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REPORT OF TRIP TO MANILA, PHILIPPINES, BANGKOK, THAILAND,
AND NAIROBI, KENYA, TO EXPLORE AND ASSESS
NFE INFORMATION CENTER LINKAGES

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I. PURPOSE OF THE TRIP

The principal purpose of the trip, undertaken by Joan Claffey (MSU) and Dr. Ray San Giovanni (AID, DS/ED), was to assess possible sites to serve as regional NFE information centers in Asia (in the Philippines or in Thailand) and in Anglophone Africa (Kenya). This activity was conducted in accordance with the scope of work of AID Contract No. AID-DSPE-C-0046 (DS/ED Project 931-1250, NFE Network). The main objective of this aspect of the project is for MSU to assist in efforts enabling select LDC Centers to gradually assume a larger role in producing and distributing appropriate NFE materials relevant to their regions. MSU assistance will involve provision to the Centers of a core stock of materials currently in the MSU NFE resource collection, short-term training at MSU for key LDC center personnel (in such areas as managing a user-oriented network; information gathering, classification and distribution; managing an individualized response and referral service, publication of a newsletter concerning NFE) and modest financial support for materials acquisitions and communications.

A. In the Philippines we met with persons representing the Private Schools National Association in Non-Formal Education (PRISNANFE) in cooperation with the Office of Non-Formal Education of the Ministry of Education and Culture, the Communication Foundation for Asia, the University of the Philippines-Los Baños, the National Center for Educational Innovation and Technology (INNOTECH), and the Fund for Assistance to Private Education (FAPE). Dr. Angel Quimzon, Education Advisor for USAID/Philippines was also party to most of these meetings and was instrumental in helping to arrange them. We also conferred with Mr. Ed Ploch, USAID/Manila (Deputy Program Officer), concerning the NFE network project

and Dr. San Giovanni discussed the project with Dr. Anthony Schwartzwalder, AID/Manila Mission Director.

In Thailand we met with persons representing the South East Asia Ministers of Education Secretariat (SEAMES), The Ministry of Education Non-Formal Education Department, and Chulalongkorn University. We conferred with Mr. Robert Traister, USAID/Bangkok (Director, Human Resources and Training) concerning the NFE Network Project.

- B. In Kenya we met with persons representing the University of Nairobi's Institute of Adult Studies and Institute of Development Studies, Partnership for Productivity and the National Christian Council of Kenya. Dr. Brandon Robinson, REDSO/EA, was our principal contact on the NFE Network Project.

A detailed list of persons with whom conferred may be found in Appendix B.

II. SUMMARY OF PRINCIPAL VISITS, RESULTS AND RECOMMENDATIONS

- A. In Asia, the first five organizations to be commented upon below seem deserving of more immediate attention for possible collaboration with MSU.

- 1. Private Schools National Association in Non-Formal Education (PRISNANFE) and Office of Non-Formal Education of the University of Education and Culture (Manila, Philippines)

- a. Notes

- In 1979 Dr. Vitalano Bernardino formed PRISNANFE to strengthen efforts in non-formal education in the Philippines where the private education sector at the secondary and tertiary levels is much larger than that of the public sector; 60-40 and 90-10 ratios respectively. The Association appointed as advisor Dr. Felicita Bernardino, Political Deputy Minister of Education and Culture, In-Charge of

Non-Formal Education. Both Dr. Vitaliano Bernardino and Dr. Felicita Bernardino wrote to Dr. Cole Brembeck in 1979 to request MSU assistance in the work of PRISNANFE. Dr. Brembeck responded by describing the new scope of work of the NFE Network Project, including the intention to provide assistance to strengthen an NFE Information Center in Asia, and suggested that PRISNANFE might register its interest in such a venture with USAID/Manila. Dr. Felicita Bernardino did write to USAID/Manila on this subject. In February 1980 USAID Mission Director Schwartzwalder indicated his support of an exploratory visit to the Philippines in connection with the NFE Network Project.

From the inception of PRISNANFE, Dr. Vitaliano Bernardino, who has had a long history of professional involvement in education in the Philippines and who was Director of the South East Asian Ministers of Education Organization, has sought to build a broad base of political support for his new organization. In addition to the support of Dr. Felicita Bernardino, Deputy Minister of Non-Formal Education, Dr. Vitaliano Bernardino obtained the support of Abraham Felipe, President of the important Fund for Assistance to Private Education.

PRISNANFE has published three issues of a newsletter which reports on Association meetings and on NFE activities of member schools. (Appendix C contains the December 1979 issue.)

Dr. Felicita Bernardino hosted a luncheon, attended by Dr. Vitaliano Bernardino, for Dr. San Giovanni, Dr. Angel Quimzon, and myself, to discuss PRISNANFE, the NFE work of the MOE, and proposed collaboration with MSU. Appendix D contains information about the Office of Non-Formal Education of the Philippines.

Discussions concerning proposed collaboration with MSU were continued two days after the luncheon. In response to my request for more particulars on the kind of collaboration envisioned between PRISNANFE and the MOE Office of Non-Formal Education to form an NFE Center, and between such a Center and MSU, a draft "Scenario for the Establishment of the NFE Information Center in the Philippines" was offered by Drs. Bernardino for discussion. This "Scenario" is contained in Appendix E.

b. Results and recommendations

Certainly, the broad base of support through PRISNANFE and the MOE's Office of NFE for collaboration with MSU to create a regional NFE Information Center suggests an earnest desire to strengthen NFE in the Philippines.

There has been a rich history of collaboration between MSU and the efforts of Dr. Vitaliano Bernardino. An NFE Information Center sponsored by PRISNANFE and the Office of NFE might be expected to have good outreach. Vitaliano Bernardino is also the president of Gregorio Araneta University Foundation, one of the largest agricultural universities (private) in the Philippines. Some form of MSU assistance should be considered in response to the interest expressed.

Several possible areas of concern should be noted, however. USAID/Manila cautions against making a regional NFE Information Center an appendage of the MOE. The Office of NFE has a miniscule staff and little money. If there were MSU cooperation, one might expect to confront a politically delicate situation of telling a Deputy Minister what to do. Some question the motivation of the Office of NFE which seems to be struggling for recognition and continued existence, notwithstanding the strong dedication, diligence, and personal commitment of the Deputy Minister to NFE and to bettering the lives of the poorest.

Were the principal linkage between PRISNANFE and MSU, with MOE Office of NFE input to PRISNANFE, this could be a more satisfactory arrangement for MSU. In response to this observation, made to Drs. Bernardino, it was made clear to me that the intention of the proposed scenario was to locate an NFE Information Center in the MOE Office of NFE, not with PRISNANFE which is only a year or so old and without real facilities or any full-time staff. The "Scenario" developed by Drs. Bernardino seemed to indicate that a more massive form of collaboration (and financial input from MSU) was being envisioned than the actual activities possible under the NFE network contract.

2. Communication Foundation for Asia (CFA), Manila, Philippines

a. Notes

The CFA is a private organization with outstanding facilities which operates a training center for development communication in Asia. The Foundation, nearly 15 years old, offers "Media-for-Development Courses" attended by a variety of professionals, students, and fieldworkers from throughout Asia. Appendix F describes some of these courses. Sophisticated media facilities enable training in radio, television, film, printing, and materials production for non-formal education. Dr. San Giovanni and I were impressed with the commitment and vision of Fr. Lagerwey and his staff, and with CFA's excellent track record of training and production. The organization has a large staff of talented young people working in all facets of media development (mass/group/low cost) geared to the basic education needs of villagers. CFA produces a variety of publications for

villagers, maintains a library, and responds to inquiries from development planners and practitioners.

b. Results and recommendations

Fr. Lagerwey urged that the greater share of development assistance be directed to support of basic NFE efforts requiring simple technology vs. those requiring expensive sophisticated technology (e.g., satellites). Both Fr. Lagerwey, Executive Vice-President, and Mr. Tagle, Assistant Managing Director, indicated their interest in some form of cooperation with MSU. In particular, CFA would welcome a basic stock of MSU's collection of NFE materials on development communication and on NFE in Asia. CFA also handles referrals related to communication for development and some modest MSU assistance in this regard might also be considered.

3. University of the Philippines - Los Banos

a. Notes

We met in Los Banos with Dr. Obdulia Sison and her colleagues where we were guests of the University. The University of the Philippines - Los Baños seeks to combine research, teaching, and extension. Its Department of Agricultural Education is concerned with formal and non-formal education as these relate to agricultural and rural development, the generation of knowledge in rural social science, and training for the improvement of rural welfare. In the area of NFE, the Department conducted a variety of programs in the last decade: Barrio Development Schools, NFE for Rural Youth, and the Adult Farmer Education Program. The Department also conducts the Pila Social Laboratory, a pilot project on agricultural and rural development which serves as a training and demonstration ground for trying out innovative approaches to rural development. The project seeks to strengthen local organizations leading to greater self-reliance, a broader base of participation, and cooperative activities for community development.

The Department offers M.S. and Ph.D. studies in extension education and in community development to students from countries throughout Asia.

b. Results and recommendations

Dr. Sison indicated the interest of the University in further exploring collaboration in NFE with MSU and said that a proposal on this subject would be forthcoming. Dr. San Giovanni and I were much impressed with the work of Dr. Sison and her colleagues and with the University's commitment to research, instruction, and service on behalf

of education and development. It is highly recommended that the University of the Philippines - Los Baños' Department of Agricultural Education be considered as an Asian linkage with the NFE Network Project.

4. SEAMEO Regional Center for Educational Innovation and Technology
(INNOTECH) University of the Philippines - Diliman, Quezon City

a. Notes

Created to serve as a major research component of SEAMEO and the principal means for implementing the organization's development programs of the 1970's, INNOTECH seeks to identify and find solutions to education problems in Asia. INNOTECH consists of a training division (offering courses for education change strategists), a problem-oriented research division, the information and clearinghouse division, the technical resources division, and an administrative division. INNOTECH tends to focus on school programs while using non-formal methods. Of special note is INNOTECH's Project IMPACT (Instructional Management by Parents, Community and Teachers), an experimental delivery system for economical mass primary education operating in four sites. The project uses self-instruction and aims to increase the student/teacher ratio to 200:1. INNOTECH has also developed Project IS-OSA (In-School Off-School Approach), Project RIT (Reduced Instructional Time), Project NTR (Nontraditional Roles), and Project CB-BLP (Community-Based Basic Learning Package). INNOTECH's information services include a library, publications (newsletter, journal, technical reports, project reports, monographs, and reproductions), and a clearinghouse for the promotion of exchange relationships and the organization and dissemination of information on education problems, needs, and innovations within and outside the region.

b. Results and recommendations

Although Director Liceria B. Soriano was out of the country when we visited, Deputy Director Dr. Zanti Arbi and Dr. Jose Socrates, Head of the Research Division, met with us and expressed a great deal of interest in possible collaboration with the NFE Network Project. They suggested that INNOTECH may assume a larger role in connection with SEAMEO's Non-Formal Education Program (SNEP), that INNOTECH and SEAMEO have an advantage of not being political, and that they have a strong record of clearinghouse services. Dr. Arbi requested information on the agreement of cooperation worked out between MSU and INADES to serve development planners and practitioners in Francophone Africa. He said that a follow-up letter would be forthcoming to further explore possible collaboration. Given its interest and record of service, INNOTECH might well be considered for some form of more formal linkage with MSU.

5. Fund for Assistance to Private Education (FAPE), Manila,
Philippines

a. Notes

We met with Fr. Michael Varela, S.J., Head of the Catholic Association of the Philippines, because he was part of the NFE Network and because persons who knew of him said that he had a finely tuned sense of what was occurring in education in the Philippines. (The Catholic Education Association consists of about 1800 schools and universities in the Philippines, out of a total of approximately 3000 private schools.) We were cautioned to insure that linkage with a group in the Philippines had minimum political influence. The meeting with Fr. Varela led to a meeting, at his suggestion, with Dr. Ernesto Franco, President of Educational Consultants, Inc., which advised the Ministry of Education and Culture. (Dr. Onofre D. Corpuz, a Harvard graduate, is the Minister.) Both Franco and Varela had worked for several years for the Fund for Assistance to Private Education, and Franco reported having done some work for Vitaliano Bernardino's PRISNANFE.

Corpuz "came back in late 1979 to the MOE" and asked Franco to advise, especially on improving educational delivery systems - services to the people.

The comment was made to us that perhaps FAPE could be the coordinating group we are looking for to liaison in NFE. The President of FAPE, Dr. Abraham Felipe, is now a Deputy Minister, reportedly number two person in the MOE. FAPE was established, we were told, in the 1950's by the U.S. Congress. It is a semi-governmental agency, autonomous, with its own charter. It gives grants to universities and private schools, and sponsors NFE Programs. FAPE is building a data bank and plans to fund NFE "adaptive technology centers". The FAPE staff were described as very good, efficient, and highly competent. FAPE is supposed to give grants for innovative projects. The grant funds derive from interest earnings with money in perpetuity. As a foundation, the organization tends to have credibility and to not be entangled in governmental red tape. FAPE was reported to have good outreach throughout ASEAN. It would likely be very interested in setting up a unit on NFE.

b. Results and recommendations

It was suggested that I stay in the Philippines 3-5 extra days to await Dr. Felipe's return from out-of-town in order to meet with him concerning a possible role for FAPE in the NFE Network Project. Since the date of his availability was not certain, Dr. Quimzon (USAID/Manila) suggested keeping my itinerary as scheduled. He offered to meet with Dr. Felipe and again with Fr. Varela and Dr. Franco to discuss these matters. Follow-up and further exploration with FAPE is highly recommended.

6. South East Asia Ministers of Education Secretariat (SEAMES),
Bangkok, Thailand

a. Notes

We visited SEAMES to discuss the status of their on-going (to 1983) Non-Formal Education Plan (SNEP), particularly the status of the project component concerning clearinghouse and information activities for NFE. We found that little had been done since my consultancy on the clearinghouse activities in August 1978. (For a report on that visit please refer to Final Report of Observations and Activities to Assist the Southeast Asian Ministers of Education Secretariat in the Planning and Development of its Clearinghouse and Information Activities on Non-Formal Education by Joan M. Claffey.) Mr. Ang, the SNEP Expert, indicated that three countries - Phillipines, Thailand, Malaysia - had responded positively to a request to name a link person to SEAMES to coordinate national NFE clearinghouse efforts. He mentioned problems of translation as an impediment to exchanging information and suggested that the most important need faced by SNEP and the would-be national centers is knowing how to develop national NFE clearinghouses in the SEAMEO member countries. Mr. Ang said that a seminar of link persons in charge of the national NFE clearinghouses was being contemplated, but perhaps not for a year because of the importance to first fund other SEAMEO projects. We indicated that, should such a working seminar be organized, MSU representation and assistance could be available to instruct in such areas as managing an NFE information center; collection, organization, and dissemination of NFE resources; operating a question/response and referral service; and publishing user-oriented newsletters, manuals, guides on NFE.

