Basic-self-learning levels
Date of Completion	December 2009	On-going
Remarks	<p>Strength:</p> <ul style="list-style-type: none"> • Acquired life skills • Mobilize community • Build CLC capacity <p>Weakness:</p> <ul style="list-style-type: none"> • No impact on assessment of forest conservation • Literacy skills development is not a part of the programme <p>Opportunity:</p> <ul style="list-style-type: none"> • Extend project to ensure impact 	<p>Strength:</p> <ul style="list-style-type: none"> • Understanding and awareness on the importance of Bio-diversity • Strengthen learning process • Develop conservation project • Include in school curriculum <p>Weakness:</p> <ul style="list-style-type: none"> • Lack of government support for project • Needs effective training of facilitators <p>Opportunity:</p> <ul style="list-style-type: none"> • Long term

Needs Assessment Methods

There are many information-gathering methods available for carrying out needs assessment and each has its own set of benefits and limitations. While questionnaires and interviews are good methods for gathering individual and family views, discussions and meetings are useful for generating ideas, exploring solutions, and facilitating decision making by people in the community. The results of the questionnaire and interview surveys can become inputs for discussion. To get a true picture, don't rely on only one method. Data collecting methods include:

- A Surveys**
- B Individual interviews**
- C Focus group discussions**
- D Nominal groups**
- E Secondary sources**

Other options to gather needs assessment data include observation and information collection at group meetings and social gatherings such as recreational, cultural, and religious events.

You should not try to collect first-hand information without getting people in the community involved. In particular, in order to get an accurate understanding of the needs of the people, it is important to involve individuals who can speak the local language and are familiar with local culture and traditions. It is ideal to establish a local working team that consists of various perspectives including business people, farmers, educators, men and women. Some examples of who should be involved in collecting information and how to get information are summarized in the Table 1.5.

Table 1.5: Data Collection Process

Who should be involved in collecting Information?	How Can We Collect Information?
<ul style="list-style-type: none"> • Local volunteers including learners 	<ul style="list-style-type: none"> • Interview (formal and informal) • Survey (a door-to-door survey/household survey, questionnaire, etc.) • Meetings • Discussions (face to face discussion, focus group discussion) • Secondary data analysis (document study)
<ul style="list-style-type: none"> • Community leaders and elders 	
<ul style="list-style-type: none"> • Local government officials 	
<ul style="list-style-type: none"> • Local religious leaders 	
<ul style="list-style-type: none"> • Community and school teachers 	
<ul style="list-style-type: none"> • Members of CLC committees 	
<ul style="list-style-type: none"> • Members of local youth clubs and women's associations 	
<ul style="list-style-type: none"> • Heath centre workers 	

It is important that the surveys and interviews should be conducted in a way to not only collect information but also increasing community awareness and support and establishing linkages and networks with concerned organizations and groups for the life skills programmes. This entire exercise can serve as an advocacy and community mobilization activity for life skills programmes.

Surveys

Surveys are one of the most common methods used to collect information about a community. You can do a survey door-to-door, by phone, or mail. The advantages and limitations of survey are summarised in Table 1.6. Surveys can be conducted mainly by two ways, written surveys, and in-person or telephone oral surveys. Each has benefits and limitations. Written surveys and questionnaire will permit people time to think about answers. On the other hand, oral and telephone surveys will allow the interviews to note emphasis or additional information offered by the respondent as well as the opportunity to ask for clarification. It is also true that many people express themselves better orally than in writing and oral surveys are less biased when audiences have mixed literacy skills. In both approaches, a survey instrument (questionnaire) must be first prepared. Written surveys and questionnaires can be hand-delivered to literate respondents or delivered by mail services or emails, if available. Alternatively, one may take advantage of occasions such as meetings and events when potential respondents might come together. For oral surveys, the questions are read to the respondent in person or over the phone, and answers are recorded by the interviewer. It is possible to combine written and oral surveys.

Table 1.6 Advantages and limitations of surveys

Advantage	Limitations
<ul style="list-style-type: none"> • Easy to quantify the data • A time-effective method to collect responses from a large number of people • Relatively inexpensive • Data easily summarised and reported (when questions asked in formats such as multiple choices, ranking, etc.) • Allows a degree of anonymity for respondents (opportunity for expression without fear or embarrassment), presumably resulting in more honest responses (more likely with written surveys) • Relatively bias free • Questions can be used or modified from other instruments 	<ul style="list-style-type: none"> • Difficult to gain insights and details such as root causes or possible solutions from your respondents beyond questions articulated in the questionnaire • Achieving a high rate of response may require a significantly larger investment for written surveys when they are mailed or distributed at a distance • Limited provision for unanticipated responses; • A poorly designed instrument will reduce the quality of data collected • Questions and answers can be interpreted differently • Language or vocabulary may be an issue

Survey procedures

The following outline describes important tips in the creation, administration, and analysis of a survey.

- 1. Identify the audience** from whom you wish to gather information.
- 2. Make a list of the specific information** that you wish to learn. Limit your list by including only information that you know you will use.
- 3. Good questions are easy to read and to answer.** Questions must be clear and concise. Use bold typeface or underline to highlight important words. Avoid asking questions in the negative, such as “haven’t you thought?” as using negative forms produces confusion. Avoid using jargon, acronyms, or terms of art in order to shorten questions.
- 4. Develop questions by constructing them in similar formats.** For example, begin a series of questions with the same phrase such as: “Which of the following products and services have you used?” or “How often do you think about the following issues?” Also make sure to organize the questionnaire around groups of similar questions.
- 5. Limit open-ended questions.** Open-ended questions are easy to ask and difficult to analyse. When you need to collect facts and figures, closed questions (yes/no questions, multiple choices, rating scale, etc.) should be used. Open-ended questions are useful if you want to know people’s opinions. If open-ended questions are important for your assessment, data can be sorted and compiled into response categories and subcategories.
- 6. Clear instructions.** When the respondent is given a list of items to choose from, for example, be sure to indicate whether you seek one or multiple answers. Note that it will always be easier to code and interpret data when only one answer per question is permitted.
- 7. Demographic questions.** Be sure to include a limited number of questions to help you understand your audience. Common questions may include age, sex, and educational attainment.
- 8. Refine your instrument by conducting a pilot test.**
- 9. Let the community know** who you are, what the purpose of the survey is, and when to expect the survey before conducting a survey. You should also make it clear how the questionnaire results will be used, particularly when you need to request personal information. This will improve response rates.
- 10. Analysis methods.** For closed-ended questions, statistical analyses will help you rank responses in order of frequency. For open-ended questions, analysis usually includes sorting and grouping responses first by recognition of major trends observed in the responses or recognition of key words or phrases, followed by ranking, trend assessment, or statistical analysis of responses. **If you are uncomfortable with statistical analysis, be sure to consult an expert early in the process.**

A sample questionnaire for a written survey

Name Age Sex

Address

Level of Education Occupation

1. Please fill in the information about the members of your family.

	Total	Male	Female
Members of family			
Not literate			
School-age children			
Children attending school			
Dropouts			

(In addition to the above, the following items may be added):

- Occupation of family members
- Yearly income
- Amount of savings
- Number of unemployed members of family

2. What are the two main problems and concerns that you have now? And what change would you like to see about the problems and concerns?

Problems and concerns	Desired changes
1.	
2.	

3. If you have attended any programmes in the community, which addresses the problems and concerns mentioned above, please list here.

Topic of class	Duration	Organizer
1.		
2.		
3.		

4. Did/do you enjoy the programmes you attended?

If yes, what did/do you like it about? If not, what was the problem?

YES.

Name of Programme	Reason
1.	
2.	

NO.

Name of Programme	Reason
1.	
2.	

5. Is there any skill that you or your family members wish to learn about?

Name of family members	Areas of interest
1.	
2.	
3.	

Thank you very much for your co-operation.

Kindly send your response to the following address or hand it to our CLC staff.

Name, Address, telephone number

B. Individual interviews

There are two types of interviews, one is face-to-face interviews or technology-based (via telephone or video conference), and the other is key informant interviews. Face-to-Face interviews are appropriate when dealing with less literate audiences or complex issues. Key informant interviews are a method to interview people who are considered experts in a given area because of their professional knowledge or their position of influence in the community. Examples include NFE facilitators/teachers, religious leaders, NGO workers, and traditional and political leaders. Key informants are useful particularly when the needs assessment has to be done fast, using a limited budget. Also this strategy can be used with key informants who are not interested in joining focus groups but can make a great contribution to the programme.

Some advantages of individual interviews are creating awareness about local issues and problems, building involvement and support, obtaining a variety of perspectives, and allowing for clarification. Some limitations are that it can be more expensive in terms of time and travel costs and a data collector's bias might influence the data collection. It also requires interview skills to make interviewees feel comfortable and relaxed, and it may be difficult to analyse and quantify results.

Interviews usually require a group of people as an interview team that should consist of people who understand the community and their language. As preparation, it is important to plan your interview carefully. Develop general guidelines for the interview including what to collect and how to collect. Both structured and unstructured questions are appropriate for individual interviews. Preparing a recording form for documenting the content of the conversation is very important. During the interview, keep discussions active and productive. Hold interviews in a comfortable private environment. Avoid interrupting subjects and counselling the interviewee. If the interview asks for a comment to be off record, accommodate that request. It is important in analysing interview data that filled recording forms should be reviewed and clarified immediately after the interview and that summary observations are documented.

Sample survey record form (to be filled in by the interviewer)

1. General information

Date: Month Year:

Name of community: District:

Province:..... Name of interviewee:

Address:

.....

Age:..... Sex: Level of education:

Occupation:

2. Main problems and concerns (current situation)

No.	Items (list of problems and concerns)	Observation
1.		
2.	Lack of ideas and capacity for marketing of product	
3.		

3. Desired change in above mentioned problems and concerns:

No.	Items (list of problems and concerns)	Observation
1.	All members of the family share the household work	
2.	Small business established	

4. Learning needs to achieve the desired or necessary situation above:

No.	Items (list of problems and concerns)	Observation
1.	How to convince men in the family to share household work	
2.	How to be a successful entrepreneur	
3.		

C. Focus Group Discussion (FGD)

Focus groups or group interviews can provide information about a specific group's opinions on a topic. The focus groups can be organised by gender, occupation, religion, age or literacy level, and the group itself identifies its own needs and corresponding actions. The key for successful focus groups is having participants who have both the knowledge and willingness to participate actively in the interactive group process. Typically, several group interviews are conducted. Each interview should involve a group of six to eight people who discuss a common topic for one to two hours under the direction of a moderator. The moderator raises various issues pertinent to the needs assessments following an outline. The discussion is recorded and later transcribed and reported as qualitative data. Each interview summary includes key incidents, strong statements, and frequently occurring responses.

D. Nominal groups (Preference Ranking)

Nominal Groups or Preference Ranking is effective for generating large numbers of creative new ideas and for group priority setting. It encourages every member of the group to express his or her ideas freely without influence from other participants. Through preference ranking you can:

- Identify problems of the community through participatory discussions.
- Prioritize the identified problems.
- Understand people's attitude for solving those problems.
- Recognize people's actual capacity in problem solving.

You can use the following six steps in conducting the nominal groups/preference ranking technique:

- 1. Frame the question:** The facilitator starts the group session by asking a question or stating an issue to be addressed by the participants.
- 2. Individual Brainstorming:** Participants sit facing each other and are asked to spend the first several minutes in silence, individually writing their ideas on a piece of paper. Those who have limited writing skills can ask others to help them. Participants are encouraged to be creative with their answers and not be restricted by budgetary constraints or current regulations of the community.
- 3. Documentation:** After the brainstorming session, each participant presents his or her top idea from their list. As the participant reads, the note-taker writes down the idea exactly as stated. Statements are recorded by the note-taker on flipchart paper in front of the room. Participants are asked not to repeat ideas that have already been listed; instead they should share their second most important idea. After each participant has shared his or her top idea, repeat the process by asking each participant to share a second idea. The presentation of ideas will continue in a round-robin style until all participants' lists are exhausted. During this step, the participant who presented an idea can explain it, but extensive discussion of an idea is discouraged unless further clarification is necessary. Participants can build upon each other's ideas and write down any new ideas as the meeting progresses.

- 4. Consolidation and Review of Ideas:** To help clarify and reduce any duplication of ideas, participants are asked to look over all the statements listed on the flip chart paper in the order in which they were recorded. Each idea should be discussed and if all participants agree to combine or delete any ideas, the note-taker combines or crosses out those items.
- 5. Ranking:** Participants are asked to choose three of the most important ideas from the list and rank them in order of priority. Each participant marks his or her scores next to the ideas on the flipchart by placing chips (for example, three chips on the most crucial idea, two chips on the second, and one chip on the third.) Instead of marking scores directly on the flipchart, a number of different methods may be used.
- 6. Compilation of Results:** To identify each group's most preferred ideas for each meeting, the individual scores assigned to each idea are summed up and statements are sorted from highest to lowest. The group's most preferred ideas receive the highest score. In the last step, participants discuss the vote, make additional clarifications and voice their agreement or disagreement.

