

**SUB-REGIONAL WORKSHOP ON CAPACITY BUILDING OF NFE  
MANAGERS FOR EFFECTIVE USE OF ICTS IN LITERACY AND  
SKILLS TRAINING**



**08 March to 12 March 2014**

**Jointly organized by**  
Dhaka Ahsania Mission and UNESCO  
**In cooperation with**  
Bangladesh National Commission for UNESCO

## **1. Introduction**

The Sub-regional Workshop on Capacity Building of NFE Managers for Effective Use of ICTs in Literacy and Skills Training was jointly organized by the UNESCO Dhaka and Dhaka Ahsania Mission (DAM) in cooperation with the Bangladesh National Commission for UNESCO.

The 5-day long workshop was held at Dhaka Ahsania Mission (DAM), Dhaka, Bangladesh from 8 March to 12 March 2014. Participants who attended the workshop were experts and/or managers in Literacy and Non-formal Education (NFE) and are actively involved in training of teachers and ICT- based material development. Four countries- Bangladesh, India, Pakistan and Bhutan- represented in this workshop. *(A list of participants and resource persons is in annex 2).*

## **2. Background of the Workshop**

Information Communication Technology (ICT) is an umbrella term that includes any communication device or application, network, hardware and software, satellite system, various services and so on. The importance of ICT lies less in the technology itself rather ability of ICTs to create greater access to information and communication in underserved population. There is a strong conviction that potentials of ICT can be widely utilized to promote non-formal education (NFE) and vocational training activities. Although there is an increasing awareness of the potentials of ICT in the south Asian sub- regional countries and increasing access to ICTs as well, most of the CLCs/literacy centers are yet to benefit from the possibilities offered by ICT. On the other hand, as per increasing demand, coverage of NFE and skills training should be extended to socio-economically disadvantaged group who generally live in rural, remote and isolated areas of different countries. At present ICT mostly benefits urban educated and well off people. The divide in access to technologies between the poor and the rich poses new threats to level the existing educational and socio-economic disparities. It is, therefore, important to ensure that disadvantaged groups should benefit from the use of ICTs in an increasingly knowledge based society.

Traditional ICTs, such as radio and television is being used in many NFE programmes for a long time. Recently modern technologies such as computers and internet have created a new era in the delivery of NFE. The use of ICTs in NFE, especially in 'distance education' has increased tremendously. ICTs are increasingly being used to produce multi-media products with integration of animation, video clips, still photographs, audio, etc. Use of ICTs in materials development has immense potential to enlarge diversity and flexibility of material development. ICTs can play an important role in stimulating interest and engaging learners in the teaching learning process and thus enhance quality in non-formal education programmes. ICTs are very effective for mass literacy campaigns, functional content delivery and as a means of teaching learning process.

ICT can also be used as an effective tool in the professional development of NFE teachers and supervisors, especially those working in the remote areas. ICT can be used to facilitate the process of networking among organizations engaged in the design and delivery of NFE programmes. It is essential for the Government and other organizations to coordinate their NFE activities to maximize available resources and expertise, including ICT equipment. ICT tools can improve the overall effectiveness of monitoring and evaluation of NFE programmes. However, success of ICT-supported NFE programmes depends on people-driven approach rather than depending on technology only.

In the context of south Asian sub-region, it has achieved some commendable progress towards reducing illiteracy rate and expanding scope of receiving basic education, continuing education and skills training services. Effective use of ICTs in the sub-region can further boost up impact of NFE and help achieve the goals of Education for All (EFA). Focus of ICTs in south Asian sub-region should be on reducing digital divide between rural and urban areas and promote community development and empowerment. ICT tools are very powerful and can go a long way in addressing certain issues like adult illiteracy, vocational skills development, education for school dropouts and women empowerment. The current emphasis on creating “knowledge-based” societies has made “learning” throughout life more important, which in turn requires an educational delivery system to have greater flexibility to address diverse learning styles and supply of contextually relevant learning contents. This has set the context to harness the power of ICTs in non-formal education.

