

[A Regional Webinar]

Digital Transformation of Non-Formal Education

Increasing Access to Basic Education for Out-of-School Children
in CLMV countries through Flexible Learning Programme

Date Tuesday, 28 June, 2022 16:00 ~ 18:00 in Seoul time (GMT+9)

Venue Ruby Hall, Conference Center 2nd Floor,
FKI Tower (only for invited guests) / Online

[A Regional Webinar]

Digital Transformation of Non-Formal Education

For registration



Increasing Access to Basic Education for Out-of-School Children in CLMV countries through Flexible Learning Programme

Date Tuesday, 28 June, 2022 16:00 ~ 18:00 in Seoul time (GMT+9)
Venue Ruby Hall, Conference Center 2nd Floor, FKI Tower (only for invited guests) / Online
Organized by **Good Neighbors** **unesco**
Sponsored by **ASEAN-KOREA COOPERATION FUND**

Program

Time	Item	Facilitator
16:00–16:15	Opening Ceremony <ul style="list-style-type: none"> Opening Remarks by Mr. Junggon Kim, Secretary General, Good Neighbors International Welcome Address by Mr. Hee-seog Kwon, Ambassador of the Republic of Korea to ASEAN Welcome Address by Mr. H.E. Ekkaphab Phantavong, Deputy Secretary-General for the ASEAN Socio-Cultural Community Welcome Address by Mr. Shigeru Aoyagi, Regional Director of UNESCO Bangkok Meeting Objectives Introduction of CLV Participants and Project Team 	Good Neighbors International (GNI) (Ms. Hyeri Song, Senior Project Manager, GNI)
16:15–16:30	Introduction: Increasing Access to Basic Education for OOSC in CLV <ul style="list-style-type: none"> Introduction on Project video An overview of the project and outcomes/outputs by Ms. Seunghui Woo, Project Manager, GNI 	
16:30–17:10	Session 1. Project Achievements/impacts during the COVID-19 <ul style="list-style-type: none"> Country presentations <ul style="list-style-type: none"> Cambodia by Mr. Kuoch Koulom-A, Director, Department of Non-Formal Education, Ministry of Education, Youth and Sport Lao PDR by Ms. Philany Phissamay, Deputy Director-General, Department of Non-Formal Education, Ministry of Education and Sports Viet Nam by Dr. Ta Ngoc Tri, Deputy Director General, Primary Education Department, Ministry of Education and Training; Dr. Lê Anh Vinh, Director General, The Vietnam Institute of Educational Sciences M&E results and recommendations by Dr. Hwanbo Park, International Consultant, Chungnam National University 	GNI (Moderator: Dr. Moonsuk Hong, Professor, Busan University of Foreign Studies)
17:10–17:25	Q&A	
17:25–17:45	Session 2. Blended learning programmes during the COVID-19 <ul style="list-style-type: none"> Blended learning cases in Non-Formal Education during the COVID-19 pandemic <ul style="list-style-type: none"> Education programmes for OOSCY in Indonesia by Fauzi Eko Pranyono, Member of Directorate of Community and Special Education Non-Formal education Programmes in Thailand by Sutthirit Punramol, Foreign Relations officer, The office of the Non-Formal and Information Education (ONIE) 	UNESCO Bangkok (Moderator: Mr. Ichiro Miyazawa, Program Specialist, UNESCO Bangkok)
17:45–18:00	Q&A	
18:00–18:30	Closing Remarks by Mr. Sun Kim, Senior Director, GNI Group photo	GNI

Registration Registration form (<https://forms.gle/Tauwn6eag4kjL378A>) by **26 June (SUN)**

Contact Ms. Seunghui Woo, Project Manager, Good Neighbors International (shwoo@gni.kr)
 Ms. Jiin Oh, Project Officer, Good Neighbors International (jio@gni.kr)

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Moderator: Dr. Moonsuk Hong, Professor, Busan University of Foreign Studies

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Session 2. Blended Learning Programmes during the COVID-19

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[A Regional Webinar]
**Digital Transformation
of Non-Formal Education**

Introduction: Increasing Access to Basic Education for OOSC in CLV

An overview of the project and outcomes/outputs

Ms. Seungheui Woo, Project Manager,
Good Neighbors International



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[Regional Webinar]
Digital Transformation of Non-formal Education
 Increasing Access to Basic Education
 for OOSC in CLMV Countries through Flexible Learning Programme

[Introduction] Project overview and Achievements

Seungheui Woo, Project Manager, Good Neighbors International

28(Tue) June. 2022







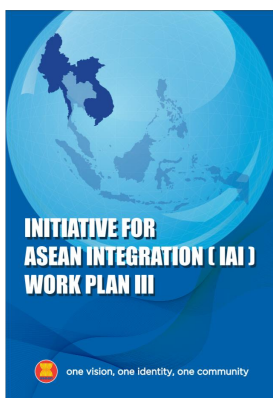
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1. Background

1. Background

The Initiative for ASEAN Integration



The IAI Work Plan III (2016-2020)

To assist CLMV countries to meet ASEAN-wide targets and commitments towards realizing the goals of the ASEAN Community



Education 4 objectives, 5 actions

Objective

Increase access to basic education
(primary/lower secondary)

Actions

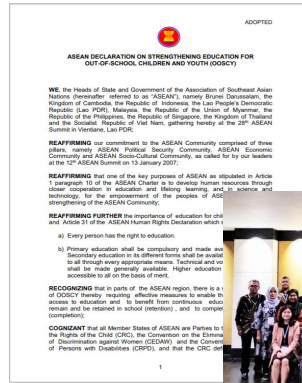
Study the scale and causes of OOSC and assist in furthering the development of **alternative approaches** to increasing their access to basic education, with a particular focus on **disadvantaged and marginalized groups**

1. Background

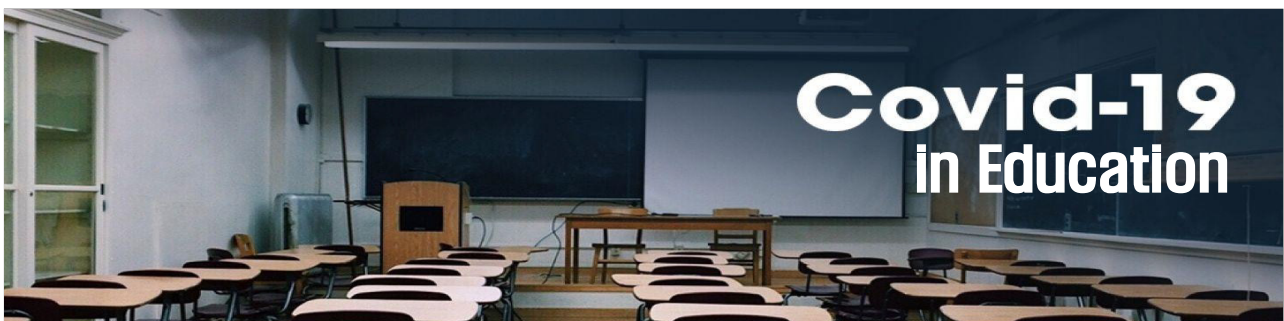
Linkage to Regional OOSC Work



IAI-OOSC in CLMV



1. Background



188 countries
(OECD, 2020)



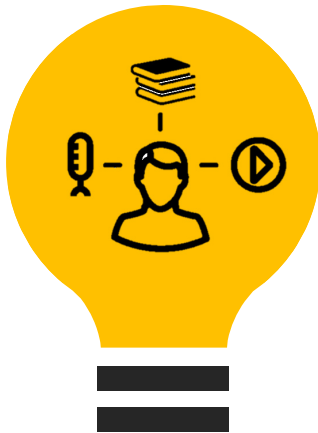
1.5 billion
(2020)



5 months = 0.6 year

*Resource: UNESCO, UNICEF, 2021

1. Background



- **Blended Learning**

: A method of teaching that integrates *technology and digital media with traditional instructor-led classroom activities*



2. Project Overview

2. Project Overview

1. **Project Title:** Increasing Access to Basic Education for Out-of-School Children and Youth (OOSCY) in CLMV countries through Flexible Learning Programmes
2. **Project Duration:** 24 months (Jul 2020 – June 2022)
3. **Project Budget:** \$1,135,813.80
4. **Project Target:** Lower Secondary level of OOSCY in CLV countries
5. **Project Goal**
 - Increase access to basic education for OOSCY through flexible learning strategies and NFE/AE/Equivalency Programmes

2. Project Overview

Project Components



- **Kick-off meeting**
(Nov. 2020)
- **Regional Webinar**
(Jun. 2022)



**Component 1.
Data Collection**
Analysis and Case study of
OOSCY in each country



**Component 2.
Policy Framework**
Policy Analysis and
Recommendations in each country



**Component 3.
Pilot program**
 > Organize Committee
 > Develop Online contents/Videos
 > Teacher training/workshops
 > Develop LMS



Case study of
blended learning



Case study of
blended learning



- CECs
- Census data

Policy Review

Policy Review

- Policy review
- Census data review

- Lower Secondary
- Video contents production
- LMS development

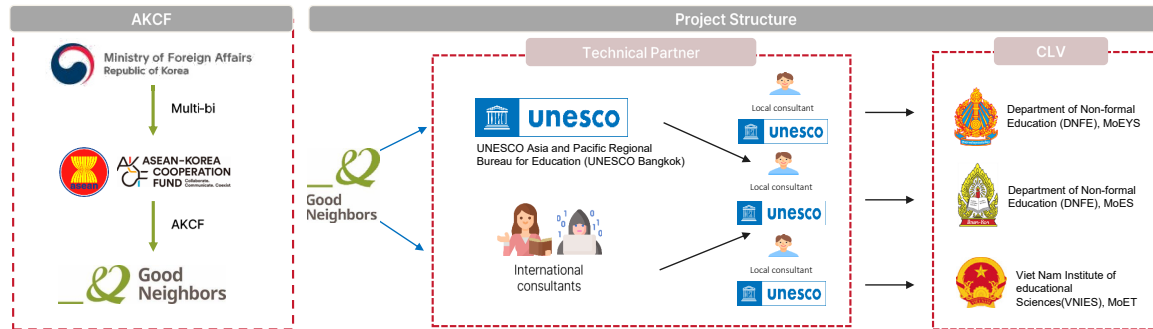
- Lower Secondary
- Video contents production
- LMS development

- Primary, Lower Secondary
- Digital contents production
- LMS development

2. Project Overview

Project Partnership

Donor	Proponent	Partners	
ASEAN (Supported by Republic of Korea)	Good Neighbors International	Technical partners	Government partners
		<ul style="list-style-type: none"> UNESCO Bangkok UNESCO Field Offices 	CLV governments (Ministry of Education)



3. Achievements

3. Achievements Kick-off meeting

1. Date: 17 Nov. 2020

2. Participants: about 100 ppl

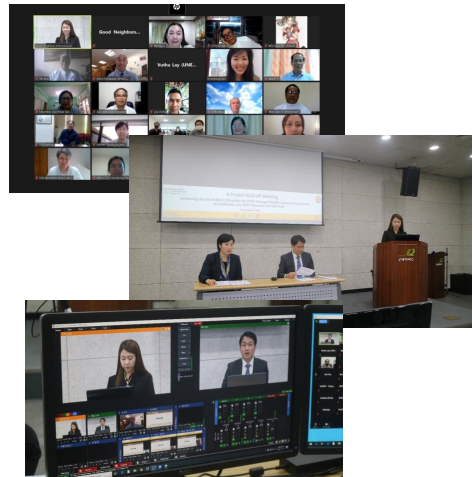
- Project team: GNI, UNESCO Bkk, CLMV governments, Int'l consultant
- AKPMT, ASEAN Secretariat, MoFA in ROK
- UN agencies, GN partner countries, etc.