Table 1.7: Sample result of nominal groups done by CLC learners

Ideas	Rating	Total
Many children get night blindness	*****	11
We do not have money to buy seeds	*****	10
Many women work from morning to night	*****	8
Source of drinking water is not clean	*****	7

Remember: Nominal groups can be done by different target groups such as children, adolescents and adults to learn and compare their problems separately.

E. Secondary Source

Information from existing documents can be very useful to understand a particular issue or situation. You can collect information from the following secondary sources:

- Local meetings and their minutes
- Community school and college records
- Reports from local authorities, government organizations and voluntary agencies
- Magazines, brochures, documents, books
- Annual reports from the village NFE centre, local businesses, and religious institutions

Exercise 3

From your experience what are the most effective needs assessment processes to encourage the participation of community and local stakeholders in large numbers?

Conclusion

- In order to design an appropriate life skills programme, it is essential to understand the community and existing educational programmes before we start planning life skills-programmes.
- A learning needs assessment can determine the required life skills of the learners.
- The information about the community and existing programmes as well as learning needs can be obtained through the use of appropriate tools and a combination of methods, ensuring the participation of learners and local stakeholders as well as experts.
- Review secondary data such as related literature which can help to identify further needs of the learners
- Learners/participants' active involvement and participation in deciding the topics and skills to be acquired for individuals or groups, will help enhance their commitment to the programme.



→ MODULE 2

NFE Life Skills Programme Curriculum

Introduction

In this module we learn about curriculum development for NFE Life skills programmes. This includes formulating learning objectives and reviewing existing curriculum to identify gaps between the learning needs and existing curriculum. We will then learn about curriculum development for life skills programmes through NFE, which covers literacy, contextual and generic skills.

In general, a curriculum includes learning objectives, learning content, teaching methodologies and techniques, instructional materials and methods of assessment. Both formal and non-formal education programmes should be guided by a curriculum that builds on learners' knowledge and experience, and is relevant to the immediate environment. In this guidebook, the following definitions are used:

- *Learning objectives* identify the knowledge, skills, values and attitudes that will be developed through the education activities
- *Learning content* is the material (knowledge, skills, values and attitudes) to be studied or learned
- *Teaching methodology* refers to the approach chosen for, and used in, the presentation of learning content
- *Teaching technique* or approach is a component of methodology and constitutes the process used to carry out the overall methodology
- *Instructional material* refers to books, posters and other teaching and learning materials

Relevant NFE curricula should have quality learning content that is gender-sensitive, appropriate to the level of learning and is in the languages that both learners and teachers understand. Participatory methodologies should also be part of the curricula, to encourage learners to take a more active role in their learning.

Section 1: Developing Learning Objectives

Section 2: Review of Existing NFE Curricula

Section 3: Development of NFE Life Skills Curriculum

Section 1

Developing Learning Objectives

A needs assessment gives information about life skill needs of learners. The next step is to set objectives that state exactly what we want the learners to accomplish. Learning needs are the basis for formulating good objectives. It is important to set a clear learning objective when designing life skills programmes so that teachers and facilitators, as well as learners themselves, know the outcomes of the programmes.

We evaluate success or failure at the end of an activity. It will be difficult to evaluate the performance of learners and the achievement of programmes without appropriate learning objectives. It is necessary to observe and measure changes in knowledge, attitude and skills among learners against the learning objectives.

In sum, learning objectives are useful in providing a sound basis for:

- the selection or designing of life skills contents and teaching-learning processes/ techniques;
- Assessing the acquisition level of life skills after a learning programme is completed.

1.1 What Is a Learning Objective?

Learning objectives are statements that describe what a learner will be able to do as a result of learning. Learning objectives are sometimes called "performance objectives", "learning outcomes" or "competencies". Whatever the terminology is, learning objectives must clearly state what learners will be able to perform at the end of a programme. They have to be brief, clear and specific and stated in measurable quantitative and/or qualitative terms. Generally, learning objectives are competency-based as they designate exactly what learners need to do to demonstrate mastery of learning. With this in mind, learning objectives are always stated in terms of student outcomes.

Learning objectives should:

- Facilitate overall programme development by encouraging goal-directed planning
- Inform learners of the standards and expectations of the course
- Provide information for the development of assessments
- Clarify the intent of instruction and guide the formation of instructional activities (teaching-learning materials selection, teaching methods, etc.)
- Provide a framework for evaluating the understanding and progress of learners
- Drive curriculum planning (both development of a new one or revision)
- Create a framework for evaluating overall effectiveness of a learning programme

1.2 How to Develop Effective Learning Objectives?

S.M.A.R.T. Criteria

The first step is to identify the target learners. Once the target is set, formulating objectives should follow S.M.A.R.T. criteria, which stands for Specific, Measurable, Attainable (Achievable), Relevant (Realistic and/or Results-oriented) and Timely. Each learning objective should clearly spell out what we reasonably expect the learners to be able to think or do by the end of the programme.

The objectives should be specific and measurable. In the absence of specific and measurable objectives, efforts are usually haphazard, uncoordinated and less effective than they might be otherwise. Table 2.1 shows examples of learning objectives following the S.M.A.R.T. criteria:

Table 2.1: Examples of S.M.A.R.T. learning objectives

No.	Not 'S.M.A.R.T.' Objectives
The learners will be able to state 5 areas of self-awareness	The learners will be able to learn about self-awareness
The learners will be able to demonstrate 8 ways of expressing empathy	The learners will be able to understand what is empathy
The learners will be able to identify 7 steps for solving problems	The learners will be able to solve problems

Behavioural Objectives

To overcome the problem in measuring the learning objectives in statement form, we may apply the concept of behavioural objectives. Behavioural objectives are a statement of what learners will be able to perform as a result of learning.

Here are some examples of behavioural objectives:

1. The learner will be able to name and describe six traditional ways of pest control.
(Contextual skill)
2. The learner will be able to explain preventive measures of HIV and AIDS to others effectively and easily. **(Communication Skills for Generic skill)**
3. The learner will be able to write the names of two varieties of hybrid rice.
(Literacy skill)

While formulating behavioural objectives, we should be very careful in selecting action verbs. Some examples of action verbs for formulating behavioural objectives are shown in Table 2.2.

Table 2.2: Examples of Action Verbs for Behavioural Objectives

Literacy Skills	Contextual Skills	Generic Skills
write, identify, construct, list	differentiate, solve, justify, revise, determine, organise, evaluate, analyse, summarise	construct, compare, demonstrate, organize, generalize, illustrate

Exercise 4

Convert the followings into SMART learning objectives.

1. The learners will learn about the ill effects of substance abuse.
2. The learners will identify reasons for low enrolment of girls in schools.
3. The learners will distinguish between contextual skills and generic skills.



Section 2

Review of Existing NFE Curricula

When we organize NFE programmes, we usually follow a national or local curriculum and use teaching-learning materials developed centrally or locally based on the curriculum. By reviewing the existing curricula, we can determine the extent to which existing textbooks, educational materials and teaching aids contain life skills components and assess the level of integration of literacy, contextual and generic skills.

The review of NFE curricula for life skills programmes should be based on clearly identified learning objectives. Also, the results of needs assessment enable us to identify gaps. In the curriculum review for life skills programmes, there are particular areas that should be reviewed and analysed.

Areas to be reviewed and analysed:

- Objectives of the programme
- Literacy skills
- Contextual skills
- Generic skills
- Teaching methods

In the process of reviewing an existing curriculum, we must examine whether the three components of life skills (literacy, contextual and generic skills) are equally addressed. After reviewing the curriculum, teaching and learning materials and teacher's guides, we need to perform a gap analysis using the needs identified and prioritised in the previous process. If we find skills that were identified in the needs assessment but not addressed in the curriculum, we need to make plans for integrating such skills in the curriculum. While developing a curriculum, it is important to focus on its applicability in that particular community.

Below are steps for curriculum review.

Step 1: Form a task force team

Review of curricula and materials must be conducted carefully and effectively. To this end, we need to form a task force team that represents different groups in society based on gender, expertise, ethnicity etc. Especially, we may need the help of the following experts for the curriculum review for life skills programmes:

- School teachers and administrators
- NFE Facilitators/teachers
- Vocational experts/trainers
- Curriculum specialist
- Local NFE and life skills experts (GO and NGO)
- Implementers of life skills projects/programmes
- Representative from the community
- Researcher/professor from a university or college with appropriate life skills related knowledge and skill to serve as a content expert

Once the team is formed, the roles and responsibilities of each member, as well as a review coordinator, need to be identified. The coordinator will lead the task force team through the curriculum review process. The coordinator should understand the life skills needs of learners as well as the interests and concerns of the community regarding life skills. The coordinator also should have experience in life skills programmes and knowledge of how a NFE curriculum for life skills programme is developed and should be used.

Step 2: Collect curriculum and teaching-learning materials including supplementary materials

Ensure that appropriate numbers of curricular and teaching-learning materials are available for review by the team. A complete curriculum might include learning objectives, a teachers/facilitators' guide and materials for use in classroom instruction or for student learning. In addition, it is important that all reviewers become familiar with the curriculum before review.

Step 3: Determine the review approach and design a form to be used by the curriculum review team

There are mainly three approaches available for the review, which include 1) quantitative, 2) qualitative, and 3) combination of quantitative and qualitative.

- **Quantitative:** How many times is a term used or how much space is allotted to a particular skill? How often are specific topics mentioned? Table 2.3 shows an example of a curriculum review of a functional literacy programme, conducted by a keyword approach, one of the quantitative approaches.
- **Qualitative:** Does the curriculum match the needs of learners? How are the life skills contents addressed? How the lessons are divided by learners' literacy level? Was the curriculum developed based on a specific life skills practices or theory? What guidance is provided to help NFE teachers/facilitators handle content?
- **Combination of quantitative and qualitative**

For conducting the analysis, it is also necessary to have a clear understanding of the knowledge levels of learners with regard to the target skills components. Such information can be collected by creating and conducting a test.

Step 4: Analyse life skills components (generic, contextual and literacy skills) in the learning objectives, learning contents, teaching–learning materials, and teaching–learning methodologies

We determine whether the curriculum addresses literacy, contextual and generic skills in balance. Table 2.3 shows an example of assessing the coverage of three skills.

Identify life skills topic areas that are addressed by the curriculum under review and analyse the contents of the texts for:

- **Accuracy/completeness/errors**

Assess the accuracy of the information related to target life skills in the curriculum. Consider if the information is sound, accurate and current. Questions to ask include: *Does the curriculum use accurate and appropriate terminology? Are the learning objectives clearly described and understood by the learners? Are data, information, and sources of information current? Are statements of fact based on data and sound science rather than anecdotal information or subjective opinion? Is information about data sources provided so that the accuracy of data can be verified and facts substantiated?*

- **Acceptability**

Assess the acceptability of the curriculum based on the expectations and learning needs of the learners and community for life skills programmes. Review the curriculum to determine if the text, pictures, graphics, and other materials are appropriate for the intended audience, and compatible with community norms. Questions to ask include: *Does the curriculum address the life skills issues that affect learners and community? Does the curriculum address issues and experiences that are important to enhance life skills of learners? Are the methods of assessing learners' competencies appropriate? Does the curriculum make accurate assumptions about students and address their experiences, learning, and developmental needs? Are the curriculum language and materials relevant and appropriate for the community? Are current teaching practices appropriate for learners and their knowledge and skill levels? Do the teaching–learning activities correspond to the stated objectives?*

- **Feasibility**

Assess the feasibility of the curriculum for implementation in the CLCs or other NFE learning settings. Questions to ask include: *Can the curriculum be reasonably implemented by most NFE teachers/facilitators who use this curriculum? Can the curriculum be implemented within the available classroom or instructional time?*

- **Affordability**

Assess the affordability of the initial curriculum material costs, implementation costs, and the costs required to sustain the curriculum. *Are these learning activities feasible and affordable for learners and the community?*

NFE teachers/facilitators may observe teaching–learning activities conducted by their colleagues and meet together to reflect on the effectiveness of teaching–learning methodologies.