Appendix G contains the sections of the SEAMES Final Report: First Regional Seminar on the Assessment of the Implementation of the NFE Development Plan (SNEP/SW-7), 15-19 October 1979 which deal with NFE clearinghouse component of the Project. This report was made available to us in the Philippines.

b. Results and recommendations

The SNEP clearinghouse activity has progressed rather slowly. In the Philippines it was intimated by two different persons that one or more of the various SEAMEO regional centers (INNOTECH, BIOTROP, TROPMED, SPAFA, RELC, RECSAM, SEARCA) may be assuming management of components (i.e., concerning rural development, mass media, literacy, occupational skills training, NFE clearinghouse services) of SEAMEO's Non-Formal Education Project (SNEP) now housed at SEAMEO's Secretariat (SEAMES)

in Bangkok. INNOTECH, housed at the University of the Philippines, was mentioned as a possibility in this regard (as was the NFE Department of the Philippine MOE). We were also informed in the Philippines that the position of the SNEP Expert may be eliminated in the coming year. Given these matters, and the questioning by Mr. Traister (USAID/Bangkok) of whether SEAMES could best handle a regional NFE information center function for Asia, no recommendation is made at this time to consider SEAMES as the primary Asian site in the NFE Network Project. However, should a meeting be convened of NFE clearinghouse representatives of SEAMEO member countries, MSU assistance could be put to excellent use through providing an NFE Information Center staff member for training in the areas outlined earlier.

7. Ministry of Education, Non-Formal Education Department (Bangkok, Thailand)

a. Notes

Upon the suggestion of Mr. Robert Traister, USAID/Bangkok, we met with individuals involved in guiding the MOE's Rural University Project. A MOE project description says "the term 'rural university' as used in this project means a line of thought which holds that the most significant source of knowledge is to be found in the rural areas themselves" (rather than in urban institutions and print materials deriving from non-rural sources). Directed toward individuals who have not had opportunities in the regular school system, the project seeks to encourage khit pen (critical thinking) through lifelong out-of-school education designed to address rural problems in a way that directly benefits rural people. The project, which will have a lifelong learning center in each province and a total of four regional centers, aims to increase the production, incomes, and quality of life of the rural population and to lead to national security and well-being. A key focus of the project is the placement of NFE Department civil servants ("the NFE teachers") into rural areas where they live and work with the people, alternate between training and work in the rural areas themselves, and function as coordinators among the various government agencies involved in rural development.

b. Results and recommendations

Dr. Banjong Chooskalchart, Mr. Setti, and Mr. Boonlard Masaeng, with whom we spoke about the Rural University Project and MSU's NFE Network Project, expressed interest in appropriate materials on NFE planning, evaluation, and training in NFE techniques. We indicated that the NFE Information Center would suggest some resources relating to this request. Dr. Banjong also requested a full set of

The NFE Exchange and spoke of the critical need to put these into local languages. A larger form of collaboration between the MOE and MSU was not envisioned at this time.

8. Chulalongkorn University (Bangkok, Thailand)

a. Notes

Visits were made to Chulalongkorn University to meet with various faculty (see listing in Appendix B) involved in the fields of adult, community, and non-formal education. A couple of these persons are working with the MOE's Rural University Project.

b. Results and recommendations

Dr. Ratana Poompaisal made a particular request that MSU consider Thailand for a key link in Asia for the NFE Network Project. Dr. San Giovanni and I believe it important to maintain contacts with the faculty at Chulalongkorn, but recommend no immediate efforts toward formal collaboration at this time, given the greater readiness of other Asian-based groups to take on a regional NFE Center function.

B. In Anglophone Africa, the first organization to be commented upon below seems deserving of more immediate attention for possible collaboration with MSU. The second listed organization also expressed strong interest in a formal linkage with the NFE Information Center, and various modes of cooperation in this case merit exploration.

The AID* REDSO/EA Education Officer, Dr. Brandon Robinson, and his staff met with us for a general briefing on the NFE Network Project and its implementation in East Africa. He affirmed his interest in the Project and the Agency's need to continue support of NFE, and expressed hope that the USAID mission to Kenya would affirm the need for this kind of activity. Mr. Robinson also expressed his feeling that MSU should continue to provide leadership in the NFE area and doubted that LDC centers would do away

* For USAID/Nairobi the Mission Director is Glen Roane and the Assistant Director is Allison Herrick. For REDSO/EA the Director is Ray Love.

with the need for MSU to perform critical knowledge generation, publication and exchange functions. He suggested that, to help publicize within AID the valuable role MSU is performing in this regard, it would be well for a recognized authority (e.g., Coombs) to conduct an evaluation of the NFE Information Center Project. Such an evaluation would likely result in a statement that there is something of great value in the NFE Center Project, in a set of implications that can be drawn from the experience (-ment), and in a greater mandate for preserving the work of the Center.

After the meeting with the REDSO staff, we spoke with the Mission's Director of Technical Services (for USAID/Nairobi), Mr. Kevin O'Donnell. His position was that USAID/Nairobi was not doing anything in NFE (but was working in agriculture, health, nutrition, etc.), that he would like to see our project located outside of Kenya because there were too many regional activities centered in Nairobi, and that he would not support our project tie-in with an organization in Kenya. We explained that this project had very limited scope, would not involve MSU resident personnel, nor AID REDSO or Mission staff to any appreciable extent, and that it would simply enrich relations that have existed between MSU's NFE Center and several Kenyan institutions for several years. Dr. San Giovanni also pointed out that the project which involves the furnishing of useful information on NFE in agriculture, health, nutrition, population, and income-generating programs would enhance present and proposed Mission and REDSO activities. We were then encouraged to make exploratory visits to our organizational contacts in Kenya but to make no commitment regarding the establishment of a regional NFE center in Kenya until further discussions occurred among the AID entities involved.

1. Institute of Adult Studies, University of Nairobi

a. Notes

Dr. San Giovanni and I met at the REDSO offices with Mr. Peter Kinyanjui, Director of the Institute of Adult Studies. He described the work of the Institute through its three cooperating divisions: the Extra Mural Division (which organizes country-wide programs of evening classes, seminars, public lectures, and participatory training in order to mobilize local development efforts in cooperation with national plans), the Adult Studies Centre (which offers residential courses - both short term and a one-year diploma course - in adult education), and the Correspondence Course Unit (which prepares and disseminates correspondence courses - supplemented by radio programs and discussion groups - for out-of-school adults and youth). (See Appendix H for the Annual Report 1978/79 of the Institute of Adult Studies.)

Mr. Kinyanjui, with whom the NFE Information Center has been in previous communication, indicated his interest developing formal linkages of cooperation with the Center, and in having the Institute serve as a regional NFE resource center. He said that they would especially welcome MSU training (e.g., in network and information center management, newsletter production, and resource collection and referrals), support for photocopying and mailing NFE materials, and expanded production of the Institute's biannual newsletter. The Institute is already serving regional needs, having assisted Botswana's Extension College and Swaziland in the training of teachers through radio and correspondence, and has aided Thai and Filipino educators. Mr. Kinyanjui noted that the Institute also maintained contact with such organizations as the African Adult Education Association, International Council of Adult Education, World Education, and International Extension College.

b. Results and recommendations

Dr. San Giovanni and I were very favorably impressed with Mr. Kinyanjui and his understanding of the role to be played by a regional NFE information center. We recommend that discussions take place as expeditiously as possible among relevant AID entities to determine whether there will be support for a MSU NFE linkage with the Institute of Adult Studies to serve Anglophone Africa. In this regard, Dr. Brandon Robinson said that he would plan to talk with Mr. Love to learn how he recommends proceeding, and meet with DS/ED staff when he is in Washington the first week in June. Dr. Robinson asked that we advise him if further things are needed from Mr. Kinyanjui. It is recommended that additional information be requested from the Institute of Adult Studies on Institute Resources, plans and projects.

2. Partnership for Productivity, Nairobi, Kenya

a. Notes

We met with Mr. Charles Ford Khaminwa, General Manager, Partnership for Productivity Service Foundation. For 10 years the PFP has provided training in business management (e.g., bookkeeping, accounting) to school leavers (of which there are about 350,000/year in Kenya) to enable them to have employment assisting small-enterprise operators in the informal sector. More recently, training is being expanded to help the young paraprofessionals become development catalysts in a broader sense of the term (e.g., to respond to the wider range of development needs of illiterates). The consultants have worked with farmers, carpenters, printmakers, families running small bakeries, and a woman's group engaged in brickmaking. PFP receives some support from the National Christian Council of Kenya and USAID/Nairobi (?). Mr. Khaminwa indicated that Partnership for Productivity would be very interested in being considered for linkage with the NFE Information Center. He offered to send me a proposal, entitled "Restructuring of Rural Enterprise Service", which describes the organization's plans.

b. Results and recommendations

Dr. San Giovanni and I thought highly of the programs of Mr. Khaminwa and his organization. Mr. Khaminwa indicated the organization's desire to expand their income-generating projects through support of data collection and information exchange activities. Particularly in the area of income-generating development projects, it would seem that Partnership for Productivity might serve as a vital link in the NFE Network Project. Although PFP may be less ready than the Institute for Adult Studies to take on broad-based NFE information services, further exploration is recommended of ways in which some greater collaboration might be effected with MSU.

3. Institute of Development Studies, University of Nairobi

a. Notes

We met with Dr. W.M. Senga, Director of the Institute of Development Studies. Dr. Senga expressed interest in the NFE Network Project and explained the work of the Institute which is a noted center for social science research. The IDS publishes scholarly discussion papers on development in Kenya. Since the National Council for Science and Technology was formed a couple of years ago, the IDS has been coordinating research within the country. Accordingly, the first mission of the Institute is to be nationally-oriented and find out what is occurring in Kenya.

b. Results and recommendations

Contact with IDS was renewed and agreements made to continuing the exchange of publications with MSU. Given the Institute's special priorities at this time, expanded collaboration with MSU is not envisioned.

4. National Christian Council of Kenya

a. Notes

We met with Mrs. Mary Mungambi, Documentation Secretary of the Rural Development Department, who apprised us of some of their projects and provided us with materials. NCKK reports about 80 paid rural development people, mostly Kenyans, in the field. Several NCKK-related projects have been highlighted in The NFE Exchange.

b. Results and recommendations

This was primarily a courtesy visit to renew communication and arrange for continued exchange of materials. More formal collaboration with MSU is not anticipated at present.

5. Basic Education Resources Center, Kenyatta University

a. Notes

Funding for the Basic Education Resources Center (BERC) was proposed several years ago to AID's Africa Bureau. A major NFE network and information exchange function was envisioned for BERC which had received technical assistance from the Overseas Education Fund. Both Dr. Charles Lyons of OEF and Dr. Otaala of Kenyatta College and affiliated with BERC had been in touch with me concerning the possible collaboration of MSU's NFE Information Center and BERC.

b. Results and recommendations

The telephones were not operating for several days between the College, some 15 miles outside of Nairobi, and the capital, so a car was provided for travel to the College to see Professor B. Otaala, Head of the Department of Educational Psychology, who has contacted the NFE Information Center about possible collaboration. Professor Otaala was out of the country, so a meeting did not occur. Follow-up via correspondence will be made with Dr. Otaala.

C. Concluding Comments

1. Regarding selection of collaborating LDC Centers, in Anglophone Africa, possible MSU linkage with the University of Nairobi's Institute of Development Studies should be further explored. In Asia, possible collaboration should be further explored with the Private Schools National Association in NFE (PRISNANFE) and the MOE's Office of Non-Formal Education, with the University of the Philippines-Los Baños, INNOTECH, Communication Foundation for Asia, and the Fund for Assistance to Private Education (FAPE).

2. A single regional center in each world region as planned is inadequate to meet the range of existing NFE needs. In the last report of visits to establish NFE Network linkages in West Africa, the desirability of working with both INADES (Ivory Coast) and the Sahel Institute (Mali) was cited, given the different kinds of audiences served by each organization. So, too, we see in this report that not only may it be desirable to have more than one collaborative relationship in Asia, it may be advisable to develop more than one relationship in a single country, with the Philippines as a case in point. One LDC entity may hold greater promise of contributing to the knowledge generation and training functions of an NFE center (e.g., the University of the Philippines-Los Banos), while another may assure greater national outreach (e.g., the MOE). Given the strong interest being shown by more than one organization in a particular world region to serve as an NFE regional center, and considering arguments for providing seed money for more than one regional Center serving different kinds of needs and audiences, some decisions must be made about suitable courses of action.

3. We have become aware that in this new phase of the NFE Network Project, not only must the NFE Information Center and the potentially collaborating LDC groups be taken into account, but also several umbrella entities. The LDC groups must seek the endorsement of their umbrella organizations (which, to date, has not appeared problematical). In addition, official MSU international linkages must be approved by a half-dozen administrators (which, to date, has not been difficult) and by an International Studies and Programs Advisory Committee on International projects. This latter group has served notice that it would look more favorably on MSU linkages with non-governmental organizations rather than with governmental entities, particularly in countries which they consider to be oppressive in one sense or another. The extent to which the presence or lack of concurrence by this University group may impact on the project is as yet unknown. Finally, we observe that spheres of influence within AID, may entangle and require attention to enable the project to be carried out. The situation in Kenya is a case in point.
4. The project funds earmarked for the LDC centers appear inadequate to meet the intentions of the project. Even limiting MSU technical assistance to the provision of short-term training of LDC personnel, supply of a basic stock of NFE materials, and funds for communication and dissemination about NFE, \$15,000 per center for five centers over three years is modest, indeed. If one considers the project intention to replicate the knowledge-generation and response capacity of the NFE Information Center, it is even more evident that greater resources must be brought to bear to such an effort.