3. Meeting Objectives

- Introduction on the project
- Exchange information related to COVID-19 and programs/policies for OOSC and disadvantaged learners
- Review and plan for implementations and communications

4. Meeting Programme

Time	Item	Facilitator
9:30-10:15	Opening Ceremony	GNI
10:15-10:35	Introduction: Increasing Access to Basic Education for OOSC in CLMV	
10:35-11:15	Country Presentation	UNESCO BKK
11:15-11:30	Q&A	
11:30-11:55	Next Steps: Advocacy strategy at country level	
11:55	Closing	GNI



3. Achievements Component 1&2

Component 1&2



Analysis and Case Study
on current status of
Out-of-School Children
In Each Country



**Policy Analysis and
Recommendations**

[Review Meeting by Each Country]



- Date: 2021.07.12
- Attendees: GNI, MoE officials of CLV countries, int'l/National experts, UNESCO Bangkok
- Purpose: Share and Review on the results of studies on status analysis and policy recommendations in each country

Operation structure and R&R

[Proponent]
Good Neighbors

- ✓ Overall project Management
- ✓ Communicated with stakeholders
- ✓ Financial responsibilities
- ✓ Review on the final report

UNESCO Bangkok

- ✓ Review the report of each country
- ✓ Conduct quality control of the project

Prof. Hwonbo Park
(Chung-nam National Univ.)

International consultant



National consultant

- ✓ Overall research management
- ✓ Conduct literature research for each country
- ✓ Design and conduct the research
- ✓ Analysis on the findings and results
- ✓ Develop the final research report

- ✓ Collect internal data by each country
- ✓ Interview the related stakeholders
- ✓ Collect the current status data

Increasing access to basic education for Out-of-School Children (OOSC) through flexible learning programs in Cambodia: Final Report

**Publish
4 Country Reports
(Sep. 2021)**



3. Achievements Component 3

Major Activities



3. Achievements Component 3



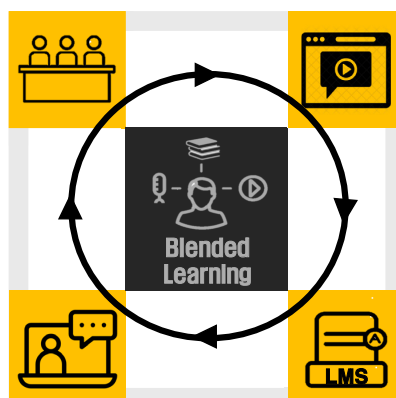
Organize the Project Steering Committee

- Organize project steering committee
- Cooperate with DIT for online content development



Provide Teacher Training

- Provide training 6 times for 60 participants
- Develop/distribute guidelines to improve understanding on blended learning for teachers and gov. officials



Develop Online Contents & Issue the Certificates

- Develop 339 videos of 10 subjects for lower secondary school students
- Upload/distribute on platforms including the official website of the Ministry of Education, Facebook, and Youtube
- 168 students in 2 region have completed the program



- ✓ Thbong Khmum 150 students
- ✓ Kampoung Speu 18 students

Develop LMS

- Develop online learning management system (LMS)
- <https://lsep.moeys.gov.kh>

3. Achievements Component 3

3,000 OOSCY

IAI-OOSC in CLV

Lao PDR



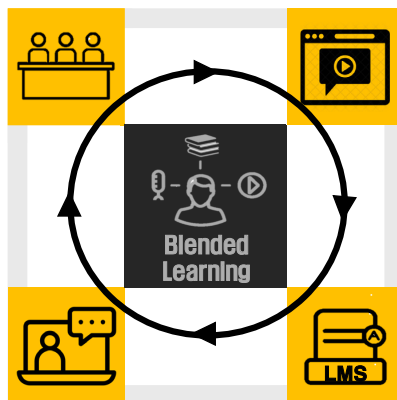
Organize the Project Steering Committee

- Organize project steering committee
- Select 30 regions for experimental trial and employ 30 assistant teachers (1 for each class)



Provide Teacher Training

- Select 80 teachers for implementation of degree-granting program
- Develop/distribute guidelines to improve understanding on blended learning for teachers and gov. officials



Develop Online Contents

- Develop 73 videos of 4 school subjects for lower secondary school students
- Had difficulties in using created videos due to lack of ICT infrastructure and poor educational system



Develop LMS

- Pay 644 teachers in 2 regions for the work
- www.nonformal.edu.la

3. Achievements Component 3

33,707 OOSCY

IAI-OOSC in CLV

Viet Nam



Organize the Project Steering Committee

- Organize project steering committee and hold 3 meetings
- Develop an online education plan



Provide Teacher Training

- Select teachers for video creation and provide teacher training on LMS (planned)
- Develop/distribute guidelines to improve understanding on blended learning for teachers and gov. officials



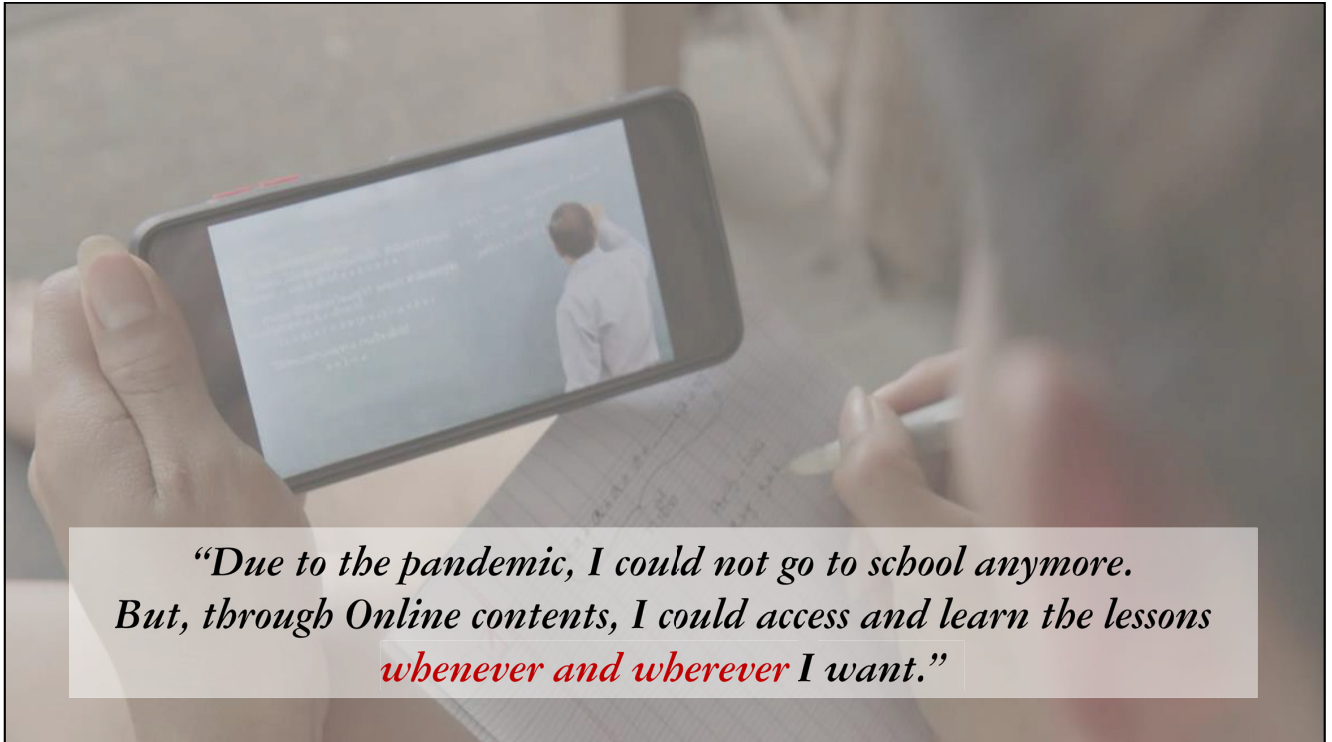
Develop Online Contents

- Select 7 mandatory subjects of degree-granting program for students in grade 4-9
- Develop 190 educational videos/scripts and upload/distribute on online platforms
- Employ 30 teachers for educational video creation



Develop LMS

- Focus on developing system that can support out-of-school children's self study
- Modify the self-study test and system
- <https://www.flexilearn.vn/>



*“Due to the pandemic, I could not go to school anymore.
But, through Online contents, I could access and learn the lessons
whenever and wherever I want.”*

Thank You

Session 1. Project Achievements/impacts during the COVID-19

Moderator: Dr Moosuk Hong, Professor, Busan University of Foreign Studies

Country presentations

- Cambodia by Mr. Kuoch Koulom-A, Director,
Department of Non- Formal Education, Ministry of Education, Youth and Sport
- Lao PDR by Ms. Philany Phissamay, Deputy Director-General,
Department of Non-Formal Education, Ministry of Education and Sports
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Primary Education Department, Ministry of Education and Training;
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The Vietnam Institute of Educational Sciences

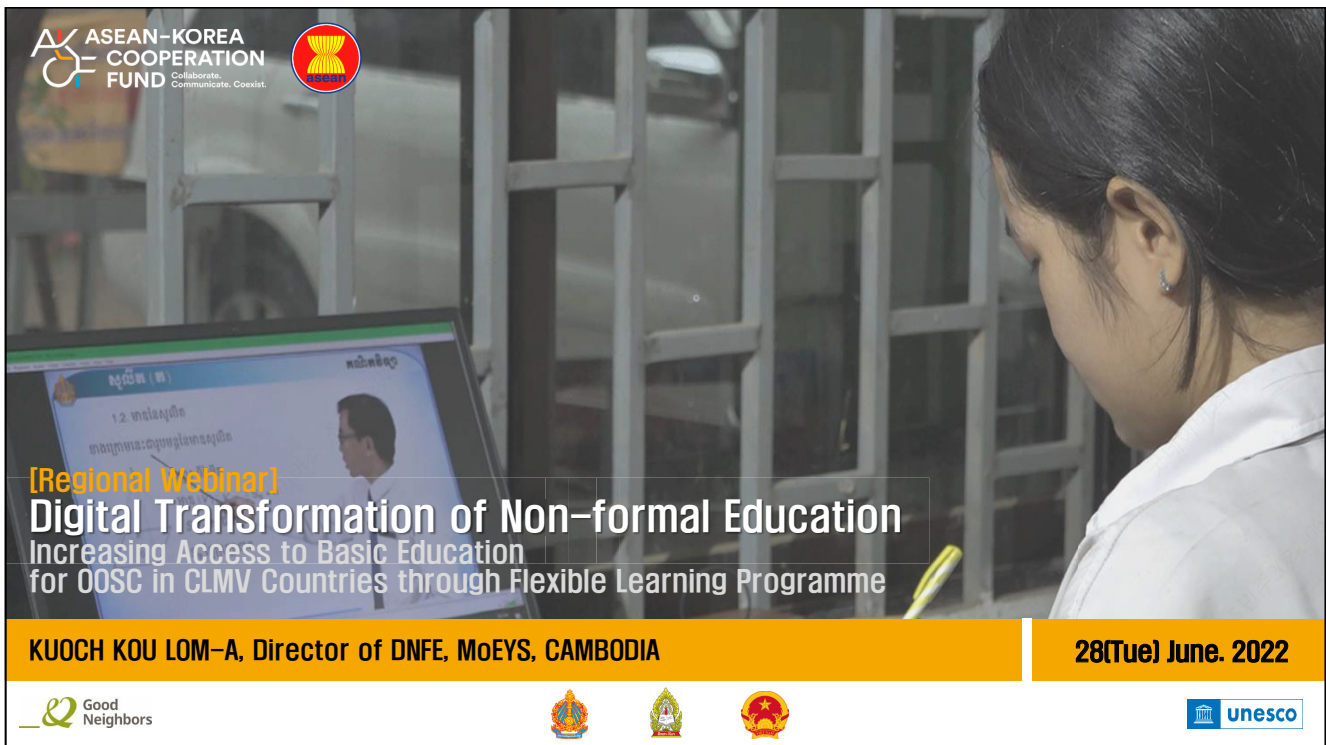
M&E results and recommendations

Dr. Hwanbo Park, Professor, Chungnam National University

Session 1. Project Achievements/impacts during the COVID-19

Country presentations – Cambodia

Mr. Kuoch Koulom-A, Director, Department of Non- Formal Education,
Ministry of Education, Youth and Sport



