Training Manual on Community Participation and Social Mobilization in Basic Education

Dhaka Ahsania Mission

UNISCO Dhaka
IDB Bhaban (16th floor)
E/8-A Begum Rokeya Sharani
Sher-e-Bangla Nagar
Dhaka, Bangladesh
The ideas and opinions expressed in this manual are those of the developers and do not necessarily represent the views of UNESCO.


UNISCO Dhaka
IDB Bhaban (16th Floor)
E/8-A Begum Rokeya Sharani
Sher-e-Bangla Nagar
Dhaka-1207, Bangladesh
Telephone: (880-2) 9123469
           (880-2) 9126522
Fax: (880-2) 9123468
Email: dhaka@unesco.org
       unesco@citecho.net

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Phone: 8612819
FOREWORD

In an attempt to implement the 'Education for All' programme, a large number of non-government organizations in Bangladesh have been working hand in hand with the Government. The success of such activities, however, depends on the devotion and sincerity and above all appropriate skills of the agencies implementing the programmes. This, in turn, depends to a great extent on provision of appropriate training for their staff.

Considering the needs of the local NGOs, Dhaka Ahsania Mission in cooperation with UNESCO, Paris and UNESCO Dhaka developed a training kit to build up capability of their staffs engaged in the planning and implementation of basic education programmes. The training kit has three Manuals dealing with three inter-related thematic issues. – i) Participatory Education Planning, ii) Community Participation and Social Mobilization in Basic Education, and iii) Competency Based Learning Assessment.

The contents of the Training Manual on Competency Based Learning Assessment include the concept, rationale and characteristics of competency and skills, concept of assessment tools and their preparation, and other procedural steps such as means of assessment, data collection and analysis, field visits, and structure of reporting.

The process of development of the training kit started with organizing a workshop of national experts by Dhaka Ahsania Mission under the BMZ project. In April 2000, UNESCO organized a regional workshop in Dhaka using the training kit from where feedback was received. Subsequently In February 2001 a national workshop was organized by Dhaka Ahsania Mission to the manuals with due consideration to the feedback received.

Dhaka Ahsania Mission deserved appreciation for organizing the whole work for developing the Manuals under the leadership of experts in their Training and Materials Development Division.

UNESCO Dhaka is glad to publish this training manuals which, I believe would be of great benefit and fulfill the felt needs of training material for imparting training to the local NGOs for developing capability and enhancing their quality in planning and implementing basic education programme. It is my firm belief that this manual will play vital role in planning and implementing basic education programme undertaken by the NGOs in Bangladesh as well as in other countries with similar socio-economic and educational settings.

Dr. Ansar Ali Khan
Director and UNESCO Representative in Bangladesh
PREFACE

In an attempt to implement the `Education for All' programme, a large number of non-government organizations in Bangladesh are performing their responsibilities side by side with the Government. The success of such activities, however, depends on the devotion, sincerity and skills of the agencies implementing the programmes. This, in turn, is dependent on provision of appropriate training for their staff.

In order to develop the capability of the local level non-government organizations engaged in the implementation of basic education programmes in providing training to their personnel, this manual has been prepared in cooperation with UNESCO, Paris and UNESCO, Dhaka. This training kit has been developed as a combination of 3 manuals of 3 thematic issues. Mr. Shahnawaz Khan, Director of training and material development division, DAM is the responsible person for its planning and edition.

Officials of the local organizations, specialists in various fields and officials of the training division of Dhaka Ahsania Mission took active part in this effort. I would like to extend my sincere thanks to those who were associated with the preparation of this manual and deep appreciation for their untiring and missionary zeal.

I would like to express my gratitude to Mr. Md. Akhtaruzzaman, Project Co-ordinator, ITN Bangladesh, Mr. Shahnawaz Khan, Director, Training and Material Development Division, DAM and Mr. Md. Mohsin, Community Development Specialist, ITN, Bangladesh, who worked hard in developing this module of the training kit.

In developing this manual UNESCO, Paris has extended financial assistance. With deep gratitude we acknowledge their support.

It is my firm belief that in Bangladesh perspective this manual will play a vital role in planning implementing basic education programmes undertaken by the local NGOs.

Kazi Rafiqul Alam
Executive Director
Dhaka Ahsania Mission
# CONTENTS

<table>
<thead>
<tr>
<th>Foreword</th>
<th>iii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>iv</td>
</tr>
<tr>
<td>Training Schedule</td>
<td>ix</td>
</tr>
</tbody>
</table>

**Day one**

- Session No. 1 : Inauguration and introduction 1-5
- Session No. 2 : People, community and society 6-12
- Session No. 3 : Social development 13-20

**Day Two**

- Session No. 4 : Basic education 21-24
- Session No. 5 : Need assessment for basic education 25-30
- Session No. 6 : Data collection 31-37

**Day Three**

- Session No. 7 : Field visit 38

**Day Four**

- Session No. 8 : Data analysis and report preparation 39-42
- Session No. 9 : Community participation 43-68

**Day Five**

- Session No. 10 : Social mobilization 69-77
- Session No. 11 : Motivation 78-85

**Day Six**

- Session No. 12 : Communication 86-97
- Session No. 13 : Leadership for the expansion of basic education 98-110
Day Seven

Session No. 14 : Need based planning 111-112
Session No. 15 : Preparing plan of action 113-116
Session No. 16 : Course review and evaluation 117-119
Session No. 17 : Closing 120-124
Background

In 1996, UNESCO Paris launched a project for capacity development of the NGOs involved in basic education in South Asia and Africa. As part of this program a regional workshop was organized in Dhaka in July 1998. In a workshop, representatives from NGOs in Bangladesh, Nepal and Cambodia have participated. As per decision in the workshop, in Bangladesh, Dhaka Ahsania Mission has planned a program for capacity development of the local NGOs involved in basic education. According to the first step of the plan, a survey was conducted throughout the country to assess the needs of the local NGOs, responsible for the implementation of basic education. A workshop was organized to present the survey result and to determine the next action plan. As a part of that, three thematic areas were identified and three training kits were developed to conduct pilot training courses for NFE personnel. The areas are-

1. Participatory education planning
2. Community participation and social mobilization
3. Competency based learning assessment

In April 2000, UNESCO Organized an International Workshop in Dhaka on “Putting Together the Global Training Kit”. Broad objective of that workshop was finalization of global training kit on the basis of country level project outputs generated from the project. A generic global framework for NGO capacity development was developed in the workshop. At the same time it was agreed that within the broad global framework, the participating countries would review and finalize their own training kits to suit the specific training needs of the local NGOs in the country.

As follow-up of the above-mentioned Workshop, a national workshop was organized in Dhaka in February 2001, to review the existing training kits developed in Bangladesh and to develop a framework of national training kits. Based on the recommendations the three training kits are now finalized and ready for dissemination.

Features of the training kit

This training kit is a self-contained training guide for conducting training courses on the following thematic areas by the local NGOs who are implementing basic education programs:

- Participatory education planning
- Community participation and social mobilization
- Competency based learning assessment

Those who want to use this training kit for facilitating training programs should read three training manuals separately.

In each manual, separate objectives are set for each session. How to run each session is explained in simple manner. At the end of each session, the trainer should ask questions to ensure the learning achievement of the participants. If necessary the key issues should be explained further.

For each module separate handouts are developed to help the facilitator to conduct the discussion in appropriate manner. The trainer/facilitator should read those carefully and grasp the theme before conducting the course.
There are a number of transparency sheets and exercise sheets in each of the manual. The trainer/facilitator should use those during conducting sessions. Besides, there is a compact disc containing a soft-copy of the manual is attached with it. The facilitators will make necessary printouts of the material using the CD.

A. Objectives:
At the end of the session the participants will be able do-

- describe the background and objectives of the training.
- describe the guidelines to facilitate the training.
- identify the common issues and the features of community.
- identify the indicators of community development.
- clarify the linkage between basic education and community development.
- describe the concept, problems and process of basic education.
- assess the needs for basic education.
- collect data on socio-economic condition of a village.
- analyze the data collected from the field.
- prepare a report on the basis of the collected information and analysis.
- illustrate the concept of community participation.
- identify the areas of community participation in basic education.
- describe the strategies for community participation.
- explain the importance and steps of community mobilization.
- identify the strategies for community mobilization.
- clarify the importance of process and steps of motivation.
- explain the process of effective communication.
- identify the importance and strategies for communication in basic education.
- explain the importance and traits of leadership in basic education programme.
- develop a plan for basic education.
- prepare an objective oriented plan of action.

B. Contents:

- people, society and community
- community development
- basic education
- need assessment in basic education
- data collection
- field visit
- data analysis and report preparation.
- community participation
- social mobilization
- motivation
- communication
- leadership for expansion of basic education
- need - based planning
- action planning
- review and evaluation
C. Methodology

- Question and answer
- Discussion
- Demonstration
- Discussion
- Picture show and discussion.
- Role play
- Individual work
- Field visit

D. Duration of training

To complete the course, planned in the manual, seven days would be required, spending eight hours daily. Six hours will be for conducting sessions and two hours for lunch and refreshments. If the session starts at 9 in the morning, it will continue till 5 in the afternoon. The trainers would decide time-duration considering the local factors. However, six hours for conducting the session would be required daily. A training schedule is also given in the manual.

E. Trainer/facilitator

At least two trainers would be required to facilitate the training course. In each session one will work as the key trainer and the other as co-trainer. Only experienced trainers should be designated as trainers.

F. Participants

The personnel from local NGOs involved in basic education would be participants of the course. In each batch 20-25 persons will participate.

G. Things to be considered by the facilitators

As per the training schedule, facilitators may design their own schedule of activities based on the training objectives and the training policy or scheme of the respective organizations. To conduct the training courses the facilitators should include the following activities -

- formulate the criteria for the selection of the participants.
- study the training sessions and pay particular attention to the objectives, activities and assessment.
- prepare and collect materials and equipment needed in the training.
- demonstrate various methods and activities.
- use the Training session guides as a ready reference and guide.
- plan the follow-up and evaluation of the training.
- clarify the goal and objectives of the training.
- stress on the needs to attend the training in time.
- identifying the venue for the various training activities.
- get to know the trainees and their expectations from the training.
- make the opening and closing programme simple and participatory.
It is important to build and maintain the group's identity by establishing an atmosphere of mutual trust and respect. This means that the training environment will be warm and should allow participants to express their views, opinions, concerns, attitudes and behaviors freely. Facilitator’s behavior will greatly influence the learning environment. Participants should experience facilitator’s enthusiasm, friendliness, interest, sincerity, acceptance and support. In order to support the group spirit throughout the training programme, facilitators are required to do the following:

- Encourage the participants to share some information about themselves with the group.
- Let the participants establish a set of rules of conduct that can be used throughout the training.
- Support and provide positive, constructive feedback to the participants.
- Build and maintain a sense of belonging among the participants.
- Let each person participate at his/her own pace. Encourage the participants to express themselves but do not push those who need time to feel comfortable with the group or working environment.
- Respond to criticism openly and make every attempt to obtain an agreement of all parties involved. Explaining why something has been done in a particular way will often be enough to settle any concern.
- Recall the group's suggestions, responses, feelings or questions. Previous knowledge or experience can be used as a starting point for subsequent learning.
- Be sensitive to the needs of the group. Every group will have a unique collective personality with different assets and needs.
- Link each new topic with previous topics and with real-life examples. Not only will this make the sessions more interesting but new knowledge will also help develop a better overall understanding of the topic rather than an accumulation of isolated facts.
- Ask questions that encourage them to answer precisely. Avoid questions that seek 'yes/no' answers.
- Give clear, specific instructions for all the activities. Confusion about expectations will distract participants from the concerned topic.
- Synthesize knowledge at the end of a session. Conclude sessions by restating the session's theme and integrating the suggestions and ideas those arise during the session into this framework.
- The participants will need to use the facilitation and communication skills that the trainer exhibits during the training programme in future training sessions that they will conduct. It is therefore important to demonstrate effective facilitation skills throughout the training programme. Your behavior as a facilitator will present the participants with a model to observe and evaluate. Be consistent in what you say and do.
- Ask open-ended questions which require a thoughtful response and/or guide the discussion at a particular direction.
- Ensure that all the participants will feel that their participation is welcome and desired.
- Support the Participant's contributions. This does not mean that you must agree with the participant, only that you respect his/her position.
• Be able to deal with silence. Sometimes silence can be a helpful stimulus. Don't rush to cover it up.

• Allow the groups to make their own decisions. Facilitation is not dictation. Participants must be allowed to take responsibility for their own learning if it is to be meaningful to them.

• Participants of the training course need changes during the training sessions. They may need a change of pace, a change of venue, a change of topic, or simply a break. Facilitators should make arrangements for these demands.

• Some people are naturally quiet. They may feel embarrassed to speak in front of a group or they may simply enjoy learning from what others are saying. Do not confront them with specific questions if they do not appear ready to respond, however offer them the opportunity to add their opinions or feelings when the chance comes.

• Some participants will naturally answer questions more quickly and more often than others will. While their responses can be valuable for their content and for getting responses by the rest of the group, their frequent outputs can also cause others to feel left out or unable to contribute. It is the facilitator’s responsibility to ensure that the less assertive participant has the opportunity to make a contribution by expressing his/her views.

• Facilitators should have eye contact with, and move closer to, the participants who are having private conversations. These simple cues should be enough to eliminate off-topic conversations. However, respect privacy and do not attempt to overhear private conversations.

• The time allocation in the session may be made flexible. The time that is mentioned for each session is only an indication. Actual time requirement may vary. The facilitators should adjust the additional time requirement flexibly from the total six hours session time of a day. It may be adjusted from the break time.