### **3. Objectives of the Workshop**

This workshop was organized under the UNESCO Participation Programme 2012-2013 to enable participants to:

1. share experiences and good practices on development and use of ICT (policy, technology, approach and outcome) in NFE,
2. explain concept and scope of ICT in education,
3. describe ICT tools and their various applications in NFE and vocational skills training,
4. explain process of development and use of digital contents in NFE and vocational skills training,
5. identify role of NFE managers in developing and using ICTs in NFE and vocational skills training,
6. prepare workshop follow-up plan.

#### **4. Contents of the Workshop**

The sub-regional workshop addressed key issues of development and application of ICTs in non-formal education and skills training. Following were major contents of the workshop:

- Analysis of present ICT policies and programmes of the participating countries,
- Sharing of experiences and good practices of development and use of ICT materials in NFE,
- Concept and scope of ICT in education,
- Various ICT tools and their application in NFE, skills training and teachers development,
- Potentials of Community Radio for widening access to information and improvement of quality of life
- Development and use of ICT materials in NFE and skills training,
- Role of NFE managers in developing and using ICTs in NFE and skills training,
- Follow-up planning,
- Course evaluation

#### **5. PROCEEDINGS**

##### **DAY ONE**

##### **Opening Ceremony**

The opening ceremony of the workshop was held on Saturday, 08 March 2014 at Dhaka Ahsania Mission (DAM) auditorium, Dhaka, Bangladesh. The participants, observers, and resource persons from four countries in the Asia-Pacific region, dignitaries and other high-ranking officials, graced the occasion.

Mr. Kazi Rafiqul Alam, President, Dhaka Ahsania Mission, chaired the occasion and Prof. Dr. A. M.M. Safiullah, Vice Chancellor; Ahsanullah University of Science & Technology was present as the chief guest. Special guests were Mr. Kiichi Oyasu, Office In-charge, UNESCO Dhaka, and Mr. Monjur Hossain, Secretary, Bangladesh National Commission for UNESCO. Mr. Anir Chowdhury, Policy Adviser, Access to information program, Prime Ministers Secretariat, presented the keynote presentation.

Mr. Shah Md. Rijvi Rony, Material Developer, Ahsania Books for Creative Learning (ABCL), welcomed the participants and other dignities present at the opening ceremony of the workshop on behalf of Dhaka Ahsania Mission. He introduced the chairperson, chief guest and the special guests to all present in the session. Then he requested all the participants to give their brief introduction.



Mr. Shahnewaz Khan, CEO, Centre for International Education and Development (CINED), oriented the participants on the workshop schedule and 5 days plan of the workshop. (Copy of the presentation is in annex-3).



Special guest, Mr. Monjur Hossain, Secretary, Bangladesh National Commission for UNESCO, expressed his gratitude to the organizers of the workshop. In his speech, he mentioned that the government of Bangladesh is giving utmost importance to NFE and promoting ICT in NFE. He also stressed that several NGO's identified Education as their preferred sector and advocated that Dhaka Ahsania Mission can optimize its efforts further in Non-formal education sector. In his speech he highlighted three issues i.e. 1) Teaching 2) Learning 3) Monitoring.

He concluded his speech by expecting that the workshop would be fruitful and wished the workshop all the success.

## Keynote presentation

Keynote presenter, Mr. Anir Chowdhury, Policy Adviser, Access to information program, Prime Ministers Secretariat, presented the topic “ICT in Non-Formal Education”.



In his presentation, he highlighted the difference between Formal Education and Non-formal Education. He emphasizes that the world is changing and as per characteristics of NFE it can pace with the changing society as it is difficult and time consuming to change curriculum of formal education. Then, he mentioned how we learn using our sensory organs and the percentage each organ contributes to make learning sustainable.