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[Regional Webinar]

Digital Transformation of Non-formal Education

Increasing Access to Basic Education
for OOSC in CLMV Countries through Flexible Learning Programme

KUOCH KOU LOM-A, Director of DNFE, MoEYS, CAMBODIA

28(Tue) June. 2022



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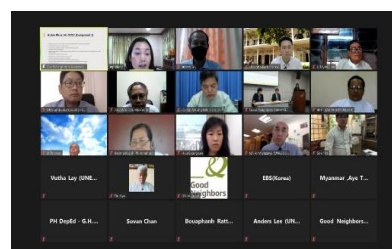
1. Project Overview

1 Project Overview

❖ With the financial assistance of ASEAN-ROK Cooperation Fund, AKPMT, implemented by GNI and technical support from UNESCO, “*Increasing Access to Basic Education for Out-of-school Children through Flexible Learning Programmes*” has started in Cambodia within the framework of IAI work plan III (2016-2020)

❖ The project has three components

1. Evidence gathering
2. Policy review
3. Service delivery



1 Project Overview

❖ Within 18 months (July 2020- Dec 2021):

- DNFE produced 282 videos
- Two provinces were selected to implement LSEP;

❖ With additional \$\$ for the project expansion (Jan-may 2022),

- ✓ produce 57 more videos,
- ✓ expand LSEP to three more provinces,
- ✓ More activities such as workshops, training for LSEP teacher capacity development & monitoring the operation of LSEP.



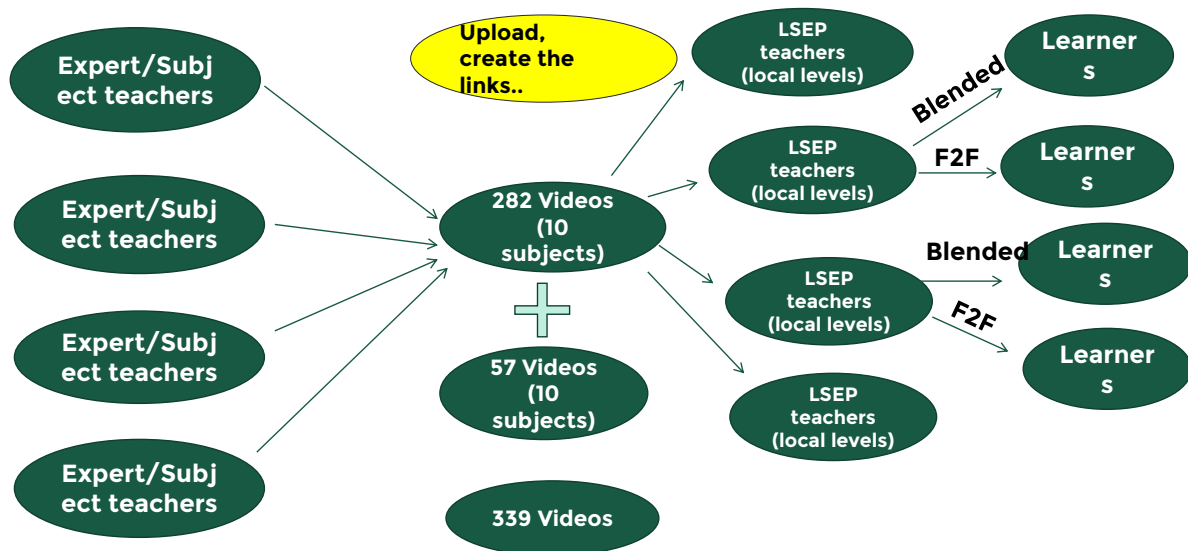
1 Project Overview

Who are the target learners of LSEP?

- Out of school children and youth (OOSCY)
- Dropouts at grade 7, who completed non-formal primary EP or grade 6 of primary school (go to year 1)
- Dropouts at grade 9, who completed LSEP year 1, or grade 8 (go to year 2)
- However, learners came from different background: farmers, factory workers, government staff, village head, primary teachers who want to pursue their professional development, monks, housewife, unemployed, etc.
- Those with & without ICT tools...
- Most were males (approximately 80%)



How we do it?



How we do it?

- 339 videos resources (in total) were completely developed.
 - 282 have been uploaded and used
 - 57 were in the stage of uploading ;
- Blended learning modality of LSEP have been operating in five provinces;
- Experience sharing and development of the capacity through workshops and training;
- Video resources can be accessed through MoEYS official websites:
 - Facebook: <https://www.facebook.com/krou.moeys.gov.kh/>
 - YouTube: <https://www.youtube.com/moeys>
 - <https://elearning.moeys.gov.kh>



2. Achievements

2 Achievements

Table 1. Total number of videos produced during the project period, 2020-2022

No	Subject	Videos produced in 2020-2021		Videos produced in 2022		Total
		Year 1	Year 2	Year 1	Year 2	Year1 and Year 2
1	Khmer	45	44	10	0	99
2	Mathematics	37	41	8	9	95
3	Physics	10	8	1	3	22
4	Chemistry	8	9	3	0	20
5	Biology	7	7	1	2	17
6	Earth Science & Environment	6	7	1	2	16
7	Geography	7	7	3	0	17
8	History	7	7	0	3	17
9	Moral-Civics	8	7	5	1	21
10	Vocational Skill	5	5	5	0	15
Total		140	142	37	20	339

Achievements

Table 2. Number of impressions, views, shares, and likes on YouTube of MoEYS by Subject

N°	Subject	Playlists URL	#Video	Like	Share	View	Impressions
1	Khmer	https://bit.ly/2TVmTdC	89	175	80	4828	99625
2	Mathematics	https://bit.ly/3gPzuYI	78	204	185	5868	68964
3	Vocational Skill	https://bit.ly/3h3zBPc	10	8	6	341	6242
4	Chemistry	https://bit.ly/3gNY8sW	17	222	195	5217	43425
5	Biology	https://bit.ly/3xF77IM	14	190	80	4406	31933
6	Earth Science and Environment	https://bit.ly/3xNWIEI	13	1679	440	39349	442279
7	Physic	https://bit.ly/3dbqevM	18	1099	216	19476	195887
8	History	https://bit.ly/3vRcZqN	14	241	78	5488	45834

Table 3. Number of view, share comments and like on Facebook.com/krou.moey.gov.kh of MoEYS

N°	Subject	Playlists URL	#Video Posting	Like	Comment	Share	View
1	Khmer	https://web.facebook.com/watch/211553785645714/286076709938535/	89	2786	201	130	85.16 K
2	Mathematics	https://web.facebook.com/watch/211553785645714/546920063158363/	78	2090	63	62	50.44 K
3	Vocational Skill	https://web.facebook.com/watch/211553785645714/510141310213568/	10	560	30	30	30.10 K
4	Chemistry	https://web.facebook.com/watch/211553785645714/192322412851666/	17	380	40	39	20.10 K
5	Biology	https://web.facebook.com/watch/211553785645714/4096011447113685/	14	304	30	30	25.17 K
6	Earth Science & Environment	https://web.facebook.com/watch/211553785645714/554670932224647/	13	694	47	47	29.10 K
7	Physic	https://web.facebook.com/watch/211553785645714/866190910660029/	18	403	31	39	21.00 K
8	History	https://web.facebook.com/watch/211553785645714/851920072	14	729	72	70	29.82 K

2 Achievements

- 168 learners enrolled in the programme in 2020-2021
- 160 learners successfully completed their courses



2 Achievements

- *338 learners enrolled in LSEP in 2022, (F= Female)*

No	Province	Year 1	Year 2	Total # of Learners
1	Kampong Speu	0	119	119 (F:24)
2	Thboungh Khmum	25	54	79 (F:9)
3	Pursat	47	0	47 (F:8)
4	Banteay Meanchey	60	0	60 (F:0)
5	KohKong	33 (F:9)	0	33 (F:9)
Total 1+2+3+4+5		165	173	338 (F:50)



3. Challenges

3 Challenges

- Information on LSEP course has not yet widely disseminated to a large number of people;
- ICT skills and knowledge remained challenges for both teachers and learners;
- Learners' lack of digital devices such as smart phones or computers;
- Internet coverage was poor and slow, causing the difficult conditions for online or e-learning;
- Finding EP teachers to help teaching and learning process with small incentive/on a voluntary basis.

4. Lesson Learnt

4 Lesson Learnt

- In case learners could not access LMS, the messenger and telegram can be used for learner's self-learning;
- Blended learning: face to face combined with distance model (those with & without ICT facilities...)
- Gain more (time) and Spend less...
- Strong cooperation with communities: monks, local authorities, CLC managers, formal school teachers who contribute & participate;
- Flexible selection and recruitment of teachers, using teachers for primary EP to help and facilitate the operation of LSEP.
- Step by step technical instruction/guide on ICT use for learning purposes is the key...(learning by doing)





Thank You

Session 1. Project Achievements/impacts during the COVID-19

Country presentations – Lao PDR

Philany Phissamay, Deputy Director-General,
Department of Non-Formal Education, Ministry of Education and Sports



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[Regional Webinar]

Digital Transformation of Non-formal Education

Increasing Access to Basic Education for OOSC in CLMV Countries through Flexible Learning Programme

Philany Phissamay, Non Formal Education Department Ministry of Education and Sport Lao PDR

28(Tue) June. 2022







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- 02** Achievements
- 03** Challenges
- 04** Lesson learnt



1. Project Overview

1 Project Overview



- ASEAN Declaration on Strengthening Education for Out-of-School Children and Youth
“Declaration” commitment to address need of Out Of School Children who faced the barrier of education
- Government of the Republic of Korea (ROK) through the ASEAN-ROK Cooperation Fund, with support Cambodia, Lao PDR, Myanmar and Viet Nam (CLMV) in “Increasing Access to Basic Education for Out-of-school Children through Flexible Learning Programmes”

1 Project Overview

The goal

- To support CLMV in increasing access to basic education for OOSCY and disadvantaged learners through flexible learning solutions. GNI, with technical support from UNESCO Bangkok, will assist Lao PDR's Ministry of Education and Sports' Department of Non-formal Education in increasing access to basic education for OOSC through an equivalency programme.