5. Related to the above point, it seems important to examine the critical role being played by MSU not only in collection and dissemination of information about NFE but, more importantly, in the analysis and synthesis of this material, chiefly through The NFE Exchange and the Center's other publications. Assuring this capacity in several LDC NFE centers in the present life of the Project (even without taking into consideration the level of funding) may be an unrealistic goal, in which case the future role of MSU in this regard deserves re-examination.

APPENDIX A: ITINERARY

1980

Th. 10 April Departure, East Lansing
Fri. 11 April Arrival Manila (via Anchorage and Tokyo)
Sat. 12 April Manila
Sun. 13 April Manila
Mon. 14 April Manila: Quimzon, INNOTECH
Tu. 15 April Manila: Ploch, Quimzon, Communication Foundation for Asia
Wed. 16 April Manila: F. Bernardino, V. Bernardino, Jesuitas, Santos-Villa,
Ledesma, Quimzon
Th. 17 April Manila: Varela, Cunanon, Quimzon
Fri. 18 April Manila: University of the Philippines-Los Banos, F. Bernardino,
V. Bernardino
Sat. 19 April Manila: University of the Philippines-Los Banos, Franco,
Varela, Quimzon
Sun. 20 April Manila to Bangkok
Mon. 21 April Bangkok: Traister
Tu. 22 April Bangkok: Ministry of Education - Dept. of Non-Formal Education
Wed. 23 April Bangkok: SEAMES, Chulalongkorn University - Div. of Non-Formal
Education
Th. 24 April Bangkok: Traister
Fri. 25 April Arrival Nairobi (via Bombay)
Sat. 26 April Nairobi
Sun. 27 April Nairobi
Mon. 28 April Nairobi: Robinson, Soos, Greeley, Barnes (REDSO/EA)
Tu. 29 April Nairobi: Institute of Adult Studies
Wed. 30 April Nairobi: Institute of Development Studies, National Christian
Council of Kenya, Partnership for Productivity
Th. 1 May Nairobi: (Kenyan National Holiday)
Fri. 2 May Nairobi: Kenyatta University College, Robinson
Sat. 3 May Nairobi
Sun. 4 May Nairobi
Mon. 5 May Arrival Lansing (via London and New York)

APPENDIX B: PERSONS MET IN MANILA, BANGKOK, NAIROBI

USAID/Manila
17th Floor, R. Magsaysay Center
1680 Roxas Blvd.
Manila, Philippines
Telephone: 59-23-04, 59-80-11

Persons met:

Dr. Angel L. Quimzon

Education Advisor, Office of Education

Mr. Ed Plouch

Deputy Program Officer

Office of Non-Formal Education
Ministry of Education and Culture
Manila, Philippines
Telephone: 49-24-96

Persons met:

Dr. Felicita G. Bernardino	Political Deputy Ministry of Education and Culture In-Charge of Non-Formal Education
Mrs. Estela A. Jesuitas	Office of Non-Formal Education

Materials received:

Annual Report Non-Formal Education 1979-1980

Annual Report Non-Formal Education 1978-1979

Instructional Materials Development in Out-of-School Population Education:

Report of a Regional Training Workshop, Nueva Ecija, Philippines,
18-29 June 1979. (UNESCO Regional Office for Education in Asia and
Oceania, Bangkok, in Cooperation with Ministry of Education and
Culture, Philippines)

Development of Productive Skills: Report of a Sub-Regional Workshop on
Non-Formal and Alternative Structures in Education with Emphasis on
Development of Productive Skills. Philippines, 28 May to 16 June 1979.
(Asian Programme of Educational Innovation for Development-APEID, an
UNESCO Regional Office for Education in Asia and Oceania, Bangkok 1979.)

Live-In Seminar-Workshop on Non-Formal Education for NFE Supervisors/
Coordinators Regions VI-VIII. Venue: Applied Nutrition Center, Banilad,
Cebu City, January 9-13, 1978. (Ministry of Education and Culture.)

Report on the Conference on Non-Formal Education of Private Schools, Colleges,
and Universities. Manila, November 17-18, 1978. (Convened by Ministry
of Education and Culture.)

Report on the Non-Formal Education Seminar-Workshop for Assistant Superinten-
dents, Regional and Division NFE Supervisors. Ecology Technology
Livelihood Center. Sudlon, Lahug, Cebu City, 3-7 December 1979.
(Office of Non-Formal Education, Ministry of Education and Culture.)

Instructional Modules--

Pilipino Ako (Modyul Blg. 1)
Sino Ang Ating Mga Ninuno Saan Tayo Nagmula? (Modyul Blg. 2)
Pilipinas Ang Bayan Ko, Perlas Ng Silangan (Modyul Blg. 3)

Ministry of Education and Culture, "Non-Formal Education PD 1139.
May 13, 1977" (brochure)

Private Schools National Association
in Non-Formal Education (PRISNANFE)
c/o V. Bernardino, Pres., Gregorio Arenta University Foundation
Salvador Arenta CAmpus, Victoneta Park, Malabon 3104
Metro Manila, Philippines
Telephone: 35-75-51 to 54
34-70-31 to 33

Persons met:

Dr. Vitaliano Bernardino	President, Gregorio Arenta University Foundation Telephone: Res. 5933833
Mrs. Lilia Santos-Villa	Treasurer, PRISNANFE Director, Extension Services Center, De La Salle University 2401 Taft Avenue, D-406 Manila

Materials received:

PRISNANFE Newsletter, Vol. 1, No. 2, December 1979.

"Scenario for the Establishment of the NFE Information Center in the
Philippines"

SEAMES Final Report First Regional Seminar on the Assessment of the
Implementation of the NFE Development Plan (SNEP/SW-7), October 1979.

Communication Foundation for Asia (CFA)
4427 Old Sta. Mesa
P.O. Box 2156
Manila, Philippines

Persons met:

Rev. Cornelio Lagerwey, MSC	Executive Vice-President
Atty. Ramon A. Tagle	Assistant Managing Director
Ms. Hermie H. Salazar	CFA Library

Materials received:

From the Village to the Medium: An Experience in Development Communication,
1976. PAMBATA, Taon III Bilang 4, Magasin para sa Kabataan, Magulang
at Guro.

Introductory Module: High School Equivalency Program. Pilipino.

Training Center pamphlet.

Announcement of Media-for-Development Courses for 1980.

University of the Philippines at Los Banos
College, Laguan, Philippines

Person met:

Dr. Obdulia Sison	Chair, Dept. of Agricultural Education, College of Agriculture and Director of Extension Telephone: 25-48
Dr. Higinio A. Ables	Vice Chancellor for Academic Affairs
Ms. Blanda Sumayao	Dept. of Agricultural Education
Ms. Gregorio	Librarian

Materials received:

Research Report on Phase III Non-Formal Education for Rural Youth,
December 1978, A project assisted by UNICEF and U.P. at Los Banos.
Blanda R. Sumayao and Obdulia F. Sison, Department of Agricultural
Education, College of Agriculture, University of the Philippines at
Los Banos.

The PNAC BAYANIHAN School Program: A Case Study. January 1980.
Miguel P. Palao, Palawan National Agricultural College.

The Pansol Mini-Consumers Association: A Lesson of Experience in Mobilizing
Homemakers for Rural Development by Obdulia F. Sison.

Explorations in Rural Development: The Pila Experience by Obdulia F. Sison.
Text of the Inaugural Lecture presented on July 25, 1979.

Regional Center for Educational Innovation and Technology (INNOTECH)
College of Education
University of the Philippines
Diliman, Quezon City, Philippines

Persons met:

Dr. Sutan Zanti Arbi	Deputy Director
Dr. Jose B. Socrates	Head Research Division
Mr. Pedro R. Ancheta	Officer-in-Charge, Clearing House and Information Unit

Materials received:

Southeast Asian Ministers of Education Organization Regional Center for
Educational Innovation and Technology, information brochure.

Other persons met in Manila

Dr. Miquel Ma. Varela, S.J.

Vice-President, Program and Planning Center, Catholic Educational Association of the Philippines (CAEP), Pius XII Center, U.N. Avenue, Manila. Telephone: 58-94-69; Fund for the Assistance to Private Education (FAPE).

Mrs. Angelita B. Cunanan

CEAP Program Planning Center

Dr. Ernie Franko

President, Educational Consultants, Inc.; Consultant to the Ministry of Education; Fund for the Assistance to Private Education (FAPE).

Dr. Consuelo Ledesma

Dean, Graduate School, Philippine Normal College, Taft Avenue, Manila. Telephone: 58-66-54

USAID/Bangkok

Persons met:

Robert M. Traister

Director, Human Resources and
Training, 2948 Soi Somprasong 3
Phetburi Road, Bangkok 4.
Telephone: 252-5901-2.

South East Asia Ministers of Education Secretariat (SEAMES)
Bangkok, Thailand

Persons met:

Mr. Ang Gee Bah	SEAMEO Non-Formal Education Program Expert
Mrs. Srinoi Povatong	Deputy Director
Ms. Tiraporn Tangkoskul	Documentation Officer
Mr. Ivar T. Gica	Information Officer
Mr. Augustus Vega Carbal	Publications Officer

Ministry of Education
Bangkok, Thailand

Persons met:

Banjong Choosakulchart

Director General, Non-Formal
Education Dept.

Lou Setti

World Education Representative

Boonlerd Masaeng

Planning and Research Division,
Dept. of Non-Formal Education

Materials received:

Rural University Project, Department of Nonformal Education, Ministry of
Education. (Thai/English)

Chulalongkorn University
Bangkok, Thailand

Persons met:

Ms. Orapin Viboolyaphand	Faculty of Education (NFE)
Dr. Ratana Poompaisal	Faculty of Education (NFE)
Ms. Chalee Pongjarearn	Education Research Department Faculty of Education
Ms. Chanita Rukspdlmuang	Faculty of Education
Ms. Siriporn Mungkandi	Faculty of Education
Dr. Chompoonute Kamthong	Chemistry Department
Dr. Pornchulee A. Gunanukorn	Dept. of Higher Education
Ms. Chanpuda Rukspollmuang	Faculty of Education

USAID-REDSO/EA

Nairobi, Kenya

Telephone: 331160 ext. 329

(Union Towers Bldg., Moi Avenue, Telephone: 331160)

Persons met:

Brandon Robinson

Director, EHR

Helen Soos

Program Evaluation Officer

Ned Greeley

Anthropologist

Carolyn Barnes

Sociologist

Kerina Otino

Secretary

USAID/Nairobi

Person met:

Kevin O'Donnell

Director of Technical Services

Other persons met in Nairobi;

Mr. Peter E. Kinyanjui	Director, Institute of Adult Studies, University of Nairobi
Dr. W. M. Senga	Director, Institute of Development Studies, University of Nairobi
Mrs. Mary Mugambi	Documentation Secretary, Rural Development Dept., National Christian Council of Kenya (Church House, Moi Avenue)
Mr. Charles Ford Khaminwa	General Manager, Partnership for Productivity, P.O. Box 52800, Nairobi. Telephone: 26267

(Trip to Kenyatta University College 2 May to see Professor Otaala who was not in.)

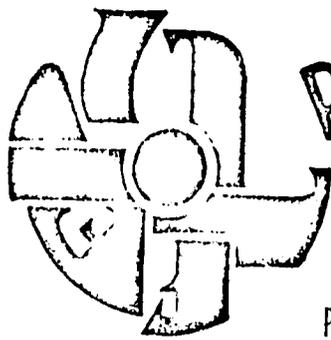
Materials received from Mr. Kinyanjui:

University of Nairobi Institute of Adult Studies Annual Report 1978/79.

Materials received from Mrs. Mugambi:

NCKK reports on
Marsabit Water Development
Huri Hills Progress Report
Rapsu Irrigation Scheme
Minutes of the 3R's Department Seminar at Kitui, Nov. 78.
Marsabit Report
NCKK Lower Tana Project
Progress Report Loyapat Irrigation Scheme
NCKK and Biogas in Kenya
Relief and Rehabilitation Project for Ethiopian/Boran "Refugees" in Northern Kenya
Diocese of Maseno South, Ex-Power Training and Cultivation Unit

APPENDIX C: PRISNANFE NEWSLETTER



PRISNANFE

NEWSLETTER

Publication of the Private Schools National Association in Non-Formal Education

Volume 1 No. 2

December 1979

FIRST GENERAL MEETING/

THIRD ANNUAL CONFERENCE

AT ASSUMPTION COLLEGE

MAY 26-28



Fund for Assistance to Private Education

7th Floor Concorde Condominium
Cor. Salcedo & Benavides Streets
Lapaz Village, Makati, Metro Manila
Philippines

Tel. Nos. 86-20-11 to 86-83-17
P.O. Box 943 Makati, MCC 3117
Cable Address: "EDFUND"

MESSAGE

Let me greet and congratulate the officers, directors, and members of the Private Schools National Association in Non-formal Education (PRISNANFE) on the occasion of the publication of the maiden issue of their quarterly newsletter.

The formation of the PRISNANFE is eloquent evidence of the acceptance of the member private schools of the new concept of the school, an institution of learning not only for formal students, but also for all members of the community. It is also an acceptance of the challenge of innovation in education, the discovery and adoption of non-conventional schemes and approaches to educate and train community members, particularly those who do not have access to formal education.

By joining the PRISNANFE the member schools have expanded their educational task and responsibility. By this act they have added the vast clientele referred to in the Ranis Report -- the millions of out-of-school youth and many adults needing learning opportunities.


ABRAHAM I. FELIPE
President

The First General Assembly/Third Annual Conference of Prisanfe will be held at Assumption College in San Fernando, Pampanga on May 26, 27 and 28, 1980. This became a certainty when the Prisanfe Board of Directors in its meeting in the residence of the President, Dr. Vitaliano Bernardino, on December 28, 1979, decided to accept the offer of Father Octavio M. Ramos, President of Assumption College to host this year's conference. The offer includes free or minimal board and lodging expenses.

Assumption College, Pampanga, is represented in the Prisanfe Board of Directors by Mr. Reynaldo Bata, Public Relations Officer and Contributing Editor of this newsletter.