• In the long sessions there may be short breaks to avoid monotony. If necessary recreational energizer may be introduced like singing, joking, acting, etc.
Community Participation and Social Mobilization in Basic Education

Training Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Date</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 11:00</td>
<td>1</td>
<td>Inauguration and introduction</td>
<td>4 Basic education</td>
<td>7 Field visit</td>
<td>8 Data analysis and report preparation</td>
<td>Cont’d</td>
<td>12 Communication</td>
<td>14 Need-based planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td>TEA BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 13:00</td>
<td>2</td>
<td>People, community and society</td>
<td>5 Need assessment for basic education</td>
<td>Cont’d</td>
<td>Cont’d</td>
<td>10 Social mobilization</td>
<td>13 Leadership for the expansion of basic education</td>
<td>15 Preparing plan of action</td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>LUNCH BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:00 – 15:30</td>
<td>3</td>
<td>Social development</td>
<td>Cont’d</td>
<td>Cont’d</td>
<td>9 Community participation</td>
<td>Cont’d</td>
<td>11 Motivation</td>
<td>16 Course review and evaluation</td>
</tr>
<tr>
<td>15:30 – 16:00</td>
<td>TEA BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16:00 – 17:00</td>
<td>Cont’d</td>
<td>6 Data collection</td>
<td>Cont’d</td>
<td>Cont’d</td>
<td>Cont’d</td>
<td>Cont’d</td>
<td>Cont’d</td>
<td>17 Closing</td>
</tr>
</tbody>
</table>
Session No-1

Title of the session : Inauguration and introduction

Objectives of the session : At the end of the session participants will be able to -

- describe the background and objectives of the course.
- be acquainted with each other.
- describe the guidelines to facilitate the course.

Duration of the session : 2:00 hours

a. Registration, inauguration and introduction

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure participants’ registration in given format and give them the required materials including file, pen and paper.</td>
<td>15 min.</td>
<td>Registration forms, stationery</td>
<td></td>
</tr>
<tr>
<td>Welcome the participants and describe the course background and objectives.</td>
<td>Discussion</td>
<td>15 min.</td>
<td></td>
</tr>
<tr>
<td>Ask the participants to introduce themselves and their organizations.</td>
<td>Discussion</td>
<td>20 min.</td>
<td></td>
</tr>
</tbody>
</table>

b. Training expectations, pre test and the guidelines of course facilitation

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the training expectations of the participants through group discussion and write them down on a poster-paper.</td>
<td>Group discussion</td>
<td>25 min.</td>
<td>Poster and paper marker</td>
</tr>
<tr>
<td>Distribute the pre-course appraisal sheet among the participants and ask them to fill it out. Collect the filled papers. During tea/lunch break, read those sheets and be informed of the participant's knowledge about the topics.</td>
<td>Individual practice</td>
<td>25 min.</td>
<td>Pre-course appraisal sheet</td>
</tr>
<tr>
<td>Process</td>
<td>Method</td>
<td>Time</td>
<td>Materials</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Answer each question taking 10 marks for each, out of a total of 100. Make a list of the marks obtained by each participant. In the last day of the training, declare the results after comparing the previous marks with the marks obtained at post-course appraisal. (Session-end task)</td>
<td>Session-end task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To facilitate the training, prepare a guideline based on the opinions of all the participants and hang it after writing in a poster paper.</td>
<td>Question answer and discussion</td>
<td>10 min.</td>
<td>Poster paper, marker</td>
</tr>
<tr>
<td>To create free atmospheres use a game or energizer.</td>
<td>Game / energizer</td>
<td>10 min.</td>
<td>Required materials</td>
</tr>
</tbody>
</table>
Training Workshop on
Community Participation and Social Mobilization
in Basic Education

REGISTRATION FORM

1. Name

2. Position

3. Organization

4. Office Address

5. Office Phone

6. Fax

7. E-mail

8. Home Address

Signature:

Date:
Community Participation and Community Mobilization in Basic Education Assessment Sheet (Pre-Test)

Name of the Trainee:…………………………
Organization:…………………………
Date:…………………………

Which is the correct answer according to you? Please put tick (✓) mark in the blank box.

1. What is basic education
   a) Primary education
   b) Girls’ education
   c) Education based on basic needs
   d) Technical education

2. What is community participation
   a) Participation in the decision making process of the organization in development activities
   b) Paying subscription in development activities
   c) Participation in project activities through physical labour

3. What is development
   a) Social change
   b) Any kind of change in condition
   c) Financial gain
   d) Expected development of person or community

4. What is community mobilization
   a) Movement for community development
   b) Problem-based movement
   c) Increasing community awareness
   d) All answers above

5. What is motivation
   a) Advising
   b) Cooperation
   c) Encouraging
   d) Bringing change in attitude
Briefly answer the following questions  
(Marks: $5 \times 15 = 75$)

1. How does basic education contribute to community development?

2. What are the social problems in the context of socio-economic condition of Bangladesh?

3. How to motivate the people for basic education?

4. Appropriate leadership can help the basic education system, how?

5. In which areas is community participation possible in basic education activities and how?
Session No-2

Title of the session : People, community and society

Objectives of the session : At the end of the session participants will be able to -

- explain their own social identity.
- identify commonalties in the social life.
- explain features of community.
- describe the life styles and features of tribal/ethnic groups.

Total Time: 1:30 hours

a. Social identity

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the participants - ‘How are we being known in the society?’ Write the answers on the board.</td>
<td>Question and answer</td>
<td>10 minutes</td>
<td>Board, Marker</td>
</tr>
<tr>
<td>Summarize the discussion using TS.2.1. Use Handout-2.1 for discussion.</td>
<td>Discussion</td>
<td>10 minutes</td>
<td>TS.2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Handout- 2.1</td>
</tr>
</tbody>
</table>

b. Commonalties in the society

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the participants into three groups and ask them to find out ‘the similarities they see among the people in a community’.</td>
<td>Small group discussion</td>
<td>10 minutes</td>
<td>VIPP card</td>
</tr>
<tr>
<td>Write the answers on the board. Explain the issue by using TS.2.2. Take help from Handout-2.1.</td>
<td>Discussion</td>
<td>5 minutes</td>
<td>TS.2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Handout-2.1</td>
</tr>
</tbody>
</table>

c. Features of a community

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the participants into four groups. Ask them to identify features that make a community different from the other one.</td>
<td>Buzz group</td>
<td>25 minutes</td>
<td>Poster paper, Marker</td>
</tr>
<tr>
<td>Ask the groups to present their group’s reports.</td>
<td>Presentation</td>
<td>20 minutes</td>
<td>Poster</td>
</tr>
<tr>
<td>Summarize the discussion using TS.2.3.</td>
<td>Discussion</td>
<td>5 minutes</td>
<td>TS.2.3</td>
</tr>
</tbody>
</table>
d. Session evaluation

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the session by the following questions</td>
<td>Question and answer</td>
<td>5 minutes</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>- how are we being known in the society?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- what are the commonalties in a community?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- what elements are to be considered for analysing a community?</td>
<td></td>
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</tr>
</tbody>
</table>
People, Society and Community

Generally, community is formed to achieve certain goals or gains. Community refers to a group of people who live in a particular geographical location and work for common goals rather than for specific interests.

In our country, evolution of society has been made for centuries. Many specific societies become minor at the juncture of needs and changes in the demands. Instead of societies local communities are getting more emphasis now. In basic education we would take up community in a wider context.

Community is developed in specific geographical locations and basing on the mutual relations among the people there.

Human beings live in society from the very beginning. They adapt with the environment as they grow. Changes also take place gradually in their behaviour. All these take place through a process that makes a person an integral part of a community.

Various levels of person and community

Every individual is core to a community. Everybody is a member in the community; it is immaterial whether that person is boy or girl, man or woman, rich or poor. Again, every person is a part of a family or a clan. A society is formed by built on taking a number of clans together. All live under a common social bond of tie. Therefore we see there are a number of levels in between the person and the community.

The personality, behaviour, attitude, values in a person primarily comes from the family. The family has a vital role in developing a person as a responsible member of the community. Family is the smallest community institution. Clan, society etc are integral parts in a community. To live in a community, people have to meet a number of demands. To meet these demand people form group-based or society-based organizations. There has to be close relations and mutual feelings among these. These feelings are developed spontaneously.
Commonalties in a community

There are a number of areas where the people live in the same geographic locations, generally have commonalties. These are:
- Language
- Expression
- Habit
- Religious rituals
- Social customs
- Behavior
- Norms

One community is different from the other. To identify the differences there is a need to analyse communities

Points to consider for analysing community are as follows:
- Current norms or values
- Behaviour
- Mutual relations
- Relation-based social needs
- Mutual communication
- Social structure
- Leadership
- Gender
- Literacy rate
- Economic condition
- Occupation
- Attitude towards women
- Status of men in the society
- Religious faith and dogmatism
- Attitude towards change
- System for justice
Social Identity

- As a person
- As a member of the family
- As a member of a group or clan
- As a member of a society
- As a member of the community
Social commonalties

- Language
- Expression
- Habit
- Religious rituals
- Social customs
- Behaviour
- Norms
Issues to consider for analyzing community

- Current norms or rules
- Behaviour
- Mutual relations
- Relation-based social needs
- Mutual communication
- Social structure
- Leadership
- Gender

- Rate of education
- Economic condition
- Occupation
- Attitude towards women
- Status of men in the society
- Religious faith and dogmatism
- Attitude towards change
- System for justice
Session No - 3

Title of the session : Social development

Objectives of the session : At the end of the session the participants will be able to-
- explain social problems.
- describe what social development is.
- identify the indicators of social development.
- explain the linkage between basic education and social development.
- illustrate their role in basic education programmes.

Total time: 2:30 hours

a. Social problems

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite any 4 participants to explain the socio-economic problems of their own village. Write the problems on the board.</td>
<td>Experience sharing brain storming</td>
<td>30 min.</td>
<td>Board, marker</td>
</tr>
<tr>
<td>Summarize the discussion using TS.3.1 and Handout 3.1.</td>
<td>Discussion</td>
<td>15 min.</td>
<td>TS.3.1, Handout 3.1</td>
</tr>
<tr>
<td>Ask the participants ‘what are the causes of these problems?’ Write the responses on the board.</td>
<td>Question and answer</td>
<td>20 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Explain the causes by using TS.3.2.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>TS.3.2</td>
</tr>
</tbody>
</table>

b. Indicators of social development and development

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly discuss the needs for social development.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Ask ‘What are the indicators of development?’ Write the points on the board.</td>
<td>Question and answer</td>
<td>20 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Explain the indicators using TS-3.3 and Handout 3.1.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>TS.3.3 Handout – 3.1</td>
</tr>
</tbody>
</table>
- Ask the participants ‘What steps can be taken to ensure social development?’ Write the answers on the board.

- Explain the issue with TS.3.4.

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the session with the following questions:</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>- what are the causes of social problems?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- what are the indicators of community development?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**c. Session review**
Problems of community development in Bangladesh

The existing problems in the society considerably influence the basic education programmes. Basic education programmes cannot run successfully, if the existing problems are not identified.

Disturbance and problems in a society

Due to many factors, the social norms that maintain balance are getting lost and social disturbance is increasing tremendously. Social control over individuals is gradually being lost because of social disturbance. Due to this social disturbance the social and moral values in human beings are being are deteriorating which results in the occurrence of many social problems. Some of these problems are:

- Poverty
- Juvenile delinquencies
- Unemployment
- Tendency for crime, murder, robbery
- Corruption
- Drug addiction
- Women repression
- Prostitution
- Population with poor health
- Unskilled manpower
- Wrangling
- Grouping
- Litigation
- Want, deficiency
- Over population
- Religious dogmatism

Historically economic development has been considered as the indicator for development. Now-a-days social development is equally considered as a development indicator. Generally the following indicators are used to measure social development:

- Literacy rate
- Individual and family health
- Proper distribution and management of resources
- Population growth rate
- Economic and financial privileges
- Skilled manpower
- Development in personality
- Use of technology
- Appropriate leadership
- Moral and social awareness
- Women empowerment
- Women’s participation in development
If we can properly assess the above indicators then it would be possible to ensure community development. However, the progress against these indicators is not at all encouraging. The main reason for this is lack of education.

The poor people in our country are becoming poorer mainly owing to lack of basic education. Population is increasing continuously, while there is an increased deficiency of human resource. In this modern civilized world there is no alternate to education. The following steps should be taken as a whole towards community development.

- Expansion of education
- Compulsory eradication of illiteracy
- Women employment
- Women education
- Removal of religious dogmatism
- Ensuring social security
- Ensuring participation of women in development
- Training of the youth
- Expansion of technical knowledge

To ensure the above steps the first requirement is making basic education available to all.
Social Problems

- Poverty
- Juvenile delinquencies
- Unemployment
- Tendency to commit crime, murder, robbery
- Corruption
- Drug addiction
- Women repression
- Prostitution
- Population with poor health
- Unskilled manpower
- Wrangling
- Grouping
- Litigious
- Want, deficiency
- Over population
- Religious dogmatism
Main Causes of Social Problems

- Broken social structure
- Negative changes in attitude
- Degradation in moral values
- Negative changes in behaviour
- Degradation in religious practices
- Rapid growth of population
- Lack of basic education
- Lack of resources
- Lack of communal harmony
Indicators of Community Development

- Literacy rate
- Health and ability to work
- Skilled manpower
- Proper distribution and management of resources
- Employment
- Use of technology
- Economic solvency
- Leadership
- Social awareness
- Women empowerment
- Women’s participation in economic activities
Areas for Development Interventions

- Expansion of education
- Compulsory eradication of illiteracy
- Women employment
- Women education
- Removal of religious dogmatism
- Ensuring social security
- Ensuring participation of women in development
- Training of the youth
- Expansion of technical knowledge
- Expansion of information technology
Session No - 4

Title of the session : Basic education

Objectives of the session : At the end of the session participants will be able to -
- explain the concept and process of basic education.
- describe types of basic education.