1 Project Overview

Project Specific Tasks

- Identify provinces and districts and teachers and recruit target learners for face-to-face EP instruction
- Provide NFLSE teachers with monthly stipends
- Provide teaching-learning materials for target learners and teachers
- Organize a brainstorming workshop on online learning platform
- Design, develop and finalize teaching-learning materials in video or other formats that can be effectively used in an online platform
- Finalize and disseminate video and digital contents to target learners and teachers
- Develop guidelines for teachers, district monitors and village education coordinators
- Conduct a capacity-building workshop on upgrading knowledge for face-to-face teachers in target provinces
- Identify districts, teachers and students for distance EP
- Provide training of blended learning and an online platform for NFE teachers and staffs in target province
- Conduct regular monitoring visits

2. Achievements

2 Achievements

1 Selection

No.	Provinces	Number of teachers for EP .Primary			Districts	Number of Teachers for Secondary Education			Districts
		total	girls	boys		total	girls	boys	
1.	Khammouane	60	22	38	9	287	128	159	10
2.	Luang Nam Tha	50	21	29	5	247	49	198	6
	Overall	110	43	67	-	534	177	357	-

2

2 Achievements

Provide NFPE teachers with monthly stipends

Lao PDR has 4 provinces under this project

- Louang Nam Tha has 30 teachers with 15 classrooms (2 teachers per classroom) and 376 students (224 girls)
- Khammouane with 236 students (126 girls) where we also have 30 teachers (2 teachers per classroom)
- Vientiane Province 3 districts with 321 students with 170 female where we provide 30 teachers (two teachers per class)
- Bolikhamxay province 3 districts with 350 students (two teachers per class)

2 Achievements

Conducted Workshop

- Orientation workshop : NFED guests from central and provincial level to participate to this event as to briefly explain the project description
- **workshop Design, develop and finalize teaching–learning materials in video to other formats that can be effectively used in an on line platform;**
- how to build learning platform; as you may know the present situation of the on line platform is a potential of digital education for both start-up and wide range of users suggest learners and teachers.
- Then decided to develop on how to create on line platform.
- first to choose the LSE curriculum as a pilot on line platform; we develop NFE website, YouTube, Fb

2 Achievements

connecting the video which put on YouTube, Facebook and Website

have prepared and did the connection related to the teaching video for each subject discipline;
all are completed with 78 clips as the following:

1. Mathematic subject completed until the lessons number 25 expressed in 46 clips;
2. Biology subject completed until the lessons expressed in 9 clips;
3. Lao subject completed until the lesson 10 with in 16 clips;
4. literature subject completed until the lessons Number 7 expressed in 7 clips;

2 Achievements

- Designing , developing and finalizing teaching–learning of vocational skills :
- teaching on the way how to prepare the cooking of the bakery “Ky Nou”, “ Khao Khieb” (dry leave of rice); “Khao Khob” (rounded dry sandwich of rice); “ Cheo Bong” (Luang Prabang Pepper sauce); all of this is completed;
- Have written hand books and teachers guide related to each vocational skills, as well the scripts, the steps, and preparing the screening environment;
- Have coordinated and cooperated with the related above mention service as to establish the time table for the studio preparation Finalize and disseminate video and digital contents learners and teachers:
Implementation : each working teams has implemented and operated upon their own responsibilities aiming as to reach the goal targeted as planned

2 Achievements

- Develop guidelines and tools for Face to face and blending learning for teachers, district monitors and village education coordinators
- capacity building for teachers and NFE facilitators on applying the M and E both tools (face to face and blending learning)
- Conduct a capacity-building workshop on upgrading knowledge for face-to-face teachers in target provinces 4 provinces
- Providing renting materials for targeted LSE learners and teachers with online learning platform in 4 targeted provinces such as Computers and homewifi...
- Provide capacity building on blended learning and an online platform for NFE teachers and staffs in 4 target province
- Public awareness on Blending teaching and learning NFE LSE to Nationwide NFE Education Centres and PES DEB
- Make announcement on any NFE or FE teachers can apply the developed teaching and learning online of NFE areas

3. Challenges

3 Challenges

- Time allocated for the project implementation of activities is very limited and tight; as well as, with the expansion of COVID-19 pandemic;
- The communication between Ministry of Education and Sport NFED with target provinces had some difficult due to the lockdown situation
- The teaching and learning online is new methodology for some LSE teachers in urban areas where NFE learners are studying
- Wifi access is still limited and weak capacity
- We have no time during the project implementation for face to face communication with Donor GNI and UNESCO it may occurs some misunderstanding and GNI and UNESCO can not come for Monitoring and Evaluation

4. Lesson Learnt

4 Lesson Learnt

- GNI and UNESCO pay attention on project implementation through regular meeting online
- MOES decision maker and local authorities closely advice Implementation Units
- The introduction of the new approach like blended learning and face two face need to train the teachers on this new methodology and pedagogical learning;
- All participants from central and local level as well the community need to know and understand the use of ICT and wifi access;
- The learners are interested in this new transition approach like blended learning mixt with the face two face;











Thank You

Session 1. Project Achievements/impacts during the COVID-19

Country presentations – Viet Nam

Dr Ta Ngoc Tri, Deputy Director General,
Primary Education Department, Ministry of Education and Training

Dr. Le Anh Vinh, Director General,
The Vietnam Institute of Educational Sciences




[Regional Webinar]

Digital Transformation of Non-formal Education

Increasing Access to Basic Education for OOSC in CLMV Countries through Flexible Learning Programme

Dr. Ta Ngoc Tri, Primary Education Department, Ministry of Education and Training
 Dr. Le Anh Vinh, The Vietnam Institute of Education Sciences

28(Tue) June. 2022





Increasing Access to Basic Education for Out-of-School Children (OOSC) through Flexible Learning Programmes in and Viet Nam











BỘ GIÁO DỤC VÀ ĐÀO TẠO
 MINISTRY OF EDUCATION AND TRAINING

Contents

1. Project Overview
2. Project Achievements
3. Challenges
4. Lesson learnt



I. Project Overview

Developing a Flexible Learning Program to increase access to basic education for out-of-school children in Vietnam

Supporting OOSC of junior high school age and dropouts

Supporting people who have not completed primary school, students have difficulty accessing basic education

II. Project activities and achievements



1. Building an equivalent program framework

Example on The Content framework of Math Subject

4. Specific contents and attaining requirements at each grade		
Grade 4		
Content	Requirement	
1. Whole number	1.1. Numbers with multiple digits	-Read, write multi-digit numbers (up to a million) -Compare, make in order numbers within millions. -Recognize the decimal structure of a number
	1.2. Operations on multi-digit numbers	- Perform and address the addition and subtraction of multi-digit numbers. - Perform the multiplication of 2 or 3 or 4 digit numbers with 1 or 2 digit numbers and the division by 1 or 2 digit numbers. - Find the value of numerical expressions

Lesson Structure

Each lesson is structured into 4 parts

- Warm-up :
- Explore: Video
- Practice: Types of interactive quizzes
- Application: Practical application exercises.

2. Digitizing documents of learning - teaching

Subjects
selected in
the
project

Math: Grade 4, 5, 6, 7, 8, 9

Social Science: Grade 4, 5

Science: Grade 4, 5

Vietnamese: Grade 4, 5 ;

Literature : Grade 6, 7, 8, 9

English: Grade 6, 7, 8, 9

Informatics: Grade 8, 9

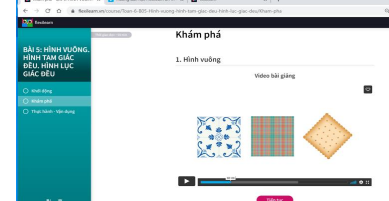
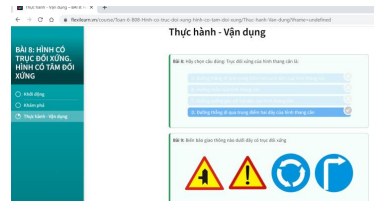
Life Skill Education: Grade 8, 9

2. Digitizing teaching and learning materials

Subject/ Grade	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Math	10	10	10	10	10 (on going)	10 (on going)
Vietnamese/Literature	10	10	10	10	10 (on going)	10 (on going)
English	10 (on going)	10 (on going)	10	10	10	10
Social Science	10	10	10 (on going)	10 (on going)	0	0
Science	10	10	10 (on going)	10 (on going)	0	0
Informatics	0	0	0	0	10	10
Life Skill Education	0	0	0	0	10	10

TOTAL: 300 VIDEOS

3. LMS Development



Flexilearn.vn

10

4. Teacher Trainings

Primary and secondary teachers in Hoa Binh, Hanoi, Lao Cai and Ninh Thuan provinces

Number of teachers trained: 58 teachers

Hybrid format: face-to-face and online

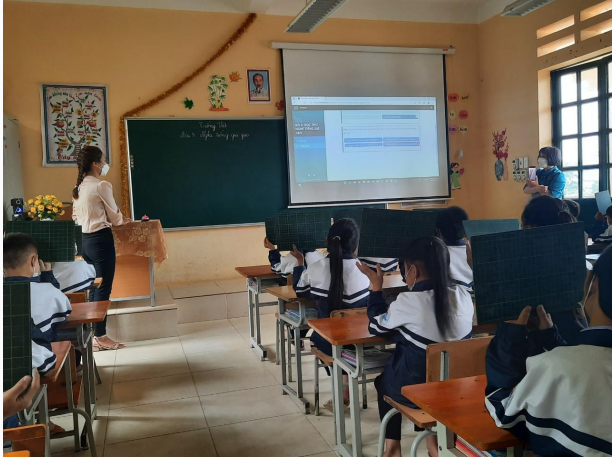


5. Piloting

Province	Number of teachers	Number of students
Ninh Thuận	16	386
Lào Cai	16	342
Hòa Bình	16	314



Piloting the teaching of English in Hoa Binh province, Ninh Thuan province



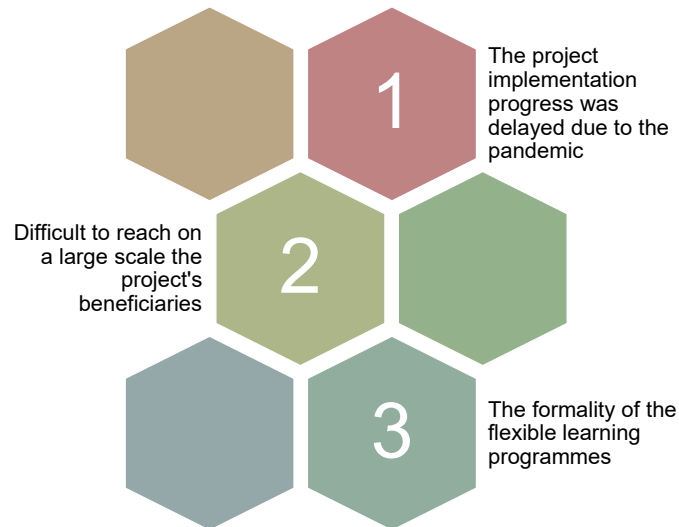
Piloting the teaching of Vietnamese in Lao Cai province, Ninh Thuan province

6. Awarding certificates



Awarding certificates of results of participating in the Flexible Learning Program to 60 students in 3 provinces

III. Challenges



IV. Lesson learnt

Flexible learning programs are an appropriate approach for children who may not be able to continue their education in school

Flexible learning programs can be used effectively for a wide range of learners, both inside and outside of school

The quality and coverage of the learning materials are very important

There needs to be a way to recognize learners' completion of flexible learning program content, creating pathways to support potentially returning learners to school

THANK YOU FOR YOUR ATTENTION!