Table 2.3: Sample Curriculum Review using the "Key Word" Approach

Content Areas	Lessons	Literacy Skills	Contextual Skills
Income generation	Work	<ul style="list-style-type: none"> • Introduction to syllables and words related to work • Building words • Drawing geometrical shapes • Copying syllables and words • Recording objects by tallying 	<ul style="list-style-type: none"> • Analysis of various types of work
Health and sanitation	Water	<ul style="list-style-type: none"> • Building words with new syllables • Introduction of two word phrases • Copying words 	<ul style="list-style-type: none"> • Division of work in the family
Agriculture development	Agriculture	<ul style="list-style-type: none"> • Building new words with new syllables • Two word phrases • Short sentences • Full stop and the question marks 	<ul style="list-style-type: none"> • Information related to water sources
Civic consciousness	Neighbour	<ul style="list-style-type: none"> • Building new words with new syllables • Introduction to prepositional phrases • Sentence building 	<ul style="list-style-type: none"> • Health hazards due to contamination of water
Civic consciousness	Citizenship	<ul style="list-style-type: none"> • Introduction to conjunction syllables • Building words with conjunction syllables 	<ul style="list-style-type: none"> • Role of individual, community in preserving water sources

Generic Skills	Teaching-learning methods
<ul style="list-style-type: none"> • Empathy for each family member 	<ul style="list-style-type: none"> • Poster discussion • Experience sharing • Group work and presentation
<ul style="list-style-type: none"> • Critical thinking skills based on different cause and effect chains 	<ul style="list-style-type: none"> • Poster discussion • Group work • Games • Pictorial story discussion on cause and effect
<ul style="list-style-type: none"> • Problem solving by use of new technology to solve the problem of low productivity 	<ul style="list-style-type: none"> • Poster discussion • Role play • Skits • Games • Dialogue
<p>Effective communication skills</p> <ul style="list-style-type: none"> • Interpersonal skills • Showing empathy to others 	<ul style="list-style-type: none"> • Poster discussion • Games • Group discussion • Dialogue
<ul style="list-style-type: none"> • Self-awareness • Critical thinking of impact of good citizenship upon family, society and country 	<ul style="list-style-type: none"> • Poster discussion • Story telling • Drama • Role play

Exercise 5

What are the major areas to be examined while reviewing the existing NFE curriculum?

Section 3

Development of NFE Life Skills Curriculum

A curriculum forms the core of any educational activity. In the wider sense, a curriculum is the sum total of all the planned learning experiences that the learners engage individually or in groups within and outside a learning centre. A curriculum clarifies questions such as how arrangements would be made for offering education for learners of different grades and ages, what teaching-learning materials would be used, and how the evaluation would be conducted. The aims and objectives of education, its subject matter, teaching methods, evaluation strategies, various materials and education related programmes and activities fall under the term "curriculum". The objective of the curriculum is to specify who will learn, what they will learn, who will teach, how and when they will teach, etc. In short, a curriculum is the principle guiding force and the central component of all education programmes.

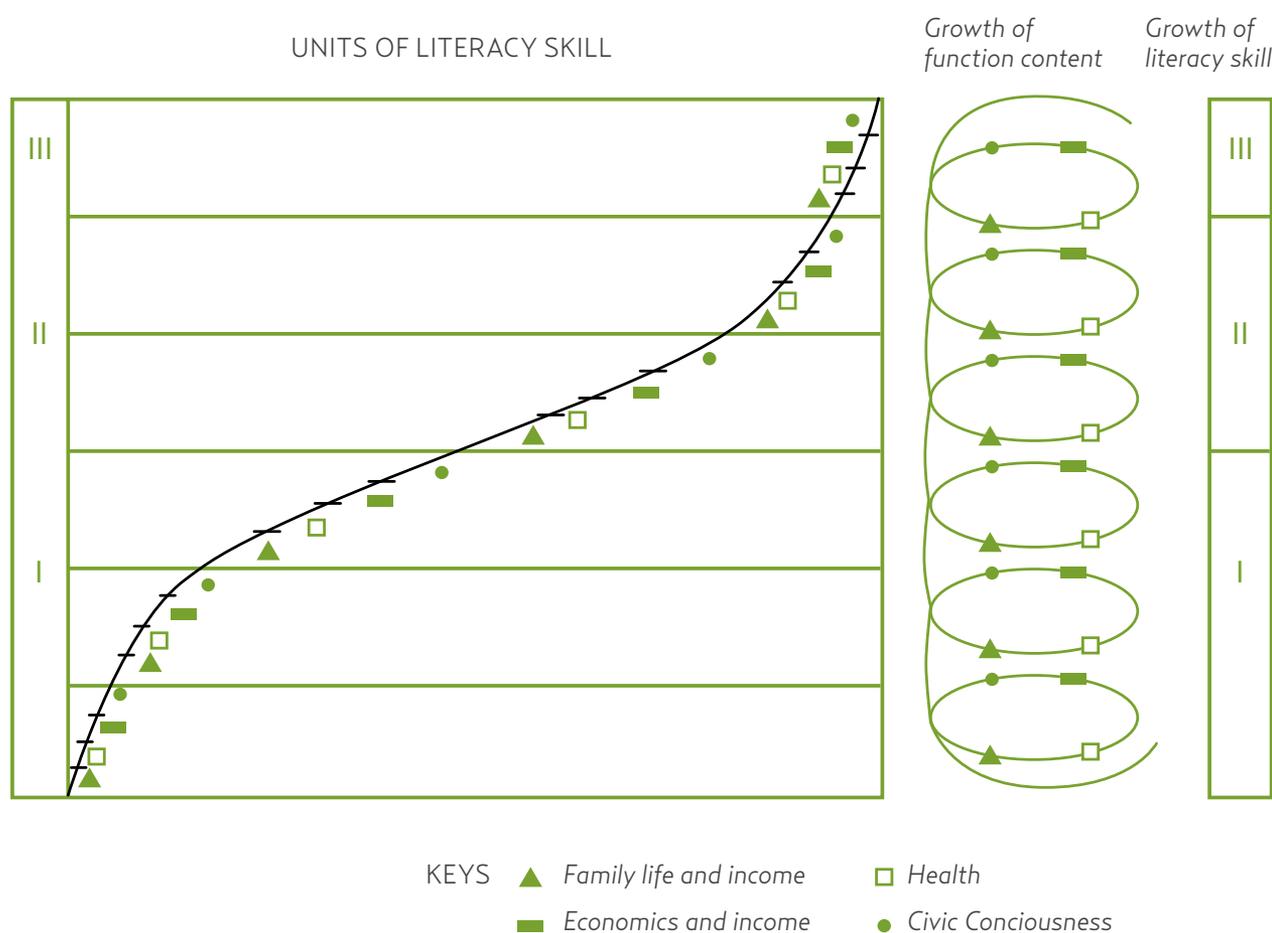
3-1 Developing the Curriculum Grid

To develop NFE life skills curricula, the sequence of contents should follow the principle "from known to unknown", "from easy to complex" and "from primary needs to secondary needs". Development of a NFE life skills curriculum grid will help to follow a proper sequence and provide a clear picture of the arrangement of contents in the curriculum.

Within the five areas of learning needs identified; 1) family life and responsibility, 2) income generation, 3) health and HIV/AIDS, 4) civic consciousness, and 5) gender and development, the content areas of existing curriculum address the three learning needs, which are income generation (2), health (3), and civic consciousness (4) (see Table 2.3). Now, we need to develop two more content areas (1 and 5) that were not addressed in the current curriculum.

Table 2.4 illustrates an example of a NFE life skills curriculum grid for adult learners including all five content areas. This curriculum grid follows the Spiral Structure of curriculum design (Figure 2a). The Spiral Structure is an effective way to strengthen literacy skills while developing an understanding of functional contents. As literacy skills grow, the understanding of functional knowledge can broaden and deepen. As functional knowledge broadens and deepens, literacy skills are enhanced. With Spiral Structure, functional concepts are 'revisited' from level to level of the curriculum. At an early stage when literacy skills are less developed, content areas are introduced simply, while as literacy skills improve, learners can reconsider the functional areas of knowledge in greater depth. (UNESCO, 1988)

Figure 2a. Spiral Structure of Curriculum Design: An effective literacy training curriculum caters to the S-shaped growth of literacy skills and the concentric growth of functional knowledge. Functional knowledge is the vehicle for developing literacy skill and vice versa



3-2 Elaboration of Learning Units of the Curriculum

The curriculum grid gives the overall picture of a NFE life skills programme. There is a need for elaboration of each teaching unit of the curriculum grid to make it clear on how literacy, contextual and generic skills will be provided in each unit (see Table 2.5). It is ideal to conduct a unit elaboration with community and learners/participants to make sure that the learning contents are related and interesting to them. Unit elaboration should include:

- Learning objectives of the unit
- Main area of life skills content
- List of main concepts
- Brief list of life skills; generic, contextual and literacy skills
- Brief comments about use of these life skills in day-to-day life

The unit elaboration will also help with materials development and selection of teaching-learning methodologies.

Table 2.4: Example of a NFE Life Skills Curriculum Grid

Levels Content Areas	Level I (Basic Level)	
	1.1	1.2
A. Family Life and Responsibility	A 1.1 Family Members: Their Roles and Responsibilities	A 1.2 Moral Value
B. Income Generation	B 1.1 Work and Income	B 1.2 Daily Savings
C. Health	C 1.1 Food, Water and Nutrition	C 1.2 Healthy Family
D. Civic Consciousness	D 1.1 Rights and Duties	D 1.2 People's Participation in Development and Cleanliness
E. Gender and Development	E 1.1 Women's Multiple Roles	E 1.2 Value of Women's Education and Empowerment

Level II (Middle Level)		Level III (Self-Learning Level)	
1.3	2.1	2.2	3
A 1.3 The Family as a Social Institution	A 2.1 Family Needs and Budgeting	A 2.2 Family Customs and Traditions	A 3 Responsible Parenthood
B 1.3 Improved Agriculture	B 2.1 Home Gardening	B 2.2 Village Co-operatives	B 3 Entrepreneurship
C 1.3 Common Diseases	C 2.1 Health Problems	C 2.2 Community Health	C 3 Health Services
D 1.3 Our Forest	D 2.1 Our Culture	D 2.2 All People Are Equal	D 3 My Country
E 1.3 Biases against Women and Ways to Overcome them	E 2.1 Women in Enterprise	E 2.2 Women and Men Are Equal Partners in Development	E 3 Women and the Law

Table 2.5: Example of How to Elaborate Teaching Units

Teaching Unit in Curriculum Grid (Table 2.4)	Learning Objectives	Elaboration of Unit
<p>A 1.1 Family Members: Their Roles and Responsibilities</p>	<p><i>The learners will be able to:</i></p> <ul style="list-style-type: none"> • Explain the family members and their 5 roles and responsibilities • Describe the 5 ways of expressing empathy • Read and write 10 letters related to the lesson • Read and write numbers 1-10 	<p>Family Life: Family members (father, mother, daughter, son, etc.): Their roles and responsibilities</p> <p>1) <i>Contextual Skills</i></p> <ul style="list-style-type: none"> • Family members (Father, mother, son/daughter) • Roles and responsibilities of father, mother, son/daughter <p>2) <i>Generic Skills</i></p> <ul style="list-style-type: none"> • 5 Ways of expressing empathy <p>3) <i>Literacy Skills</i></p> <ul style="list-style-type: none"> • Keywords • Ten letters • Numbers 1-10 • + and – signs <p>4) <i>Using Skills in Practice</i></p> <ul style="list-style-type: none"> • Write familiar names using letters learned • Express empathy with family members
<p>B 1.1 Work and Income</p>	<p><i>The learners will be able to:</i></p> <ul style="list-style-type: none"> • Explain the 4 points showing relation between work, income and money • Analyse household expenditure, saving, selling and buying • Explain steps of solving problems regarding work and income • Read and write additional 10 letters and simple word construction • Read and write numbers from 11-20 and perform simple 1 digit addition and subtraction 	<p>Economics and Income: Work and Income</p> <p>1) <i>Contextual Skills</i></p> <ul style="list-style-type: none"> • Work, income and money • Expenditure, saving, poverty, selling and buying • Production and use of technology <p>2) <i>Generic Skills</i></p> <ul style="list-style-type: none"> • Analyse family income • Solving problems regarding works & income • Decision-making <p>3) <i>Literacy Skills</i></p> <ul style="list-style-type: none"> • Keywords • Additional 10 letters • Combine words • Numbers from 11-20 • Add and subtract one digit numbers <p>4) <i>Use of Skills in Practice</i></p> <ul style="list-style-type: none"> • Write own name and family name • Analyse family income and solve problems related to income and work