Duration of the session : 2 hours

a. Basic education

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make 5 groups from the participants and give each group a puzzle set.</td>
<td>Game</td>
<td>5 min.</td>
<td>Puzzle set</td>
</tr>
<tr>
<td>Ask each group to match the puzzle set. The first group, that can match it, will win.</td>
<td>Group task</td>
<td>20 min.</td>
<td>Puzzle</td>
</tr>
<tr>
<td>When the game is over, ask each group to share their learning experiences. Explain the fact that basic education is the root of all education. Give the participants a preliminary idea on basic education according to the Handout 4.1.</td>
<td>Question-Answer Discussion</td>
<td>20 min.</td>
<td>Handout-4.1</td>
</tr>
<tr>
<td>Let participants study the Handout 4.1 in 4 small groups.</td>
<td>Study in small groups</td>
<td>30 min.</td>
<td>Handout-4.1</td>
</tr>
<tr>
<td>After the study, ask each group to present one topic in a big group and summarize the discussion.</td>
<td>Presentation in a big group</td>
<td>40 min.</td>
<td></td>
</tr>
</tbody>
</table>

b. Evaluation of the session

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the comprehension of the participants by asking the following questions:</td>
<td>Question-answer</td>
<td>5 min.</td>
<td>Chalk board</td>
</tr>
</tbody>
</table>
- what do we mean by basic education?
- what competencies and skills must a literate person must have?
- what is continuing education?
A SAMPLE OF PUZZLE SET

Instruction:
- Prepare the above puzzle set in a big piece of art paper.
- Cut off the (-------------) marked part of the paper.
- Distribute the pieces among each group.
- The group which can match the cuttings, first, will win.
The concept and scope of basic education

The World Conference of Education for All (WCEFA) articulated the expanded concept of basic education as education that fulfils the basic learning needs of all - children at first level, youth who are out of school and adults requiring lifelong basic education support - through a variety of delivery systems, formal primary schooling, non formal/alternative schooling for those with limited or no access to formal schooling, literacy programmes and informal education. These basic learning needs "comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work with dignity, to participate fully in development activities, to improve the quality of their lives, to make informed decisions and to continue learning." It is very clear from this explanation that eradication of poverty is not an objective or goal that is exogenous to basic education. On the other hand, it only makes explicit what is already contained in the definition of basic learning needs and imparts substantive content to the ideal of 'living and working in dignity' and all the principles that it entails.

Broad based literacy and basic education for all is the main foundation and the essential precondition for the improvement of the quality of life of the people and eventual eradication of poverty. In the countries of South-East Asian region literacy and basic education has been used to mean basic ability to read and write as the minimum basis for further learning. In the particular contexts where poverty is still predominant, literacy and basic education is perceived as a tool for empowering the clientele towards poverty eradication and improvement of quality of life.

Such literacy and basic education spans a wide range and variety of programmes catering to the diverse learning needs of all - children, youth and adults. Children in the pre-school age years who are not in any formal educational settings, require early childhood care and education support. Children of school going age need access to formal primary schools and children who are out of school for a variety of reasons need more flexible educational arrangements to meet their basic learning needs. Then, there are the youth and adults, illiterate, semi-literate, literate and with incomplete education requiring continuing education support in order to continue and sustain themselves as active and productive members of the society. It is within this overall perspective of human growth and development that literacy and basic education must be seen as part of the continuum of life long learning and the foundation for poverty eradication. Basic education can be a life empowering experience for all and what the poor need most is empowerment.

Source: report of regional study on literacy as a Tool for Empowerment of the Poor
Concept of literacy
Literally, literacy means knowledge of a person about letters or alphabets. But in actual sense it means the ability of a person to read, write and possess certain life skills. Time to time the term literacy has been defined differently from different perspectives and will be defined in future. Since the question of human resource development is linked up with the emerging needs of changing time, definition of literacy skills will be changing with the passage of time. Presently the term literacy means an integration of following skills—
♦ the ability to read and understand,
♦ the ability to express feelings of mind through writing,
♦ the ability to keep day-to-day accounts,
♦ the ability to make others understand about a topic which has been read.
♦ the ability to use acquired skill (reading-writing) in real life situation.

Concept of Continuing Education
Continuing education covers all ranges of educational needs and opportunities other than basic knowledge in literacy and primary education. This is clear from the following points—
♦ Continuing education (CE) is intended for a literate person,
♦ CE reflects needs and demands,
♦ CE incorporates every experience from formal, informal and non-formal education,
♦ CE provides every scope of life-long education, beyond the level of primary or other form of education equivalent to it.

Situation and problems of basic education
♦ on average, only half of the learners who enrolled in primary schools till 1991, have attended schools regularly.
♦ only 35 children out of each 100, enrolled in grade one, continued up to grade five.
♦ usually number of girls are less than boys who completed primary education.
♦ disparity in scopes of education skill exists between rural and urban area.
♦ about 70% of productive labour-force is illiterate.
♦ primary schools in most areas are located in not-easily accessible places.
♦ many schools are not renovated or repaired in time,
♦ in class rooms of many schools, there are inadequate number of benches and sitting space for learners,
♦ lack of community participation in supervision, maintenance and development for schools,
♦ unattractive education methods,
♦ inconsistency in teacher student ratio.
Session No - 5

Title of the session : Need assessment for basic education

Objectives of the session : At the end of the session the participants will be able to-
- identify the methods of need assessment.
- assess the needs for basic education.
- identify the issues to be considered for need assessment.

Total time: 3 hours

a. Concept and definition of needs

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Ask the participants what they mean by needs of basic education. Collect the opinions of all the participants.</td>
<td>Question and answer</td>
<td>10 min.</td>
<td>Board, Marker</td>
</tr>
<tr>
<td>❑ Explain the issue by using the game 5.1.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>Game 5.1</td>
</tr>
<tr>
<td>❑ Invite the participants to work in pairs to identify possible needs of basic education in a community.</td>
<td>Pair group</td>
<td>15 min.</td>
<td></td>
</tr>
<tr>
<td>❑ Pick up the responses from the pairs and explain the issue by using the Handout 5.1.</td>
<td>Discussion</td>
<td>15 min.</td>
<td>Handout 5.1</td>
</tr>
</tbody>
</table>

b. Area and expansion of needs

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Introduce Game 5.1 relating to needs assessment and invite the participants to join.</td>
<td>Square game</td>
<td>20 min.</td>
<td>Game 5.1</td>
</tr>
<tr>
<td>❑ At the end of the game, ask for the participants’ reaction on the game, i.e., what they have learnt from the game.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>❑ Collect individual reactions from everyone and explain the learning points.</td>
<td>Discussion</td>
<td>10 min.</td>
<td></td>
</tr>
</tbody>
</table>
- Ask 2/3 participants to share their experience on the needs of basic education while working for development of the rural population.  
Discussion | 20 min.

- Divide the participants into 4 groups and invite them to identify the issues to be considered in assessing needs for basic education.  
Group discussion | 30 min. | Poster paper, marker

- Ask them for group presentation.  
Discussion | 20 min.

- Explain through Handout 5.1 and using TS-5.1 the issues to be taken into account while assessing needs of the people.  
Discussion | 15 min. | Handout – 5.1

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
</table>
| Review the session with the following questions:  
- what do we mean by Needs?  
- what issues are to be taken into account while assessing needs of the people? | Question & answer | 5 min. | Chalkboard |

### Session review

- Process
- Method
- Time
- Materials

- Review the session with the following questions:
  - what do we mean by Needs?
  - what issues are to be taken into account while assessing needs of the people?

- Chalkboard
Game 5.1

- Draw a big square on the board.
- Divide the square into four segments and ask how many squares there are.
- Divide each small square into four again and ask the participants to count the number of the squares.
- There would be different responses/numbers. Encourage all to respond.
- Correct answer is: There will be 30 squares.

Learning points

What we generally see may not be what reality is. If we analyze in depth then the real scenario becomes apparent. To identify the real needs, it is necessary to analyze the scenario properly. Real needs can be identified only through participatory discussion with the people concerned.
Need assessment for basic education

What do we mean by needs?

By needs of the people in a community we mean the overall needs of population in an area covering the requirement for their socio-economic, cultural and political development. Similarly, the needs of Basic Education imply to the extent of needs or demands of the people in that area for meeting their basic needs.

Classification of needs

Even if the people live in the same geographical location, their needs might not be same. Different groups may have different needs. There might be diversity in needs based on the needs of families, clans or societies. For example,

- Needs at different social levels
- Occupational needs
- Economic needs
- Religious needs

Needs of the people of different levels like rich, poor, mid-level and of occupations like farmer, fisherman, day labourers, service holders and businessmen would depend on their social system and features.

Issues to be considered for needs assessment

- Rate of education of different groups
- Motivation for education
- Influence of the family
- Influence of the group
- Nature and authority of leadership
- Ability to mobilise resources
- Availability of teachers
- Place and materials for learning
- Linkage of education with occupation
- Availability of time for learning
- Status of women
- Participation of women in income generating activities
- Experience of participating in activities
- Trends in social decision making
- Knowledge of local community
- Knowledge of behaviour pattern or norms of a specific group of population
- Knowledge about the language
- Gender aspects as practiced in the community
- Social norms and their influence
- Characteristics of different groups
- Social classification
- Socio-cultural ways in life.
- Occupation, skill and source of income

**Needs for basic education**

Majorities of people in Bangladesh live below the poverty line. They are assetless, landless and neglected. Among most of them there is no demand for basic education. For example, in a fisherman community apparently they do not feel need for basic education for their children or other family members. In some cases they are not interested in basic education. But for development or improvement in quality of life there is no alternate to education. Due to diverse nature of the population, the basic educational needs of the population might be diverse. For that reason there is a need for assessing the nature of needs of the people. At some point if the importance of education can be properly explained the demand is increased.

Basic education is for improvement of quality of life. But in our country the poor people have little idea about the improvement in quality of life. If the needs for basic education can be properly identified this attitude would be changed.
Issues to be considered for Needs Assessment

- Knowing the literacy rate of the community
- Knowing the behaviour pattern or norms of the people
- Knowing about the language
- Gender aspects as applied in the community
- Availability of resources
- Characteristics of different groups
- Social classification
- Leadership trends
- Socio-economic condition
Session No - 6

Title of the session : Data collection

Objectives of the session : At the end of the session the participants would be able to-
- collect data on socio-economic conditions of a village
- assess basic educational needs of that community on the basis of those data.

Total time: 1 hours

a. Data collection

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Ask why the field visit is important. Write the answers on the board. Explain the objectives of field visit by using Handout 6.1.</td>
<td>Question and answer</td>
<td>10 min.</td>
<td>Handout 6.1</td>
</tr>
<tr>
<td>☐ Explain by using Handout 6.1 and TS.6.1 the learning that has to be acquired during the field visit.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>Handout 6.1</td>
</tr>
<tr>
<td>☐ Explain the steps of data collection by using TS.6.2.</td>
<td>Discussion</td>
<td>20 min.</td>
<td>TS.6.2</td>
</tr>
<tr>
<td>☐ Ask the participants what to do during field visit. Explain what should be done and avoided during the field visit by presenting TS.6.3.</td>
<td>Question and answer</td>
<td>10 min.</td>
<td>TS.6.3</td>
</tr>
<tr>
<td>☐ Explain the following aspects of field visit to the participants:-</td>
<td>Discussion</td>
<td>5 min.</td>
<td>Board, Marker</td>
</tr>
<tr>
<td>☐ Where to go?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ How to reach there?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ How long to stay?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Where to have lunch?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ When to return? Etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Divide the participants into four groups. Ask the participants to prepare a group plan for field visit elaborating what types of data they would collect and how they would do that.</td>
<td>Discussion</td>
<td>30 min.</td>
<td>Handout 6.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TS.6.2</td>
</tr>
</tbody>
</table>
### b. Session Review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the comprehension level of the participants through following questions:</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>• what information is to be collected through field visit?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• what are the methods for data collection?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• what things are to be avoided during field visit?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Areas and methods of data collection

Objectives of field visit
The participants will visit field to get an idea about the socio-economic condition of a village. Through discussion with the peoples from various sections in the village, they will get ideas about their behaviour and social norms. On the basis of the analysis of this information and utilizing their own experience, the participants will prepare a report showing needs for basic education as per needs of the village depicting total picture of the village.

Areas of field visit, data analysis and planning
Various aspects have to be observed during field visit. For planning purpose, specific information that is mentioned in the data collection section should be used. In the guideline for field visit, it has been mentioned what types of data to be collected; those should be followed and a report should be prepared analyzing that data or information.

Grouping
There will be four groups. Each group will undertake following activities:
- Field visit
- Data collection
- Data analysis
- Planning
- Report preparation
The group members will continue working in their respective groups during accomplishing above works.