This first assembly and third annual conference will be sponsored jointly by the Office of the Political Deputy Minister In-Charge of Non-Formal Education of the Ministry of Education and Culture and the Private Schools National Association in Non-Formal Education. Theme of the conference will be: **PLANNING AND ORGANIZATION OF NFE PROGRAMS.**

Expected to attend this first national assembly will be institutional representatives of the member schools, regional chapter representatives, and individual Prisanfe members. A request for two NFE specialist from the Institute of International Studies, Michigan State University to participate in this conference has been sent to the Institute. It is hoped that the Institute will send representatives as the first link in the establishment of an information center in the Philippines to serve Southeast Asia.

Father Ramos made the offer to host the affair to help promote non-formal education and to underscore the genuine interest of Assumption College of San Fernando in PRISNANFE and its program. Fr. Ramos also promised to assist in the organization of a Prisanfe Chapter in Region III (Central Luzon) and to work closely with the regional director of the region for that purpose.

PRISNANFE MARCHES ON....

PRISNANFE IN NATIONAL WORKSHOP ON NFE

The Private Schools National Association in Nonformal Education was well represented in the National Seminar/Workshop in Nonformal Education which was held in Cebu City last December 3-7 under the auspices of the Office of the Deputy Political Minister of Education and Culture in Charge of Nonformal Education. The Seminar was held for the benefit of Assistant Superintendents and Supervisors in charge of Nonformal Education.

The theme of the seminar-workshop is "Non-Formal Education: Directions and Responsibilities". The objectives of the seminar-workshop are:

1. Realize the value of maximizing the utilization of indigenous/locally available resources in the training of adults and out-of-school youths for skill development;
2. Identify and analyze the needs of the people in specific communities as a basis for the formulation of relevant NFE programs;
3. Evolve strategies for effective implementation of the "Lingap ng Pangulo sa Barangay";
4. Realize the value of establishing linkages with government and non-government agencies in the implementation of NFE programs;
5. Prepare non-formal education development plans which relate to human resource development, information and publication management, productivity, and research and evaluation technique for NFE programs.

The following officers and members of the PRISNANFE Board of Directors were invited as participants: President Vitalino Bernardino, who served as consultant and delivered the address on "Directions and Thrusts in Nonformal Education in the Philippines," Dr. Felipe de Guzman, Vice-President; Mrs. Lilia S. Villa, Treasurer; Mr. Reynaldo Bata, PRO and Auditor; and Dr. Agustin Cabrera and Lorenzo Asuelo, members.

REGIONAL NFE INFORMATION CENTER PROPOSED IN THE PHILIPPINES

The Institute for International studies in Michigan State University has announced its plan to establish regional information centers in different parts of the world, with the support of the U.S. Agency for International Development. This was revealed by Dr. Cole Brembeck, Director of the Center in his recent letter to PRISNANFE President Vitaliano Bernardino.

Taking advantage of this plan, the Philippines has expressed interest in the establishment of a regional center in the Philippines, which could serve not only the country but also the other countries of Southeast Asia. It has been learned that a letter to this effect was sent by the Deputy Minister of Education and Culture Felicitia G. Bernardino to AID Manila for transmission to its head office in Washington.

With the keen interest taken by the President of the Philippines in the development of Nonformal Education in the Philippines and the rapid progress in such development, it is hoped that the center will finally be established in the Philippines.

Meanwhile PRISNANFE President Bernardino has reiterated its request to the Institute for one or two specialists in Nonformal Education to serve as consultant during the first annual meeting conference of the Association to be held next April or May.

MORE SCHOOLS JOIN IN

More and more private school, colleges and universities are expected to join PRISNANFE as its aims and objectives become more popularly known with the publication of the association's newsletter. The institutional membership fees for PRISNANFE are as follows:

Enrolment	Annual	Life
5,000 or less	P100.00	P1,000.00
5,001-10,000	150.00	1,500.00
10,001-15,000	200.00	2,000.00
15,001 -- more	250.00	2,500.00

The association has established the policy that institutions who join in during the first year of the existence, that is the current school year, will be considered as charter members.

The intensive effort of the Board of Directors of PRISNANFE is paying off with the enlisting of more private educational institutions as charter members of the association. A total of 24 private colleges and universities have sent in their annual membership fees, listed as follows:

PRISNANFE Editorial Staff

Editor-in-Chief

MR. RICARDO LIWANAG

Associate Editors

MRS. CARIDAD DRIS

MR. ROBERTO AQUITANIA DR. VIRGINIA GANIR

Contributing Editors

DR. FELIPE DE GUZMAN MR. REYNALDO BATA

Adviser

DR. VITALIANO BERNARDINO

Name of Institution	Date of Application	Amount Paid	Check Number
Xavier University	June 28, 1979	150	PTC 302399A
Divine Word College (Laoag)	June 30, 1979	100	FEBTC DWC 01616L
University of Baguio	July 2, 1979	150	UCPB 10927
Ateneo de Manila University	July 11, 1979	100	CT 20553
Maryknoll College	July 12, 1979	120	CBTC 18864
St. Scholastica's College (Com. Center)	July 16, 1979	100	PCI 0072
Gregorio Araneta University	July 24, 1979	200	CT 21010609
Republic Central Colleges	July 30, 1979	150	PCIB-BO51-41672
Phil. Women's University	Aug. 25, 1979	150	
Ortañez University	Aug. 13, 1979	150	RCI 178062
Quezon College of Southern Phil.	Aug. 16, 1979	100	Postal Money Order E5087441
Southern Mindanao Colleges	Sept. 3, 1979	100	Cash
San Beda College	Sept. 3, 1979	100	PCI 243147
San Carlos University	Sept. 3, 1979	250	CBC 591862
Notre Dame of Marbel College	Sept. 10, 1979	100	RCBC 7288174
Wesleyan University Phil.	Sept. 17, 1979	100	Prudential Bank 249045-1
Arellano University	Sept. 19, 1979	250	BPI 321575
National Teacher's College	Sept. 25, 1979	150	Cash
St. Scholastica's College (Sr. Soledad Hilado)	Oct. 12, 1979	100	PCIB 03537
St. Mary's College Bayombong, Nueva Ecija	Oct. 12, 1979	100	E 559872
De La Salle University	Oct. 23, 1979	150	PTC - 038215
College of the Holy Spirit	Nov. 23, 1979	100	PCI 7166
La Consolacion College	Nov. 23, 1979	100	PCIB 032240118
Concordia College	Dec. 4, 1979	100	Cash

INCOME GENERATING NFE ACTIVITIES

The NFE Exchange, Issue No. 16, published by the Nonformal Education Center, Institute of International Studies, College of Education, Michigan State University, East Lansing, Michigan, U.S.A. focussed attention on income generating activities for group projects. Among the possibilities cited are:

ANIMAL HUSBANDRY, FOOD AND CROP PRODUCTION

Agricultural crops: corn, beans, rice, peas, sorghum, peppers, tomatoes, cabbages, onions, garlic, potatoes, bananas, pineapples, mangoes, papayas, mushrooms, cotton and ginger.

Animal husbandry: Chicken and other poultry, sheep, goat, pigs, fish and rabbits.

Food Preparation, Fruit drinks, fruit preserves, jams and jellies, dried fruit such as banana chips, pineapple and coconut flakes, baked goods and pickles.

HANDICRAFTS

Processes. Weaving, sewing, plaiting, embroidery, dyeing, silk screening printing, spinning, carving, painting, and sculpting.

Products; Baskets, pottery and ceramics, batiks, handbags, embroidered cloths, beadwork, jewelry, mats for tables and floors, paper products, toys and games, paintings, sculpture, fish nets, and leather goods.

SMALL INDUSTRIES AND SERVICES

Bicycle repair, blacksmithing, brick and tile making, auto mechanics, carpentry and woodworking, tailoring, candle making, machine repairs (e.g. sewing machines, typewriters, water pumps), soapmaking, shoe repairs, quilting, house hold goods (e.g. lamps, stoves, metal containers, utensils, cooking equipment) farm tools and equipment.

ENTERTAINMENT

Traditional dances, singing, drama, and festival presentations.

To: Prisanfe Members/Chapter Officers

Have you any news, pictures, projects, etc. worth sharing?

Send in the information or picture for inclusion in the next issue. Address your press releases to

Prisanfe Newsletter
Attention: Ricardo Liwanag
San Beda College
Mendiola, Manila

ON GOING PROJECTS IN PR

NFE CENTER ESTABLISHED AT GAUF

The GAUF-NFE Center was recently created by Dr. Vitaliano Bernardino, President of the Gregorio Araneta University Foundation. The different Institutes of the University, namely: Agriculture, Agricultural and mechanical Engineering, Agricultural and Business Administration, Forestry, Arts and Sciences, Veterinary Medicine, Animal Sciences, Education and Extension, Language, and Physical Education and Sports Development, will serve as Continuing Education Service Units of the Center.

Each Institute of the University retains subject matter responsibility for its own Continuing Education Program. However, the coordination of the total Non-Formal Education Program of the University will be administered by the GAUF-NFE Center which operated directly under the office of the Vice-President for Academic Affairs. The University President has named DR. Jose C. Saddul, Sr., Dean of the Institute of Education and Extension, as the Coordinator and lead of the NFE Center.

The Center is intended to cater to the needs of "the underprivileged, underserved sectors-out-of-school, semi-literate and illiterate youths and adults, the unemployed, and the poor people in both urban and rural areas". The program will also include lifelong education for the older and non-traditional students, i.e., those who do not go directly from high school to a college or university. These are persons who are employed full- or part-time and for women who work at home.

The programs planned for the coming months include (1) Vocational/occupational skills training; (2) Functional literacy and basic continuing education; (3) Socio-civic citizenship training; (4) Leadership training for NFE staff and layleaders; and (5) Cultural/recreational/sports development training.

Under an agreement and the joint effort of the GAUF-NFE Center, National Manpower and Youth Council, and the Mayor's Office of Caloocan City, three vocational courses were opened effective October 1, 1979 for students living in Bagong Barrio and Morning breeze Subdivision Caloocan. With the continued support and approval of Dr. Jose Vergara, Director General of the N.M.Y.C., and the Mayors and Barangay Captains concerned, the C.A.U.F.-N.F.E. Center may soon expand its activities to other neighboring areas.

THE NATIONAL TEACHERS COLLEGE

Manila

Caridad F. Dris

The National Teachers College is a Filipino Educational institution which for the past fifty one years (1928-1979) has served the nation through teacher education.

As early as 1948 non-formal education (adult education) was conducted in the NTC. The objective was to give illiterate adults chances to learn how to read and write. Among the enrollees were

the school's own labor force – the janitors, gardeners and illiterate adults from the neighborhood.

The NTC Non-formal education activities are conducted under the coordinated efforts of the Home Economics Department of the three-levels – Elementary, Secondary and College, YCAP and the PTA's of the Elementary, Secondary and College Department.

In 1964, after the death of the late Dr. Pedro Y. Ylagan, treasurer of the Board of Trustees and the husband of the co-founder of NTC, the heirs opened a free school called the Pedro Y. Ylagan Memorial School for Adults. This was housed in the Elementary building and was taken charge of by the Off Campus Supervising Instructor – Mrs. Rosario I. Cruz. The first semester the class started with seven adult enrollees composed of illiterates with ages ranging from 20 to 60 years. When the existence of the free adult classes became known to the public, the enrolment steadily increased with a conglomerate population consisting of housemaids, houseboys, bus conductors, waiters, bus drivers, street sweepers, sidewalk vendors etc. coming from all over Manila and the neighboring places.

There were other activities related to non-formal education which were undertaken at the NTC for the purpose of enriching the students' pre-service experiences. These were offered to provide the NTC graduates with "plus factors" after graduation. These "plus factors" were added knowledges and skills that were not provided in the regular curriculum. These "short term" courses were offered as Proficiency Courses which lasted for six weeks or 30 hours.

Among those who enrolled in the courses aside from the graduating students were instructors, parents, professionals, government employees, high school drop outs and other interested individuals in the school community. The classes were conducted after office hours during week days and on Saturdays. Many of those who received proficiency certificates after completion of the courses were able to get gainful employment.

ARELLANO UNIVERSITY

Roberto Aquitania

President Jose T. Enriquez of Arellano University issued General Circular No. 5, s. 1979 creating the Committee on Non-Formal Education Chapter of said institution. The circular is in line with MEC Memorandum No. 121, s. 1977 which desires to establish a non-formal coordinator for each private school.

The membership of the local committee is as follows:

Dr. Amparo Lardizabal – Chairperson
Mrs. Josefa V. Lebron – Member
Major Amando R. Nierva, P.A. – Member
Mrs. Trinidad I. Verano – Member
Mrs. Felicidad C. Crisologo – Member
Mr. Roberto Aquitania – Member

President Enriquez stated in his General Circular No. 5, s. 1979 . . . "where Arellano University is concerned, it is expected that the University Committee herein created, in its task of determining what activities or projects the various colleges and high schools of the University have so far done with respect to non-formal education, of assessing and coordinating all such activities or projects . . ."

NANFE MEMBER SCHOOLS

PHILIPPINE WOMEN'S UNIVERSITY

Dr. Rebecca E. Santos

The Philippine Women's University (PWU), which is one of the founding educational institutions for non-formal education in the Philippines, has included, since the Summer Session of 1978, in its curricular offerings in the Graduate School, Non-formal Education both for the Masteral and Doctoral levels.

The courses are being handled by Dr. Rebecca E. Santos, a highly qualified and competent professor, who has a very rich background and experience in the non-formal education. She represented PWU during the National Convention on Non-Formal Education held at the Philippine Rural Reconstruction Movement (PRRM) in San Leonardo, Nueva Ecija, in May 1979.

In this new educational offering, one of the latest educational innovations, graduate students are quite interested in knowing more about the non-formal education program. PWU is now offering a B.S.E. curriculum, with major in non-formal education, to teachers and coordinators intending to work in this new phase of educational program.

Graduate students who took the courses – Principles and Philosophy of Non-Formal Education, and Management of Non-Formal Education – when they were offered for the first time during the Summer Session of 1978, have learned a lot and were very much challenged by their educational exposure in this program.

One of the significant highlights of the non-formal education classes at PWU is the individual project study proposals of the students in the implementation of the program. Each participant is required to present a project study in class for actual implementation in the community he selects or elects. A panel of critics is assigned to react and make suggestions and/or recommendations for the improvement of the project proposal. The other members of the class also participate in the discussions by giving their own reactions. A brain-storming session follows as one tries to answer all questions justifying the merits of the project under study.