Teaching Unit in Curriculum Grid (Table 2.4)	Learning Objectives	Elaboration of Unit
<p>E 2.1 Women in Enterprise</p>	<p><i>The learners will be able to:</i></p> <ul style="list-style-type: none"> • Justify the needs of women in enterprises • Analyse five problems and five obstacles to women in enterprises • List the ways to promote women in enterprises • Read and analyse case studies • Write a short composition • Calculate capital, prices and profits 	<p>Gender and Development: Women in Enterprises</p> <p>1) <i>Contextual Skills</i></p> <ul style="list-style-type: none"> • Women in enterprises • Impact of women in enterprises • Promotion of women in enterprises/entrepreneurship <p>2) <i>Generic Skills</i></p> <ul style="list-style-type: none"> • Critical thinking about obstacles of women in enterprises • Problem solving • Goal setting <p>3) <i>Literacy Skills</i></p> <ul style="list-style-type: none"> • Read case studies on women in enterprises • Write short composition • Review basic four numeracy rules • Calculate capital, prices and profits <p>4) <i>Using Skills in Practice</i></p> <ul style="list-style-type: none"> • Read and visit different women's enterprises to know more on how to solve problems related to women in enterprises • Discuss among women's groups their problems and solutions
<p>D 3 My Country</p>	<p><i>The learners will be able to:</i></p> <ul style="list-style-type: none"> • Explain the political and administrative systems of the country • Discuss national traditions, culture, identity, integrity, and sovereignty • Collect information related to national traditions, culture, village problems etc. • Write simple report • Read simple maps, such as road and city map • Write a letter to local authority regarding local problems 	<p>Civic Consciousness: My Country</p> <p>1) <i>Contextual Skills</i></p> <ul style="list-style-type: none"> • Political system of the country • Administrative organization • Development, organization, national tradition, culture, identity, integrity and sovereignty <p>2) <i>Generic Skills</i></p> <ul style="list-style-type: none"> • Analyse short articles on government administration/development & local development problems • Collecting information about traditions & culture for discussion <p>3) <i>Literacy Skills</i></p> <ul style="list-style-type: none"> • Write simple reports • Read simple maps such as road and city maps • Write to local government about a local problem <p>4) <i>Using Skills in Practice</i></p> <ul style="list-style-type: none"> • Participate in national festivals & village functions • Show respect for national symbols such as the national flag, national anthem, village culture and traditions.



Conclusion

- Review of the existing curriculum gives us information about what skills need to be incorporated in it.
- The objectives of NFE life skills programmes should be consistent with the needs of learners/participants, and be specific so that implementers can design appropriate programmes and an effective monitoring and evaluation system.
- Participation of learners/participants, community members and other stakeholders in the formulation of learning objectives is advantageous



→ MODULE 3

Teaching-learning Materials for NFE Life Skills Programmes

Introduction

Teaching-learning materials should be developed or selected based upon the curriculum. The effectiveness of teaching-learning processes largely depends on appropriate teaching-learning materials. Educators of NFE life skills programmes need to develop or select appropriate teaching-learning materials for enriching the life skills of learners/participants.

This module, consisting of four sections, aims to provide information on how to design appropriate teaching-learning materials.

Section 1: Need and Importance of Teaching-learning Materials

Section 2: Teaching-learning Materials Preparation Plan

Section 3: Development of New Teaching-learning Materials

Section 4: Development of a Facilitator's Guide

Section 1

Need and Importance of Teaching-learning Materials

Teaching-learning materials are the tools for providing information to learners. Teaching-learning materials facilitate the tasks of NFE facilitators/teachers. These materials also perform the task of being an “NFE facilitator/teacher” themselves. Good teaching-learning materials can make learning activities more informative, interesting and relevant to learners and play a key role in developing life skills. Appropriate and effective teaching-learning materials bring new and upgraded knowledge, skills and attitudes to learners.

People usually cannot remember everything that they hear. Providing teaching-learning materials with visually attractive content help learners to understand and remember things that they are taught. Appropriately prepared teaching-learning materials make complex issues easier. This is why no matter the format (print or non-print), teaching-learning materials are required when we organize learning activities.

In sum, relevant and attractive life skills teaching-learning materials are able to:

1. Motivate learners to understand and acquire life skills;
2. Enhance learners' involvement in learning activities;
3. Provide relevant knowledge, information and skills for improving the quality of learners' daily life; and
4. Sustain and enhance learners' life skills.

The following are the basic criteria for development or selection of good teaching-learning materials:

- Teaching-learning materials contain sufficient learning activities;
- Teaching-learning materials fit the current literacy level of target learners;
- Contents of teaching-learning materials are appropriate to the age of target learners and take into account the local needs and conditions;
- Literacy, contextual and generic skills are integrated in a well-proportioned way; and
- Format of materials are selected according to the volume of texts, degree of complexity of information and skills, and learning objectives and outcomes.

Section 2

Teaching-learning Materials Preparation Plan

It is always beneficial to review existing materials on the subject, before developing a new material. It is often the case that teaching-learning materials for subjects such as health, agriculture, environment, income generation, female empowerment may already be available at local government agencies or NGOs. If NFE life skills programmes for non-literates are designed, we can use primers that already exist and are relevant to the needs of learners and, if necessary, we can develop supplementary materials that help with integrating life skills components into basic literacy courses.

Using existing materials enable you to save time and resources. Existing materials should be used for NFE life skills programmes only after obtaining formal permission from the concerned agencies. Existing teaching-learning materials may be modified or adapted to make them more relevant. Some materials may be used directly in classes but others may need to be adapted to supplement relevant teaching units. Learner-generated materials (LGM), such as folk tales, songs, games or proverbs, can also be used in NFE life skills classes. Again, one should be aware of the learners' level of understanding and literacy.

Table 3.1 is an example teaching-learning materials preparation plan based on the curriculum grid given in Table 2.5. You will note that the fourth column in the table indicates "Sources of Materials". This gives an idea about the sources from where relevant teaching-learning materials can be obtained.



Table 3.1: Teaching-learning materials preparation plan

Teaching Unit in Curriculum Grid	Elaboration of Unit	Integrated	Sources of Materials
A 1.1 Family Life: Family members (Father, mother, son/daughter): Their roles and responsibilities	Family Life: Family members roles and responsibilities <i>1) Contextual Skills</i> <ul style="list-style-type: none"> Family members (Father, mother, son / daughter) Roles and responsibilities of father, mother, son/daughter 	<ul style="list-style-type: none"> Thematic poster (Family members doing various works) 	<ul style="list-style-type: none"> Family Welfare Department Word cards/Primer Alphabet cards/Primer Alphabet chart Primer LGM - Folk tales, songs, games, proverbs, etc.
	<i>2) Generic Skills</i> <ul style="list-style-type: none"> 5 ways of expressing empathy 		
	<i>3) Literacy Skills</i> <ul style="list-style-type: none"> Key words Ten letters Numbers 1-10 "+" and "-" signs 	<ul style="list-style-type: none"> Keywords (Family Member) Ten letters Alphabet chart Numbers 1-10 Concept of "+" and "-" Exercises 	
	<i>4) Using Skills in Practice</i> <ul style="list-style-type: none"> Write familiar names using letters learned Express empathy with family members 	<ul style="list-style-type: none"> Pictorial story on "Who am I?" 	

Teaching Unit in Curriculum Grid	Elaboration of Unit	Integrated	Sources of Materials
<p>B 1.1 Economics and Income: Work and Income</p>	<p>Economics and Income: Work and Income <i>1) Contextual Skills</i></p> <ul style="list-style-type: none"> • Work, income and money • Expenditure, saving, poverty, selling and buying • Production and use of technology 	<ul style="list-style-type: none"> • Picture card set (Various kinds of professions; selling goods in weekly market, counting money, etc.) 	<ul style="list-style-type: none"> • Small and cottage industry • Word cards/Primer • Alphabet cards/Primer • Alphabet chart/Primer • Primer • LGM – Folk tales, songs, games, proverbs, etc.
	<p><i>2) Generic Skills</i></p> <ul style="list-style-type: none"> • Analyse family income • Solving problems regarding work and income • Decision-making 		
	<p><i>3) Literacy Skills</i></p> <ul style="list-style-type: none"> • Keywords • Additional 10 letters • Combine words • Numbers 11-20 • Add and subtract one-digit numbers 	<ul style="list-style-type: none"> • Keywords (Work and Income) • New letters • Alphabets discovery chart • Construction of new words • Numbers 1-20 • Add and subtract one-digit numbers 	
	<p><i>4) Using Skills in Practice</i></p> <ul style="list-style-type: none"> • Write familiar names using letters learned • Express empathy with family members 	<ul style="list-style-type: none"> • Chart of family income and expenditure • Short success story on earning and saving money using technology 	

Section 3

Development of New Teaching-learning Materials

If there is no appropriate existing teaching-learning material available, we may need to develop new teaching-learning materials. The basic steps for developing teaching-learning materials for NFE life skills programmes are given below:

1. Understand learning objectives for each unit of the curriculum. The teaching-learning materials should follow the curriculum, translate the objectives of the curriculum in an effective way, and be developed in an integrated manner;
2. Create a teaching-learning materials development plan, which includes (a) content to achieve the learning objectives and (b) sources of reference materials. Proper planning for teaching-learning materials development reflects the learning needs well;
3. Select appropriate formats;
4. Draft teaching-learning materials through workshops involving learners, NFE facilitators/teachers, CLC members, community members and school teachers;
5. Pilot test the draft teaching-learning materials in the field; and
6. Finalize and publish.

The unit elaboration, as described in an earlier section, helps greatly in developing materials. The contents and sub-contents of each unit help decide format, presentation and integration of life skills materials.

The pictures, stories and other activities included in teaching-learning materials should be local-context-based and reflect local traditions, cultures and lifestyles. To this end, the involvement of learners and community members in materials development is of prime importance. Learners can contribute real stories, share experiences, draw pictures, and provide feedback.

Remember: While developing teaching-learning materials it is important to study the profile and age group of the learners. The content areas or themes of teaching-learning materials may be different for each age group. The life skills required for adults may be different from those for children and adolescents.

3-1 Features of Teaching-learning Materials

While developing teaching-learning materials it is important to remember to develop them to be appropriate for target learners. Learners read materials if they are appealing to them. The common features required for teaching-learning materials are given below:

1. Needs-based;
2. Attractive - being well designed and illustrated;
3. Appropriate for learners' literacy level;
4. Relevant to the culture and values of learners;
5. Relevant to the subject;
6. Interactive to facilitate active learning;
7. Gender balanced in terms of content, language, examples and illustrations;
8. Well-produced with good quality paper, appropriate colour printing;
9. Low cost to be affordable; and
10. Practical - easy to handle, durable and long lasting.

3-2 Format and Type of Teaching-learning Materials

Teaching-learning materials can be produced in different formats depending on the content and target learners. We can use printed or audio-visual materials. We can also use the powerful medium of local folk media for teaching purposes. For instance, if we want to teach learners the practical skill of carpentry, the most effective teaching-learning material might be a video. If we want to teach learners about the importance of washing hands before meals, a chart or poster could be used. If we want to give information about local events, a news bulletin could be used. The danger of substance abuse can be learned through role plays. It is important first to understand what you want to teach and then second make a decision about the most effective format for disseminating the content.

Table 3.2 is a list of various formats along with the type of teaching-learning materials, in which they can be effectively used:

Table 3.2: Format and Types of Teaching-Learning Materials

Format	Type of Teaching-Learning Materials
Written/printed materials	<ul style="list-style-type: none"> • Information sheets, posters, flip charts, wall newspapers, news periodicals, magazines, leaflets, board games, booklets, etc.
Folk media	<ul style="list-style-type: none"> • Songs, story-telling, drama, role-plays, puppetry, visual art, folk art, concerts, dances, drumming, etc.
Audio and visual aids Audio Visual	<ul style="list-style-type: none"> • Films, computer multimedia, videos, TV programmes • Radio, audiotape/cassette tapes, compact discs • Acetate/overhead transparencies, learning modules, flip charts, posters, slides, white boards, chalkboards, illustrations, cartoons, pictures, charts, diagrams, objects

3-3 Field Testing

Field testing before finalization is an essential process in teaching-learning materials development. The objective is to examine effectiveness, practicability, reliability and applicability of a draft teaching-learning material by using them in an actual classroom with sample target learners and NFE facilitators/teachers. The field testing would examine all aspects of the teaching-learning materials including content, language, evaluation exercises, readability, production, learner friendliness, gender bias and presentation style. Based on the result of field testing, teaching-learning materials can be modified. This exercise enables us to assure the quality of teaching-learning materials and make them relevant.