Areas of data collection
The types of data to be collected are mentioned below:

- Present situation of child, adolescent and adult education
- Priority for education
- Education for facility
- Communication
- Behaviour patterns
- Social norms
- Difficulties of women
- Occupation
- Economic condition
- Leadership
- Social levels
- Social problems
- Number of existing schools
- Number of potential learners of different ages
- Availability of teachers
- Exploring place for learning centres and local resource
Areas of Data Collection

- Present situation of child, adolescent and adult education
- Priority for education
- Education for facility
- Communication
- Behaviour patterns
- Social norms
- Difficulties of women
- Occupation
- Economic condition
- Leadership
- Social levels
- Social problems
- Number of existing schools
- Number of potential learners of different ages
- Availability of teachers
- Exploring place for learning centres and local resource
Methods of data collection

- Visit
- Group discussion
- Question and answer
- Individual discussion
- Observation
- Review of records
# Do and Don’ts during Field Visit

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’Ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Give impression to the people that you have come to learn something</td>
<td>☐ Make fun in public</td>
</tr>
<tr>
<td>☐ Explain the objective and process of discussion</td>
<td>☐ Give false assurance of future help or support</td>
</tr>
<tr>
<td>☐ Be prepared to listen to them carefully. Understand and learn from what they say</td>
<td>☐ Use complicated methods that the people find difficulty to follow</td>
</tr>
<tr>
<td>☐ Ask questions at the end of conversation/discussion</td>
<td>☐ Arrange hasty discussions</td>
</tr>
<tr>
<td>☐ Explain the method in details before the start of the process</td>
<td>☐ Compel somebody for participation</td>
</tr>
<tr>
<td>☐ Encourage them to provide information clearly</td>
<td>☐ Becoming impatient</td>
</tr>
</tbody>
</table>
# Do and Don’ts during Field Visit

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’TS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in group spirit</td>
<td>Ask many question simultaneously</td>
</tr>
<tr>
<td>Control those participants diplomatically who dominate the discussion</td>
<td>Introduce many issues at a time</td>
</tr>
<tr>
<td>Write the points of discussion</td>
<td>Signal among the team members</td>
</tr>
<tr>
<td>Showing respect to the people (build rapport)</td>
<td>Interrupt discussion by frequent questions</td>
</tr>
<tr>
<td>Use local or simple language</td>
<td>Over act</td>
</tr>
<tr>
<td>Create a lively environment</td>
<td>Derail from the key point</td>
</tr>
<tr>
<td>Behave naturally</td>
<td>Talk too much</td>
</tr>
<tr>
<td>Self-criticizing</td>
<td>Use unknown words</td>
</tr>
<tr>
<td>Conclude the discussion with thanks and showing gratitude</td>
<td>Show too much regards</td>
</tr>
</tbody>
</table>
Session No - 7

Title of the session : Field visit

Objectives of the session : At the end of the session, the participants would be able to-

- collect data and information on socio-economic condition of the village.

Total Time: 6 hours

a. Field visit and data collection

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Divide the participants into four groups. Ask the participants to prepare a group plan for field visit elaborating what types of data they would collect and how they would do that.</td>
<td>Discussion</td>
<td>30 min.</td>
<td></td>
</tr>
<tr>
<td>☐ Divide the participants into four groups and orient them to prepare field visit plan. Ask each group, regarding the method they would apply during the field visit. Each group will confirm the method they would be applying in the field visit. Advise participants to prepare everything related to field visit as per plan.</td>
<td>Group work</td>
<td>30 min</td>
<td></td>
</tr>
<tr>
<td>☐ Participants will collect data from the field. Provide necessary assistance during field visit.</td>
<td>Field visit</td>
<td>5 Hour</td>
<td></td>
</tr>
</tbody>
</table>
Session No - 8

Title of the session : Data analysis and report preparation

Objectives of the session : At the end of the session the participants would be able to-

- analyze the data collected from the field.
- prepare a report, based on the collected information.

Total time: 3:30 hours

a. Data analysis, report preparation and presentation

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the participants to share their experience of field visit and explain the process of data analysis with the help of Handout 8.1.</td>
<td>Discussion</td>
<td>20 min.</td>
<td>Handout 8.1</td>
</tr>
<tr>
<td>Ask the participants about the issues to be included in the data analysis report. Introduce the concept of report preparation and explain the structure of a report from Handout 8.1 and TS.8.1.</td>
<td>Discussion</td>
<td>20 min.</td>
<td>Handout 8.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TS-8.1</td>
</tr>
<tr>
<td>Assign them to prepare report in-groups.</td>
<td>Group work</td>
<td>1:45 hour</td>
<td></td>
</tr>
<tr>
<td>Invite them to present the report.</td>
<td>Presentation</td>
<td>1 hour</td>
<td>Draft report</td>
</tr>
</tbody>
</table>

b. Session review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the comprehension level of the participants through the following questions-</td>
<td>Question and Answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>what is the process for data analysis?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>what is the general structure of a report?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data analysis and report preparation

Data analysis

Analysis is preparing an overview of the data collected through field visit, i.e., documentation of what the data implies or what can be deducted from the collected data. For example, data from an area shows that there is an ample opportunity for education but the rate of enrollment in school is low. The reasons for this situation may be obtained from opinion of the people in that area. Analysis should be issue-based, like education, health, economic condition, etc. Without waiting for getting all the data in all sectors, analysis can be started after getting data on one issue or sector.

For analysis the broad issues should be split into smaller ones and data should be arranged accordingly. For example, if education is taken as a broad issue, specific issues might be education centre or institution, ongoing education system, education materials, etc. Sometimes many small questions are evolved besides the set questionnaire. During analysis response to those questions should be considered.

After an analysis of issue-based data, a summary should be prepared and a way for solving those should be worked out. For example, preparing summary and way out on educational issues after analyzing data in that area.

During presentation, statistical information can be presented in the main report or as in the annexure. Acceptance of case study is relatively higher.

After the analysis of data on social issues, the findings should be sought from relevant stakeholders. It might happen that further data collection or analysis would be required at this stage. Since the people in the field are the primary source of data, the findings should be validated through verification of their opinion. Otherwise, participation of people or appropriateness of the plan based on those findings may be questioned. It should be ensured that the final findings are not totally contradictory; if that is so, those should be explained adequately.

Report preparation

The report should be prepared on the basis of analysis of data collected from the field visit. Preparing the report is a very important stage, because if any discrepancy remains at this stage, the whole purpose of field visit and its effectiveness will be foiled.

Generally two types of people use this report:

1. Community, development worker
2. Institutions, donor agencies, etc.

The nature of report varies depending on the type of users.
Points to be considered for preparing a standard report:

1. **Use of precise words:** Use of word makes a sentence different (in terms of meaning even). The same word may carry different meaning. So care should be taken in using words.

2. **Avoiding ambiguity:** The meaning of any expression should be same to the researchers and other users. The word should be selected in such a way that they carry the same meaning to all.

3. **Orderly presentation of ideas:** The findings or information should be presented sequentially. It helps the users to understand the findings.

4. **Avoid exaggeration:** Excessive expression should be avoided. Language should be simple and straight. Only the important issues should be included in the report. Long and complex sentences interrupt the flow of thinking. Therefore the report should be written in a simple language avoiding long paragraph.

5. **Easy expression:** It increases the effectiveness of the report to a great extent.

6. **Considering the reader:** It is very important to keep in mind for whom the report is being prepared. The content and language should always be determined considering the level of the users.
A general structure of data analysis report

- Introduction / General description of the area visited
- Contents
- Method of data collection and limitations
- Information collected
- Identified problems
- Needs of the people
- Local resources and limitations in implementing basic education program
- Recommendations
- Conclusion
- Annex
Session No - 9

Title of the session : Community participation

Objectives of the session : At the end of the session the participants would be able to-

- illustrate the concept of community participation.
- explain the need of peoples participation in development activities.
- identify the areas of community participation in basic education.
- describe the strategies for ensuring community participation.

Total Time: 4 hours 30 minutes

a. Community participation in development activities

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the participants – why community participation is essential in development. Explain the concept of community participation and assess the understanding of the participants and add necessary explanation.</td>
<td>Question / answer and Discussion</td>
<td>10 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Ask how the people can participate in development activities. Collect opinion of the participants.</td>
<td>Question and Answer</td>
<td>10 min.</td>
<td></td>
</tr>
<tr>
<td>Introduce need based development activities and demand based development activities and explain differences between the two. Use Handout 9.1.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>Handout 9.1</td>
</tr>
<tr>
<td>Explain the areas of participation with the help of TS-9.3. Explain the concept of PRA. Explain why PRA techniques are needed to ensure community participation. Discuss the methods to be applied for ensuring community participation. Explain five selected PRA techniques and also questionnaires with the help of Handout 9.2.</td>
<td>Presentation and Discussion</td>
<td>1 hour</td>
<td>TS.9.3, Handout 9.2</td>
</tr>
</tbody>
</table>
Ask about the advantages of community participation in development, write the responses on the board and explain. | Question and answer | 10 min. | Chalkboard

Illustrate the advantages of community participation with TS-9.4. | Discussion | 10 min. | TS.9.4

b. **Community participation in basic education**

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the participants in which areas there is need for community participation for implementation of basic education programme. Write the responses on the board.</td>
<td>Question and answer</td>
<td>10 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Divide the participants into four groups. Each group will identify the process by which the people can participate in those activities. The groups will use the following format for preparing poster. Sample format: - Areas of work - Possible activities (separated for each area) - Strategies to ensure participation (separate for each area) Explain the steps to ensure participation with examples using handout 9.1. Assign group work, supply materials and facilitate their work.</td>
<td>Group work</td>
<td>1 hour</td>
<td>Poster paper, marker  Handout 9.1</td>
</tr>
<tr>
<td>Invite each group to present group works in plenary session. Encourage comments from other groups.</td>
<td>Presentation</td>
<td>50 min.</td>
<td>Poster</td>
</tr>
</tbody>
</table>
c. Session review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the learning of the participants through the following questions: how many forms of participation are there and what are those? what are the advantages of community participation? what steps can we initiate to ensure community participation in basic education?</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
</tbody>
</table>
Community participation

What is community participation

The term community participation in development indicates a vast arena, where people of every level are encouraged to participate in development activities spontaneously by building awareness on their needs, problems, roles and responsibilities. The awareness and spontaneity make them self-confident. As a result they themselves take the initiative to solve their own problems.

From experience we find that the extent of community participation at all levels are not the same. Sometimes community participation is a fashion word, while in other cases the participation is so high that the community controls almost all levels from project planning to implementation. To ensure peoples’ participation in development we should know the forms of community participation. Here ten forms of community participation are given.

1. **To get informed:** At this stage the community only has a little information about the activities. The implementing organizations do not try to know the views of the people; they rather communicate their decision to the people. For example, a basic education implementing organization has decided to open a school in each union. They communicate this decision to the community in a public meeting. The people come to know that there would be a school in their union.

2. **Giving opinion:** In this case the people do not stop hearing the decision; they also give their own opinions. That is, the implementing organization at least attempts to hear the reaction from the community. It results in an exchange of information and opinions between the two sides. However, though the people have scope to give opinion they have nothing to do in decision making.

3. **Consultation:** Here instead of giving comments after hearing the decision, the community is consulted by the implementing organization asking for their advice on the issue. The organization may change their decision based on the suggestions from the community in certain fields. For example, the organization has decided to open a school nearby their office, which would be very distant for many learners. During consultation, the community raises the problems of communication and suggests to open the school close to the learners. Here the implementing organization may change their decision to establish it near a location close the learners, or can influence the community with arguments and adhere to their previous decision. That means, though the people are consulted they are not made part in the decision making process. The implementing organization remains the ultimate authority for decision-making; they are not obliged to accept the suggestions from the community.
4. **Participate in providing data:** The organizations require relevant information and peoples’ opinion for planning development activities. They undertake this information collection activity through different process, viz., filling questionnaire through home visit, interview following set guidelines, quick visit to the area to get a general overview of the area and direct observation. The community people participate by responding to the questions, helping for visit or observation and supplying information about the situation, problems and on-going development activities to the implementing organization. In this case the communication takes place as it is required by the implementing organization. The community provides information only, they do not have any authority to decide.

5. **Periodical functional linkage:** In development interventions, working by the people on payment for a limited period does not entail to any permanent relation with the employer. For example, if a few laborers work for construction of a basic education centre or a teacher works for teaching, their services are used on payment for particular functional needs. A kind of periodical linkage is developed between the community and the implementing organization basing on these functional needs. The relations do not have longevity.

6. **Developing long-term functional relations:** For implementing developmental activities longer-term functional relations with the local community is required to be established. For example, organizing management committee for management and maintenance of school. This is required as long the school remains there for the interest of proper management and maintenance of the school. In this committee or group local people are organized and they are given certain authority to decide a few things locally, for example, opening schools, closing its operation, selection of learners, etc. These relations are developed for the interest of the programme and for the beneficiaries.

7. **Establishing organization with external interventions:** A traditional way of involving people is organizing groups or associations of them in an area; the workers of implementing government, non-government organizations work actively in this process. These organized groups can interact with the implementing organization on various issues.

8. **Participatory decision-making:** For implementation of any development programme there is a need for understanding or agreement with the people in the community. For example, to set up a school a number of decisions require to be made, like where it will be established, on whose land, what will be the tuition fee. These decisions can be made in consultation with the peoples in the locality. The local community can be active in influencing decisions of the implementing organization when they have strong organizational base. Otherwise the community people cannot do much in decision-making. As a result their opinion or interest may be affected.

9. **Getting organized at own initiative:** The community people may assemble and get organized for certain activities. Here no external agency can influence. However, in a rich-poor mixed community the rich people take up leadership and dominate decision-making.
making. They may use the poor people for their own interest. Since the control and decision making remains with the selected influential people, the poor people who are the majority cannot enhance their capacity.

10. **Establishing the control and leadership of poor community in project planning and implementation:** The poor people should be made aware of their common needs and interest so that their initiative and leadership is established towards empowerment. This would facilitate self-reliance and separate organizational strength. They can decide about their own interest, which ultimately leads to increased possibility of protecting their interest. They can participate actively in the decision-making process and on issues that affects their life. Their participation does not remain confined to the controlled environment of the leaders of external agencies.

Community participation thus implies the ensuring of their participation at all levels and showing respect to their decisions. So far all development interventions have been supply-driven. As a result expected results could not be achieved and the people did not come up to play any active role to sustain those. For that reason now attempts are being made to make all development programmes demand-driven. For a demand driven development process community participation is a pre-requisite.