The experience gained in the exercise is, at the end, very rewarding. The whole procedure is almost like an "oral examination" in the defense of a masteral thesis or a doctoral dissertation. As a result, there were very noteworthy projects proposed, some of which are now being implemented by non-formal education practitioners in their localities.

The success of this innovative educational program could, by and large, be credited to the inspiring and charismatic leadership and dynamism of P.W.U. President Rosa S. Munda and Dr. Julia V. Calixto, Dean of the Graduate School of PWU, who have constantly given full support to his Government's program of non-formal education.

DE LA SALLE UNIVERSITY

Mrs. Lilia Villa

For the past 10 years or more, the University has been involved with a neighboring community then known as Leveriza, now Zone 78. The early involvement of DLSC (as it was then) was helping to organize the Assumption Youth Center, later providing volunteer services in sports and recreation programs and in augmenting materials for an electronics skills training program. This lasted up to its (AYC) phase-out in June 1973. DLSC was also coordinating with the University of the Philippines Comprehensive Community Health Program (UPCCHP), an action research team, by providing YCAP students to assist in a health survey, drawing a map of the area, in sports and recreation, and health and sanitation activities. It also helped to organize the Headstart Therapy Schools, Inc. and involvement was for YCAP and Non-YCAP students (The student Travel Club) to take the nursery school children on field trips. The DLSU social worker provided technical services and was a charter member of the board, serving as board member for 3 years. The UPCCHP phased out on August 31, 1974. From then on, DLSU was on its

(Continued on page 7)

SAN BEDA COLLEGE

The Mendiola Consortium composed of San Beda College, College of the Holy Spirit, La Consolacion College, and Centro Escolar University discussed non-formal education for community outreach in a three-day seminar-workshop held at Centro Escolar on September 1 to 3. The group on Social and Behavioral Science agreed to launch "Alay Sa Pamayanan (ASPA), a non-formal education program in three phases. Phase I will have for its target group the service personnel of the four member schools. The decision was reached based on the result of a survey which indicated that most of the non-academic employees have not completed secondary education and have shown preference for vocational training.

Phase II will have for its target group the San Miguel District Community. This is the Consortium schools' immediate or proximate community because this is where the four schools are located. The third phase, Phase III, envisions the consortium involvement in communities farther away.

Objectives of the program include:

- (1) Continuing Christian formation, spiritual, morale, and social renewal.
- (2) Response to the needs of our developing nation for further pursuance of our commitment to nation building.
- (3) Expansion of our educational mission so that it includes not only students but also school personnel, the immediate community and the communities beyond.
- (4) Fostering personal growth, community involvement and economic productivity of the beneficiaries.

To carry out the above objectives the following phases in non-formal education will be programmed:

- (1) Christian formation
- (2) Human relations
- (3) Responsible parenthood
- (4) Arts and Culture
- (5) Vocational training
- (6) Home management
- (7) Nutrition
- (8) Health and Safety
- (9) Physical Fitness

Mr. Alfonsito Almeda San Nicolas College,
Dean Administrative
Affairs, Surigao City

Mr. Perfecto Amor Holy Rosary High
School Principal
Mahinog, Camiguin

Mrs. Pacita Castro Timber City Academy,
Supervisor, Butuan City

Mrs. Socorro Rosales Urios College
Dean Academic Affairs,
Butuan City

Mrs. Letty C. Salas St. Joseph Institute of
Technology
Vice-President/
Registrar, Butuan City

Eastern Samar REV. FR. JUAN
CABOBOY
Rector,
Seminario de Jesus
Nazareno
Borongan, Eastern
Samar

Western Samar SR. MA. VICTORIA
SALCEDA, RVM
Directress
Sacred Heart College
Catbalogan, Samar

Northern Samar SR. CATALINA
GARDUCE, OP
Principal
St. Michael Academy
Catarman, Northern
Samar

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Liceria Sunga
Crisanto Lamitar
Lorenzo Asuelo
Dr. Nassal Alian
Regional Director
Loreta Marquez
OIC of Nonformal
Education
Lorenzo Asuelo
Director, PRISNANFE
National Board

ADVISERS

De la Salle University . . .

(From page 5)

own in **Leveriza**, carrying on its community organizations programs, the components of which are cooperative education, health education, vocational education, and youth development. These program components gave rise to associations of community leaders which were envisioned to run the respective components; i.e. for cooperative education, the Malate Consumers Cooperative Association; for the health education, the Community Health Protection Council; for vocational education, the Kilusang Kusang Loob ng Assumption; and for youth development, the Assumption Youth Institute (AYI) which phased out when the Kabataang Barangay was introduced; however the leadership here came from the AYI.

1

Assumption Youth Center - A youth center established in December 1964 by Sr. Legouri del Rosario, O.S.B. with the assistance of Asian Social Institute (ASI), St. Scholastica's College, the Philippine Youth Welfare Coordinating Council, the Junior Operation Brotherhood and Student Council of the De La Salle College.

SEMINAR-WORKSHOP PROCEEDINGS

By Dr. Felipe de Guzman
(Continued from the first issue)

VI. Guiding Principles Formulated

Principles that could guide the management of non-formal education were arrived at by the participants of the seminar-workshop. These principles include the following:

1. The quality of projects and activities, more than their quantity, must be the better criterion in the planning of non-formal education programs or projects.

2. Non-formal education should be considered just as important as other existing programs of the school, college, or university.

3. Non-formal education projects that shall be organized must be based on the needs and nature of the target clientele as well as on available resources and opportunities for employment in the community.

4. The clientele of non-formal education should be provided not only with vocational skills but also with the attitudes necessary to become morally upright men and women.

5. The development of any non-formal education program must start where the community is.

6. NFE workers should work *with* not *for* the clientele of the program.

7. NFE programs should be developed and implemented with the ultimate aim of enabling the target clientele to become self-reliant.

8. Because of its central and strategic position, the private school, college, or university should provide the leadership role in establishing the desired linkage with various organizations or agencies in the community that may be able to supply assistance to the non-formal education program.

9. The government should consider it as its responsibility and obligation to provide material and technical assistance for the development and maintenance of non-formal education programs established or sponsored by private educational institutions.

10. Private educational institutions should be accorded the same treatments, attention, and privileges given their public-supported counterparts in terms of fund support, research grants, training opportunities, and the like for non-formal education.

11. Donations and contributions made for non-formal education projects and activities should be tax-exempt.

12. Private schools, colleges, and universities should be authorized to undertake fund campaigns and solicit donations for non-formal education, and charge reasonable fees for services rendered by their faculties from the clientele served whenever justifiable.

13. Every private school, college, or university must provide necessary budgetary support for its non-formal education program.

14. Non-formal education must be the concern of everyone.

15. Instructional materials intended for non-formal education should be presented in the mass media in an entertaining manner. They should be adapted to real-life situations and to the needs of target clientele.

16. Any broadcast on non-formal education should be done at a time when the target clientele could be reached.

From the President's Diary

The Prisananfe President has been "on the go" these last two months. Excerpts from his diary follow:

Nov. 10 — Met with the heads of private schools in Region IV in Binan, Laguna to plan for the regional chapter of Prisananfe in the Southern Tagalog provinces, upon the invitation of Assistant Regional Director Saturnino Magturo, currently in charge of Region IV.

Nov. 17 — Discussed with Father Octavio Ramos, President of Assumption College of San Fernando, Pampanga, in the office of Non-Formal Education, Ministry of Education and Culture, the possibility of holding the first general meeting and third annual conference of Prisananfe in San Fernando.

Dec. 4 — Assisted the administrative and supervisory officials of Region VII, Central Visayas, in the organization of the Prisananfe regional chapter.

Dec. 5 — Gave a talk on "Future Directions and Thrusts in Non-Formal Education in the Philippines" upon the invitation of the Political Deputy Minister of MEC during the five-day live-in seminar-workshop on non-formal education in Cebu City.

Dec. 8 — Installed as President of Araneta Foundation University in formal investiture ceremonies at the university auditorium in the presence of a select audience composed of guests from the Ministry of Education and Culture, presidents or heads of colleges and universities, Araneta Foundation University officials and faculty members, and special guests.

17. Participation of the target clientele in the production of instructional materials for non-formal education that are meant to be delivered through the mass media should be sought, whenever possible.

18. Careful planning, proper implementation, and regular evaluation of the non-formal education program should be observed.

19. Evaluation of the non-formal education program or any aspect of it should be based on contextual basis, inputs made, processes used, and results achieved.

10. Just like any other programs, the objectives of non-formal education should have the following characteristics: simple, specific, observable, and measurable. Each expected result should be stated as a level or degree of performance and achievable within a given time frame and at a definite cost in terms of man-hours or amount of money;

(To be continued)

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APPENDIX D: OFFICE OF NFE, PHILIPPINES

NON-FORMAL EDUCATION

Presidential Decree No. 1139 dated May 13, 1977 created the position of Undersecretary (now Deputy Minister of Education and Culture) In-Charge of Non-Formal Education (NFE). The Deputy Minister has overall responsibility for the NFE program of the Ministry of Education and Culture (MEC) and for establishing linkages with institutions with similar programs, both public and private, to insure their effective and integrated implementation. P.D. No. 1139 broadened the concept and expanded the coverage and programs of Non-Formal Education. NFE, as currently understood, includes any systematically organized educational activity carried on outside the framework of the formal school system to provide selected types of learning to particular sub-groups in the population, especially to the out-of-school children, youth and adults.

The objectives of NFE are as varied as the needs of individuals and communities, but the goal is the development of self-reliant, self-sufficient, self-disciplined individuals and communities.

Non-Formal Education as a part of the Philippine Educational System is not new. Adult education, which is a component of Non-Formal Education, has been going on since the enactment of Commonwealth Act No. 80 in 1935. This Act created the Office of Adult Education, to provide citizenship training to adult citizens. Citizenship training was interpreted to mean the provision of literacy education, vocational and occupational training and the development of good moral character, personal discipline and civic conscience.

The clientele of NFE includes all people — young or old, in-school or out-of-school, rich or poor, and literate or illiterate, employed or

unemployed. However, special efforts are being given to the underprivileged, underserved sectors — the out-of-school, semi-literate and illiterate youths and adults, the unemployed and the poor people in both urban and rural areas.

The present programs/activities include: (1) Functional literacy and basic continuing education; (2) Vocational/occupational skills training; (3) Leadership training for NFE staff and layleaders; (4) Socio-civic citizenship training; (5) Information/materials development and dissemination; and (6) Cultural/recreational activities.

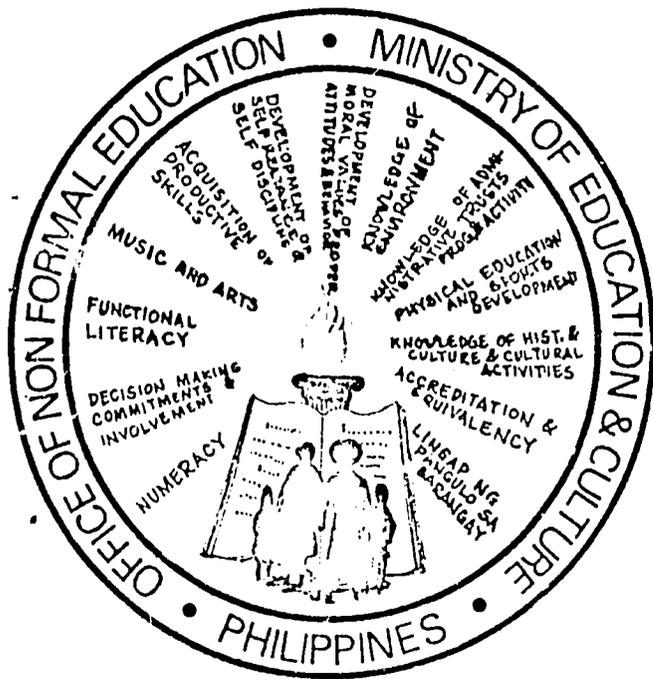
Non-Formal Education is the concern of all agencies, both public and private. Government ministries such as Agriculture, Agrarian Reform, Health, Human Settlements, Labor, Local Government and Community Development and Natural Resources are active in NFE. Private and public colleges and institutions have programs for Non-Formal Education. Non-governmental agencies, civic organizations, and religious groups, not only organize various NFE activities but also give unlimited support to the programs.

The Office of Non-Formal Education has established, and continues to operate, the "Lingap ng Pangulo sa Barangay" (tr. The Concern of the President for the People) School-on-the-Air Program. The aims of this nationwide radio program are spelled out in (presidential) Letter of Instruction No. 561.

Presidential Decree No. 1139

CREATING THE POSITION OF UNDERSECRETARY OF EDUCATION AND CULTURE FOR NON-FORMAL EDUCATION

WHEREAS, Non-Formal Education as a means of providing learning to the sectors of the



ANNUAL REPORT

Nonformal Education

1979-1980

FOREWORD

This is the third annual report on the services rendered by Nonformal Education covering the period from March 1979 to March 1980. It reflects all the major activities and services carried out within the mandate of the Office.

Nonformal Education in the Philippines is undertaken by different agencies and organizations, both public and private. The Ministry of Education and Culture, through the Office of Nonformal Education (ONFE), has been designated by Presidential Decree No. 1139 to spearhead the NFE program of the MEC and to develop linkages with the agencies to insure effective and coordinated implementation of all NFE programs.

This report presents the programs and activities of the Ministry of Education and Culture undertaken through the initiative of the public and private schools, colleges and universities as well as some socio-civic and religious groups.

It is the joint effort and the wholehearted cooperation of all those concerned that made this year's accomplishments a well-earned reality.

For the collection, compilation, and interpretation of data and information and for the final preparation of this report, grateful thanks and appreciation are due to the miniscule staff of the Office of Nonformal Education whose loyalty and dedication to their work can neither be challenged nor questioned.

DR. FELICITA G. BERNARDINO
Political Deputy Minister
of Education and Culture and
In-Charge of Nonformal Education

I N T R O D U C T I O N

This 1979-1980 Service Report prepared by the Office of Nonformal Education, of the Ministry of Education and Culture, covers the highlights of the NFE programs undertaken by 126 school divisions and other public and private agencies in the Philippines.