Section 4

Development of a Facilitator's Guide

Key personnel in the teaching-learning process are NFE facilitators/teachers. They help learners to interact with teaching-learning materials. Often times, NFE facilitators/teachers need help to teach learning contents effectively. For this reason, a facilitator's guide is developed along with teaching-learning materials. This guide or manual would help NFE facilitators/teachers in classroom activities by giving them clear guidance on how to use the teaching-learning materials with various teaching methods. A facilitator's guide gives step-by-step guidance on the presentation of a lesson using teaching-learning materials. It contains a teaching-learning process of different activities, recommended materials to be used, group arrangement and time allocation for each activity. Various activities and methods can be used for effective learning. All these methods and activities should be based on local resources.

While developing a facilitator's guide, it is important to remember that for many literacy NFE facilitators/teachers, this guide may be the only help and guidance that they receive for teaching. Due to various circumstances, regular capacity-building for NFE facilitators/teachers may not take place. Not all NFE facilitators/teachers have sufficient capacity to deal with the diverse needs of a community reflected in a curriculum. Hence, all developers must ensure that a facilitator's guide is developed along with the course materials so that teaching-learning activities can be conducted effectively. Table 3.3 is a sample Facilitator's Guide on "Family Life".

Conclusion

No matter whether we develop new teaching-learning materials or select existing materials, what needs to be ensured is that the materials are relevant to the needs of learners/participants. Table 3.4 below is a summary chart which indicates how curriculum topics can be taught in the classroom.

Table 3.3: Sample Facilitator's Guide on "Family Life"

Teaching Unit and Activity	Teaching-learning Process
<p>A 1.1 Family Member: Their Roles and Responsibilities</p> <p><i>Activity 1:</i> Poster discussion on role and responsibilities of family members</p>	<ol style="list-style-type: none"> 1. NFE facilitator/teacher displays the poster on "family members". 2. Divide the learners/participants into small groups consisting of 3-5 learners/participants. The learners/participants have a discussion on the poster: <ul style="list-style-type: none"> • What is happening in the poster? • Who are the people in the poster and what are they doing? • Is it similar to your community/family situation? • How does your family help you or you help your family members? 3. Ask each group to select one group leader to initiate the group discussion. 4. Each group leader will present their group discussion in front of whole class. 5. After the presentation, a small group discussion on "roles of family members and how each can help in the family" should be conducted with NFE facilitator/teacher as the moderator. 6. NFE facilitator/teacher summarizes the discussion and draws attention to the main learning points in the lesson.
<p><i>Activity 2:</i> Introduction of keywords and individual letters</p>	<ol style="list-style-type: none"> 1. NFE facilitator/teacher writes the keywords on the black/white board. 2. Learners/participants practice reading keywords. 3. NFE facilitator/teacher arranges the key words into individual letters. 4. Learners/participants practice reading individual letters.
<p><i>Activity 3:</i> Writing keywords and letters</p>	<ol style="list-style-type: none"> 1. NFE facilitator/teacher demonstrates writing keywords. 2. Learners/participants practice writing the keywords. 3. NFE facilitator/teacher breaks the words into letters and writes on the blackboard. 4. Learners/participants practice writing letters
<p><i>Activity 4:</i> Reading and writing numbers</p>	<ol style="list-style-type: none"> 1. Ask one volunteer learner/participant to come to the front of the class and give her/him some pencils. Ask her/him to count the pencils and for each pencil, write a tally bar in the board. Ask her/him to make a group of 5 of the bars (IIII IIII). 2. After doing it repeatedly, write down the number 1, 2, 3 ... one by one on the board. 3. Learners/participants practice reading and writing the numbers (numerals)

Materials	Grouping	Time
Poster	<ul style="list-style-type: none"> • Whole class • Small group • Whole 	One hour
<ul style="list-style-type: none"> • Keywords in the lesson • Alphabet discovery chart 	<ul style="list-style-type: none"> • Whole class • Peer/individual • Whole class • Peer/individual 	One hour
Learner's workbook	<ul style="list-style-type: none"> • Whole class • Peer/individual • Whole class • Peer/individual 	One hour
Numeracy book	<ul style="list-style-type: none"> • Whole class • Whole class • Peer/individual 	Half an hour

Teaching Unit and Activity	Teaching-learning Process
<p>Activity 5: Who am I</p>	<ol style="list-style-type: none"> 1. Divide the class into small groups. Each group will discuss the pictorial story "Who am I?" based on: <ul style="list-style-type: none"> • Who are they in the picture and with which role does each learner/participant best identify herself/himself? • Why is the woman doing so many things? • What are other people doing? • What is the story about? 2. A leader from each group will present the discussion. 3. NFE facilitator/teacher summarizes the discussion with a need to know oneself, roles in the family and a need to help each other for a happy family.
<p>Activity 6: Role-play</p>	<ol style="list-style-type: none"> 1. Divide the learners into small groups. 2. Each group will prepare a small role-play on roles and responsibilities of members in a family. 3. Each group will have at least four people in the role-play. 4. After the role-play, organize a small discussion on various roles and responsibilities of family members and how to improve the traditional roles of men and women.

Materials	Grouping	Time
Pictorial story showing a woman performing many roles and other people doing a single	<ul style="list-style-type: none">• Whole class• Small group • Whole	Half an hour
Role-play guides	<ul style="list-style-type: none">• Small group • Whole class	Half an hour

Table 3.4: Summary Table of Teaching Unit with Materials and Learning Process for a NFE Life Skills Programme

Learning Objectives	Elaboration of Unit	Integrated Teaching-learning Materials
<p>The learners will be able to:</p> <ul style="list-style-type: none"> • Explain the family members and their five roles and responsibilities • Describe five ways of expressing empathy • Read and write ten letters related to the lesson • Read and write the numbers 1-10 	<p>Family Life: Family members (father, mother, son/daughter): Their roles and responsibilities</p> <p>1) <i>Contextual Skills</i></p> <ul style="list-style-type: none"> • Family members: father, mother, son/daughter • Roles and responsibilities of father, mother, son/daughter <p>2) <i>Generic Skills</i></p> <ul style="list-style-type: none"> • 5 ways of expressing empathy <p>3) <i>Literacy Skills</i></p> <ul style="list-style-type: none"> • Keywords • Ten letters • Numbers 1-10 • "+" and "-" signs <p>4) <i>Using Skills in Practice</i></p> <ul style="list-style-type: none"> • Write familiar names using letters learned • Express empathy with family members 	<ul style="list-style-type: none"> • Thematic Poster (Family members doing working) • Keywords (Family member) • Ten letters/words • Alphabet/word chart • Numbers 1-10 • Concept of "+" and "-" • Exercises <ul style="list-style-type: none"> • Pictorial story on Who am I?

Teaching-learning Process Integrated Teaching-learning Materials

Activity 1: Picture Discussion

1. NFE facilitator/teacher displays the poster of family members.
2. Divide the learners/participants into small groups consisting of 3-5 learners/participants.
Then discuss based on the following:
 - What is happening in the poster?
 - Who is in the poster and what are they doing?
 - Is it similar to your community/family situation?
 - How does your family help you or you help your family members?
3. Ask each group to select one group leader to present the group discussion.
4. Each group leader will present their group discussion in front of whole class.
5. After the presentation, a small discussion on roles of family members and how each can help in the family.
6. NFE facilitator/teacher summarizes the discussion.

Activity 2: Introduction of Keyword

1. NFE facilitator/teacher introduces the keywords on the black/white board.
 2. Learners/participants practice reading keywords
 3. NFE facilitator/teacher writes the keywords using individual letters
 4. Learners/participants practice reading individual letters
- Similarly, other processes could be developed for various activities.

→ MODULE 4

Arrangement and Delivery of NFE Life Skills Programmes

Introduction

The success of NFE life skills programmes depends on delivery of a curriculum plan in classrooms and through community based activities. It is essential to have maximum involvement of community members during planning and implementation of learning activities. Local people can act as key resource persons for developing life skills.

In this module we will learn how to establish a network and develop linkages with a community and others for increasing participation and getting support in providing life skills programmes. We will also learn about capacity-building interventions that respond to capacity-building needs of individual community members and other functionaries.

This module contains six sections:

Section 1: Role of NFE facilitator/teacher in Delivery of NFE Life Skills Programmes

Section 2: Activities for Developing Different Life Skills in a Programme

Section 3: How to Design Activities Based on Learning Objectives

Section 4: Assessment of Learning

Section 5: Co-operation and Networking

Section 1

Role of NFE Facilitator/Teacher in Delivery of NFE Life Skills Programmes

There is no doubt that the NFE facilitator/teacher has a key role to play in ensuring effective delivery of programme. They are the ones who have the primary interactions with learners. The preparation of day-to-day lesson plans based on a facilitator's guide could help the NFE facilitator/teacher to arrange appropriate teaching learning activities. While a facilitator's guide provides generic instructions, NFE facilitator/teacher should have the capacity to deliver learning activities adapted to local situations, because local situations vary and learning needs of a community may change frequently. For this, NFE facilitators/teachers may carry out learning activities by including the use of local resources and local wisdom. This may involve innovative delivery techniques including the use of resources that are outside a curriculum plan but are available in the community.

In most cases, NFE facilitators/teachers are also community members themselves and they have to be trained to provide life skills programmes effectively. To ensure that NFE facilitators/teachers perform at the best of their ability, we should help them have the confidence to do their jobs well. To build their confidence we need to develop their capacity.

1.1 What Is Capacity-Building?

Capacity-building is more than just simply training people. It also empowers people. It is a holistic way of improving knowledge, attitudes and skills. It also upgrades current competencies that people have. For capacity-building activities, there are certain processes to follow as stated below:

- Identify needs of the client group;
- Design programmes based on needs and design appropriate activities for developing expected capacity; and
- Evaluate capacity to determine whether the clients can perform their responsibilities properly and assess future capacity-building needs.

When we talk about capacity-building in general, the first idea that comes to mind is training. Training is a type of capacity-building activity that we usually employ to prepare individuals. There are various capacity-building activities that we can use to address the deficiencies, difficulties or gaps between what is and what ought to be in terms of capacity needs. Some examples of other capacity-building activities include community meetings, on-the-job training, formal training, field visits and study tours, counselling, peer learning and action research.

1.2 Capacity Building of NFE Personnel

Capacity-building of NFE personnel is necessary for efficient and effective project implementation and to ensure the sustainability of projects at the community level. NFE programme implementers include not only NFE facilitators/teachers but also CLC managers and community leaders. Table 4.1 indicates some capacities and abilities that life skills programme implementers need to possess.

NFE facilitators/teachers may be trained through pre-service and in-service training. The entire focus of capacity building has to be that facilitators/teachers can conduct effective learning activities both within and outside the classroom. The training programmes should be developed after determining NFE facilitators/teachers' existing skills and knowledge. They should be well oriented about the concept of NFE life skills programmes and trained to be able to conduct various activities.

Table 4.1: Capacities and Abilities Life Skill Programme Implementers should have

Type of CLC Implementers	Capacities to Be Developed or Strengthened
CLC managers	<ul style="list-style-type: none"> • Life skills project planning and implementation • Community mobilization for initiating activities and programmes • Understand the necessity for identifying learning need assessment • Monitoring and evaluation of life skills activities • Resource generation and management • Networking and linkage for planning and implementation of life skills activities • Documentation and dissemination of life skills activities • Managerial and leadership skills • Creating awareness and generating the support of community members and other stakeholders
NFE facilitators/teachers and trainers	<ul style="list-style-type: none"> • Training needs assessment • Designing training and activities • Facilitating skills • Adult learning strategies • Assessment and evaluation of learning outcomes • Using training equipment and learning materials • Communication skills • Interpersonal skills
Community leaders	<ul style="list-style-type: none"> • Community needs identification • Campaign and motivation strategy formulation • Conduct meetings
Community members	<ul style="list-style-type: none"> • Support and involvement in the life skills activities

Exercise 6

Identify persons or organizations involved in your life skills activity and their required capacity-building needs.



1.3 Pre-service Training

Pre-service training should be provided to new NFE facilitators/teachers prior to their first teaching activity. It is recommended that trained facilitators and teachers start teaching activities immediately after the pre-service training so that they can apply what they learned to the actual teaching. This enhances the acquisition of new knowledge and skills they learned. The pre-service training may contain the following topics:

- Difference between formal and non-formal education
- Concept of life skills and three components of life skills: literacy, contextual and generic
- Aims and objectives of NFE life skills programmes
- Child and adult psychology and their way of learning
- Interrelation between curriculum, teaching-learning materials and a facilitator's guide and learning sequence
- Different activities for literacy skills, contextual skills and generic skills and the teaching-learning process
- Micro teaching following a facilitator's guide
- Preparation of lesson plans
- Identifying and using local resources
- Classroom management
- Learning assessment
- Coordination with different local agencies

The training duration may be decided based on the extent of the training content. Generally, seven to ten day-training programmes are advisable.