Characteristics of supply-driven development programme and demand-driven development programme

<table>
<thead>
<tr>
<th>Supply-driven development</th>
<th>Demand-driven development</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Centrally decided</td>
<td>- Decided by the concerned people</td>
</tr>
<tr>
<td>- Dependant on availability of resource</td>
<td>- Possibility of mobilizing and availing resource</td>
</tr>
<tr>
<td>- People’s need is not emphasized</td>
<td>- Based on people’s need</td>
</tr>
<tr>
<td>- Possibility of quick implementation</td>
<td>- Slow implementation</td>
</tr>
<tr>
<td>- Absence of community participation</td>
<td>- Full community participation</td>
</tr>
<tr>
<td>- Management and maintenance is hampered</td>
<td>- Effective management and maintenance</td>
</tr>
<tr>
<td>- Resource mobilization is hampered</td>
<td>- Proper mobilization and use of resource</td>
</tr>
<tr>
<td>- Does not sustain</td>
<td>- Sustainability</td>
</tr>
<tr>
<td>- Environment is degraded</td>
<td>- Ecological balance</td>
</tr>
</tbody>
</table>

Basic education is also a development intervention. As such to make this development smooth and continuous peoples’ participation is very important.
Following steps should be taken to ensure peoples participation in basic education:

1. Motivating people to participate in basic education programmes
2. Identifying the needs of basic education through group discussion at community level.
3. Deciding the methods and strategies for basic education
4. Preparing action plan through participatory discussion on how the activities would be implemented.
5. Increasing communication with the community through individual and group discussion and direct or indirect contact.
6. Identifying strategies for local resource mobilization. Involving community in deciding where the education would take place and which materials would be used.
7. Involving community in selecting teachers, place and collection of materials.
8. Implementing the programme as per plan and involving people at stages of implementation.
10. Giving leadership and facilitating development of leadership in the community.
Participatory rural appraisal

The practitioners of PRA believe that the most important resource of any community is its local wisdom, knowledge and appropriate technology, which they are applying, in their daily lives. With this limited knowledge these people are facing the hard reality. It is needed to help the local people to learn the technique of utilizing their knowledge, experience, values, skills and innovativeness. The primary stage of an effective development program is to utilize these knowledge, skills and experiences. For the successful implementation of the program we can use the various methods and techniques of PRA.

What is PRA?
PRA is the combination of some definite process techniques and works, through which, people share and explain their knowledge and experiences. Participatory Rural Appraisal helps them to identify their needs, and problems, basing on which they can make plans, and implement the plan, monitor and evaluate the whole process.

Why this technique?
The desired result of any program would not be achieved if the related persons were not included in that program. Participatory Rural Appraisal is an empowerment process where people identify their own problems and needs and make them confident enough to overcome those problems. As the rural people make plan for themselves, they become very much dedicated and enthusiastic for the success of the program. So the voluntary organizations involved in such process should engage themselves to provide necessary advice's and technical assistance.

The Principles of PRA:
There are no hard and fast rules. The types and process of implementation of Participatory Rural Appraisal depends on the area, people, and socio-economic condition of the people and attitudes of those people. The experience of applying one of these techniques does not necessarily mean to have the same result to other places. The decision should be taken by discussing with the others.

To ensure peoples participation in education program the effective PRA techniques which are used widely, identified as follows:
1. Resource Mapping
2. Semi Structured Interview
3. Venn Diagram
4. Preference Ranking
5. Open Drawing Need Assessment.
Some effective methods of social appraisal

Resource Mapping

To get information regarding local resource this is one of the best methods to be used. The techniques of developing resource map have been described below. We can use these techniques for various purposes also.

Objective of resource mapping: To have an idea about resources of an area and to provide its inhabitants a clear idea regarding its resources.

Applicable for: To get information of natural and local resources of any community

Method:

Before an appraisal:
♦ Select an open place with the opinions of local people where many people can work together.
♦ Explain the objectives of mapping.
♦ Arrange poster paper, big sheet of brown paper, color pen, etc.

During the appraisal:
♦ Initiate a discussion with local people about their area and its resources.
♦ First ask them to make a boundary of the area and put up some easily identified places in the map of the area.
♦ Ask them to show the roads, rivers, canals, etc. in the map.
♦ Tell them to show the important resources of the community.

After the appraisal:
♦ When the mapping is complete, present it before all the participants. Add or correct if anything is left out or found wrong.
Things to remember

♦ Clarify to its entire objectives well, before preparing a map of the area.
♦ Do not make haste during the activity.
♦ Make sure that all the participants get chances to give their opinions.

(Example of resource mapping)
Semi-structured interview

This method is obviously very important for the outsiders of any area. Through a semi-structured interview, qualitative information can be collected from different groups of people.

There are different types of semi-structured interview. Such as-

a. Individual interview
b. Key informant interview
c. Group discussion
d. Focus group discussion

Application of the method:

At first:

♦ Select a topic
♦ Decide the questions by which the interview will be taken.
♦ The question must be in line with the above types of interview.
♦ Preserve all required materials.
♦ Make a checklist for a good discussion.

During an interview-

♦ Ask questions very casually.
♦ Do not ask more then one question at a time.
♦ Properly use six types of questions related to what, when, why, how, where and who.
♦ If possible, talk in local dialect.
♦ Write down the opinions of a respondent with her/his permission.

At last-

♦ Check if all questions were answered to.
♦ Explain, in brief, the findings of the discussion.
Taking Interviews Through Semi Structured Interview. 
Questionnaire (Sample) 
(Appropriate for 10 - 20 families of different classes)

1. How many families live in your cluster? 

2. What is the number of family members in these families? 

3. Male □ Female □ Total □ (Above 18) □ 
Boy (under age): □ girl (underage): □ Total □ 
(* Under age = 0 - 10 years)

Male adolescent (11 - 14) □ 
Female adolescent (11 - 14) □ Total □ 

4. How many male members can read write and count well? 

5. How many female members can read, write and count well? 

6. How many school-aged boys attend the school? 

7. How many school-aged girls attend the school? 

8. How many school-aged boys do not attend the school? 

9. How many school-aged girls do not attend the school? 

10. Why the school-aged boys do not attend the school? 

11. Why the school-aged girls do not attend the school? 

12. How many adolescents (male) attend the school? 

13. How many adolescents (female) attend the school? 

14. Why the adolescents (male) do not attend the school? 

15. Why the adolescents (female) do not attend the school? 

16. Is there any program going on in your area for the basic education of adult male? 
(If yes, then give a brief description of the program)

17. Is there any program going on in your area for the basic education of adult female? 
(If yes, then give a brief description of the program)

18. Would you find a teacher for the basic education program for adult male? 
(If yes, give a brief description)
19. Would you find a teacher for the basic education program for adult female? □
   (If yes, give a brief description)
20. Would you find a teacher for the basic education program for adolescent? □
   (If yes, give a brief description)
21. How far is the primary school from your place?
22. How far is the high school from your place?
23. What is the rate of dropout in primary school?
24. The causes of dropout?
   (If yes, give a brief description)
25. Do you feel the necessity of running basic education program in your place?
26. What kind of support can you provide for the basic education program of your place?
27. How are you going to participate in the Basic education program?
28. How are you going to administer the program?
29. How are you going to encourage the others to participate in the basic education program?
30. If you don't get the help/financial support from outside, how you are going to run the program?
Venn diagram

Concept:
Venn Diagram is a process of Participatory Rural Appraisal. Using this technique rural people will identify the influencing persons, working organizations, skilled personnel, local representatives and mark these in the Venn diagram and ensure what role they can play for the programmes success. We can make this diagram in a brown paper. The other name of this technique is known as Chapati Diagram. After making the Venn diagram we need to demonstrate it for getting feedback from the people.

Objective:
To identify the key persons, resource persons, organizations’ representatives, people’s representatives and assess their influence over the rural people.

Materials:
Various colorful seeds round paper cutting like chapati, glue, brown paper, color pen, etc.

Example of Venn diagram
Preference ranking

What is preference ranking?
The method by which problems of an area or a village are identified and prioritized by the people is called preference ranking.

Its objective:
♦ To identify problems of the area through participatory discussion.
♦ To prioritize these identified problems.
♦ To know people's attitude for solving these problems.
♦ To know people's real capacity in problems solving and have an idea about the duties of an organization.

Its process:
♦ Arrange every required material beforehand, such as stone chips, seeds, leaves etc.
♦ This can be done at a courtyard or a big piece of paper.
♦ Start discussion on a specific topic and ask people to discuss about their major problems.
♦ Ask them to write their problems in small pieces of paper.
♦ Those who have participated ask them to write their names in small pieces of paper. (It is better not to write their names in case of a big group).
♦ Help to arrange these problems-written in small pieces of paper vertically at the left.
♦ Those who have participated ask them to arrange their names horizontally at the top.
♦ Now ask one of the participants to rank the problems. (Rank these problems by coding o1.02.03.04 ... according to their degree of seriousness). Try to realize the argument/cause behind each ranking.
♦ Thus encourage all the participants to give their opinions.
♦ Give thanks to all and conclude.

Area of implication:
♦ To know the most important component among different components of a program as thought by local people.
♦ To identify the weakest component of the program.
♦ To identify the most and moderately effective activities out of many activities.
♦ To determine an activity treated as the most important of all activities.
**Things to remember:**

- Crosscheck the cause behind each preference ranking.
- Know the argument behind each ranking by asking questions that start with why.
- Do not impose your opinion in their preference ranking.

Note: 1) Preference ranking can be done in several ways:

<table>
<thead>
<tr>
<th></th>
<th>Individual</th>
<th>GroupWise</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Scoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Scoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preference ranking can be done separately for children, adolescents, male and female.
## Preference ranking

### Sample Diagram

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Problem</th>
<th>% Percentage</th>
<th>Variation</th>
<th>Remarks/ Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low income</td>
<td>18</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Diseases</td>
<td>12</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Necessary attempts should be taken to overcome the education program</td>
</tr>
<tr>
<td>3.</td>
<td>Unhygienic environment</td>
<td>10</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Lack of awareness</td>
<td>20</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Lack of education</td>
<td>28</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Problem of selling products</td>
<td>12</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total =</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Open drawing needs assessment

Concept and Process

Through open drawing need assessment the villagers would draw the expected situation of basic education of their village. To accomplish the work following steps have to be taken:

- Identification of indicators of basic education
- Write the present condition of basic education on the left column of the brown paper
- Write the impediments to reach the expected goal in the second column form the left
- Write what is needed to reach the expected goal in the 3rd column from the left.

This particular technique works well if the groups are homogenous. But it con be done with heterogeneous groups also.

The facilitator would continue the discussion through question answer while the process of need assessment continues. The facilitator would encourage the participants to give their opinion.

The reasons behind their expectations/ opinions should be examined.
- Are the reasons reasonable?
- Is there any preference?
- Are the reasons realistic?
- How could their expectations be achieved?

Objectives

- to identify the indicators
- to know the situation of basic education
- to identify the impediments and possible solutions to overcome those
- to attain/reach the goal by overcoming any sort of problems

Materials

Brown papers, color pencils, etc.
Making a matrix

Open Drawing Need Assessment should be presented in a matrix. After demonstration of the matrix, necessary changes should be done. A sample matrix is presented below:

<table>
<thead>
<tr>
<th>Present condition</th>
<th>Impediments to reach the expected goal</th>
<th>Needs</th>
<th>Expected result</th>
</tr>
</thead>
</table>

Things those should be remembered

- clarify the things to the participants before preparing the matrix.
- do not haste.
- each opinion has to be written in the right way.
- topics have to be discussed accordingly.
Matrix scoring

Through matrix scoring why and how a group of villagers or local people relatively compare the importance of things can be known. We can also understand by what criteria or characteristics they do an assessment. Matrix scoring is usually done from certain characteristics or criteria.

Objective
♦ To know which one is the most important out of many.
♦ To know which one has the most potentials.
♦ To identify the less effective one.
♦ To have an idea about the criteria by which villagers assess importance of things.

Process
♦ Choose a suitable place to work and select participants fit for this activity.
♦ Ask participants to write the name of the things / topics in small cards and arrange them on the ground.
♦ Now tell them to write their judgment at the left side of the line. That why they consider a certain thing is more than important from another.
♦ Draw a table with vertical and horizontal lines and put up the name of the topics / sources vertically and place the causes horizontally.
♦ Start discussion with the first one.
♦ Now which one is the best, the second best, third best --- ask them in this style. Try to know how the first one is different from the second one. Request them to give their answers with the help of materials. Thus things are why good and how far bad can be traced down.
♦ In the same manner, assess the differences between the second one and the third-one.
♦ After considering all characteristics help participants to select the best one and analyze it.
♦ Give thanks to all and draw a conclusion.
**Area of implication:**

- What types of treatment do village women for what kind of diseases undertake?
- To identify a better option of IGA.
- To understand comparative preferences of the sources of loans and their different characteristics.
- To assess comparative choices.
- To realize degree of difference of things.
- To know the causes behind different degree.
- To know about methods of birth controls adopted by women.
- To know comparative difference of different components / activities of an organization.
- To have an idea about opinions on occupation.
- To know status of month-wise demand for loans.
Things to remember

1) Material

Stone chips, seeds, leaves or other materials locally available.

2) Scoring system

a) For each box, use maximum 10 seeds.

b) Divide a specific score among all topics / sources.

c) Rank as per the characteristics / causes. During a discussion with villagers, observe their usage of arguments against or for any thing. These arguments are mostly inter-linked and conducive to understand villagers' mentality and outlook.