Moving into the 21<sup>st</sup> century skill, he pointed out that education has gone soft today and schools have started to change its character. Now, ICT should be used to bring interest in the classroom. He attempted to make the following concept clear:

- We should use ICT in education; not introduce ICT education. In his opinion, introducing ICT in class is simply a wastage of time and resources because students already know about the ICT.
- Teachers should customize their ICT material according to the level of learners and their capability.
- We should not replace what we have (e.g. books) with ICT. Rather, we should enhance what we have with ICT. He recommended that teachers may show the class multimedia material for five minutes and arrange discussions, activities etc. rest of the time.

Then he showed a video regarding how ICT changed the learning and teaching process both for learners and teachers. Next, he talked about “*Shikkhok Batayon*” the Teacher Portal that they have launched early 2013 mainly for the teachers of formal education. After that he asked everyone present the question “Why don’t we develop such a portal for NFE teachers?”

In the presentation, emphasis was also given to rethink the teachers training process and focus on ICT based curriculum and content development, awareness building, coordination and international collaboration. (*Keynote presentation of the workshop is in annex-4*).

At the end of the keynote presentation the second part of the inaugural session starts with the speech of Special guest, Mr. Kiichi Oyasu, Office In-charge, UNESCO Dhaka.



He pointed out in his speech that we should not segregate ICT into different categories, for example, ICT for school, ICT for NFE etc. Why don’t we say ICT for Community?

He informed the participants that NFE has introduced the process of providing education with quality. Students are awarded with certificates now-a-days. In his speech he encouraged learner-

centered approach of teaching. He mentioned “Doing is very important. Teaching others what we have learned is very effective in retaining learning.

Prof. DR. A. M.M. Safiullah, Vice Chancellor, Ahsanullah University of Science & Technology and chief guest of the opening ceremony, started his speech by sharing his ideas about the teacher-learner interaction in the past. Referring to Bloom’s Taxonomy, he pointed out that lecturing is the least effective approach in the teaching-learning practices.

He further said that we are using Radio, TV for a long period of time and many more new medium are being introduced. Now the question is, how to utilize the potentials of these medium? At the end of his speech, he underscored that we have a single vision. And the vision is to use ICT in human development.





Mr. Kazi Rafiqul Alam, who graced the opening ceremony as the chairperson, conveyed his heartfelt thanks to the organizers of the workshop. He termed the workshop a very important one which is related to building capacity of NFE managers for effective use of ICTs in literacy and skill training. He mentioned that ICT is being used in Formal Education worldwide. Then he raised several points like how to use it in

NFE? and how to widen its scope?

He reiterated that Dhaka Ahsania Mission is using video materials for literacy and skills training for long time. He further emphasized on using TV channels for promoting NFE. He hoped that the participants would have a rewarding experience over the next few days and enjoy their stay in Dhaka. He wished the workshop every success.

The opening ceremony was concluded with a vote of thanks from the chairperson, Mr. Kazi Rafiqul Alam, President, Dhaka Ahsania Mission. *(General information of the workshop is in annex-1)*

### Country experience sharing

After the inaugural session is over, participants from Bangladesh, India, Bhutan and Pakistan shared their respective country experiences and present practices in NFE and skill training. The country reports shared by the participants showed a comprehensive picture of the situations of using ICTs in literacy and skill training. *(Copies of country reports are in annex 5- 10.)* Following are the substance of their presentations:

### Bangladesh

A H M Golam Kibria, Senior Assistant Secretary, the Ministry of Primary and Mass Education (MoPME), shared with the audience that the Government of Bangladesh considers ICT as an enabling factor towards achievement of its goal of developing the country in a rapid pace.

The government has already laid the foundation for an enabling environment towards ICT-supported functioning at various levels with various actionable act and policies. Primary and mass education sector is also an active partner of this high way in light of





"Vision 2021" plan that is directed to build "Digital Bangladesh".