Basically, this report is similar to those of the previous years in the sense that it gives basic information on the services, activities, and accomplishments of the program. However, the matrix for presenting the accomplishments is divided into five parts as follows:

- A. Development of Human Resources -staff and clientele education and training;**
- B. Linkages With Other Agencies - involvement of other agencies in NFE and their contributions to the program;**
- C. Special Nonformal Education Projects - some outstanding projects of various agencies;**
- D. Financial Management - budgetary resources and uses; and**
- E. Administrative Matters - policy formulation, personnel training, information diffusion; etc.**

The focus of this school year's activities is on the following:

- 1. Gradual eradication of illiteracy especially in the rural areas;**
- 2. Strengthening linkages with local and foreign agencies;**
- 3. Increasing the number of skills training income-generating courses;**
- 4. Strengthening the "Lingap ng Pangulo sa Barangay";**
- 5. Developing and producing relevant curriculum materials for functional literacy classes, and skills training courses;**
- 6. Securing and providing materials and equipment for nonformal education classes;**
- 7. Up-grading the knowledges and competencies of NFE personnel;**
- 8. Continuing the information campaign of nonformal education; and**
- 9. Evaluating and monitoring NFE programs and progress.**

TRAINING PROGRAM	VENUE AND DATE	SPONSORING/ASSISTING AGENCY
i. National/Seminar/Workshop on Educational Technology Applied to Nonformal Education	U.P. Diliman October 8-27, 1979	UNESCO, U.P.
j. National Workshop for Farmers and Agricultural Extension Workers	Malolos, Bulacan November 19-21, 1979	ONFE, and other government agencies.
k. Nonformal Education Seminar /Workshop for Assistant Superintendents and Nonformal Education Supervisors	Lahug, Cebu City December 3-7, 1979	ONFE, ASPBAE
l. National Seminar-Workshop on OSY Nonformal Population Education	Quezon City December 10-14, 1979	ONFE & other government agencies
m. Field Operational Seminar on Preparation of Post-Literacy Reading/Learning Materials	San Jose del Monte, Bulacan, February 18-27, 1979	MEC, UNESCO

The total output of these seminars and workshops aside from the knowledge and experiences gained are teaching and learning materials such as modules, illustrated booklets, posters and many others, some of which are now being used in nonformal education classes. The regional and division offices conducted echo-seminars and workshops for their respective teachers coordinators, barangay officials and lay leaders.

1.5 Foreign educators visit RP NFE program- The three year old NFE program of the Philippines has caught the eyes of educators in Asia, Middle East, the South Pacific States and the United States. During the year under review, a number of educators were sent by their respective ministries to see the different aspects of the Philippines NFE Program. The exchange of ideas and experiences has been mutually beneficial for both the Philippines and the visiting educators. The roster of visitors include: one from Australia, seven from Bangladesh, five from Indonesia, ten from India, eight from Japan, nine from Malaysia, four from Nepal, five from New Guinea, one from Sri Lanka, nine from Thailand, and two from the United States.

2. Clientele Development - The ultimate target of all nonformal education program in the country are the thousands of jobless and under-employed, semi-literate and illiterate out-of-school youths and adults. The conditions of the time require every capable member to contribute to the support of his family. For this reason the focus of this year's activities centered on the offering of income-generating courses to the out-of-school youths and adults. As of March 31, 1980, a total of 1,112,443 out-of-school youths and adults have been enrolled in the different courses organized throughout the thirteen (13) regions of the country. Out of this number 730,742 completed the courses. Along with the skills training courses, the development of cultural talents and socio-civic knowledge, health, sanitation, safety, nutrition and population education are given to the clientele to provide them with a rounded training in community life. Young people interested in sports, music and drama are exposed to these training opportunities.

In the urban areas, courses in domestic aide, bellboys, chambermaids and bartending were given greater emphasis. In the rural areas, backyard fish production, cattle, swine, goats, and rabbit production courses were also conducted.

The following table reflects the number of enrollees and graduates by region.

It is interesting to note that out of the 714,477 out-of-school youths and adults who enrolled in the vocational and technical courses 500,055 completed the training. Of this number, 85,291 took courses in food production which includes tract gardening, backyard fishponds, poultry and swine raising, cattle fattening and rabbit propagation and dispersal. This is roughly 17.05 per cent of the graduates. The second largest enrolment is in handicrafts which includes macrame, crocheting, basketry, bamboo craft, shell craft, abaca craft, flowermaking and embroidery. In these courses, 83,831 or 16.76 per cent of the enrollees finished the course. These courses are well-attended during the off-farming season in the rural areas. The third favored course is farmers' course whose graduates numbered 75,126 or 15.05 per cent of the total graduates. This course includes modern farming methods, use of farm technology, backyard gardening, mushroom culture, crop rotation and the like. Dressmaking which is the top choice in the urban areas placed fourth in the total listing with graduates numbering 55,804 or 11.16 per cent. Completion in these two courses means added chances for employment at the booming RTW enterprises in the urban centers. Cosmetology which includes manicuring, pedicuring, hair styling, skin bleaching and make-up had 31,846 graduates which is 6.37 per cent of the group. Food processing which includes cooking, baking, serving and other culinary arts had 27,667 graduates which is 5.53 per cent of the total graduates. Weaving courses have graduated 4.66 per cent or 23,304 out-of-school youths and adults. They produced baskets, mats, napkins, and plant holders. In some places, hair science is organized by itself that is without the other beauty arts like make-up and bleaching. The graduates this year numbered 19,719 or 3.94 per cent of the whole number of graduated. Last of the first ten favored courses is carpentry with 18,688 or 3.74 per cent. Other courses with small number of graduates lumped together had 9,733 or 1.95 per cent graduates. The graduates of technical courses which include electronics, automotive, shipboard electricity, drafting, welding, driving graduated 18,069 which is 3.61 per cent of the total graduates. Figure I shows the the proportion of graduates in each course.

The NFE courses reflected in the Table are stated in general categories. *Functional Literacy*

includes reading, writing, simple arithmetic and other basic communication skills. *Vocational Skills Training* includes dressmaking, tailoring, farmers' class, typewriting, stenography, handicrafts, cosmetology, carpentry and other occupational activities. *Basic Technical Skills* includes basic electricity, automotive, automechanics, machine shop operation, welding and other skills demanded by the out-of-school youths, *Socio-Civic Courses* includes citizenship training, taxation education, environmental education, Philippine History, the 1973 Constitution and government thrusts. These are usually given as added instruction to those enrolled in vocational/technical skills training as integral part of the course. These feature differentiates the NFE vocational courses from those of the vocational schools. *Cultural Development* to promote desirable cultural values is done through the organization of dance troupes, choir and drama groups among the out-of-school youths and adults. *Sports and Physical Fitness* is fostered among the youths and adults who are interested in this activity, by organizing teams and training them in different sports like basketball, softball, judo-karate and arnis. Through instruction, the team members learn not only how to play the games but also the fundamentals of sportsmanship and fair play. This year's total output for all the courses is 730,742 out of school youths and adults.

The increase in the number of graduates in nonformal education, from 714,068 last year to 730,742 this year is a concrete evidence of the increasing awareness and widening acceptance of the program among the populace. For years, the government, particularly the Ministry of Education and Culture, has tried to reach the farthest frontiers of the country through different approaches. At present, the effort is quite a success as shown by the marked increase in enrollment and number of graduates in all the regions particularly Regions VI, VII, IX and XI.

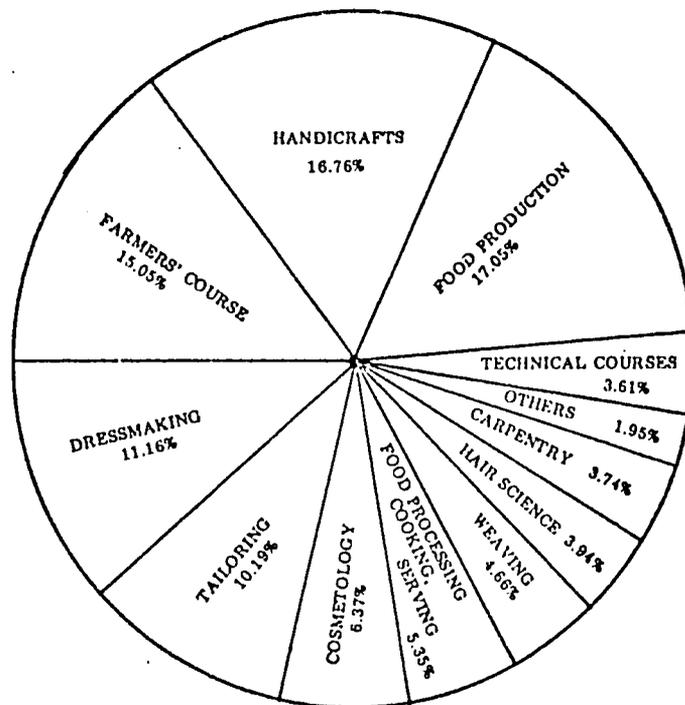


FIGURE I

PROPORTION OF GRADUATES IN THE VOCATIONAL AND TECHNICAL COURSES

B. Linkages With Other Agencies

The large number of school leavers from the formal education scheme each year tends to inflate the inexhaustible number of out-of-school youths who eventually enter adulthood without adequate preparation for earning a decent living. Consciously or unconsciously these youths who are in the prime of life become social liabilities that obstruct national progress if they are left unaided. Realizing this, the President of the Philippines called upon all instrumentalities of the government to gear their efforts to the improvement of the masses. Letter of Instruction (LOI) No. 561 created "Lingap ng Pangulo Sa Barangay" or School-on-the-Air Program to bring information on development programs at the doorsteps of all homes in every barangay. LOI

Nos. 606 and 607 enjoined all state and private schools/colleges and universities to embark upon a massive program to improve the lives of the people in their respective communities in view of their expertise and technological knowledge.

The Office of Nonformal Education made it its concern to strengthen linkages with agencies, organizations and socio-civic groups for the implementation of NFE programs. It conducted interdisciplinary study group meetings and conferences to work out integrated and viable NFE programs where the different agencies could effectively participate. The response it received was truly inspiring. Table V shows the agencies which participated actively in NFE programs during the year under review.

Table V AGENCIES INVOLVED IN NONFORMAL EDUCATION PROGRAMS, BY REGION

A G E N C I E S	R E G I O N S
1. Association of Barrio Captains	I, IV, VI
2. Aklan Electric Company	VI
3. Bureau of Agricultural Extension	I, III, IV, V, VI, XII
4. Bureau of Animal Industry	III, IV, V, VI, VIII, IX
5. Bureau of Forest Development	III, VI, IX
6. Bureau of Fish and Aquatic Resources	VI, IX
7. Bureau of Plant Industry	I, III, IV, V, VI
8. Civic Organizations	III, IV, VI, VIII
9. Juvenile Domestic Relations Court	VIII
10. Kabataang Barangay	III, V, IX
11. Ministry of Human Settlement	I, III
12. Ministry of Agrarian Reform	I, III, IX
13. Ministry of Health	I, III, V, VIII, IX
14. Ministry of Public Information	I, III, IV, V, VI, VII, IX,
15. Ministry of Public Highways	III
16. Ministry of Social Services and Development	I, III, IV, V, VI, VII, VIII, IX
17. Ministry of Local Government and Community Development	I, III, IV, V, VIII, IX
18. National Manpower and Youth Council	III, IV, VIII, IX, NCR
19. National Media Production Center	I, IV, VIII, IX, NCR
20. Philippine National Red Cross	VIII, NCR
21. Philippine Rural Reconstruction Movement	I, III, VI
22. Ligao Rural Bank of Albay	V
23. Philippine Sugar Commission	VI
24. Parent Teacher Association	I, III, VI
25. Rural Health Unit	IV
26. Leyte Industrial Technical	VII
27. L'Ecole Hotelierre de Manille	IV
28. Boy Scout of the Philippines	IV
29. National Cottage Industry Development Authority	I, IV, V, VIII
30. Ladies Auxiliary Brigade	I
31. Barangay Education Commission	III
32. Municipal Education Commission	III
33. Nonformal Education Provincial Task Force	III
34. Child Study Center	III
35. Bureau of Public Works	III
36. National Irrigation Authority	III
37. Bureau of Soils	III
38. Mother's Club	III, V
39. Religious Organization (CWL, Knights of Columbus, Jaycees)	III, NCR
40. Levi's Philippines	I, NCR
41. The Armed Forces fo the Philippines	IX, NCR
42. Barangay Learning Center	V
43. Coconut Planters Federation	IX
44. National School Development Board	IX
45. Ministry of Trade	V
46. Foundation for Youth Development in the Philippines	II NCR

The report shows that forty six agencies, private organizations, civic and religious groups gave support for and cooperation in NFE programs. These agencies participated in inter-agency activities in connection with the planning and implementation of the NFE program and training of NFE personnel. Other agencies cooperated in curriculum development and in the production of reading/learning materials, while civic and religious organizations donated funds and facilities.

The Philippines NFE program also established linkages with foreign organizations like the Asian South Pacific Bureau of Adult Education , Asian-Pacific Institute for Broadcasting Development,

SEAMES and UNESCO. These organization aided the program in many aspects of its implementation, training and financing.

C. Special Nonformal Education Projects

The wide acceptance of nonformal education in the country triggered the development of numerous special projects, all designed to improve the quality of services delivered to the countryside. These projects were undertaken in addition to the regular activities such as the identification of the clientele and organization and operation of nonformal education classes. Table VI shows some of the special projects.