Example of Matrix Scoring
Ten Types of Participation

- Getting informed
- Giving opinion
- Advising
- Participating in providing information
- Periodical functional relations
- Long term functional relations
- Establishing organizations with external initiative
- Participatory decision making
- Getting organized at own initiative
- Establishing the majority peoples’ control and leadership in project planning and implementation
## Extent of community participation in development

<table>
<thead>
<tr>
<th>Nature of participation</th>
<th>Degree of participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nominal</td>
</tr>
<tr>
<td>1. Getting information</td>
<td>▲</td>
</tr>
<tr>
<td>2. Giving opinion</td>
<td>▲</td>
</tr>
<tr>
<td>3. Advising</td>
<td>▲</td>
</tr>
<tr>
<td>4. Participating in providing information</td>
<td>▲</td>
</tr>
<tr>
<td>5. Periodical functional relations</td>
<td>▲</td>
</tr>
<tr>
<td>6. Long term functional relations</td>
<td>▲</td>
</tr>
<tr>
<td>7. Establishing organizations with external initiative</td>
<td>▲</td>
</tr>
<tr>
<td>8. Participatory decision making</td>
<td>▲</td>
</tr>
<tr>
<td>9. Being organized at own initiative</td>
<td>▲</td>
</tr>
<tr>
<td>10. Establishing the majority peoples’ control and leadership in project planning and implementation</td>
<td>▲</td>
</tr>
</tbody>
</table>
Areas and ways for community participation in development

Areas of participation

- Situation analysis
- Assessment of demands
- Setting of objectives
- Identification of activities
- Planning
- Resource mobilization
- Deploying manpower
- Implementation
- Evaluation
Advantages of community participation

- Joint responsibility
- Use of local resources
- Plan programmes according to own needs
- Identifying own needs
- Effective use of resources
- Ownership/partnership
- Maintaining continuity
Session No - 10

Title of the session : Social mobilization

Objectives of the session : At the end of the session the participants would be able to-

• explain the importance of Social mobilization.
• explain the steps of Social mobilization.
• identify the strategies for Social mobilization.

Total time: 2:30 hours

a. Steps of social mobilization

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assess the current level of understanding of the participants about social mobilization and ask them why it is required. Explain the concept of social mobilization, its objectives, process and ways to effectively mobilize the society with the help of Handout 10.1.</td>
<td>Discussion</td>
<td>10 min.</td>
</tr>
<tr>
<td></td>
<td>Explain the ways to mobilize the society.</td>
<td>Question and answer</td>
<td>10 min.</td>
</tr>
<tr>
<td></td>
<td>Explain the steps for community mobilization through TS.10.1.</td>
<td>Discussion</td>
<td>10 min.</td>
</tr>
</tbody>
</table>

b. Mass media

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduce and conduct a game with the help of guidelines Game-10.1. Discuss the learning points from the game.</td>
<td>Game and discussion</td>
<td>20 min.</td>
</tr>
<tr>
<td></td>
<td>Ask the participants about the mass media that can be used for social mobilization.</td>
<td>Question and answer</td>
<td>10 min.</td>
</tr>
<tr>
<td></td>
<td>Introduce the recommended media for social mobilization with the help of TS.10.2.</td>
<td>Discussion</td>
<td>10 min.</td>
</tr>
</tbody>
</table>
c. Who will play roles in mobilization process

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate opinions of the participants who will play major roles in organizing social mobilization for basic education.</td>
<td>Question and answer</td>
<td>10 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Point out the names of the people in the community and their possible roles for organizing social mobilization.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>TS.10.3</td>
</tr>
</tbody>
</table>

d. Strategies for organizing social mobilization

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the participants into four groups and ask them to find out possible strategies for organizing social mobilization.</td>
<td>Group Discussion</td>
<td>30 min.</td>
<td>Poster, marker</td>
</tr>
<tr>
<td>Invite the participants to present group works in plenary.</td>
<td>Presentation</td>
<td>20 min.</td>
<td>Poster</td>
</tr>
<tr>
<td>Explain the possible steps for social mobilization through TS.10.4.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS.10.4</td>
</tr>
</tbody>
</table>

e. Session review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the achievement of the participants by asking the following questions:</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>- what is social mobilization?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- who is responsible for organizing social mobilization?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- what are the possible strategies for organizing social mobilization?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Game 10.1

Instruction for conducting the game session

- Invite the participants to stand in circle in such a way so that all can see you.
- Touch different parts of your body like nose, forehead, ear, eye, neck, chin, knee, hand, leg, etc. and ask them to tell the name of the that part you touched.
- All will do what you do.
- Now tell them to follow what you say; name a part and touch that part. Continue it for a while.
- Suddenly you do something different. For example, pronounce ‘ear’ but touch your ‘nose’.
- You will find they will touch nose instead of ear seeing what you do, not hearing what you say.

The reason behind this is our general nature is to follow what we see. We remember very little of what we hear. As such visual media is most appropriate for mass communication. Only lectures or meetings cannot bring a change in behaviour. For effective communication it is necessary to use picture or visual materials or examples.
Social Mobilization

1. Introduction

For implementation of basic education program, organization of community mobilization is an essential step. A number of steps can be taken to increase awareness at individual and group levels. But to ensure basic education for the massive poor population in Bangladesh there is a need for social mobilization.

2. How to organize community mobilization

Social change is a complex process. Many factors work behind it. We can develop an overall social awareness by influencing these factors to disseminate common message to the general people. Through social mobilization a kind of pressure can be exerted on the individual, family or society to go for basic education.

A man remains busy with his day-to-day works. Due to the curse of poverty they do not dare to go beyond their traditional thinking. They cannot go beyond what they do daily. To bring them out of this orbit there should be a greater awareness in the society. Social mobilization cannot be developed suddenly. It is organized through a set of steps.

3. Steps of social mobilization

```
Total awareness
    Community mobilization
      Increased awareness
        Motivation
          Information dissemination
```

To organize social mobilization the only way is increased mass communication with the help of all in the society and disseminating message for basic education.

4. Media for social mobilization

To create awareness among the illiterates the communication media should be visual. Everybody can follow the language of pictures. Sometimes if a message is disseminated verbally it is not well accepted. The media for organizing social mobilization are:

- Song, Poem, Story
• Poster, Leaflet, Banner, Signboard, Billboard
• Loudspeaker
• Rally
• Radio, Television, Cinema, Newspaper
• Popular drama

Social mobilization is developed on certain key message. To make the message acceptable and reliable to the mass people a variety of media require to be used.

5. Stakeholders who have roles to organize social mobilization

• Local leaders
• NGO
• Government institutions
• Private institutions
• Local government
• Political institutions
• Teachers, Youths
• Educated peoples
• Other partners in development

6. Following strategies may be followed for organizing social mobilization towards basic education:

1. Massive publicity for basic education
2. Increased mass communication
3. Disseminating information about basic education in different mass media to increase people’s interest
4. Publicity in religious, social and political programmes
5. Discussion in various meetings
6. Continuous discussion with all concerned
7. Coordination among roles of various stakeholders
Steps of social mobilization

Step-5  Total awareness
Step-4  Community mobilization
Step-3  Motivation
Step-2  Awareness raising
Step-1  Sharing information
Media for social mobilization

- Song, Poem, Story
- Poster, Leaflet, Banner, Signboard, Billboard
- Loudspeaker
- Rally
- Radio, Television, Cinema, Newspaper
- Popular drama
Stakeholders who have roles to organize social mobilization

- Local leaders
- NGO
- Government institutions
- Private institutions
- Local government
- Political institutions
- Teachers, youths
- Educated peoples
- Other partners in development process
Strategies for organizing social mobilization

1. Highest publicity for basic education
2. Increased mass communication
3. Disseminating information about basic education in different mass media to increase people's interest
4. Publicity in religious, social and political programmes
5. Discussion in various meetings
6. Continuous discussion with all concerned person/group
7. Coordination among roles of various stakeholders
Session No - 11

Title of the session : Motivation

Objectives of the Session : At the end of the session the participants would be able to-
- explain the concept of motivation, motivation cycle, process and steps of motivation.
- describe the importance of motivation in basic education.
- describe the strategies for motivation.
- identify their roles in people’s motivation.

Total time: 1:30 hour

a. Process and steps of motivation

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display the picture 11.1 and ask the participants what they actually see in the picture. Why are the people not looking at the damage of the school? What should be done to ensure participation of the people? Collect the answers and give emphasis on motivation.</td>
<td>Question and Answer</td>
<td>10 min</td>
<td>Picture 11.1</td>
</tr>
<tr>
<td>Ask what they mean by motivation. Write the key words on the board.</td>
<td>Question and answer</td>
<td>5 min</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Explain what is motivation with the help of Handout 11.1.</td>
<td>Discussion</td>
<td>10 min</td>
<td>Handout 11.1</td>
</tr>
<tr>
<td>Ask the participants what steps can be followed for motivation. Introduce steps of motivation using TS. 11.1 and explain.</td>
<td>Question and answer</td>
<td>10 min</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Ask the difference between awareness and motivation. Collect the response from the participants and add your input with the help of Handout 11.1.</td>
<td>Question and answer</td>
<td>5 min</td>
<td>Handout 11.1</td>
</tr>
</tbody>
</table>
b. Importance of motivation

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask why motivation is important in basic education? Discuss the opinions of the participants and write the point on the board.</td>
<td>Question and answer and discussion</td>
<td>10 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Explain the importance of motivation by showing TS-11.2.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS.11.2</td>
</tr>
</tbody>
</table>

c. Strategies for motivation

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the participants into four groups and ask them to identify the strategies we can pursue to motivate people for basic education and present it.</td>
<td>Group discussion, question-answer</td>
<td>25 min.</td>
<td>Poster paper</td>
</tr>
<tr>
<td>Explain the points with the help of TS-11.3.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS.11.3</td>
</tr>
</tbody>
</table>

d. Session review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the achievement of learners with following questions:</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>- what is the importance of motivation in basic education?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- what are the strategies for motivation in basic education?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Motivation

Motivation is a process by which changes take place in the thought, behaviour and activities of man towards certain objectives.

Awareness and motivation

Awareness is a state where people can assess what is good or bad for them. Motivation is a continuous process through which attention is drawn, demand is created and changes take place in behavior towards that demand.

Importance of motivation

Motivation is required to encourage the people towards basic education. Motivation is essential to raise social awareness and to increase peoples’ participation in these activities.

Through motivation intention and participation of every family and society can be generated for basic education. Sending children to school, youths and adults to literacy class at free times do not happen if there is no personal willingness and interest of the people concerned.

Many time poor people do not show interest to basic education programmes. This is because many of them

- do not realize the benefit of education
- do not feel interested at the cost of economic activities
- are afraid of age
- are not aware of the opportunity for education
- are frustrated about their way of life
- have negative attitude about their life
- are in the orbit of religious dogmatism
- are afraid of change
- lack confidence

In total, it is really difficult to create interest among the children and adult women and men, particularly in our socio-economic situation. However, if the benefit and opportunities can be presented to them effectively there would be both interest and willingness. Particularly they should be made aware how basic education contributes to poverty alleviation.

Strategies for motivation

Following strategies can be followed to motivate people for basic education.

- Establish contact with target people (individually and in group);
- Know the demands or needs of the people;
- Discuss on required information and communicate benefits of basic education;
- Provide examples and realistic explanations;
- Discuss various aspects of basic education;
- Create interest for education and encourage to participate;
- Create opportunity for participation;
- Explain the changes that are taking place due to education;
- Facilitate sustainability of behavioural changes that are taking place for education, i.e., encouraging continuity in learning.

**Role of development worker for motivating people**

It is a great responsibility to motivate all people in the community to work for expansion of basic education. In this process there is need for coordination between the local leaders and the development workers. We do not do many things because we do not know that; simultaneously it is also true that we know many things but we do not do those. To come out of this situation gradual steps need to be taken.

The first step to expand basic literacy is removing ignorance about it. The target people are so neglected and ignorant that they can not think of education at all. They do not realize that ignorance is the main cause of their poverty.

As such, the people should be motivated for basic education formally, informally, individually, in group, in family or in society. Only motivation would not help to achieve the target if the scope for continuous opportunity for learning is not created. Sometimes it is seen that the parents enroll their children in school, but after sometimes they again engage them as day labour by discontinuing their education. To change this situation motivation is required in the participation process. This would lead to social awareness and make education a continuous process.

As a development worker there comes further works after motivation. These are,

- to contact every person, family, group or society
- to inspire them on occasions
- to facilitate in all possible manner
- to congratulate or to give reward.
Motivation takes place through seven steps

1. State of unknown
2. Providing information
3. Interest grown
4. Asking for information
5. Experimental practice
6. Practice at intervals
7. Follow and behave
Seven steps of motivation

1. State of unknown
2. Providing information
3. Interest grown
4. Asking for information
5. Experimental practice
6. Practice at intervals
7. Follow and behave
Importance of motivation

- Creating interest
- Encourage
- Raising awareness
- Ensure participation

Motivation

Bringing change in behaviour
Strategies of motivation

- Establishing contact with target people (individually and in group);
- Knowing the demands or needs of the people;
- Discuss on required information and communicate benefits of basic education at family, group or community level;
- Create interest for education and encourage to participate;
- Identify the reasons for less interest to take education;
- Discussion with local leaders;
- Providing success stories on education
- Facilitate realization of interest and willingness
- Enhance social awareness
- Work in team with other;
- Facilitate sustainability of behavioral changes that are taking place for education, i.e. encouraging continuity in learning.
Session No - 12

Title of the session : Communication

Objectives of the session : At the end of the session the participants would be able to-

- explain the process of communication.
- describe what effective communication is.
- identify the skills for communication as a development worker.
- explain the importance of communication in basic education.
- identify the strategies for communication in basic education.