Prof. Le Anh Vinh
Vietnam Institute of Educational Sciences
Email: vinhla@vnies.edu.vn



Thank You

Session 1. Project Achievements/impacts during the COVID-19

M&E results and recommendations

Dr. Hwanbo Park, Professor,
Chungnam National University

[Regional Webinar]

The M&E results and recommendations

Increasing Access to Basic Education
for OOSC in CLMV Countries through Flexible Learning Programme

Hwanbo Park, Professor, Chungnam National University

28(Tue) June. 2022

Table of Contents

- 01 Introduction
- 02 Methodology
- 03 Results
- 04 Conclusion
- 05 Recommendations

1. Introduction

1 Introduction

■ An end-of-project evaluation for the ASEAN cooperation project

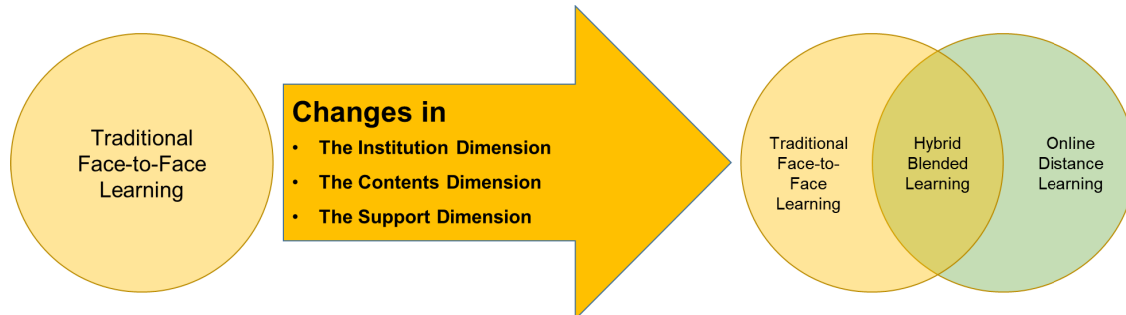
- The project involves Cambodia, Lao PDR, Myanmar and Vietnam(CLMV)
- The project aims to support each Govt. in increasing access to basic education for OOSCY through flexible learning program

■ The purpose of this M&E report

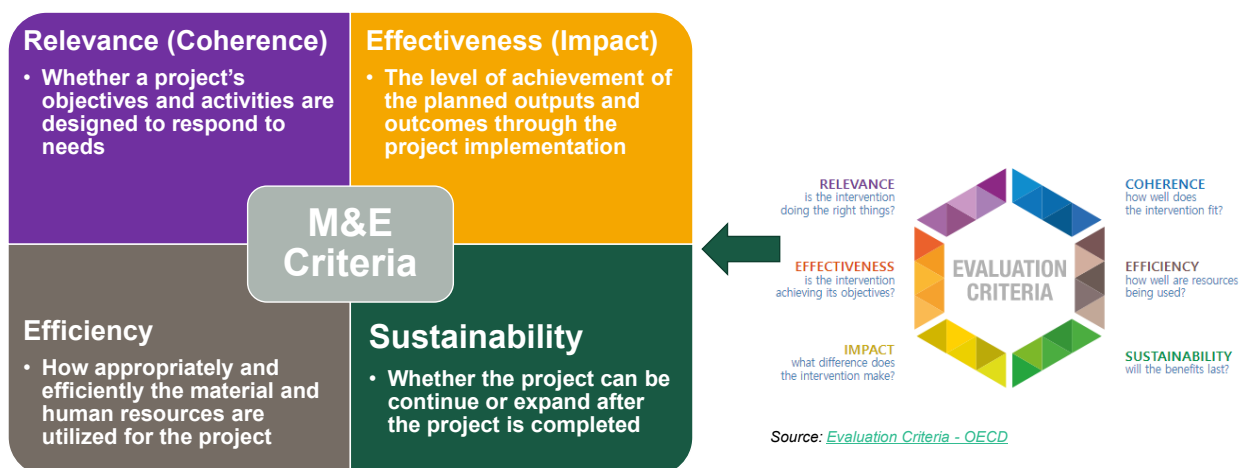
- To improve the effectiveness and sustainability of cooperation projects
- Accountability: Accumulating information on the project and measuring the output of the project and the initial performance of the project
- Learning: Examining the theory of change for projects and identifying the direction of strategic improvement to derive flexible learning models

1 Introduction

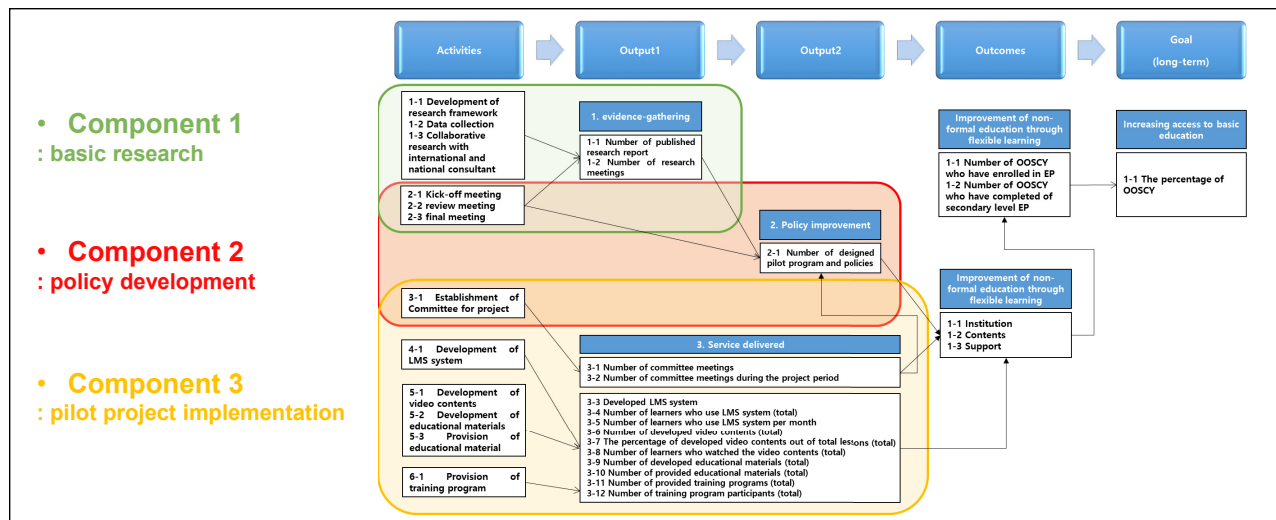
- Project Concept for the Flexible Learning



2 Methodology: M&E framework



2 Methodology: Theory of Change (ToC) (e.g. Cambodia case)



2 Methodology



A literature review of available data from documents
Proposal, progress reports, interim reports, and annual reports, etc.



Stakeholder survey
Central and regional Government officials (10 per each country)



Beneficiary survey and interview
Teachers, learners, officials, and experts

Area	Teacher and staff	Learners
Individual background	O	O
ICT infrastructure	O	O
ICT literacy	O	O
Teachers' ICT related self-efficacy	O	
Satisfaction with the developed contents	O	O
Satisfaction with the training program	O	

3. Results

3 Results

- Overall Achievements

Goal	Indicators	Total	Cambodia	Lao PDR	Vietnam
Goal	The percentage of OOSCY (%)	-	18.2	N/A	N/A
Outcome	Number of OOSCY who have enrolled in secondary level EP	N/A	168	N/A	N/A
	Number of OOSCY who have completed of secondary level EP	N/A	160	N/A	N/A
	Completion rates	-	95.2	N/A	N/A

3 Results: Relevance

1. The goal and content of this project are consistent with the partner countries' policy direction and SDG4 to improve the accessibility of basic education for the OOSCY
2. Analyzing the current state of education and issues of the partner countries within the overall project framework and conducting a pilot project as an extension of related policies.
3. The contents of the project were appropriately revised in response to the COVID-19 situation

Questions		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Was the project designed based on analysis about educational context or situation at the stage of project formation?	N	0	0	0	6	4
	%	0.0	0.0	0.0	60.0	40.0
Do the objectives and contents of the project have been relevant to the development strategy and education policies of your country?	N	0	0	0	5	5
	%	0.0	0.0	0.0	50.0	50.0
Did the partner government consider cooperation with the other development partners?	N	0	0	1	4	5
	%	0.0	0.0	10.0	40.0	50.0

3 Results: Effectiveness

- Activities to strengthen the policy framework (Institution)

Activities	Indicators	Cambodia	Lao PDR	Vietnam
Conducting the collaborative research	Number of published research report	1	1	1
	Number of research meetings	3	3	3
Designing the project and policy framework	Number of designed pilot program and policies	1	1	1
Development of LMS system	Number of developed LMS system	1	1	1
	Number of learners who use LMS system (total)	198	N/A	N/A
	Number of learners who use LMS system per month	30	N/A	N/A

- All planned activities were implemented during the period of the project.

3 Results: Effectiveness

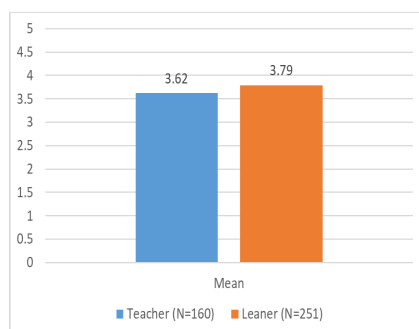
- Development of educational contents and materials (Contents)

Activities	Indicators	Cambodia	Lao PDR	Vietnam
Development of video contents	Number of developed video contents (total)	339	N/A	187
	The percentage of developed video contents out of total lessons (%)	104.6	N/A	98.4
	Number of learners who watched the video contents (total)	634,680	N/A	N/A
Development of educational materials	Number of developed educational materials (total)	350	N/A	N/A
Provision of educational materials	Number of provided educational materials (total)	350	N/A	N/A

- All planned activities were implemented during the period of the project.

3 Results: Effectiveness

- The degree of teachers and learners' satisfaction with the developed contents (Contents)



Source: Cambodia survey

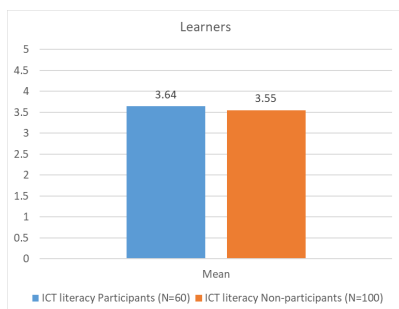


We can easily understand lessons **because videos are summarized in shorts.** (Learners 3)

I just dropped the lessons with the links to the group, then learners would click on the link to access the lessons and watch the videos. In this regards, **learners can learn wherever they want.** (Teacher 1)

3 Results: Effectiveness

- Impacts of programs (Contents)



It helped dropped out students to obtained more knowledge. (Learner 2)

*We can search lessons **by ourselves** without asking anyone. (Learner 3)*

More community people came to study and participated in the equivalency programme. (Learner 3)

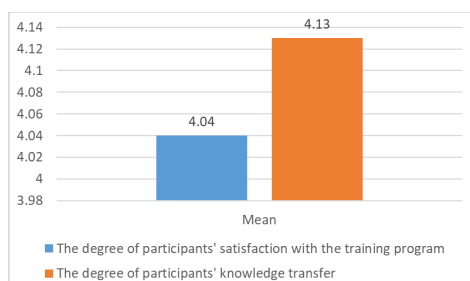
These changes are related to the more opportunities I get to learn more, to make me understand more and to enable me to continue my study further. (Learner 5)

- No significant differences between learners of ICT literacy but have possibility of future change in the capacity of beneficiaries.