1.4 In-service Training

Similarly, in-service training for NFE facilitators/teachers is necessary for sustaining and increasing their capacity. The training may be provided anytime and contain the following topics:

- Sharing the experience of organizing NFE life skills programmes, achievements, problems and issues including class management, learners' participation, motivation, community support and teaching-learning processes
- Difficult lessons, teaching-learning process and activities
- Reinforcement of the NFE facilitator/teacher's skills through demonstration
- Micro teaching of difficult teaching-learning processes and activities
- Lesson plan preparation
- Learning assessment

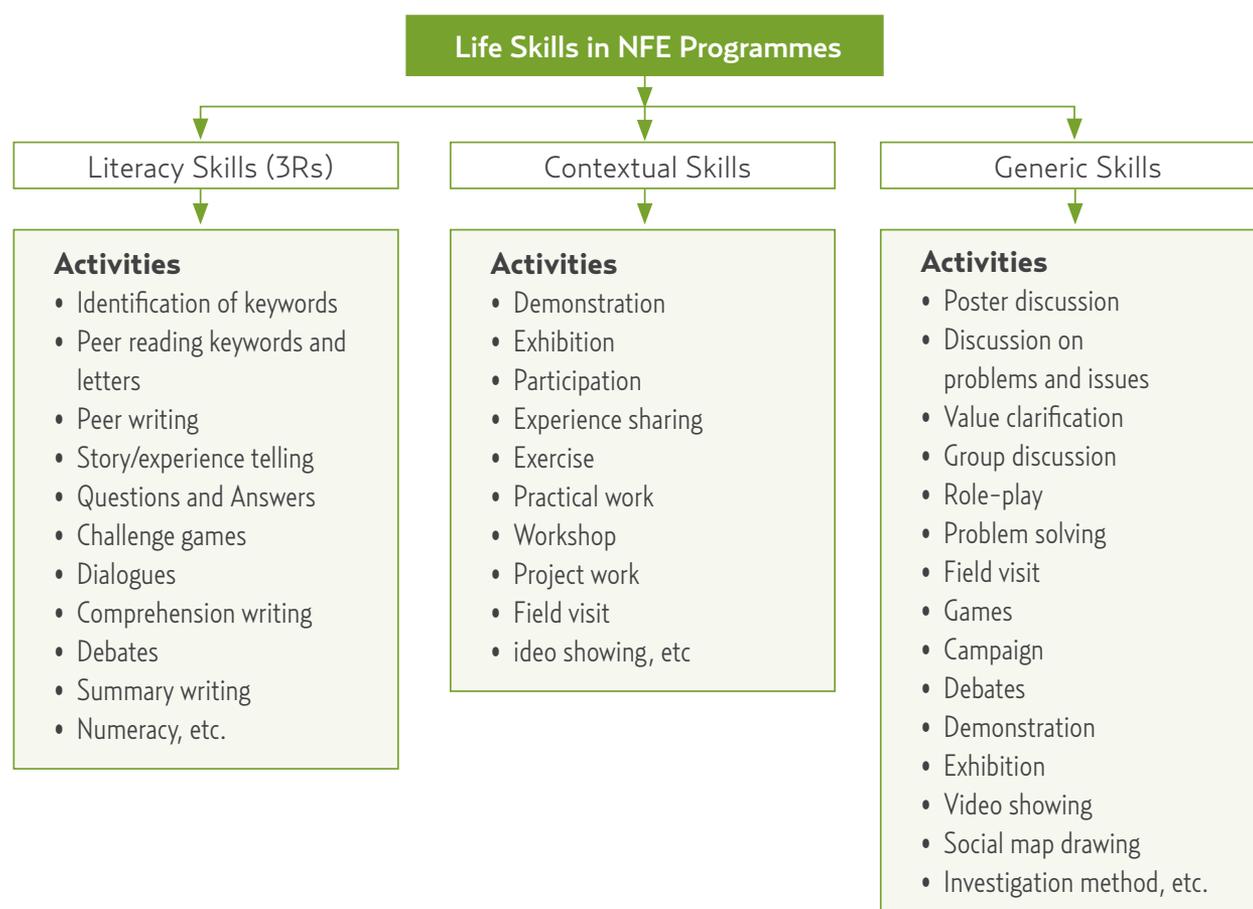
The duration of the training could be from 3 to 4 days. The training should try to identify the real difficulties that the NFE facilitators/teachers face in delivering life skills activities and should be intended to overcome those problems and difficulties.

Section 2

Activities for Developing Different Life Skills in a Programme

There is no doubt that learning activities need to be properly delivered for any meaningful learning to take place. Learning activities should be participatory and encouraging for learners to participate in the learning process. Appropriate learning activities would help not only strengthen the teaching-learning process but also enable easy application of acquired skills to the daily life of learners. As explained in earlier modules, life skills must be recognised as an integration of literacy, contextual and generic skills. Learning activities and teaching-learning methods of NFE life skill programmes should be carefully selected for each skill. Example activities that are proven effective are shown in Table 4.2. Activities can be organized individually or collectively, based on the situation and learning content. Teaching-learning materials should support various activities.

Table 4.2: Example of Learning Activities



Section 3

How to Design Activities Based on Learning Objectives

3-1 Interactive and activity-based learning

Designing activities vary, based on content. However, there are certain common parameters. The most important factor is that all teaching-learning processes must be interactive and activity-based. A classroom will be prepared according to the teaching-learning methods to be used – for example, a role-play, open discussion and small group activities. Interactive and activity-based learning would encourage learners to participate in the learning process actively and thus be effective for achieving learning objectives.

When we plan activities, we need to ensure that they are:

- sensitive to social, cultural, religious, national and gender aspects;
- responsive to the needs of specific target groups, e.g. ethnic minority, disadvantaged, etc.;
- appropriate for developing life skills;
- coherent with learning objectives;
- flexible, feasible, adjustable to respond to different groups of learners, and their levels of knowledge and skills;
- practicable and do-able, i.e. based on practice and not simply theoretical;
- inclusive and encouraging for equal participation of learners
- are various in approaches such as group discussion, group work, field visit, role play, etc.; and
- conducted in a friendly and comfortable learning atmosphere.

3-2 Prior Preparation for Implementing Activities: Lesson Plan

To implement any activity, there is a need to plan it properly, which enables optimal use of resources. Each class should have a lesson plan. Ideally, NFE facilitators/teachers should prepare daily lesson plans, according to their target learning objectives. Lesson plans help NFE facilitators/teachers to prepare contents and teaching aids properly as well as allocate appropriate time for designated activities. Lesson plans also help NFE facilitators/teachers to mobilize local resources (materials and expertise) effectively.

NFE facilitators/teachers need to address the following questions when developing a lesson plan:

- What is the learning goal for the class?
- What content is to be taught in the class?
- What is the most appropriate methodology for teaching and learning the content?
- What resources are needed and are they available?
- If resources are not available what are the alternatives?
- What teaching aids should be prepared to conduct the activity?
- How long will it take to complete the activities?
- Who can help with carrying out the activities?
- How can learners' learning achievements be assessed?

Table 4.3 shows an example of a lesson plan for NFE life skills programme on the topic "Family Members".

3-3 How to Ensure Active Participation?

When learners actively participate in the teaching-learning process, we can observe the following:

- Learners are eagerly listening to a NFE facilitator/teacher;
- Learners are asking questions to a NFE facilitator/teacher and to each other; and
- Learners are giving feedback.

NFE facilitators/teachers' role is vital in ensuring the active participation of learners. They can take the following steps to encourage learners to become more active:

- Explain how they will benefit from discussion or activity;
- Create a favourable environment by ensuring proper seating arrangements;
- Keep eye contact with all learners during the session;
- Give contextual examples to help them understand the issues;
- Assess their level of understanding by asking questions;
- Create/provide scope for their continuous self-evaluation to make them interested in the learning activity by identifying their own progress;

Remember: The ultimate goal of any learning activity is to facilitate development and transformation of learners, building self-esteem, self-confidence, facilitating change of mind-set, enhancing learners' skills, encouraging positive and critical thinking so that there is holistic personal development.

Table 4.3: Sample lesson plan for NFE life skills programme

Lesson Plan

- Date: 21 – 22 November 2010
- Time: 5 – 7 PM daily
- Topic: Family Members

Objectives

- To be able to practice various ways of expressing empathy
- To explain the roles and responsibilities of family members
- To read and write keywords and letters and perform simple numeracy (1-10)
- To read and write traffic related signs and words

Activities	Contents	Duration	Resources	Responsible Person
<ol style="list-style-type: none"> 1. Role-play. 2. Group discussion on role-play and problem of domestic violence in the village. 3. Group presentation. 	Roles and responsibilities of family members	1 hour	Role-play guide	NFE facilitator/ teacher
<ol style="list-style-type: none"> 1. Discussion on how to express empathy based on role-play. 2. Distribution of booklet on gender equality and empathy published by local NGO and discussion. 3. List the ways of eliminating abuse of women in the village through awareness and discussion. 	To develop respect for women	45 mins	Booklet from local NGO	Local expert from local NGO
<ol style="list-style-type: none"> 1. Introduction of words and alphabets related to family members such as father, mother, brother, responsibilities etc. 2. Practice reading and writing words learned. 	Read and write words to show respect for women	30 mins	Word chart	NFE facilitator/ teacher

Section 4

Assessment of Learning

Assessment is an integral part of the teaching–learning process. Assessment not only evaluates the progress made by learners but also helps learners to learn better. An assessment plan should, therefore, include a feedback process and activities that encourage maximum engagement of learners. Assessment helps both learners and NFE facilitators/teachers to obtain and use information for the attainment of learning goals. Assessment further helps to improve the programme. Information gathered through regular assessments can be used to evaluate the effectiveness, efficiency and impact of teaching–learning activities.

Other merits of assessment:

- Encourage more community participation.
- Identify new learning needs.
- Revise or modify existing materials and develop new ones.
- Improve life skill teaching–learning activities.
- Plan new policy directions.

How Do We Assess?

The main function of an assessment is to identify how much learners have learned. It measures learning achievements against learning objectives. A learning assessment plan must be aware of learning objectives. Generally, learning achievement is assessed through a test. However, in the case of life skill programmes, it is not easy to assess achievements by a general written test since most learning objectives are set, based on learners' practice and attitude.

As we discussed in the earlier modules, the development of learning objectives, curriculum and teaching–learning materials should be done by participatory methods. This also applies to assessment. Table 4.4 demonstrates how to assess achievements through a role–play exercise.

Some other assessment methods are listed below:

- Group discussion
- Demonstration
- Portfolio
- Role–play
- Situational analysis
- Classroom exercises
- Collage/poster–making

Table 4.4: Assessing Achievements through Role-Play Exercise

Divide the learners into two groups. Ask them to prepare skits for the situations below:

Group 1: Developing a good interpersonal relationship

Group 2: Destroying an interpersonal relationship

Then:

- Give each group five minutes for presentation.
- Afterwards, involve the entire class in analysing the presentations.
- After the first group's role-play, ask the second group to identify the areas that help build good relationships.
- Then, ask the first group to determine what can destroy good relationships as presented in the skit by the second group.
- Analyse the responses. Record your observations in a logbook.
- Did the learners/participants understand the importance of building good relations with others? How?
- Were they able to show the requirements for a good relationship? How?
- In your opinion, what was the atmosphere in the meeting?
- Are the participants of the meeting attentive?
- What was the individual contribution of each participant?
- What are the reasons for being inattentive?
- Let each learner/participant give her/his views on – What will you do if you are in a similar situation?

Section 5

Co-operation and Networking

Effective linkages and networks with learners, NFE facilitators/teachers, government organisations, non-governmental organisations (NGOs), private companies and community organisations are beneficial to NFE programmes. Good co-operative relationships and networks bring financial, technical and resource supports for the implementation of life skills programmes. NFE Life skills programmes/activities need support from outside of the classroom. For the effective delivery life skills programme requires different experts to be facilitators. For example, a health care staff from a public health centre can be invited as a trainer in health classes.

NFE facilitators/teachers are the key persons to link NFE life skills programmes and community. They have the fundamental role of co-ordination with various organisations and agencies in the community. Table 4.5 shows possible support that NFE Life Skills Programmes can receive from other organisations.