Total time: 3 hours

a. Communication process

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should we do to motivate people? Ask the participants and collect the response; give emphasis on communication.</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Ask what we understand by 'communication. Listen to and write the answers.</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Show TS.12.1.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS.12.1</td>
</tr>
<tr>
<td>Explain how communication takes place, using TS.12.2. Take help from Handout 12.1.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>TS.12.2, Handout 12.1</td>
</tr>
<tr>
<td>Ask about the components of communication. Facilitate to have their response with the help of TS.12.2.</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>TS.12.2</td>
</tr>
<tr>
<td>Explain the media of communication and their nature with the help of the Handout-12.1.</td>
<td>Discussion</td>
<td>15 min.</td>
<td>Handout-12.1</td>
</tr>
</tbody>
</table>
### b. Effective communication

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite four participants separately and give a briefing about role-play.</td>
<td>Role play</td>
<td>30 min.</td>
<td>Role play –12.1</td>
</tr>
<tr>
<td>Clearly explain their individual roles and allow time for their preparation. Invite them to perform. Take help of the guidelines entitled, Role-play - 12.1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss the learning points from the role-play. Introduce TS.12.3 and explain the reasons for disruption in communication.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS.12.3</td>
</tr>
<tr>
<td>Explain the essential duties of the message sender for an effective communication with the help of the Handout 12.1.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>Handout – 12.1</td>
</tr>
<tr>
<td>Ask the participants about the skills for the required effective communication in basic education. Record the responses on the board.</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Explain the skills of communication by using TS.12.4.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS.12.4</td>
</tr>
</tbody>
</table>

### c. Communication in basic education

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the role of communication in basic education with Handout 12.1.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>Handout 12.1</td>
</tr>
<tr>
<td>Ask – who the communicators in basic education are and record the responses.</td>
<td>Question and answer</td>
<td>10 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Explain the span of communication in basic education with TS-12.5.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS.12.5</td>
</tr>
<tr>
<td>Invite the participants to work in-group and identify the activities and strategies required for effective communication in basic education. Ask to present group works in plenary. Generalize the discussion at the end.</td>
<td>Question and answer</td>
<td>1 hr.</td>
<td>Poster paper, Chalkboard</td>
</tr>
</tbody>
</table>
### d. Session review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the achievement of the participants by asking the following questions: - what essential things should the message sender should do for effective communication in basic education? - what communication skills the development worker should possess in implementing basic education?</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
</tbody>
</table>
Communication

Introduction

The first activity to involve people in basic education is to inform them all details about the programme and then get them involved. Learning is such a process that it fully depends on the willingness and interest of the person who wants to impart and who wants to receive. That is why we are discussing about motivation.

For motivation or creating interest, communication is very significant step. It is only through communication we can inform the people relevant information, create interest and willingness among them and finally get them involved in education.

Everyday we communicate for various reasons. It takes place in different forms, like,
- with the members in the family
- at workplace
- in social functions
- regarding any difficult situations
- about the development interventions

Communication process

Communication is a continuous process where the sender sends some message, concept or information through a medium with specific objective to a receiver that create a kind of reaction to the receiver and accordingly the latter reflects on that message. The process of communication is shown below:

The receiver is the key in communication. Receiver is the whom the message is addressed at. Depending on the nature of the receiver, the message and the media are determined. When the receiver responds he becomes sender and the original sender becomes receiver. In a two-way communication this change is obvious.

Response or reply is what the receiver reflects after getting the message. In communication response is also significant. If response is not made communication is not complete and the objective of communication cannot be achieved. Only after getting response the sender
understand to what extent his message is communicated and can initiate actions accordingly. Response may be-
1. Immediate or delayed.
2. Delayed

From the above process the important ingredients of communication become clear and all these together make the process of communication complete. The ingredients are:
1. Sender
2. Message, views, information, concept
3. Media, channel
4. Receiver
5. Response, result

All the above ingredients are equally significant to make communication effective. If one is dropped the effective communication may be disrupted leading to a risk of miscommunication or misunderstanding. There might even be an opposite result.

Mediums of Communication
For meaningful communication a variety of media are used. These include:
Audio media : speaking, lecture, radio message
Visual media : picture, poster, model
Audio-visual media : television, cinema, etc.

Essential tasks to make communication effective:
- Setting objectives
- Presenting the message simply and in an straight manner
- Selecting medium or method for sending message
- Arranging for receiving response
- Ensuring two-way communication

Effective communication skills
To make the communication effective, the field workers should acquire certain specific skills:
1. Expression skill
2. Listening skill
3. Questioning skill
4. Understanding skill
5. Skill to receive response
6. Construct message appropriately
7. Skill to use proper medium

Communication in basic education
To ensure basic education there is need for organizing social mobilization and the importance of communication becomes significant. Here people from all walks of like should be considered.
The sender of message is the development worker while the receivers are the people in the community, at family, group or community level. Message is basic education, result is learning. The media are: face-to-face discussion, announcement through mike, distribution of leaflet, leaders’ speech etc.

The span (stakeholders) of communication is quite wide. In this field communication needs to be established with following stakeholders:

- NGO personnel
- Education department officials
- Local leaders
- Target people
- Administrative officials
- Others

**Communication strategies in basic education**

For basic education programmes the communication strategy may be divided into two component:

- Inter-personal communication
- Mass communication

Inter-personal communication may again be of two types: Individual, mutual (groups).

Personal communication is individual communication. It means communication between two persons. In this case both the persons can listen to each other and can understand, due to face-to-face discussion. The response is spontaneous. Personal communication is possible anywhere at any time. The main advantage of this is the result is known immediately. For motivation in basic education this is most effective.

Group communication is held between two or more people. In this process communication can be established face to face and there is a scope for quick response. Effectiveness of it depends on the number of people in the groups. This is proved to be an effective approach to involve community. In basic education Group communication is a formal process. In case of group communication message, discussion, question and answer are used as strategy. Even visual media facilitate effectiveness in this case.

Mass communication addresses all in the society. Here the sender does not appear in front of the receiver; even the identity may not be known. Disseminating general message is the objective of mass communication. Through this process the awareness of people can be increased for basic education. Here the scope of getting immediate response remains absent. Now-a-days television, radio, newspaper are used effectively for mass communication. For raising peoples’ awareness in basic education these media can be widely used.
Guideline for Role-play

- Select 4 of the interested participants to play some roles.

- They will perform the following identity:
  A poor farmer
  A schoolteacher
  A student
  Development worker

- Tell the participants to come out of the classroom. Explain the roles to the participants. Now tell them to enter the class and perform the roles.

The process of role-play:

- The fourth participant delivers his speech to the second participant.

- You are a respected schoolteacher. Everybody honours you. You can contribute a lot to the basic education programme. A principal objective of our programme is to include the poor and neglected people in this programme. Within the next year, it is expected that 10% of farmers, 20% of unemployed youths, 30% of women and 10% of adolescent girls will get the basic education. You can use your students to reach the message to the community people.

- The second participant (school teacher) told the 3rd participant (student) to reach the message to mass people

- After a while the student (3rd participant) will deliver the message to a development worker (4th participant).

Ask the participants about their experience. Tell the trainees to give their feedback. It will be obvious that at a certain stage the core message itself has been changed. The principal reason of this change is because of taking a person as a messenger or media. A person always takes and delivers a message in his own way and style. There are a lot of differences between taking and expressing a message. Whenever we are working with the community we should be very careful about these factors.
Communication

Communication is a continuous process where the sender sends some message with specific objectives to a receiver and the receiver responds to that message.
Communication process

Sender -> Media

Message

Receiver -> Media

Message

Feedback

Result

Own feature

Own feature
Reasons for disruption in communication

- The view of the sender is not properly reflected in the message
- Any kind of disturbance in the media created by the sender
- Not taking the message properly by the receiver
- Not receiving feedback
- Not assessing the result
Skills for effective communication

- Expression skill
- Listening skill
- Questioning skill
- Understanding skill
- Skill to receive feedback
- Message construction skill
- Skill to use proper medium

What I say → What I listen

What I think ← What I understand

Response
Span of communication in basic education
Session No - 13

Title of the session : Leadership for the expansion of basic education

Objectives of the session : At the end of the session the participants would be able to

- explain leadership and its nature.
- explain the importance of leadership in basic education programme.
- identify the traits of leader.
- describe their own role in expansion of basic education.

Total time: 3 hours

a. Leadership and nature of leadership

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Ask - who should come up to ensure people’s participation in basic education? Collect the response.</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>❑ What is leadership? Ask and get participants’ perception.</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>❑ Present TS.13.1 to clear the concept of leadership. Take help from Handout 13.1 and use it after words in every session related to leadership.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS.13.1 Handout 13.1</td>
</tr>
<tr>
<td>❑ Explain the forms of leadership with TS.13.2.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>TS.13.2</td>
</tr>
<tr>
<td>❑ Explain the nature of leadership with examples using TS.13.3.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>TS.13.3</td>
</tr>
</tbody>
</table>

b. Importance of leadership

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Write the question ‘why leadership is required in basic education’ on the board; distribute a slip paper to each of the participants. Request all to write their view in the slip paper and paste those on the board.</td>
<td>Paper slip</td>
<td>10 min.</td>
<td>VIPP card and scotch tap</td>
</tr>
<tr>
<td>❑ Read the papers and generalize the points.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>VIPP card</td>
</tr>
<tr>
<td>❑ Present TS.13.4 and explain the importance of leadership</td>
<td>Discussion</td>
<td>10 min.</td>
<td>TS.13.4</td>
</tr>
</tbody>
</table>
c. Traits of a leader

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘What types of traits does a leader require to lead basic education</td>
<td>Brain</td>
<td>10 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>programme in participatory manner’ - ask it to the participants</td>
<td>storming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and write the responses on the board.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss and finalize the responses.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Use TS.13.5 to add few more traits.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS. 13.5</td>
</tr>
</tbody>
</table>

d. Role of leader

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the participants into four groups and ask them to identify the</td>
<td>Group work</td>
<td>1 hour</td>
<td>Poster paper and marker</td>
</tr>
<tr>
<td>roles of a leader to ensure participation of people in the basic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education programme.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite all groups to present their group work in plenary. Call others</td>
<td>Presentation</td>
<td>20 min.</td>
<td>Poster, marker</td>
</tr>
<tr>
<td>to make comment and generalize.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the roles of a leader and a field worker with the help of</td>
<td>Discussion</td>
<td>5 min.</td>
<td>TS.13.6</td>
</tr>
<tr>
<td>TS.13.6 and TS.13.7.</td>
<td></td>
<td></td>
<td>TS.13.7</td>
</tr>
</tbody>
</table>

E. Session review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the achievement of the participants through the following</td>
<td>Question and</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>questions:</td>
<td>answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- what are the traits of leaders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- what are the roles of leaders in basic education programmes?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- what are the roles of a development worker in implementing basic</td>
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<td></td>
<td></td>
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<tr>
<td>education programme?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Leadership in basic education

Introduction

The progress of a community or an institution largely depends on appropriate and active leadership. General people in our society largely depend on their leaders. At any level in a society the influence of appropriate leadership is very significant for development.

Leadership is a trait that enables one to influence others opinion to do something according to his choice. There may be different forms of leadership in the society. Viz.,

- Elected
- Nominated
- Acceptable
- Appointed
- Informal
- Self-proclaimed
- Empowered
- Political

Place of leadership in the community

The position of leadership varies in different situation. Viz.,

<table>
<thead>
<tr>
<th>Situation</th>
<th>Type of leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Head of family</td>
</tr>
<tr>
<td>Group</td>
<td>Elected leader</td>
</tr>
<tr>
<td>Society</td>
<td>Elected or accepted leader</td>
</tr>
<tr>
<td>Community</td>
<td>Elected leader</td>
</tr>
</tbody>
</table>
Different style of leadership depending on the behaviour of leaders

Styles of leadership may vary. Leadership behaviour is generally classified into three types. These are:

<table>
<thead>
<tr>
<th>Uncensored leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participatory leadership or</td>
</tr>
<tr>
<td>leadership in partnership</td>
</tr>
</tbody>
</table>

| Autocratic leadership         |

These three types are explained below:

**Characteristics of autocratic leadership:**
- All decisions and strategies are taken by the leader
- Leader directs strategies and steps. Uncertainty remains for future course of actions.
- Leader instructs specific persons to do specific things
- Leader prefers to flourish individualism in all aspects. Praise own initiatives and criticizes the efforts of team members. Keep aside from active participation from team activities.

**Characteristics of partnership leadership**
- All decisions and strategies are taken through group discussion, decisions and cooperation.
- Methods and steps are decided through discussion. The leader explains the goal and general strategies.
- The team members can distribute the works among them through mutual discussion.
- The leader takes into account the realities and keeps confidence of the team members through praising their initiatives.

**Characteristics of uncensored leadership**
- The team members are given unlimited freedom to decide; the leader does not interrupt.
- The leader ensures supply of materials and equipment
- The leader keeps aloof from participation
- Only when there is crisis the leader attempts to control the team members

**Comparison**

Although in autocratic leadership he scope of work is faster, in terms of quality of work the partnership leadership is better. In autocratic leadership everything is damaged except the leader. But in partnership leadership very little quality is affected due to change in leadership. In uncensored leadership both speed and quality of work is worst.
Foundation of leadership

In community development the foundation of leadership is participation or democratic practice. Dictatorship of undemocratic leadership can not lead to sustainable development. In community development, development is facilitated by the span of participatory process in leadership. Since in our society the people are not able to participate effectively, the leaders should create scope to enhance their capacity to participate.

Absence of leadership in expansion of basic education

For social and economic development, there is no alternative to expansion of basic education. Basic education is a significant step to turn this population into resource. Though they live in the community the poor are deprived of many facilities. On the one side they do not have interest for education, moreover they cannot avail opportunity to get education. the basic reason behind that is lack of leadership among them.

Importance of leadership in basic education

The local leaders play a vital role to ensure peoples’ participation in development activities. The poor and illiterate population largely depends on the opinion of the local leaders. This dependency is high due to their ignorance.

A development worker cannot go to every individual personally, particularly where the resource and time is limited. But it is essential to involve every single individual in the process of development. This communication can be effectively done through a good leader. In basic education all people – children, adolescents, youth, aged, rich-poor – should be covered. As such to implement this programme the role of local leaders is very significant.