3 Results: Effectiveness

- Provision of training programs (Support)

Activities	Indicators	Cambodia	Lao PDR	Vietnam
Provision of training programs	Number of provided training programs (total)	8	3	N/A
	Number of training program participants (total)	183	53	N/A



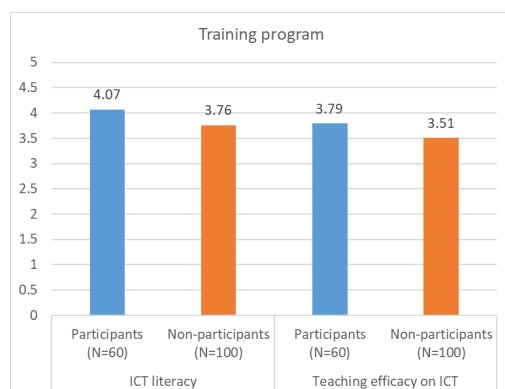
Source: Cambodia survey

***In previous time we don't know** how to drop or share the link or teaching learners of the project by using videos. (Teacher 5)*

*I change in knowledge, I increase knowledge in various aspects such as ability to create account, create what is called yes, address, ... email and **I get new knowledge more** (Teacher 4)*

3 Results: Effectiveness

- Effectiveness of programs (Support)



Source: Cambodia survey

- According to the t-test result, there are statistically significant differences in ICT literacy and teaching efficacy on ICT by group.

3 Results: Efficacy

- Activities to prepare a system (Institution)

Activities	Indicators	Cambodia	Lao PDR	Vietnam
Establishment of committee for the project	Number of related committee	10	N/A	N/A
	Number of committee meetings during the project period	4	N/A	N/A

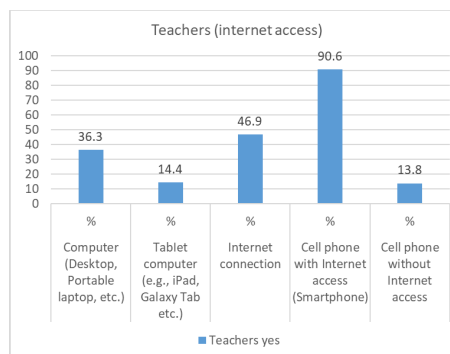
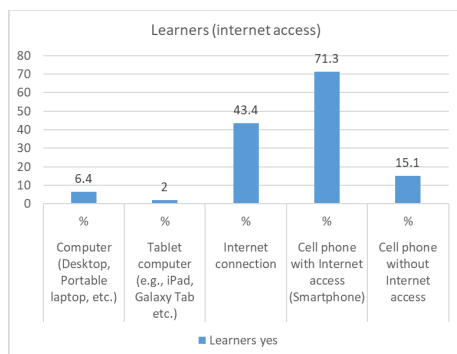


The dissemination of information about our project are broad sufficiently to many people yet, **especially to out of school youth** (Staff 1)

There should be **clear guidelines** and more formal letters to recognize and validate this equivalency program, **especially to guide the exam process** (Staff 1)

3 Results: Efficacy

- The lack of infrastructure (Institution)



- Most of the teachers and learners did not have access to the Internet through computers at home
- 71.3% of learners and 90.6% of teachers access the internet through smartphones

3 Results: Efficacy

- Efficacy of implementing the project (Support)

Questions		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Did the partner government utilize internal and external educational expertise appropriately to implement the project?	N	0	1	2	5	2
	%	0.0	10.0	20.0	50.0	20.0
Did the partner government cooperate with other development partners when implementing the project?	N	0	1	2	3	4
	%	0.0	10.0	20.0	30.0	40.0

- Most stakeholders evaluated the project had been implemented efficiently but some disagreed

3 Results: Sustainability

- Sustainability of the project (Institution)

Questions		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Did the partner government establish the institutional and educational cooperation system to sustain the effectiveness of the projects?	N	0	0	2	7	1
	%	0.0	0.0	0.0	60.0	40.0
Did the partner government establish the financial and management plan to continue the educational programmes after the end of the project?	N	1	1	2	1	5
	%	0.0	0.0	0.0	50.0	50.0
Does the partner government consider the expansion of the programmes to other regions, institutions, and subjects?	N	0	0	1	1	8
	%	0.0	0.0	10.0	40.0	50.0

- The stakeholders replied that they consider the expansion of the project, but did not yet establish the system and financial plan for it

3 Results: Sustainability

- Structural limitation such as economic condition of the learners



*Uhh, the economic status.... Thus, learner can't come to study regularly. **They can't come to study fully or often.... because of their living conditions, their economic status....** That's all... (Learner 2)*

*When learners come to study, then no one stayed home to help their parents; yes, so **their parents want learners to work instead.** (Learner 3)*

*Another challenge is that there is **a lack of motivation from their parents although the learners want to participate.** This is because of living or economic conditions that push them to give up learning in the mid-way, as well. (Teacher 5)*

4. Conclusion

4 Conclusion

The project can be evaluated as achieving a certain degree of visible outcomes, but it also has limitations in terms of sustainability.

- **(Relevance)** The goal and content of this project are consistent with the partner countries' policy direction to improve the accessibility of basic education for the OOSCY, and it can be evaluated as considering SDG4.
- **(Effectiveness)** All planned activities were implemented, and many OOSCY enrolled and completed the lower secondary equivalency program (EP) program during the period of the project.
- **(Efficiency)** The efficiency of this project can be highly evaluated in that the organization in charge of the non-formal education sector participated in the planning and implementation of the project, and established related committees that can supplement the existing system.
- **(Sustainability)** This project may be sustainable in terms of policy and institutional aspects in that it is a project that supports the partner countries' educational policy to improve access to basic education for the OOSCY.

4 Conclusion: lesson learnt

Working factors

1. **(Effective linkage the educational policy and the project goals)** One of the important factors was to analyze the current state of education and issues within the overall project framework and conduct a pilot project as an extension of related policies.
2. **(Selection and concentration)** Another factor that made the project relatively smooth and successful was that the project had selected a specific area and concentrated its resources.
3. **(Easy access)** Another important factor in which the project was able to achieve its results was that it changed the learner's mind-set for learning, with an easier access to learning.
4. **(Stakeholders' active participation and commitment)** The most important factor in deriving the outcome of the project was active participation from the government officials, staff, and teachers during the project period.
5. **(Various types of flexible learning)** Each government used various types of flexible learning and appropriate technologies from LMS to public online system responds to their context.

4 Conclusion: lesson learnt

Not-working factors (Challenges)

1. **(The lack of clear system)** There are limitations to the dissemination of related information or clear guidelines were challenges because the flexible learning in the non-formal education sector is a still starting point.
2. **(The lack of ICT infrastructure)** The most important challenge that made the implementation of the project inefficient was related to infrastructure.
3. **(The lack of cooperation with other partners)** In the process of implementing the project, it was not possible to utilize or link additional internal and external resources, and it seems that there were some limitations in cooperation with other organizations.
4. **(Difficulty to consider the characteristics of various learners)** Because the project focused on developing and disseminating common contents, the characteristics of various individual learners could not be fully considered.
5. **(Structural limitation)** Another factor impeding project sustainability is the economic condition of the learner. learners have difficulty attending class regularly or continuing to study because of their economic status.

5. Recommendations

5 Recommendations

1. Expanding various types of flexible learning resources, but requires efforts to establish clearer guideline for standards

- Flexibility can be increased by using a range of media formats, such as radio, TV, video contents, OER, interactive software, and paper.
- Teachers or learners can use one or several media formats among them to fit their context.
- In order to expand the flexibility in the non-formal education sector more, it is also necessary to establish the clearer guideline.

2. Establish ICT infrastructure for the non-formal education institutions

- The most important challenge that made the implementation of the project inefficient was related to infrastructure.
- In order to implement blended learning in current EPs, it is necessary to establish minimum standard of ICT infrastructure in the non-formal education institutions.

5 Recommendations

3. The expanding of teacher professional development program

- Expanding the teacher professional development program for flexible learning
- Provide teachers with training program not only for the ICT-related competencies but also for enhance their social emotional skills for encourage learners

4. Improving a blended learning systems that combines learners' self-study using online content and coaching and feedback from teachers

- It is more important to enable learners to participate in learning process and manage their learning
- Improving a blended learning systems that combine learners' self-study using online content and coaching and feedback from teachers

5. Need to continue supporting and expanding the project to other regions

- The project was a first step for increasing the access to basic education for OOSCY through FLP

Thank You

Q & A

Q & A

Session 2. Blended learning programmes during the COVID-19

Moderator: Mr. Ichiro Miyazawa, Program Specialist, UNESCO Bangkok

Blended learning cases in Non-Formal Education during the COVID-19 pandemic

- Education programmes for OOSCY in Indonesia
Fauzi Eko Pranyono
Member of Directorate of Community and Special Education
- Non-Formal education Programmes in Thailand
Sutthirit Punramol, Foreign Relations officer,
The office of the Non-Formal and Information Education (ONIE)

Session 2. Blended learning programmes during the COVID-19

Education programmes for OOSCY in Indonesia

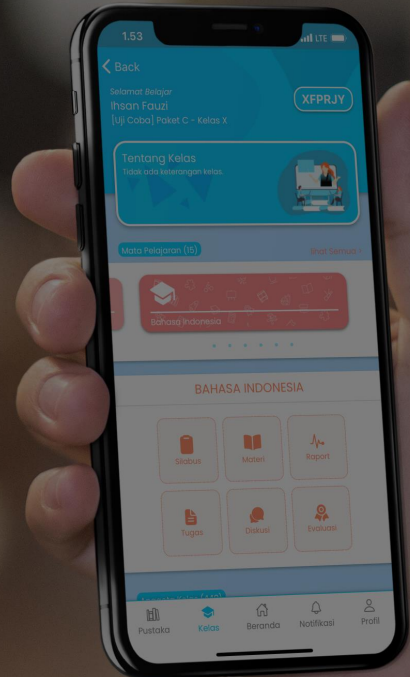
Fauzi Eko Pranyono,
Member of Directorate of Community and Special Education



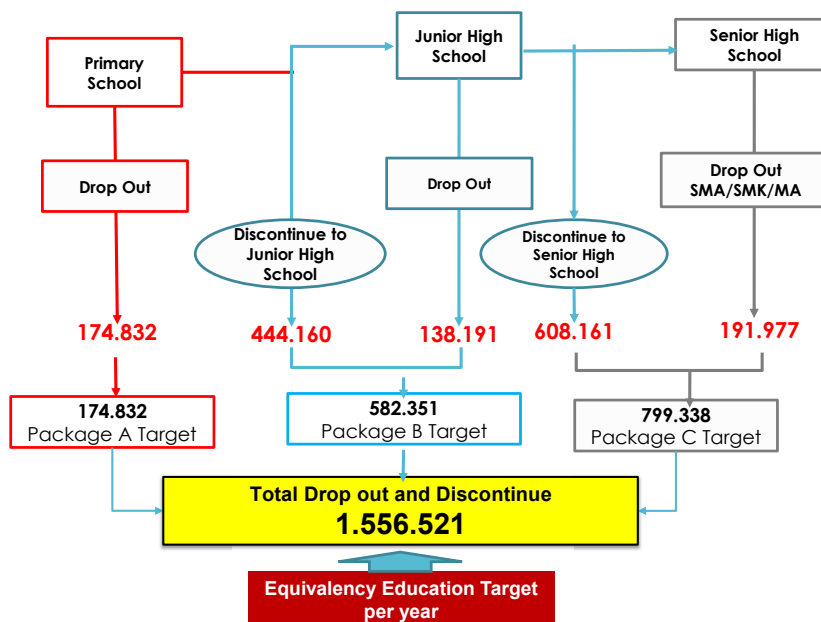
Ministry of Education, Culture, Research and Technology of
Indonesia