Table 4.5: Organizations and Services useful for NFE Life Skill Programme

No.	Organization Providing Service	Type of Services
1	Local Government Institute	<ul style="list-style-type: none"> • Cleaning • Making and mending roads, pavements
2	Educational Institution	<ul style="list-style-type: none"> • Basic literacy programme • Supplementary materials development
3	Community Clinic	<ul style="list-style-type: none"> • Primary and reproductive health care services • Supplying medicine
4	Non-government Organization	<ul style="list-style-type: none"> • Offering loans • Basic and post literacy • Health care • Skills training • Social awareness • Legal assistance

5	Livestock Department	<ul style="list-style-type: none"> • Vaccination of livestock • Artificial breeding • Treatment of livestock
6	Directorate of Social Welfare	<ul style="list-style-type: none"> • Training • Registration of co-operatives • Giving donations for social and development work • Providing financial assistance to disabled persons • Giving loans for income generation

Exercise 8

Write the names of partner organizations in your community and their support/assistance in the implementation of life skill activities.

No.	Name of Partner Organizations	Required/Expected Support/Assistance
1		
2		
3		
4		
5		

Conclusion

Teaching and learning for life skills programmes is not a one-shot activity. It has to be a continuous process to strengthen life skills and capabilities of learners. NFE facilitators/teachers can see the real impact of learning activities in learners' changed behaviour, improved quality of life and active participation in community activities. Before conducting NFE life skills activities, an implementation plan should be prepared for each activity. A facilitator's guide will assist NFE facilitators/teachers to conduct life skills activities effectively, but it is important to develop their capacities in order to implement a successful life skills programme. NFE facilitators/teachers cannot implement life skills programmes alone. External supports, particularly from local community, are essential. For this purpose, NFE facilitators/teachers should establish effective networks with stakeholders.

→ MODULE 5

Monitoring, Evaluating, Reporting and Dissemination of NFE Life Skills Programmes

Introduction

In order to see the progress and effectiveness of NFE life skills programmes it is critical to carry out monitoring and evaluation at all levels of implementation. Monitoring and evaluation should be considered an integral part of life skills programmes and so a monitoring and evaluation plan should be included in an overall project plan from the planning stage. This module is designed to enrich understanding of concepts and methods of monitoring and evaluation as well as reporting and dissemination of project experiences.

This module has the following sections:

- Section 1: Monitoring and Evaluation for NFE Life Skills Programmes
- Section 2: What Should We Monitor and Evaluate in NFE Life Skills Programmes?
- Section 3: Developing Indicators for Monitoring and Evaluation
- Section 4: Monitoring and Evaluation Methods and Tools
- Section 5: Developing a Monitoring and Evaluation Plan for NFE Life Skills Programmes
- Section 6: Reporting and Disseminating Findings from Monitoring and Evaluation of NFE Life Skills Programmes

Section 1

Monitoring and Evaluation for NFE Life Skills Programmes

Monitoring and evaluation are two different processes used to manage and improve programmes.

Monitoring

Monitoring is necessary for enhancing the efficiency and effectiveness of a programme. You monitor activities in order to find out whether they are implemented as planned. The purpose of monitoring is to improve implementation and assure the completion of a programme by checking progress. Through monitoring, it is possible to keep track of the activities undertaken and to assess whether these accomplish the set targets. It also examines gaps between the current status and what should be. These gaps should be filled by modifying actions or by developing a new action plan. It is important to monitor programme activities regularly so as to ensure that the programme remains responsive to the needs of learners.

Evaluation

Evaluation is a comparison of the impact of activities against a plan. It is aimed to see whether the target has been accomplished and, if so, to measure the degree of accomplishment. In particular, this looks at the results of activities to find out whether they made any impact on learners. Through evaluation, you can also detect strengths and weaknesses of a programme. You can use the results of an evaluation to design new programmes or improve existing programmes to become more responsive and effective for the needs of learners.

Evaluation can be formative or summative. Formative evaluation takes place during a programme with an intention to improve the strategy or the way it's functioning. Summative evaluation studies the impact of a completed programme.

Who Should Be Involved in Monitoring and Evaluation of Life Skills Programmes?

Monitoring and evaluation has to be done at all levels and hence almost everybody who is involved in the project should be involved. This includes;

- Programme managers
- Field functionaries – NFE facilitators/teachers and school teachers
- Community leaders and elders
- Learners
- Policy planners
- Other concerned stakeholders

Monitoring and evaluation should be conducted internally and externally. There must be a detailed plan for monitoring with extensive reporting formats that keep records of the progress at a given frequency. These would cover both qualitative and quantitative aspects.

We may also need external experts who have sufficient experience and can help facilitate planning and conducting monitoring and evaluation. Such external monitoring and evaluation at different stages helps to get accurate and objective information and suggestions from an outside perspective. External experts should conduct evaluation exercises along with local experts and committee members.



Section 2

What Should We Monitor and Evaluate in NFE Life Skills Programmes?

2-1 Monitoring

Monitoring begins simultaneously from the beginning of a programme. The frequency of monitoring depends on a programme. Some programmes require daily monitoring and others require weekly, monthly or quarterly.

You should monitor all activities of a programme from needs assessment to capacity building as shown in Table 5.1.

Table 5.1: Sample Areas to Conduct a Monitoring

Areas	What Information Should We Collect?
1. Life skills learning needs assessment	Are life skills programme's contents and activities something that learners and community people want to learn and appropriate for their socio-economic conditions?
2. Review or development of curriculum	Are life skills contents in a curriculum and teaching-learning materials well-addressed?
3. Arrangement and development of life skills teaching-learning materials and facilitator's guide	Are life skills programme materials, including teaching-learning materials, collected from all stakeholders? Is the facilitator's guide well-linked with the curriculum?
4. Arrangement and delivery of life skills programme activities and learning assessment	Are activities appropriate to achieve the learning objective stated in the curriculum? Is the process of learning assessment appropriate? Are learners encouraged to participate in learning assessment?
5. Collaboration and networking	Are appropriate stakeholders identified? Is the plan and types of collaboration working?
6. Capacity-building	Capacity-building plan, contents and category of those who need capacity development

2-2 Evaluation

Evaluation may be undertaken at five different stages of the whole programme cycle as shown in Table 5.2.

Table 5.2: Five evaluation stages

Phases	Areas	What Information Should We Collect?
Pre-planning Phase	Present situation of community and existing NFE programmes and learning needs assessment	Linkage and relevance of existing NFE programmes with present socio-economic condition and needs of NFE learners and community
Planning Phase	Arrangement and/or development of Curriculum, learning materials and facilitator's guide	Quality of curriculum, learning materials, facilitator's guide and readiness of facilitators
Implementation Phase	Arrangement and delivery of life skills activities, networking and capacity-building	Effectiveness and quality of delivery, networking and capacity-building
Completion Phase	The whole project cycle	Outputs and outcomes of NFE life skills programmes
Post-completion Phase	After completion of the project	Outcomes and impacts of life skills programmes on learners, the community as a whole and NFE programmes

Section 3

Developing Indicators for Monitoring and Evaluation

3-1 Indicators for Monitoring and Evaluation

It is important to develop indicators for monitoring and evaluation. They are useful tools in documenting activities and measuring changes in the programmes. Indicators should be developed based on programme objectives. Indicators can be broadly categorized into two types, one is **qualitative indicators** and the other is **quantitative indicators**.

Qualitative indicators measure the quality of activities or performance such as:

- Type of training organized for imparting skills towards income generation.
- Nature of steps taken by the learners/participants for conservation of the environment.
- Nature of community participation for organizing life skills in NFE programmes.

Quantitative indicators measure the amount of inputs or resources available in numbers or percentages such as:

- Number of learners participating in entrepreneurial skills development.
- Number of organizations implementing environmental activities in the community.
- Percentage of NFE facilitators/teachers completing pre-service and in-service training courses on life skills teaching.

3-2 Developing Monitoring and Evaluation Indicators

Some tips for developing monitoring and evaluation indicators are:

- Prepare a list of indicators that is as short as possible. Begin with a small number of indicators but keep options open for adding more.
- Check whether the indicators match with the objectives, specific activities, inputs, processes and outputs.
- Invite all stakeholders including community members, learners and facilitators to jointly develop indicators.
- Plan how to use the information collected.

Tables 5.3 and 5.4 show some examples of indicators for monitoring and evaluating NFE life skills programmes.

Table 5.3: Indicators for Monitoring

Areas	Examples of Indicators
1. Present situation of community and existing NFE programmes	<ul style="list-style-type: none"> • Number and percentage of total illiterates in the community • Number and types of local wisdom • Types of life skills programmes provided by stakeholders in the community • Main issues in the community
2. Life skills learning needs assessment	<ul style="list-style-type: none"> • Number of learners acquiring entrepreneurial skills • Scope of content, which community people want to learn
3. Present curriculum and development of new learning objectives and curriculum	<ul style="list-style-type: none"> • Nature of life skills learning content included in existing NFE curriculum • Nature of content of learning objectives • Number of hours for contextual, generic and literacy skills included in each curriculum grid
4. Arrangement and development of teaching learning materials and facilitator's guide	<ul style="list-style-type: none"> • Types of materials collected from stakeholders • Linkage of teaching-learning materials with curriculum • Integration of life skills in facilitator's guide
5. Arrangement and delivery of life skills programmes and learning assessment	<ul style="list-style-type: none"> • Preparation of lesson plan by NFE facilitators/teachers • Number of activities related to life skills • Nature of participation of learners/participants • Ability of NFE facilitators/teachers to organize activities related to generic skills • Number of learning assessment activities done by NFE facilitators/teachers
6. Co-operation and networking	<ul style="list-style-type: none"> • Number of organizations involved in current life skills programmes • Nature of co-operation from stakeholders contributing to the life skills programmes • Gaps in co-operation among stakeholders
7. Capacity-building	<ul style="list-style-type: none"> • Number of training courses on life skills programmes provided to NFE facilitators/teachers • Percentage of community leaders who understand life skills activities

Table 5.4: Indicators for Evaluation

Phases	Examples of Indicators
Pre-planning Phase	<ul style="list-style-type: none"> • Overall socio-economic situation in the community • Gaps in the existing NFE programmes/ activities
Planning Phase	<ul style="list-style-type: none"> • Appropriateness of curriculum and teaching-learning materials integrating contextual, generic and literacy skills • Relevance of teaching-learning materials
Implementation Phase	<ul style="list-style-type: none"> • Application of three skills by graduated learners/participants in daily life • Relevance and logical sequence of activities organized • Efficiency of delivery
Completion Phase	<ul style="list-style-type: none"> • Satisfaction and feedback from learners and participants • Number of learners/participants acquiring life skills
Post-completion Phase	<ul style="list-style-type: none"> • Behavioural change of learners/participants after life skills training • Expansion and sustainability of project activities

After completion of the project, we should conduct an evaluation to measure its impact, which will help us to make decisions on its future. We should consider the findings of both outcomes and completion evaluation exercises so as to design future programmes and activities which are more responsive and effective.

Section 4

Monitoring and Evaluation Methods and Tools

After developing indicators, the next task is to plan actual monitoring and evaluation methods and tools. We must be clear about the purpose of both monitoring and evaluation. For instance, if a programme manager needs quick feedback from the community it would be best to go for a rapid appraisal method. If a prolonged monitoring to see the effects of a particular activity is planned, another method could be used. Similarly, the monitoring and evaluation tools depend on the objectives. The tools are instruments to collect information as per the requirement of indicators. There are a variety of tools such as:

- Surveys (including mini-survey)
- Questionnaires
- Progress reports
- Checklists
- Focus group discussions

It is neither necessary nor feasible to integrate all indicators into a single tool. It is, therefore, useful to systematically develop the tools by taking into account the needs and the frequency of monitoring and evaluation. Table 5.5 shows examples of monitoring and evaluation tools:

Table 5.5: Sample tools for monitoring and evaluation

Name of Tools	When Can We Use?
Questionnaires for structured interviews	To collect information from many people
Checklist for unstructured interviews	To collect individual opinions
Checklist for informal interviews	To collect frank opinions from people
Observation form	To collect information on performance
Diaries	To collect individual daily views
Pictures	To collect visual data
Forms	To collect information from official documents

After deciding on and developing tools, it is important to choose the methods of information collection. There are various methods for data collection. Selection of methods for information collection depends on the tools.

Some commonly used data collection methods are:

- Interviews
- Observations
- Focus group discussions
- Documentation and case studies

In order to choose the most appropriate method it is helpful to answer the following questions:

- Can this method generate the needed information?
- Will this method be acceptable to the people who will be involved?
- Does it fit in the identified timeframe for monitoring and evaluation of the particular activity?

Table 5.6 demonstrates some examples of monitoring and evaluation tools and methods for life skills programmes.