TABLE VI SPECIAL NONFORMAL EDUCATION PROJECTS, SPONSORS, VENUE AND OUTPUT

Title of Project	Sponsor (s), Venue	Output
1. Army Literacy Patrol System	Armed Forces of the Philippines, Region IX, Zamboanga City	Trained soldier teachers, 538 youths and adults who can read and write and cipher.
2. Basic Hotel and Restaurant Service Training Course	Los Baños, Division of Laguna, Region IV, L'Ecole Hotellerie de Mannile	Trained waiters and chambermaids among out-of-schools youths and adults
3. Slipper making Project	Talavera, Division of Nueva Ecija, Region III	Slippers of marketable quality
4. Yarn Recyling Project	San Nicolas, Division of Pangasinan, Region I, Knitting Factories of Manila	Shawls, centerpieces and other articles made of yarn
5. Barefoot Technician	Tarlac College of Agriculture, Region III, Mayor of Sta. Ignacia	Agricultural consultants and trainors
6. Flag making Project	Division of Batangas Region IV	Official Filipino flags
7. Community-based Basic Learning	Division of Iloilo City, Region VI, INNOTECH	Instructional materials; trained teachers and community leaders
8. Sikap-Kita Project	Bago Bantay, Division of Quezon City, NCR, Levi's Philippines	Maong caps, bags, shorts, and skirts
9. Barefoot Teachers	Division of Davao City, Sandiwa I, Region XI	Trained NFE personnel
10. Harana sa Barangay	Division of Negros Oriental, Dumaguete City, Region VII	Health care of barangay members, information education
11. Industrial Sewing Project	Division of City Schools, Manila	Foundation garments, Pot holders
12. Bag making Project	Division of Laguna, NACIDA	Ladies and school bags
13. Basketry Project	Division of Guimaras Region VI	Marketable baskets and kainga
14. Dalan sa Kauswagan	Division of Sorsogon, Bureau of Animal Industry, Bureau of Agricultural Extension, Rural Health Unit	Information education through radio
15. Education and Job Creation	Division of Davao City	Vocationally trained out-of-school youths
16. Nonformal Education Program for Factory Workers	Canlubang, Laguna, Region IV	More responsible and knowledgeable citizens of the community, better workers

APPENDIX E: SCENARIO FOR ESTABLISHMENT OF
THE NFE INFORMATION CENTER IN THE PHILIPPINES

SCENARIO FOR THE ESTABLISHMENT OF THE
NFE INFORMATION CENTER IN THE
PHILIPPINES

1. The Center shall be both a national and regional NFE information center. In the latter capacity, it shall serve the less developed countries of South and Southeast Asia - the Philippines, Indonesia, Papua New Guinea, Malaysia, Thailand, Vietnam, Laos, Cambodia, Burma, Nepal, Bangladesh, and Sri Lanka.
 - 1.1 The former (national center status) is necessary for continued support of the Center, if and when outside assistance shall cease.
 - 1.2 The latter (regional status) shall be carried out through a network of communication and linkages between the Center and an appropriate national agency or institution in each of the other countries.
2. The Center shall be sponsored jointly by the Office of Nonformal Education in the Ministry of Education and Culture and the Private Schools National Association in Non-Formal Education.
3. The headquarters (office and personnel) of the Center shall be furnished by the sponsors.
4. In the beginning, the salaries of the personnel and the operating expenses of the Center shall be born in equal share by the sponsors and the Michigan State University; while the technical equipment and the cost of programs and projects shall be at the expense of the Michigan State University. After three or four years, the sponsors shall assume as much as possible the cost of operation of the Center without prejudice to seeking assistance from donors within or outside the region.
5. The Center shall undertake the following functions and activities:
 - 5.1 To serve as a clearing house for informational materials relating to Nonformal Education developed in and contributed by the different countries served by the Center.
 - 5.2 To gather and prepare development-related information materials in Nonformal Education as dictated by the needs of the South and Southeast Asian countries involved in the program for dissemination to the countries served by the Center.

- 5.3 To maintain an expanding library of publications, papers and documents relating to Nonformal Education received from the Michigan State University, developed locally, and/or contributed by the other countries involved; to serve as reference information center in Nonformal Education.
- 5.4 To conduct training programs relating to the production, dissemination, and utilization of NFE materials, including audio-visual aids.
- 5.5 To handle referrals and requests for information from various geographical areas, national and overseas, relating to Nonformal Education.

VITALIANO BERNARDINO
President
Private Schools National Association
in Non-Formal Education

FELICITA G. BERNARDINO
Political Deputy Minister
of Education and Culture
In-Charge of Non-Formal
Education

APPENDIX F: MEDIA FOR DEVELOPMENT COURSES
OF THE COMMUNICATION FOUNDATION FOR ASIA



communication foundation for asia

447 INTERIOR OLD STA. MESA, METRO MANILA P.O. BOX 58-434 MANILA 2808
CABLE: SUCOMTEL MANILA • TELEX: 753-7884 SCC PH • TEL. 80-76-11 to 17

CFA ANNOUNCES MEDIA-FOR-DEVELOPMENT COURSES FOR 1980

The Communication Foundation for Asia will conduct 4 Asian Regional Seminar-Workshops and 10 local (Pphilippines) Seminar Workshops on the Production and Use of Media for Education and Human Development. These seminar-workshops will all be held at the CFA Training Center in Manila.

Since 1975, CFA has been conducting similar seminars. Called DEVCOM Seminars for short, they are really a combination of training in the techniques of media production (or their use) and in their orientation to the goals of Total Human Development.

PAST SEMINARS

Thus, CFA has conducted seminars/workshops in the past, such as:

1. The Use of Media for Evangelization
2. Seminar Workshop on Christian Journalism
3. The Use of Media for Non-Formal Education
4. The Use of Media for Formal Education
5. Low-Cost Media Production for Development
6. Soundslides Production for Development
7. Film Production for Development
8. T. V. Production for Development
9. Textbook Writing for Development
10. The Use of Media for Building Christian Communities

In each seminar workshop, participants are grouped according to their developmental interests so that they may be able to produce materials immediately useable in their respective areas of work. For example, in the last seminar workshop conducted by CFA this year, the Catholic Diocesan Adult Training Center in Baguio produced drama skits as well as low-cost visual materials, such as, flipcharts, hand mimeographed newsletters, posters, and flannel board presentations which they happily took home with them for use in their work among the poor people of the Mountain Provinces in the Philippines.

1980 SEMINARS

The 4 regional seminars to be conducted this year are open to other interested Asians working for development of peoples. To CFA, people working for Christian evangelization are of special concern. This is why, CFA always schedules its courses so that interested audio-visual trainees at the East Asian Pastoral Institute can attend its Radio, TV, and Film seminars.

ASIAN REGIONAL SEMINARS

The 4 CFA Asian Regional Seminars for 1980 are:

1. Use of Communication Media in Development Efforts
2. Journalism in the Third World: Asian Viewpoint
3. Role of Print Media In Asian Development Programs
4. Seminar on Satellite Communication

CFA offers scholarships for these regional seminars which cover tuition fees, board and lodging expenses, and the cost of an economy airplane roundtrip ticket from a participant's place of origin to Manila, and back.

LOCAL SEMINARS

For its local (Philippines) seminars, CFA also offers scholarships which however only cover (as far as non-filipino participants are concerned) tuition fees as well as board and lodging expenses.

Please refer to attached paper for the scheduled dates of all 1980 seminars.

WHOM TO CONTACT

CFA asks all interested parties to immediately contact:

The Director for Training
Communication Foundation for Asia
4427 Int. Old Sta. Mesa, Manila
Philippines

POST OFFICE ADDRESS:
P.O. Box No. SM-434 Manila 2806
Philippines

CABLE ADDRESS: SOCOMTER MANILA

TELEX NO. 752-27854 SCC PH

APPENDIX G: SEAMES REPORT ON IMPLEMENTATION
OF THE NFE DEVELOPMENT PLAN (section on
clearinghouse activities)

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION

Final Report

First Regional Seminar
on the Assessment of the Implementation
of the NFE Development Plan

(SNEP/SW-7)

Convened by SEAMES

Bangkok

15-19 October 1979

CH: Clearing House and Information Activities for
Non-Formal Education

The Secretariat obtained the services of Miss Joan Claffey, Director of the NFE Information Centre, Michigan State University in early August 1978 to assist SEAMES in the planning and development of the clearing-house and information activities on non-formal education. Miss Claffey submitted recommendations for the Secretariat to:

- i. Establish a network of national clearing-house services in SEAMEO member countries
- ii. Gather information and materials on non-formal education and co-ordinate their exchange and dissemination within and outside the region
- iii. Undertake the publication of materials on NFE
- iv. Develop an inventory of mass media instructional materials in NFE programmes in each member country to promote and to facilitate the exchange and use of such instructional materials
- v. Prepare an inventory of trained human resources in the whole range of NFE programme and gather information on the training needs in the field of NFE in the region
- vi. Develop an indexing and cataloguing system for the NFE Section of the Library in the Secretariat

2. On February 27, 1979, the Secretariat circulated a letter to all member countries to suggest the establishment of national clearing-houses for non-formal education with details of their functions. The role and functions of the SEAMES Information Division were also outlined and a request was made for a national office and an official in-charge of national clearing-houses to be designated as soon as possible. Malaysia, Philippines and Thailand have responded favourably to this request. There has however been not much exchange of information. Perhaps a meeting of national clearing-house information centre officials or link persons would be necessary to activate the exchange of information and the promotion of other activities in the field.

3. The Secretariat has already taken steps to reorganize the library to cater for the build-up of NFE materials. The British Council approved a grant of £ 1,100 under the ODM book presentation programme and the book list was submitted to the British Council in June 1979. Additional books and periodicals have also been ordered under the Netherlands Literature Programme. All these books and periodicals are scheduled to arrive within the next few months.

4. The Secretariat has established strong links with the Information Centre of Michigan State University, UNESCO, ASPBAE and ICAE and will continue to receive news bulletins and publications on NFE from these sources.

7. Assessment of CH: Clearing-House and Information Activities for Non-Formal Education

The NFE Expert of SEAMES, who presented this report, informed the Meeting of the various steps taken by the Secretariat in connection with this activity. In response to the SEAMES request, Malaysia, Philippines and Thailand had established their respective national offices for clearing-house activities for non-formal education and identified link persons in charge of these national clearing-houses. (See Appendix VII: SNEP/SW-7/4)

The representative from Indonesia informed the Meeting that Indonesia had some difficulty in establishing a national office, appointing a link person and recruiting adequate staff to run the office. As soon as these difficulties had been overcome, SEAMES would be informed accordingly.

Both the representatives from Malaysia and Thailand also reported a shortage of personnel at the moment to handle the necessary work involved. Because of a reorganization in the Ministry of Education, Thailand, there was also a possibility of a change in the link person from Thailand, in the event of which SEAMES would be duly informed.

The representative from the Philippines reported that steps were being taken to make its national NFE office more effective in the near future. The regional resource person from the Philippines suggested that the NFE Expert of SEAMES go round the member countries to offer advice with the view to making the national clearing-house services more effective.

The Director of RECSAM suggested that SEAMES undertake the publication of materials on NFE for dissemination to the member countries to encourage member countries to send NFE materials to the Secretariat for further dissemination.

In response to the suggestion from the Director of RECSAM, the NFE Expert of SEAMES explained that for the moment SEAMES did not have sufficient NFE materials to justify a separate NFE publication, but whatever relevant materials it could gather would be published in the SEAMEO Quarterly. As for the suggestion from the regional resource person from the Philippines, the NFE Expert stated that he would be willing to render advice whenever requested and emphasised that national clearing-houses could not effectively undertake their responsibilities unless they were adequately staffed.

The Meeting discussed at length the need of some member countries to have NFE materials translated from the national language into English and vice versa. The problem of funding and personnel arose. To a question whether SEAMES could undertake this task, the Director of SEAMES replied that SEAMES did not have the resources to do so, and suggested that the member countries concerned look into the feasibility of undertaking this task themselves.

The external resource person referred to the objectives of the Clearing-House activities as spelled out in the Development Plan and observed that objective No. 1 had only been partially accomplished, while objectives Nos. 2-5 were yet to be accomplished.

The Meeting affirmed as follows:

1. Noted that positive steps had been taken by the member countries towards the setting up of national clearing-houses for NFE and the identification of link persons in charge of the national clearing-houses.
 2. Recommended that SEAMES look into the problem of translating NFE materials for dissemination within the region.
 3. Recommended that SEAMES consider the issue of a publication on NFE materials for dissemination within the region.
 4. Recommended that SEAMES consider sending its NFE Expert to offer advice to national clearing-house staff in the member countries on the establishment and management of clearing-house and information activities for NFE.
 5. Recommended that SEAMES organize a seminar of link persons in charge of the national clearing-houses to share experiences on the management of national clearing-houses for NFE.
8. Review of TP-1: Training for NFE Occupational Training Planners, Organizers and Managers with Emphasis on Occupational Needs Relevant to Rural Settings

In presenting his report the NFE Expert of SEAMES informed the Meeting that this training course was scheduled to be held at SEARCA from 22 October to 7 December 1979. The main difficulty encountered in organizing this activity was the lack of a core teaching staff, making it necessary to engage the services of several resource persons at very high costs. The duration of the course had been reduced from 4 months to 7 weeks because of constraints relating to funding and resource personnel. (See Appendix VII: SNEP/SW-7/5)

The representative from the Philippines referred to the course description in the Development Plan which mentioned that the findings of the research project RD-1 should provide inputs for the course content. However, this was not possible since RD-1 had not been held. The NFE Expert explained that RD-1 could not be conducted before TP-1 because the Secretariat was not able to obtain funding support for RD-1. In any case, any inputs from RD-1 would not form a key component in the course content of TP-1, he continued.

(7)

APPENDIX H: ANNUAL REPORT 1978/79,
INSTITUTE OF ADULT STUDIES

I N S T I T U T E O F A D U L T S T U D I E S

ANNUAL REPORT 1978/79

During the University academic year 1978/79, the Institute of Adult Studies experienced change, growth and expansion in certain directions, as well as problems, constraints and shortcomings in certain other areas. As the main extension arm of the University which is engaged in adult education and training activities, the Institute should be provided with adequate resources to intensify and extend its activities throughout the country. The major activities during the year 1978/79 are summarised below. Full details and statistics of the Institute's activities have been published in departmental annual reports for 1978/79.

The Institute of Adult Studies carries out its work and responsibilities through 3 Divisions, namely:

1. Extra Mural Division - which organises country-wide programmes of evening classes, seminars, public lectures, colloquia, etc.
2. Adult Studies Centre - which offers residential courses in specialised training areas in adult education for long and short periods.
3. Correspondence Course Unit - which prepares and distributes correspondence courses supplemented by radio programmes and face-to-face teaching for out-of-school adults and youth.

EXTRA-MURAL DIVISION

The Extra-Mural Division has continued to serve the public through the 6 centres in Nairobi, Mombasa, Kisumu, Kakamega, Nakuru and Nyeri. It has done so through its programmes of evening classes, public lectures and seminars as well as providing advice and consultations with local leaders on the improvement of adult education and training in their respective areas.