Digital Transformation of Non-Formal Education in Indonesia

Directorate of Community Education & Special Education
Directorate General of Early Childhood Education, Basic Education
And Secondary Education



Drop out and Discontinue Rates



There are about 1,5 million school children and youth per year who drop out of school or do not continue to the next level of education

Reason:

1. Geography
2. Economic Condition
3. Psychological
4. Environmental influence
5. Socio-cultural
6. Profession



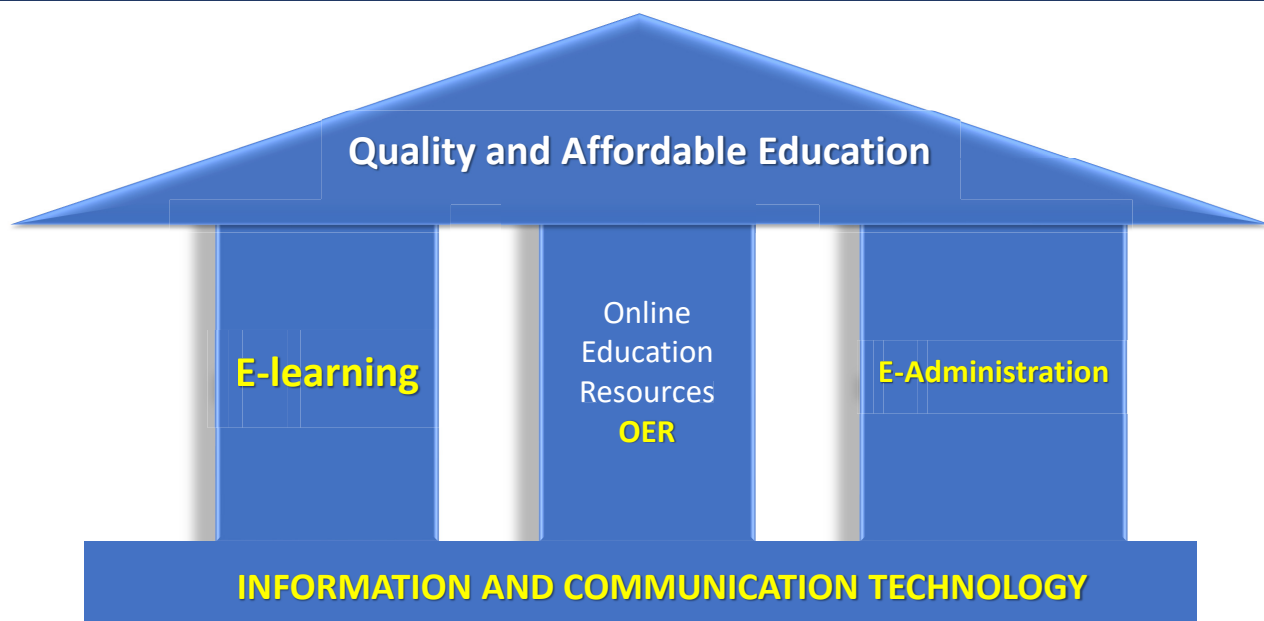
Equivalency Education

Equivalency education is non-formal education aimed at citizens who do not have the opportunity to attend formal education in schools. Package A for the equivalent of Primary school, Package B for the equivalent of junior high school, and Package C for the equivalent of senior high school.

Characteristics of Equivalency Education

- 1 Flexible
- 2 Anywhere, Anytime
- 3 Face to face, tutorial, independent

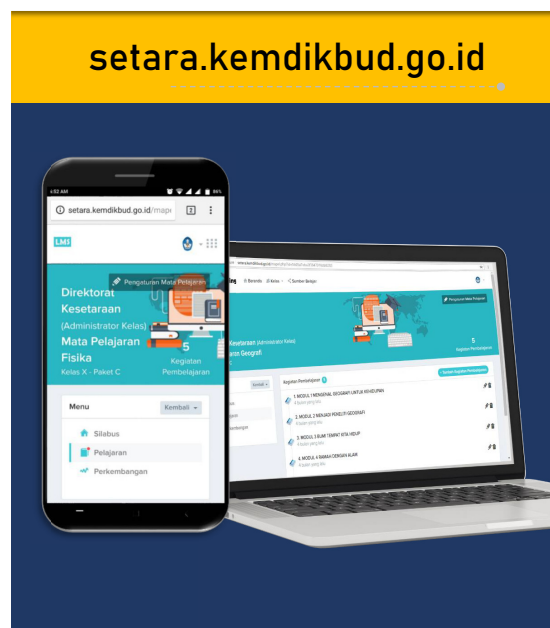
The Role of Technology In Education



5

seTARA daring

seTARA daring is an innovation in equivalency education learning services that can be used as a choice of learning model through digital classrooms that can be accessed anytime and anywhere.



seTARA daring (Learning Management System)

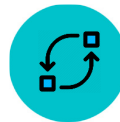
As:



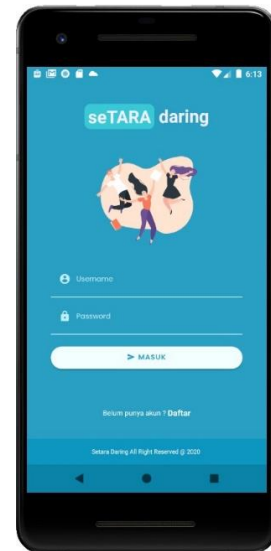
(Supplement)



(Complement)



(Replacement)



Feature



Modular System



Quiz



Multimedia Content



Discussion
Forum



Education
Resources



Report Card

seTARA daring User Growth



Digital Transformation

Printed Book

TOTAL 453

Package A



73 Books

Package B



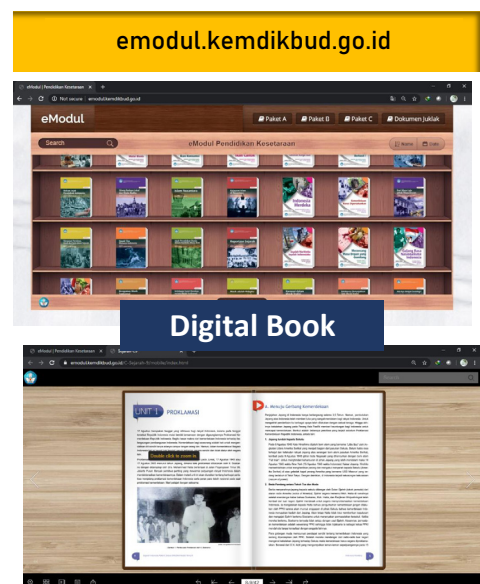
135 Book

Package C

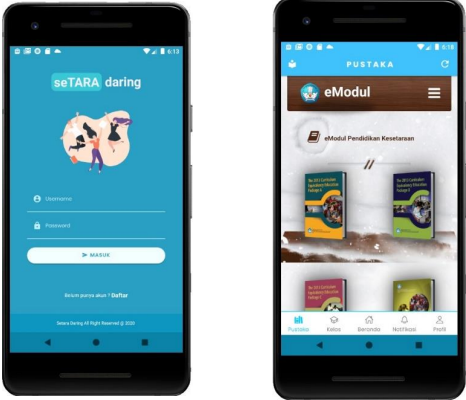


245 Books

To be




Digital Book




The image shows two smartphones side-by-side. The left phone displays the 'seTARA daring' login screen with a blue background, a cartoon illustration of two people, and fields for 'Username' and 'Password' with a 'MASUK' button. The right phone displays the 'eModul' app interface with a brown header, a 'PUSTAKA' section, and a grid of book covers.

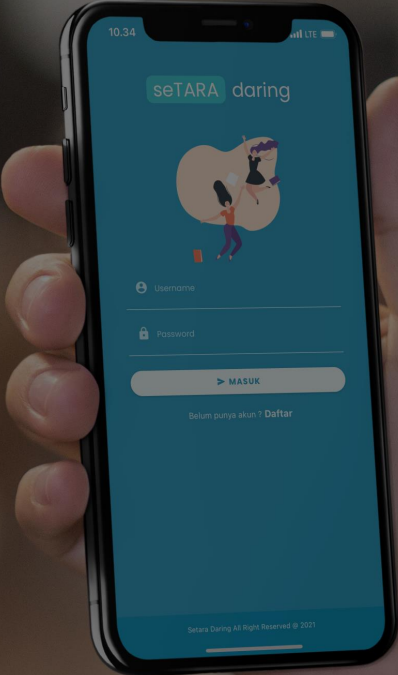
seTARA daring & Emodul *mobile Apps*

available on

 ANDROID APP ON
Google play

 Download on the
App Store

Best Practices and Publication



The image shows a hand holding a smartphone. The screen displays the 'seTARA daring' login screen, which is identical to the one shown in the top image. It features a blue background, a cartoon illustration, and login fields for 'Username' and 'Password' with a 'MASUK' button. The status bar at the top shows the time as 10:34 and LTE signal.