Mr. Hasan Ahmed Chowdhury representing FIVDB, a Bangladeshi NGO, reported that they have introduced ICT program having financial support from UNESCO, Dhaka. In 2010, they developed a model for sustainable ICT centers. He also mentioned that they are using ICT materials developed by DAM.



Representative from RDRS, another NGO, reported that they are using ICTs in literacy and skill training and awareness building. He also mentioned that they have introduced mobile e-library in Union and CLC level and a community radio in community level.



## Pakistan



Ms. Sajida Nasreen, Assistant Secretary General, Pakistan National Commission for UNESCO Islamabad-Pakistan, oriented the participants with her presentation on "Effective Use of ICT in Literacy & Skill Training." She started with the profile of Pakistan and then moved into Education Policies of the country. She also illustrated the current literacy situation and major challenges to promote literacy. She outlined

the following five key ways in which ICT can support literacy:

- Enhancing Learning
- Broadening Access to Literacy Education
- Creating Local Content
- Professional Development of Teachers
- Cultivating a Literacy-conducive Environment

She further added that there is a huge potential for ICT applications to promote literacy and numeracy.

## **Bhutan**

Mr. Sonam Tshering and Serab Jamtsho shared that the vision of Non Formal and Continuing Education Division, Bhutan is to create a system of lifelong learning opportunities for all people at any stage of life to build a skilled and knowledge-based society. The national goal of Bhutan is the following:

- Enhance adult literacy rate to 70 % by 2017 and ultimately 100 % by 2020
- Provide learning opportunity to all illiterate and drop out youths through NFE program
- Provide learning opportunity to all illiterate and drop out youths through NFE program



They further added that there are 9628 NFE learners in 885 learning centers with 875 Instructors in Bhutan. Over 160,000 adults have benefited from the NFE programme so far. Far flung villages are being connected with electricity; therefore, ICT facility is becoming feasible.

## **India**

Dr. Kuldeep Kumar from India started his presentation by showing the demographic data of India. To describe some of the features of 'Saakshar Bharat Mission' he mentioned that the main target of the program is to impart functional literacy to 70 million adult in the 15 years age above. He emphasized that women are being the primary focus of the program. He highlighted the objectives of 'Saakshar Bharat Mission' as follows:

- Impart functional literacy & numeracy to non-literates.
- Enable the neo-literate adults to continue their learning beyond basic equivalency to formal educational system.
- Impart illiterate and neo-literates relevant skill development program to improve their earning and living conditions.
- Promote a learning society by providing opportunities to neo-literate adults for continuing education.



Next he shared the vision and training policy of National Literacy Mission Authority (NLMA). Then he moved into the Role of ICTs for Capacity Building and the uses of ICTs in Literacy & Skills Training in India. At the end of his presentation he also reiterated some of the challenges in uses of ICTs in Literacy & Skill Training. Having each presentation finished, participants asked questions where further

clarification and information was required.

## DAY TWO

Day two began with the presentation “Innovation in Learning: Digital Content Development Initiative - Empowering Teachers.” It was presented by Professor Faruque Ahmed, E- Learning Specialist and Md. Afzal Hossain Sarwar, Policy Experts, Access to Information (A2i) program, Prime Ministers Secretariat.

In their presentation they taught the participants how to develop creative ICT based contents on various topics. They emphasized on Teacher-led content development and showed a model of “Teachers Blog/Portal” and oriented the participants of how a portal can help teachers collaborate with each other in