Desired traits of a leader in basic education program

To gain confidence of the people a leader in basic education should acquire the following traits:

- Knowledge of the subject
- Ability to work in group
- Honest and attractive leadership
- Good behaviour with all
- Analytical skill
- Inter-personal communication skill
- Patience
- Interest and willingness to work for the poor
- Interested to work for society
- Attitude to help

The education, economic condition, status in the society, age, etc. largely influence the above traits.
The above traits are applicable for any levels. Even to lead a family the family head requires these traits. These can be acquired through initiatives and efforts. Willingness and challenging attitude is very much required. Otherwise these traits remain unexplored and these do not come for any use in the family or society. It results problems in the family and society.

To influence a person, community or group, their current features need to be analyzed first and from that perspective initiatives should be taken to motivate them. The local leaders can easily identify these and can use for basic education.

Role of a leader in basic education programme

The local leaders have enormous responsibility in expanding basic education programme. Using his influence he can involve the people properly. He can discharge the following responsibilities:

- Knowing the need for basic education
- Help peoples from all walks of life
- Create social awareness
- Mobilize materials, resource and facility
- Communicate with development partners
- Remain respectful to neglected population
- Maintain discipline in the society
- Maintain good relations at all levels
- Make participation of people at all level possible
- Helping poor population
- Informing the population about development initiatives
- Distributing responsibility among the population and ensuring performance of them.

As partners of basic education programme, the field workers should undertake similar responsibilities. Besides, he should
- Play the role of an appropriate leader
- Promote leadership in the society
- Maintain liaison with local leaders
- Provide necessary guidance and support for appropriate leadership
Leadership

Leadership is a trait that enables one to influence other’s opinion to do something according to her / his choice.
Forms of leadership in the society

- Elected
- Nominated
- Acceptable
- Appointed
- Informal
- Self-proclaimed
- Empowered
- Political
Nature of leadership

1. Autocratic
2. Participatory
3. Laissez-Faire
Importance of leadership in basic education

- To organize the neglected population
- To motivate for education
- To make participation in education management
- To convince for contribution in education in terms of time and resource
- To mobilize and distribute local resource
- To develop human resource
Traits of leader

- Knowledge of the subject
- Analytical skill
- Ability to understand others
- Pleasant expression
- Honest and attractive leadership
- Reliance/faith on others
- Communication skill
- Patience and consciousness
- Interested to work for society
- Attitude to help the poor people
Roles of leader

- Knowing need for basic education
- Help people from all walks of life
- Create social awareness
- Mobilize materials, resource and facility
- Communicate with development partners
- Remain respectful to neglected population
- Maintain discipline in the society
- Maintain good relations at all levels
- Make participation of people at all possible level
- Helping poor population
- Informing the population
- Distributing responsibility among the population
Responsibilities of field workers

☐ Acquire the traits of leadership
☐ Play role of an appropriate leader
☐ Promote leadership in the society
☐ Communicate with local leaders
☐ Train of local leaders
☐ Increase peoples’ participation
Session No -14

Title of the session : Need based planning

Objectives of the session : At the end of the session the participants would be able to-

• develop a plan for basic education basing on the information collected from the field.

Total time: 2 hours

a. Need based plan preparation

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell the participants that they are going to develop a plan for basic education based on the information that they have collected from the field. Give emphasis on the point that the plan has to be consistent with the needs of the locality.</td>
<td>Discussion</td>
<td>5 min.</td>
<td></td>
</tr>
<tr>
<td>Introduce the plain format in TS.14.1. Explain with examples of people’s participation and social awareness.</td>
<td>Discussion</td>
<td>10 min.</td>
<td>TS.14.1</td>
</tr>
<tr>
<td>Divide the participants into four groups and assign them to develop a plan.</td>
<td>Group work</td>
<td>1 hour</td>
<td>Poster, marker</td>
</tr>
<tr>
<td>Invite to present the plan developed in large group. Provide feedback.</td>
<td>Presentation</td>
<td>40 min.</td>
<td>Poster</td>
</tr>
</tbody>
</table>

b. Session review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the achievement of participants’ with the following questions: on what basis are the issues determined in the planning? what are the components for preparing a need-based plan?</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
</tbody>
</table>
Basic education programme implementation
(Sample format)

Village: ................................ Thana: .......................... District: ................................................
Objectives: ..................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activity</th>
<th>Who to do</th>
<th>When to accomplish</th>
<th>Resources required</th>
<th>Implementation process</th>
<th>Strategies to ensure peoples’ participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Human</td>
<td>Materials</td>
<td></td>
</tr>
<tr>
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</tbody>
</table>
Session No - 15

Title of the session : Preparing the plan of action

Objectives of the session : At the end of the session the participants would be able to-

- describe the plan of action and steps of preparing plan of action including the factors to be considered.
- explain the advantages of action plan.
- prepare an objective oriented plan of action.

Total time: 1:30 hours

a. Preparing plan of action

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask participants about the first thing to do to implement basic education after returning to the working area. Explain the importance of making a plan of action.</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>Ask them what they mean by plan of action and assess their previous knowledge regarding the issue and clarify the necessary steps by showing them the TS.15.1.</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>TS.15.1</td>
</tr>
<tr>
<td>Introduce the factors to be considered for preparing plan through handout 15.1.</td>
<td>Discussion</td>
<td>5 min.</td>
<td>Handout 15.1</td>
</tr>
<tr>
<td>Invite all participants to prepare plan to utilize their learning from the training. Suggest them to use the plan format given in the Handout 15.1.</td>
<td>Individual work</td>
<td>50 min.</td>
<td>Poster, marker Handout 15.1</td>
</tr>
<tr>
<td>Invite some of the participants to present their plan.</td>
<td>Presentation</td>
<td>20 min.</td>
<td></td>
</tr>
</tbody>
</table>

b. Session review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the achievement level of participants through following questions-</td>
<td>Question and answer</td>
<td>5 min.</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>- what is a plan of action?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- what are the essential components of a plan of action?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Plan of Action

Name: ................................................................. Date: .................
Address: ........................................ Plan: ............... Period: From ................. To .............

Subject : Implementation of basic education programme

Objective : To ensure peoples’ participation in basic education

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities</th>
<th>How would do</th>
<th>Who would do</th>
<th>When/how long it would take</th>
<th>Indicators for measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Plan of Action

Plan of action refers to how few future activities would be accomplished. To determine this following things need to be set:

1. Finalizing issues
2. Setting objectives
3. Identifying activities
4. Deciding how each of the activities to be accomplished
5. Determining who will do what and how
6. Setting time-frame when to accomplish the works
7. Deciding how to evaluate the works.

A plan may be individual, mutual or institution-based.

Provision has been made to prepare a plan of action by the participants basing on their learning from this training. The training implementing organization would be able to follow-up the training on the basis of the plan and develop next training or workshop. This planning of action is very important to facilitate acquiring functional skill through a continuous process.

The factors to be considered in preparing plan of action are mentioned below:

- The present and future plan of the organization for basic education
- Scope of present and future resource
- Situation of management system and field personnel
- Methods of participatory basic education activities
- Others

Each participant will prepare a plan of action using the given format and hand over a copy to the training implementing organization.
Plan of Action

Name: ........................................................................................................Date: .........
Address: ..............................................................................................Plan: ..............
Period: From .................To .......................................................

Subject :  Implementation of basic education programme

Objective :  To ensure people’s participation in basic education

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities</th>
<th>How to do</th>
<th>Who will do</th>
<th>When/ it will be done</th>
<th>Indicators for measurement</th>
</tr>
</thead>
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</tbody>
</table>
Session No - 16

Title of the session : Course review and evaluation

Objectives of the session : At the end of the session the participants would be able to-
- present the synopsis of the issues discussed in the training course

Total time: 1:30 hr.

a. Course review

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the issues discussed during the course into four parts and distribute those to the participants of four groups. Ask them to discuss a key issue.</td>
<td>Small group discussion</td>
<td>30 min.</td>
<td></td>
</tr>
<tr>
<td>Ask the groups to write key learning points in poster papers and present them in plenary. Invite other groups to comment whether any issue is missing.</td>
<td>Presentation and question – answer</td>
<td>30 min.</td>
<td>Poster paper, marker</td>
</tr>
</tbody>
</table>

b. Post-Test

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute the Post-Test sheet among the participants and ask all to fill it. Collect the filled-up sheet.</td>
<td>Individual work</td>
<td>30 min.</td>
<td>Post-test sheet</td>
</tr>
<tr>
<td>Assess the post-test sheets and give score out of 100 marks.</td>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using given format arrange pre-test and post-test scores.</td>
<td>Arrange the score at the end of the session</td>
<td></td>
<td>Sample</td>
</tr>
</tbody>
</table>
Community Participation and Community Mobilization in Basic Education
Assessment Sheet (Post-Test)

Name of the Trainee:……………………...
Organization:…………………………..
Date:……………………………………..

Which is the correct answer according to you? Please put tick (√) mark in the blank box.

<table>
<thead>
<tr>
<th>1. What is basic education</th>
<th>a) Primary education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b) Girls education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Education based on basic needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Technical education</td>
<td></td>
</tr>
</tbody>
</table>

| 2. What is community participation | a) Participation in the decision making process of the organization in development activities |   |
|                                   | b) Paying subscription in development activities |   |
|                                   | c) Participation in project activities through physical labour |   |

| 3. What is development | a) Social change |   |
|                       | b) Any kind of change in condition |   |
|                       | c) Financial gain |   |
|                       | d) Expected development of person or community |   |

| 4. What is community mobilization | a) Movement for community development |   |
|                                   | b) Problem-based movement |   |
|                                   | c) Increasing community awareness |   |
|                                   | d) All answers above |   |

| 5. What is motivation | a) Advising |   |
|                       | b) Cooperation |   |
|                       | c) Encouraging |   |
|                       | d) Bringing change in attitude |   |
1. How does basic education contribute to community development?

2. What are the social problems in the context of socio-economic condition of Bangladesh?

3. How to motivate the people for basic education?

4. Appropriate leadership can help the basic education system, how?

5. In which areas is community participation possible in basic education activities and how?
Title of the session :  Closing

Objectives of the session : At the end of the session the participants would be able to-
  - give their views of evaluating various aspects of the training course.

Total time; 1 hour

<table>
<thead>
<tr>
<th>Process</th>
<th>Method</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute the Evaluation sheet - 1 among the participants and ask them to give their views as per instruction.</td>
<td>Individual work</td>
<td>10 min.</td>
<td>Evaluation sheet – 1</td>
</tr>
<tr>
<td>Distribute Evaluation sheet – 2 and tell them to give score in white paper according to their assessment of achievement.</td>
<td>Individual work</td>
<td>10 min.</td>
<td>Evaluation sheet - 2</td>
</tr>
<tr>
<td>After giving scores individually in sheet –2, tell them to hang it on the board. Ask one participant to generalize the opinion.</td>
<td>Individual observation</td>
<td>20 min.</td>
<td></td>
</tr>
<tr>
<td>Explain and distribute the pre-test and post-test results among the participants.</td>
<td>Discussion</td>
<td>5 min.</td>
<td></td>
</tr>
<tr>
<td>Draw an end to the course with closing speeches from the participants and the organizers.</td>
<td>Discussion</td>
<td>15 min.</td>
<td></td>
</tr>
</tbody>
</table>
Training workshop on
Community Participation and Social Mobilization in Basic Education

Evaluation Sheet-1

1) How far has this training fulfilled your demand?

| Completely | Partly | None |

2) Give your opinions on the contents discussed in the course:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Content</th>
<th>I have achieved a clear concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basic education</td>
<td>Fully</td>
</tr>
<tr>
<td>2.</td>
<td>Streams of education and situation in Bangladesh</td>
<td>Fully</td>
</tr>
<tr>
<td>3.</td>
<td>The role of basic education in development.</td>
<td>Fully</td>
</tr>
<tr>
<td>4.</td>
<td>Planning</td>
<td>Fully</td>
</tr>
<tr>
<td>5.</td>
<td>Social appraisal</td>
<td>Fully</td>
</tr>
<tr>
<td>6.</td>
<td>Field visit</td>
<td>Fully</td>
</tr>
<tr>
<td>7.</td>
<td>Data analysis and presentation</td>
<td>Fully</td>
</tr>
<tr>
<td>8.</td>
<td>Program planning of a project</td>
<td>Fully</td>
</tr>
<tr>
<td>9.</td>
<td>Project implementation planning</td>
<td>Fully</td>
</tr>
<tr>
<td>10.</td>
<td>Resource planning</td>
<td>Fully</td>
</tr>
</tbody>
</table>

3) Give √ mark in appropriate box:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>very good</th>
<th>good</th>
<th>moderate</th>
<th>not satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training room facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Mention three things during the course you liked and did not like

<table>
<thead>
<tr>
<th>I liked</th>
<th>I did not like</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ______________</td>
<td>1. ______________</td>
</tr>
<tr>
<td>2. ______________</td>
<td>2. ______________</td>
</tr>
<tr>
<td>3. ______________</td>
<td>3. ______________</td>
</tr>
</tbody>
</table>

5. Of all contents discussed in the course.
   You liked most ________________________________
   You disliked most ____________________________

6. Give your overall impression about the training with √ mark.

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Not bad</th>
<th>Not satisfactory</th>
</tr>
</thead>
</table>

7. If you have any additional comments, write here.

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
Instructions: Give marks (highest 10) in each of the box according to the achieved learning.
## Sample Format

### Community Participation and Social Mobilization in Basic Education

Assessing individual learning of the participants  
Comparative scores of pre-test and post-test results

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of participant</th>
<th>Score in pre-test</th>
<th>Score in post-test</th>
<th>Achievement</th>
<th>Progress (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<td>10.</td>
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<tr>
<td>11.</td>
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<tr>
<td>12.</td>
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</tbody>
</table>

**Total score:**

**Average score:**