TribunJateng.com Minggu, 17 Mei 2020

Dengan seTara Daring, Peserta Didik Kejar Paket C Dapat Belajar Secara Online

Minggu, 4 Agustus 2019 22:13

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ARSIP > DETAIL

45 Peserta Ikut Bimtek Pembelajaran Daring

Selasa, 25 Juni 2019 | 17:20 WIB

Penulis: Budi Setyanan

PURWOKERTO, suaramerdeka.com - Sebanyak 45 peserta dari sejumlah Sanggar Kegiatan Belajar (SKB) di Jawa Tengah, mengikuti kegiatan bimbingan teknis (Bimtek) Diseminasi pembelajaran seTara Daring di SKB Purwokerto, Selasa (25/6) Kamis (27/6).

seTARA Daring merupakan sebuah aplikasi Learning Management System yang dirancang untuk pembelajaran jarak jauh. Aplikasi ini dikembangkan Direktorat Bimbingan dan Konseling.

iputand.com **KELAS BAHASA KOREA ONLINE** with **Online**

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News 2 Desember 2019 8:23

Program seTARA: Solusi Atasi Persoalan Anak Putus Sekolah

Tugu Jogja Konten Redaksi Tugu Jogja

ARAHAN PRESIDEN UNTUK MELAKUKAKAN SKM (SANGGAR KEGIATAN BELAJAR)

Raport Kemdikbud dengan 2019

Peran Pendidikan Masyarakat dalam

PROVINSI JAWA TIMUR **SAMA NUSA TIMUR** **seTARA** **BUD RI**

PENDIDIKAN REGIONAL

'SETARA DARING'—SOLUSI PENDIDIKAN NON FORMAL DI ERA DIGITAL

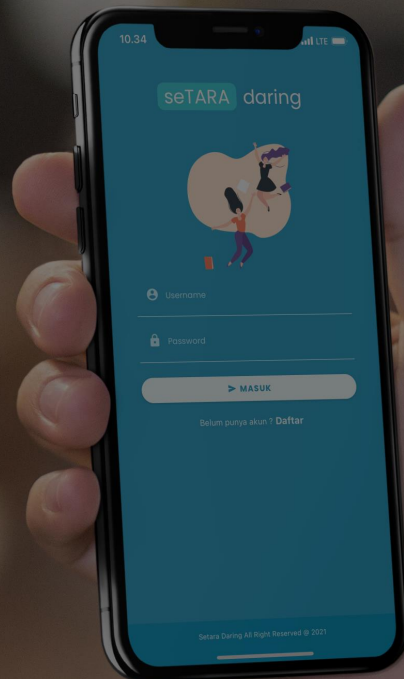
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Best Practices Video



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TERIMA KASIH
THANKS



Session 2. Blended learning programmes during the COVID-19

Non-Formal education Programmes in Thailand

Sutthirit Punramol, Foreign Relations officer,
The office of the Non-Formal and Information Education (ONIE)



Blended Learning Cases in Non-Formal Education during the COVID-19 Pandemic:

Non-Formal Education Programmes in Thailand



Presented by
the Office of the
Non-Formal and Informal
Education (ONIE),
Ministry of Education,
Thailand



หลักสูตรการศึกษาจากระบบ ระดับการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย
สำนักงานปลัดกระทรวงศึกษาธิการ
กระทรวงศึกษาธิการ

พ.ศ. ๒๕๖๒

Basic Non-Formal Education Curriculum B.E. 2551 (2008)

About the curriculum:

- The key mechanism for developing this curriculum was focused on our target groups first since they were our customers with different ages, needs, and convenience in terms of their free time for learning. This curriculum was therefore developed by considering all crucial factors that encouraged them to learn at their most convenience. This would make them willing and happy to learn without any constraints.



The Office of the Non-Formal and Informal Education (ONIE)



- On-air learning
- On-site learning
- Online learning



NEW NORMA

L

3 New Learning Methods

During the COVID-19 Pandemic



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• On-air learning

- is the teaching and learning process via digital TV channels run by selected well-trained teachers. Compulsory subjects from the Basic Non-Formal Education Curriculum are taught by this method along with continuing education programs in the field of vocations.



NEW NORMA

L

3 New Learning Methods

During the COVID-19 Pandemic

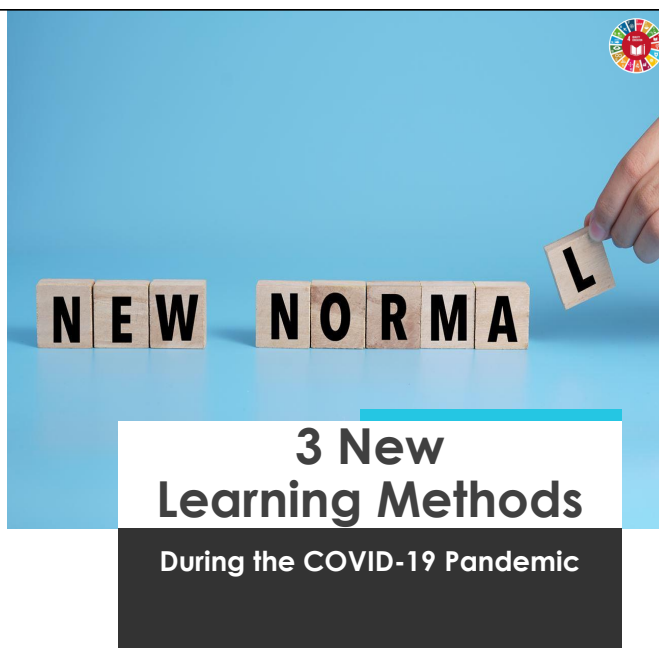


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• On-site learning

- is the normal classroom in the safe places under the preventive measures for the COVID-19 pandemic.

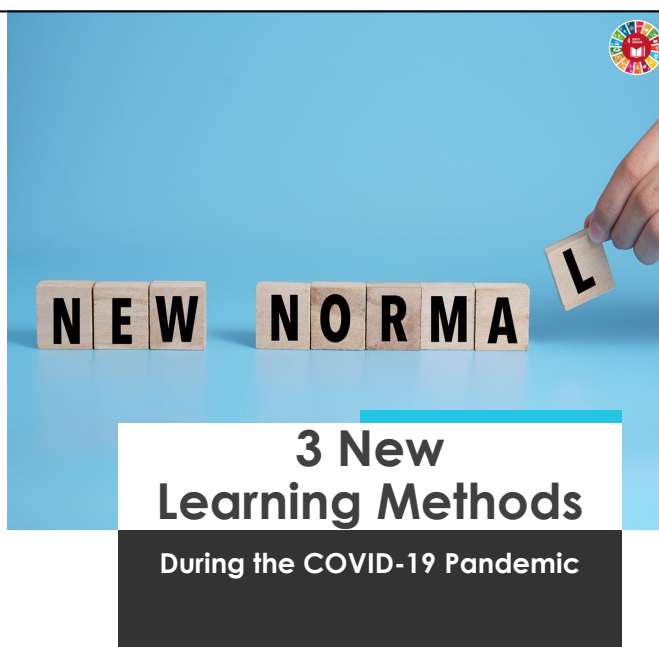


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• Online learning

- learners can learn via computer and NFE-online application on the mobile phone of every mobile operating system. Learners can learn anywhere and anytime. NFE Online contents are composed of Basic Non-Formal Education Curriculum, Continuing Education Program, and short-term courses linked to vocational skills learning scrutinized by ONIE's organizations and network parties across the country. Teachers act as the admins who design content, organize activities, and evaluate those activities together with resource persons for more appropriateness. In addition, teachers will create or provide video clips and media. Learners are allowed to individually log in to this platform.



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Online Learning



The Best Practice of Muang Rayong District Non-Formal and Informal Education Centre

“Designing and creating online lessons are the heart of online teaching and learning”



The 6 important steps of designing online lessons

“Designing and creating online lessons are the heart of online teaching and learning”



1. study and analyze the current curriculum
2. study the learners' readiness, time spent, and learners' learning opportunities
3. analyze the expected learning outcomes
4. define the learning contents and divide them into learning units

5. define the learning goal and design the learning activities, learning materials, and important and necessary learning resources for each learning unit
6. define the learning assessment and evaluation for each learning unit





Educational Technology Committee

and the Demonstration of Online Teaching

- Educational Technology Committee was appointed to develop the online teaching and learning system in order to help CLC teachers to have a better ability and knowledge of new technology for teaching.
- After that, the well-trained CLC teachers had been ready for online teaching, and the online classrooms were created through Google Meet, Line Official, and Facebook Live platforms. Before the CLC teachers start teaching, the demonstration of online teaching was set for the group of learners who had the readiness for online learning.

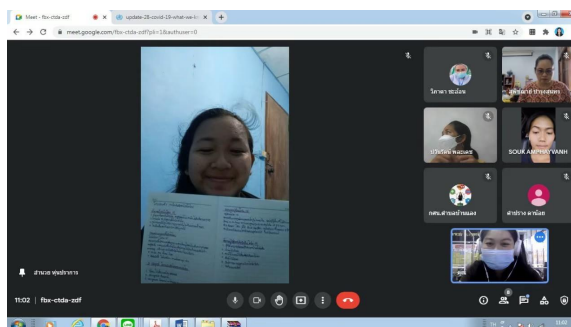


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The Google Meet Application

CLC teachers set the online teaching and learning schedule every week. The Google Meet application is used as a teaching and learning tool so that both teachers and learners can have two-way communication during class time. CLC teachers can teach and provide activities using the Microsoft PowerPoint program, video clips, as well as active learning methods to the learners.

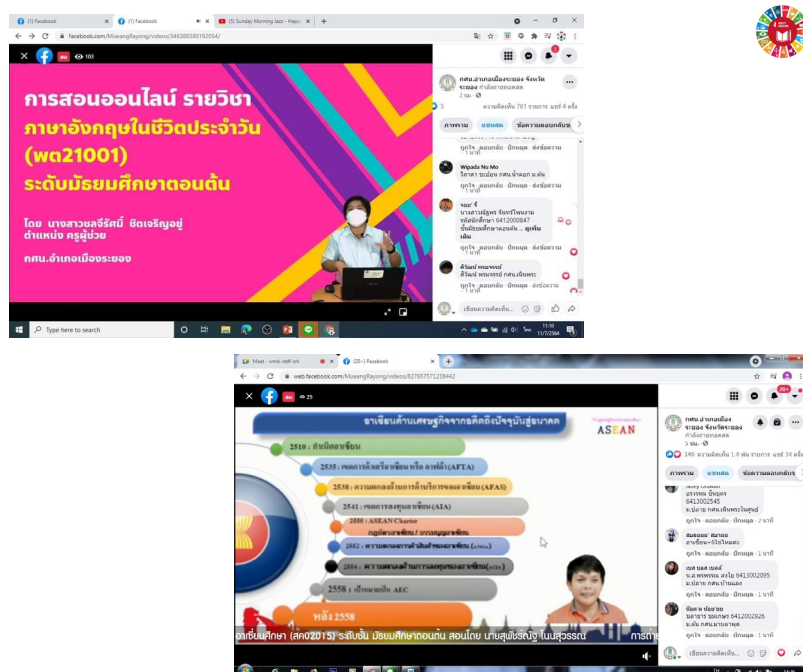


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The Facebook Live Application

Facebook Application is used as a teaching and learning channel for learners by using a live broadcast system through the application. CLC teachers will rotate for teaching according to their expertise.



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The Centre's Website

In this platform, a self-study is set for the learners so that they can learn, do the exercises, and take the test through online teaching and learning material provided on the website.




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Short video clip of online teaching

ระบบนิเวศป่าชายฝั่ง

ระบบนิเวศป่าชายฝั่ง ลักษณะพิเศษ คือ ส่วนแผ่นดินเป็นพื้นที่น้ำทะเลมีอิทธิพลถึง โดยพิจารณาจากคุณลักษณะของดินและพืชพรรณส่วนพื้นที่น้ำนั้นได้รับอิทธิพลจากแผ่นดิน






วิทยาศาสตร์ ม.ปลาย ทศบ.อำเภอเมืองระยอง

นางสาวศิริกัญญา ชื่นเจริญอยู่

Short video clip of on-air teaching

▶ เซลล์คืออะไร

หน่วยพื้นฐานที่สำคัญที่สุดของสิ่งมีชีวิต สามารถดำรงกิจกรรมต่างๆ คล้ายกับสิ่งมีชีวิต



นางสาวศิริกัญญา ชื่นเจริญอยู่



Achievements

Learners received quality teaching and learning during the COVID-19 pandemic even when they could not attend classes normally.

Learners can access the knowledge anywhere and anytime which is the most suitable teaching and learning method for non-formal learners with diversity who need flexibility in terms of time to access education.

Teachers have more potential and abilities in teaching and learning management under the COVID-19 situation, a comprehensive teaching and learning process can be arranged through various kinds of activities with quality that responds to learners' needs.

The success of online teaching and learning is the development of, quality web-based teaching and learning materials.



The Office of the Non-Formal and Informal Education (ONIE)



The Office of the
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Thank You

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Q & A

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