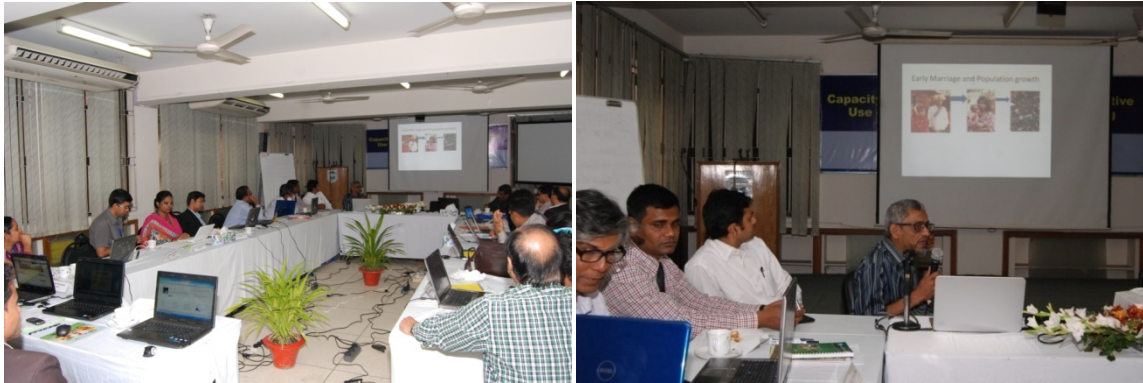


ICT-based content development in a single platform. (Copy of the presentation is in annex-11)

Then the participants went through hands on practice sessions on ICT-based content development. Participants were divided into groups and each group produced a content using the knowledge and skill they received from the previous session. After the hands on session all group presented the content in the plenary.



Md. Afzal Hossain Sarwar, Policy Expert (education), Access to information program, and Mr. Shamsuddin Ahmed Talukder, Lecturer, Teachers' Training College, Comilla - overviewed the presentations and made valuable suggestions for further improvement.



In the second half of day two, Dr. Ehsanur Rahman, Executive Director, Dhaka Ahsania Mission, shared the idea of "Community Resource Centre (CRC): a platform for expanding educational use of ICT at community level." In his presentation he talked about how education can empower the community and what role CRC is playing to do so. He also informed the participants about the functional diversity of CRCs. He further emphasized on how ICT can play a big role in social empowerment and to promote livelihood. (Copy of the presentation is in annex 12)



The activities of day two finished with sharing the detailed plan of field visit to be held the next day with the participants. All participants were provided with a brochure of CLC and field visit plan. *(Copy of the field visit plan is in annex 13).*

### DAY THREE

#### Field Visit:

The participants of the workshop started their journey early in the morning from Dhaka Ahsania Mission Head Office to Narshingdi District, to pay a visit to Community Resource Centre (CRC) established by Dhaka Ahsania Mission. The participants were grouped into two to visit two centers. They experienced the activities run by the CRCs and CLCs especially activities using ICTs. Members of the participating countries inquired several factors in-depth, raised questions and took notes. They also talked to the facilitators of the CRCs and CLCs as well to the members and beneficiaries of the CRCs and CLCs.





## DAY FOUR

Day four started with sharing the Experiences of field visit to Narshingdi District, Bangladesh. Participants shared their observations and compared the facilities provided by the CRCs and CLCs to their respective country's scenario. They expressed their interest to make attempt to implement the best practices of Bangladeshi CLCs and CRCs in their respective countries.

After that, Ms. Khurshida Begum of BNFE, introduced the web based NFE-MIS and reported that it is the national MIS in non-formal education sector. It was developed in association with UNESCO. She attempted to describe each section of NFE-MIS. She also showed the data of Rangpur district, Bangladesh.



Then Mr. M. Shahidul Islam, Project Officer (Education), UNESCO, gave a presentation on "Maximizing use of NFE-MIS for ensuring quality in Planning and Assessment of Non-Formal Education Programs." At the beginning of his presentation, he divided the participants into groups and asked them to write on what MIS and NFE-MIS is. In his presentation, he discussed the MIS in general and then entered into NFE-MIS

mentioning the necessity of NFE-MIS. Next, he illustrated the major characteristics of MIS and the measuring tools or indicators used. To talk about the benefit of MIS, he reported:

- NFE-MIS prepared by BNFE can produce 75 types of report
- It helps decision making
- It helps solving problems