Table 5.6: Monitoring and Evaluation Tools and Methods

Indicators	Tools	Methods
<ul style="list-style-type: none"> • Number of organizations involved in current life skills programmes • Appropriateness of curriculum and teaching-learning materials integrating contextual, generic and literacy skills • Application of three skills of graduated learners/ participants in daily life 	<ul style="list-style-type: none"> • Questionnaires • Questionnaires and forms • Questionnaires, observation form and checklist 	<ul style="list-style-type: none"> • Interviews • Interviews and documentation • Interviews, focus group discussions and observation

If you conduct self-monitoring and evaluation, data can be collected within the community. However, the information must be shared at various levels including sub-district, district, provincial/state, regional and national levels. Particularly, sharing the information at the policy level is important to ensure sustainability and expansion of the programmes. Monitoring and evaluation may also be conducted by stakeholders at various levels, which support and facilitate programmes and activities in consultation with community.

Data Analysis

Data must be analysed, so that they become useful. The analysis process requires sorting, collating and reducing data to manageable proportions; e.g. categorize or group the data. Based on data analysis you can have findings and conclusions which may include strengths, weaknesses and recommendations.



© Warren Field

Section 5

Developing a Monitoring and Evaluation Plan for NFE Life Skills Programmes

Monitoring and evaluation is an important step in programme implementation. To make monitoring and evaluation effective and useful, you need to do it systematically. Monitoring and evaluation should be integrated as a part of the whole programme plan.

You can create a simple plan to conduct overall monitoring and evaluation by preparing a Gantt chart. Table 5.7 shows a sample monitoring and evaluation plan. As you see, monitoring is undertaken throughout the project, while evaluation is undertaken at intervals.

Monitoring

A monitoring and evaluation plan must include preparatory activities for monitoring and evaluation, such as assembling a monitoring team, budgeting for monitoring and developing indicators (activities 1–7 in Table 5.7). For monitoring activities 8–11 in Table 5.7, monitoring indicators developed are to be used. Monitoring indicators can be used to validate whether all important elements and information have been incorporated. Monitoring indicators developed for delivery and network (activities 12–13 in Table 5.7) will be directly used during the monitoring exercise. You need to keep tracking the time frame of all monitoring activities to ensure that they are conducted and finished according to the timeframe.

Evaluation

The reports from monitoring activities 1–9 in Table 5.7 are inputs for evaluation of the pre-planning phase, which is undertaken after activity 9. Planning evaluation is undertaken after activity 11 to evaluate the curriculum, teaching-learning materials and facilitator's guide. Evaluation of the implementation phase is undertaken to assess activities 12 and 13. After the project is completed, a completion evaluation phase will be conducted and a post-completion evaluation will be undertaken 4–6 months later to assess the impact of the project.

Table 5.7: Annual Monitoring and Evaluation Plan

Activities	Month															
	1	2	3	4	5	6	7	8	9	10	11	12	13	16	18	
1. Assemble a monitoring team																
2. Divide responsibility among the monitoring team to act as a focal point for each monitoring activity																
3. Budget and mobilize funds for monitoring																
4. Identify areas and scope of monitoring																
5. Develop monitoring indicators																
6. Develop monitoring tools and methods																
7. Finalize indicators, tools and methods																
8. Monitoring of assessing current community situation and existing NFE programmes																
9. Monitoring of assessing life skills learning needs																
Pre-planning evaluation																
10. Monitoring of assessing existing curriculum and new curriculum																
11. Monitoring of developing life skills teaching-learning materials and facilitator's guide																
Planning evaluation																
12. Monitoring of delivering life skills activities																
13. Monitoring of undertaking networking and capacity-building																
Implementation evaluation																
Completion evaluation																
Post-completion evaluation																



Monitoring



Evaluation

There is another simple way of planning monitoring and evaluation. You can prepare a checklist as shown in Table 5.8 to ensure that each activity has been undertaken in time.

Table 5.8: Checklist for Monitoring and Evaluation

Project Activity	Done (/)	Remarks
Monitoring Plan		
1. Form monitoring team		
2. Divide responsibility among the monitoring team to act as the focal point for each monitoring activity		
3. Arrange budget and mobilize funds for monitoring		
4. Identify areas/scope of monitoring		
5. Develop monitoring indicators		
6. Develop monitoring tools and methods		
7. Finalize indicators, tools and methods		
8. Current situation of community and existing NFE programmes		
9. Assess life skills learning needs		
10. Current existing curriculum and new curriculum		
11. Develop life skills teaching-learning materials and facilitator's guide		
12. Deliver life skills activities, networking and capacity-building		

In a monitoring and evaluation plan, you need to include all the important elements for monitoring and evaluation as shown in Table 5.9a and 5.9b.

Table 5.9a Monitoring Plan

Programme Activity	Monitoring Indicators	Data Gathering Tools	Data Gathering Methods	Source of Information	Period of Monitoring	Funds
Co-operation and networking	Number of organizations involved in current life skills programme	Questionnaires and forms	Interview and observation	All stakeholders of life skills programmes	April-December 2007 (every month)	XXX

Table 5.9b Evaluation Plan

Programme Activity	Evaluation Indicators	Data Gathering Tools	Data Gathering Methods	Source of Information	Period of Monitoring	Funds
Co-operation and networking	Number of organizations involved in current life skills programme	Questionnaires and forms	Interview and observation	All stakeholders of life skills programmes	<ul style="list-style-type: none"> • June • September • December 2007 (2-3 times/ Programme)	XXX

Section 6

Reporting and Disseminating Findings from Monitoring and Evaluation of NFE Life Skills Programmes

Setting up a mechanism helps to systematically prepare reports and disseminate findings. The mechanism includes planning for reports and dissemination of results and deciding what to document, by whom, how to do, when to do, for whom and with what funding sources.

Documentation and Reports of Monitoring and Evaluation of NFE Life Skills Programmes

You need to document the information collected from monitoring. Reports should cover each area of monitoring. We will use this information to address the gaps and improve implementation.

It is also important to document the findings in evaluation. The reports should contain good practices, lessons learned and suggestions for improvement. Evaluation reports are useful materials in determining whether project objectives have been achieved. The report helps to:

- Develop relevant, good quality future plans for NFE life skills programmes
- Improve learning activities and increase efficiency
- Preserve evidence of success of NFE life skills programmes to promote the programme within and outside the community

You can use different types of documentation techniques to make reports more attractive, which include the following:

- Audio/video reports or film formats
- Photo galleries
- VCD reports, computer-assisted reports
- News bulletins
- Media reports in print and broadcast format
- Community reports
- Question and answer pamphlets
- Outputs or products of learners/participants specifically, on the life skills they have gained/acquired

Dissemination of Reports

We need to disseminate reports in order to:

- Increase awareness and participation to NFE Life skills programmes;
- Promote NFE Life Skills Programmes;

Reports should be shared with community members to generate support and encourage participation in NFE life skills programmes. Reports may be presented in community meetings, festivals, cultural presentations and other community-based activities to increase awareness about life skills programmes. Information may also be displayed at Community Learning Centres (CLCs) using charts and posters. Reports also provide necessary information to life skills programme managers, community committee members and leaders for making decisions on NFE life skills programmes as per the needs of community. It is also important to present the documents to various stakeholders at sub-district, district, provincial and national levels as well as to donors for assistance in rolling out initiatives.

There are several ways to disseminate reports as the following examples show:

- Newsletters
- Brochures
- News releases
- Documentaries
- Folk media

Exercise 9

- Describe your own experience in preparing and disseminating monitoring/evaluation reports on NFE life skills learning sessions
- Plan a dissemination activity for reporting how the learners/participants who attended life skills classes in NFE programmes over the last two years did or did not gain skills such as literacy, contextual and generic skills.

Conclusion

Monitoring and evaluation are important parts of NFE life skills programmes. Monitoring a programme needs to be done regularly to find out the degree to which the objectives have been achieved by looking at the results of the programmes.

Reporting and dissemination of monitoring and evaluation results are also important. Reports should be useful and contain outputs of programmes, good practices, lesson learned and suggestions for improvement. It should be presented to people who make decisions on whether to continue, expand or revise a programme as per the needs of the community. It is also important to present the documents to various stakeholders.



References

- Aldinger, C. and Vince Whitman, C. 2003. *Skills for Health: Skills-based Health Education including Life Skills: An Important Component of a Child-friendly/Health-promoting School*. The World Health Organization's information Series on School Health: Document 9. Geneva, WHO; UNICEF.
- Asia/Pacific Cultural Centre for UNESCO (ACCU). 2001. *Handbook for Adult Learning Materials Development at Community Level*. Tokyo, Japan.
- Bureau of Academic Affairs and Educational Standards, Office of the Basic Education Commission, Ministry of Education, Thailand. 2008. *Life Skills Development in Basic Education Guideline*.
- Delor, J. 1996. *Four Pillars of Education*. Paris.
- Doran, G. T. 1981. *There's a S.M.A.R.T. way to write management's goals and objectives*. Management Review, Volume 70, Issue 11(AMA FORUM).
- Government of India. 2011. Report of Working Group on Adolescent and Youth Development, Deptt. Of Youth Affairs, M/o YA&S for formulation of 12th Five Year Plan (2012-17).
- ILO. 2009. Qualifications Frameworks: Implementation and Impact, Background Case Study on Sri Lanka. Geneva. http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/genericdocument/wcms_126596.pdf
- Ministry of Education and Sports. Nepal. 2003. *Education for All National Plan of Action*. http://planipolis.iiep.unesco.org/upload/Nepal/Nepal_EFA_plan.pdf
- OECD. 2005. *Definition and Selection of Key Competencies (DeSeCo): Executive Summary*. Paris.
- Office of the Non-Formal and Informal Education, Ministry of Education, Thailand. 2008. *Non-Formal Education Basic Education Curriculum B.E. 2551 (2008)*.
- Peace Corps. 2001. *Life Skills Manual*. Washington, DC.
- Sinhg, M. 2003. *Understanding Life Skills*. Hamburg, UNESCO Institute for Education. Paris.
- UNESCO. 1988. APPEAL Training Materials for Literacy Personnel (ATLP), Vol. 1 "Principles of Curriculum Design for Literacy Training." Bangkok, UNESCO Principal Regional Office for Asia and the Pacific.
- UNESCO. 1989. APPEAL Training Materials for Literacy Personnel (ATLP), Vol. 4. "Manual for Supervisors – Resource Development and Training Procedures" Bangkok, UNESCO Principal Regional Office for Asia and the Pacific.
- UNESCO. 2003a. *Draft Report on Asia-Pacific Regional Workshop on Life-Skill Learning Through Non-Formal Education*. Bangkok.

UNESCO. 2003b. *EFA Global Monitoring Report 2003/2004*. Paris.

UNESCO. 2004. *Report of the Inter-Agency Working Group on Life Skills in EFA*. Paris.

UNESCO. 2005a. *Education for All Global Monitoring Report 2006: Literacy for Life*, UNESCO, Paris.

UNESCO. 2005b. *Draft Final Report of International Workshop on Life Skills Learning*. Baoding and Beijing, China.

UNESCO. 2007. *EFA Global Monitoring Report 2007. Strong Foundations: Early Childhood Care and Education*. Paris, UNESCO Press.

UNESCO. 2011. *EFA Global Monitoring Report 2011. The Hidden Crisis: Armed Conflict and Education*. Paris, UNESCO Press.

UNESCO. *Life skills*. UNESCO-IBE Education Thesaurus 6th Edition, 2nd revision – 2007. <http://www.ibe.unesco.org/en/services/online-materials/unesco-ibe-education-thesaurus/sixth-edition-2007.html> (Accessed 12 January, 2012)

UNICEF. *Life skills*. http://www.unicef.org/lifeskills/index_whichskills.html (Accessed 12 January, 2012)

University of Nottingham (undated), *Learning Objectives*. http://www.nottingham.ac.uk/medical-school/tips/aims_objectives.html (Accessed 22 January, 2012)

USAID. 2002. *USAID 2002 Annual Report*. Washington, USAID.

WHO. 2003. WHO Information Series on School Health Document 9. *Skills for Health: Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School*. Geneva.

The Regional Handbook on Life Skills Programme for Non-formal Education (NFE) was developed for education policy makers, experts in curriculum development, materials development and trainers of personnel in the field of NFE, NFE practitioners such as Community Learning Centers (CLCs) personnel, teachers and facilitators, and researchers. It aims to provide information about life skills programmes and to serve as a practical guide to implement educational programmes to enhance life skills. It is expected to help NFE personnel with adopting, adapting and integrating life skills programmes in NFE.



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Bangkok
Asia and Pacific Regional Bureau for Education

Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road, Prakanong, Klongtoey
Bangkok 10110, Thailand
E-mail: appeal.bgk@unesco.org
Website: www.unesco.org/bangkok
Tel: +66-2-3910577 Fax: +66-2-3910866