Finally he showed a demonstration on the NFE-MIS software. Mr. Shahnewaz Khan gave example of the successful implementation of NFE-MIS in different countries and emphasized the importance of implementing NFE-MIS in countries who have not implemented it yet. (Copy of the presentation is in annex-14)

The second presentation in day four was given by Mr. AHM Bazlur Rahman, CEO, Bangladesh NGOs Networks for Radio and Communication (BNNRC), on “Potentials of Community Radio for widening access to information and improvement of quality of life.” He started his presentation with the definition of Community Radio, than he elaborated the characteristics and objectives of Community Radio He further explained how Community Radio can help access to resources and ensure participation and engagement. He also shared the model of Sustainable Livelihoods Framework.

At the end of the presentation, participants enquired about the feasibility of setting up a Community Radio station and the costs associated with it. The facilitator encouraged the participants to deploy the existing Community Radio stations to disseminate knowledge and NFE programs. (Copy of the presentation is in annex-15)



The last presentation in day four was “Integrated Multi Channel Technology Based Delivery of Livelihood Skills Training” presented by Mr. Shahnewaz Khan, CEO,



Centre for International Education and Development (CINED).

His presentation lighted upon how Literacy and Livelihood Skills Training can help Income generation and poverty alleviation. He started with the definition of Non-formal Education and major challenges of informal sector.

He pointed out the need for a new approach in skills training and recommended Multi-channel Delivery Approach. He demonstrated the integrated multi channel technology based delivery of livelihood skills training approach through video presentation and website presentation. (Copy of the presentation is in annex-16)

## DAY FIVE

In the last day of the five-day workshop, Mr. Shahnewaz Khan, CEO, CINED, presented on “Role of NFE Managers in Developing and Using ICTs in NFE and Skills Training” in the morning.

Starting his presentation he asked the participants whether the cost of going slow in harnessing potential of ICT in NFE is more than the actual investment required at present or not, and what role they can play as NFE managers in this situation. At this stage he initiated a discussion on potentials and prospects of ICT in education. *(Copy of the presentation is in annex-17).*

Then he gave some food for thought and asked the participants to work in group in the following key areas:

- What are the barriers?
- What role NFE managers should play?
- What should be our short term actions and strategy?
- What should be our long term actions and strategy?



The groups worked together in identifying barrier to enhancing use of ICTs in NFE and skills training as well as generating ideas on how to solve them. Each group prepared

short-term and long-term strategy plan and actions to be required to maximize use of ICT in education. Each group presents their group work in then plenary. After the presentation of each group Mr. Shahnewaz khan synthesizes the group reports. (*Presentations of different groups are in annex-18-21*).

### Closing of the workshop

At the beginning of the closing ceremony, Mr. Shah Md. Rijvi Rony, rapporteur of the workshop, gave a presentation elaborating all the activities done in the five-day workshop in order to recap and help participants recall. (*Presentation is given in annex-22*).



Mr. Kiichi Oyasu, Officer in charge, UNESCO Dhaka attended in the closing ceremony. During the closing ceremony, participants were asked to give their impression and share their feelings regarding the five-day long sub-regional workshop. The majority were very emotional when they expressed that they have learnt a lot and gained hands-on experience and skills on ICT-based material development. They also acknowledged that the knowledge and skills would help them maximizing the use of ICTs in NFE and skills training in their respective countries. Everybody was thankful for the continued support of DAM, UNESCO Dhaka, and Bangladesh National Commission for UNESCO, and to the full co-operation of the workforce of DAM.



workshop by thanking the participants, guests and resource persons.

Mr. Kiichi Oyasu, Office In-charge, UNESCO Dhaka, distributed the certificates to all the participants for their participation and expressed his full appreciation of the participants', resource persons' and organizers' efforts in making the workshop very successful. Mr. Kiichi Oyasu, Officer In Charge, UNESCO Dhaka handed over the certificates to the participation. Mr. Shahnewaz Khan, CEO, CINED, concluded the