Public lectures have proved to be the most popular activity of the Division as a whole, representing as they do, an important meeting point and bridge between the University and the Kenyan public. No less than 50 public lectures were organised during the academic year and attended by over 17,000 participants.

Evening classes tend to be concentrated in the main urban centres and cover a wide range of courses in academic and vocational fields. Most of the students in the evening classes aspire to sit for National and Professional examinations. All in all, a total of 7,230 students were enrolled in 377 classes during the academic year.

Extra-Mural Tutors have also continued to serve as advisors and counsellors to adult students and other aspiring candidates who are in search for further education and training in this country or overseas.

One important public relations role of the resident extra-mural tutors is to represent the University and the Institute in local committees and boards. During the report period, several tutors served in the District Adult Education Committees, District Development Committees and School Boards in their respective areas.

Extra-Mural Division hopes to enlarge its audience in future by promoting and popularising the use of Kiswahili in public lectures, seminars and debates.

One major constraint in extending extra-mural activities has been the lack of transport for the tutors and organisers. With only six centres meant to serve the entire country each tutor and organiser find it almost impossible to visit all the main population centres in their areas in order to organise adult education activities. Suitable transport should therefore be provided if university extra-mural work is to progress. In addition, new centres will need to be established to serve certain dense population areas of Kenya.

The Extra-mural Division has nevertheless endeavoured, within its limited resources, to serve the Kenyan public by extending university expertise to the people. Special thanks go to all those who have conducted seminars and public lectures or taught in the evening classes on behalf of the University.

ADULT STUDIES CENTRE

The residential centre of the Institute has continued to serve the educational and training needs of various adult groups from government and non-government organisations. The centre was fully booked throughout the twelve months of the year which is an indication of the heavy demand for both short and long courses.

The long course which leads to the award of the Diploma in Adult Education has improved in quality and status. It is gratifying to note that the Directorate of Personnel Management among other government departments do recognise the worth of a professional qualification in adult education and are now sponsoring an increasing number of candidates to the course.

Almost all staff of the Institute have participated in teaching the course or in the supervision of the action-oriented research projects which form a crucial part of the course - thus sharing a very wide range of expertise and experiences with the students.

Requests for short courses have been more than the centre could handle. The available accommodation of 60-bed capacity is already inadequate and indeed economically unviable. It is therefore imperative that the bed capacity should be doubled as soon as possible.

It is a unique feature that the Institute does not have a set syllabus or curriculum for its short courses. Each course is planned and tailor-made to meet the specific needs of the participants. This calls for group planning sessions between the staff of the Institute and the sponsoring organisations which, though time-consuming, is one of the principle guides in adult education.

The Institute's main training approaches in these short courses are to strengthen the problem-solving capacity of the adult learners, to equip them with life-coping skills, and to strengthen the positive awareness of their potential as a basis for practical action in self-improvement.

CORRESPONDENCE COURSE UNIT

During the year, the CCU saw the completion of all FACE courses for Form 3 except Physical Science. Form 4 courses were also embarked upon, some of which were nearing completion. The introductory courses in Book-keeping, Commercial knowledge and Commercial Arithmetic have met with great success and the second stage of these courses is being developed.

Radio programmes to support and supplement correspondence courses at KJSE level have continued to be broadcast on the Voice of Kenya without break. Simultaneously major revisions and modifications of the earlier programmes have been instituted and new voices gradually introduced in the radio broadcasts. Although the CCU has been functioning without a radio tutor since 1975, a remarkable achievement has been scored by the staff in maintaining not only the continuity but also the high quality of these radio programmes. In January 1979, the CCU introduced the Students Newsletter to help maintain contact between the Unit and the students.

An important pilot project was launched at Muguga to experiment with the application of correspondence tuition and face-to-face teaching for young primary school leavers wishing to pursue secondary education. It is hoped that useful lessons will be obtained regarding motivation, study techniques and counselling of young adults studying by correspondence. If successful the project will be replicated in other parts of the country.

The CCU has been faced with many constraints which include shortage of staff and lack of modern equipment. Many of the academic posts which fell vacant have not been filled. The printing machine and radio recording equipment which were acquired twelve years ago are now becoming old and obsolete and need replacement. It is hoped that urgent attention will be given to this plight of the CCU which cannot function without the necessary men and machines.

IAS GENERAL

All Institute's staff are facilitators for adult learning per excellence. The Institute's innovative and practical approaches to adult education and training have been acclaimed by other trainers in Kenya and elsewhere, as well as by international organisations which have constantly sought assistance from the Institute. During the academic year 1978/79 the U.N. Economic Commission for Africa, UNESCO, UNICEF, African Curriculum Organisation, World Education and Commonwealth Secretariat requested and received professional assistance from the staff of the Institute in their specialised training seminars and workshops. However, institutional arrangements are systematically being worked out so that the cooperation which is already in force is further fostered and developed on a continuing rather than an ad hoc basis.

For full departmental details and statistics, the reader is referred to the following reports which have been published:-

- (1) Adult Studies Centre, Annual Report 1978/79
 - (2) Extra-Mural Division, Annual Report 1978/79
 - (3) Correspondence Course Unit, Annual Report 1979
-

RESEARCH, PUBLICATIONS AND PROFESSIONAL ACTIVITIES

P.E. KINYANJUI

"In-service teacher education in Kenya", (with Hawkrige, Nkinyangi and Orivel), Chapter 8 in Distance Teaching for Formal Education: Costs and Effects, World Bank, Washington D.C., 1978.

"Communication needs assessment in support of population and development in Africa for the 1980s", for UNESCO Experts Meeting, Nairobi, Kenya, 1978.

"Continuing education of teachers", Government of the Republic of the Philippines/UNESCO Consultancy Report, Philippines, 1978.

"A systems approach to communication programme planning", in Africom, African Council on Communication Education, 1978.

"The role of distance education in in-service training of teachers", Commonwealth Secretariat, U.K., 1979.

Report of an Evaluation of Kisumu Institute of Science and Technology, 1979.

DR. F. KARANI

"Utilization of Interaction Analysis in the Training of Preservice Teachers in Kenya" - Ph.D. Dissertation, April 1979.

Attended Association of Educational Communications and Technology special seminars in U.S.A. April - May 1979.

D.N. NTURIBI

"Guidance and Counselling of Adult Learners: the use of Experiential Learning in Adult Education", Kenya Adult Education Journal.

Facilitated in:

- IAS/World Education - Advanced Trainers Course - Nairobi
- ICA Training Techniques Workshop - Mbabane, Swaziland.
- IPPF/PPWD Evaluation Workshop - Nairobi
- US Peace Corps Directors' Workshop - Nairobi
- UN/ECA Training Officers Seminar - Nairobi
- AAEA Evaluation Workshop - Nairobi
- ACO Curriculum Materials Writing workshop - Nairobi
- IAS/GJD Evaluation of Basic Education and Development Workshop, Kericho.
- Commonwealth Secretariat-Youth Trainers Workshop, Papua-New Guinea.

J.M.C. DOMBO

- June/July 1978, attended Conference on Curriculum Development for Basic Education and Development Programmes - Berlin, West Germany. Presented a paper on "Functional Literacy Campaign - Mhere Project Curriculum Development and Implementation."
- September/October 1978 - Study Tour of Folk High Schools - Administration and Methodology - Sweden.
- December 1978 - African Adult Education Association Workshop on Evaluation of Basic Education, Faculty Member - Nairobi.
- April 1979 - K.I.A. Staff Training Workshop on Methodology - Faculty Member.

- May 1979 - National Trainers Workshop on Evaluation of Basic Education - Kericho Faculty Member.
- Presented paper in Addis Ababa - "Integration of Development Programmes.

R.W. CATLETT

- Planned and Implemented Orientation programme for the University of California at the University of Nairobi.
- Planned and prepared proposal for the "Workshop on Planning for District Development Committees", July 1979.
- Chairman, I.A.S. Professional Committee.
- Supervision of research projects on the needs of part-time students involved in the evening program of the Extra-Mural Division, IAS.
- Consultant to the Government of Kenya in drafting a chapter on the function of continuing education in the 1979/8 National Development Plan.
- Staff to Working Party for curriculum development project for the Maternal and Child Health Family Planning program, Ministry of Health.
- Consultant to Ministry of Health for the development and implementation of a pre-service training program for the MOH/FP field staff cadre.
- Consultant to the African Labor Centre for developing training programs for labor leaders from the Central Organisation of Trade Unions (Kenya).

- Consultant to the Catholic Secretariat of Kenya and the National Christian Council of Kenya in designing programs for development workers.
- "The role of the University of Nairobi in implementing President's Statement on literacy", January 1979.

R. M. AYOT

- Organized and facilitated Training of the Community Based Health Workers at Highway Hotel Kakamega from 9/7/78 to 15/7/78.
- Organized, co-ordinated, taught FPAK Lay Educators Orientation Course held at Kakamega on 27/8/78 to 3/9/78.
- Attended IPPF Trainers Workshop Africa Region at Nyali Beach Hotel Mombasa from 17/9/78 to 23/9/78.
- Participated in Basic Education Curriculum Development at Kitwe, Zambia, organized by German Foundation for International Development from 30/4/79 to 12/5/79.
- Chaired and led discussion on Kitwe, Zambia Curriculum Development for Functional Literacy and Basic Education Programmes Report.
- "How children fail in Schools: Kenyan experience".
- "Educational Psychology, Philosophy and Practice".
- Problems of teaching Practice in Kenya Teachers' Education".

J.K. WANG'OMBE

- Facilitator in Family Planning Association of Kenya Field Officers' Training Programmes.
- Consultant for Maendeleo Ya Wanawake Organization on Curriculum Development for their Training Centre.

- Member of Research Team on the National Pilot Project on Community Based Health Care in Western Kenya.
- "Cost Benefit Analysis in Adult Education", Kenya Journal of Adult Education, Vol.7 No.1, June 1979.

J. OKACH

- Took part in Trade Union Seminars and Courses at Machakos, Embu, Limuru, Karbanet, and Kakamega.
- Facilitated in MOH Family Health Field Educators' Course at the National Family Welfare Centre - Kenyatta National Hospital from 7/10/78 to 17/10/78.
- Follow up and Evaluation of MOH Family Health Field Educators Western/Nyanza Province from 23/10/78 to 23/11/78.

MRS. N. MAPILA

- Course Director/Coordinator/Facilitator - Intensive English Course for French Speaking Lecturers - Nairobi, July/August, 1978.
- Facilitator in Field Cooperative Staff Course at the Cooperative College of Kenya.
- Research Proposal on "A survey of female drop-outs in Kenya Secondary Schools, and the problems which result in drop-out.

T. MULUSA

- Attended a Conference on "Curriculum Development for Basic Education" in Berlin West between 10th June and 15th August, 1978.
- Attended a Workshop on 'Education for Out-Of-School Youth' in Monrovia, Liberia during August, 1978 and presented a paper on "Village Polytechnics: A Kenya Case".

- Attended a Conference on "Evaluation in Adult Education" and on Non-Formal Education" at Southampton, U.K.
- Attended a Symposium on "Non-Formal Education for Rural Development" sponsored by the United Nations Economic Commission for Africa in Addis Ababa between 27th August and 10th September, 1978.
- Attended a Commonwealth Specialist Conference on Non Formal Education in Mombasa between 22nd January and 2nd February, 1979. Presented two papers on "Education for Integrated Rural Development" and on "Education for School Drop-outs".
- Attended/directed a workshop on "Evaluation of Basic Education and Development Training Programmes" which was held at Kericho Tea Hotel between 21st May and 2nd June, 1979.

J.M. OGWENO

- Attended three seminars which were organized by the Family Planning Association of Kenya in Rift Valley Province. Two of these seminars were on Provincial Welfare for Youth. Mr. Ogwen was invited to lead a discussion between parents and youths and also presented a paper on "Psychology of Adolescents".
- Attended Primary School Headmaster/Headmistress seminar held in Nakuru 1978 and gave a talk on "Adult Education in Kenya".

G.N. RECHE

- Coordinator for the Department of Sociology Field Supervisors Course from 8th to 13th October, 1978.
- Presented a paper on "Causes of Juvenile Delinquency" to child care workers on a seminar organised by the Kenya National Council of Social Services at Kenya Science Teachers College (K.S.T.C.) on 28th August, 1978.

- Gave a lecture on: "Adult and Continuing Education in Kenya" at the Kenya Police College Kiganjo in May, 1979.
- Participated in a panel discussion on: "Alcoholism and its effects on society at Murang'a in January 1979.
- Participated in developing a manual for the Analysis of Outcomes and Costs - Non-Formal Education, which was organized by the Educational Testing Service, Princetown, New Jersey in collaboration with the East African Examination Council from 11th to 15th September, 1978.
- Attended a seminar on community participation in Rural Health Programmes organized by UNICEF/University of Nairobi in April 1979.
- Attended a seminar at the Christian Student Leadership Centre on the "Referral Network System" for Alcoholics on 24th February, 1979.

J.O. ODUMBE

- Participated in Adult Education Committee Meeting in Nairobi.
- Organized several lectures on the Importance of Literacy as part of the activities of the International Literacy Week in Nairobi.
- Attended two seminars in Kericho on "Evaluation of Basic Education and Development Training Programmes" held between 21st May and 2nd June, 1979.

S.K. AKIVAGA

- Read a paper on: "Education for Self-Employe. at the Institute of Adult Studies Conference and also at the Fanon Centre International Conference in Mogadishu.
- Delivered a lecture on: "Education and Social Change" at various places in Nyanza Province.

- Promise and Performance of media in Developing countries, University of Manchester I.A.S. (mimeo) 1978.
- Role conflicts in contemporary Teaching (mimeo) I.A.S. (1978)
- The Role of Non-Formal Education in Promoting Self-Reliance, the Kenya Village Polytechnic Leavers' Work Group Programme - A Case Study of Banguru Crafts. A background paper for an ILO/SIDA Consultative Meeting on Skill Development for Self-Reliance January 1979, Nairobi.
- Applicability of Laboratory Approach to Management Development for Consumer Co-operative Movement, A Micro-Case Study from Kenya - Presented at International Conference on Environment, Arlon, Belgium, September 1979.
- Report on the Proceedings of the Workshop on Distance Education, Lusaka, Zambia - (mimeo) Institute of Adult Studies.
- Banguru Crafts - Profile of a Village Polytechnic Leavers' WorkGroup (mimeo) Institute of Adult Studies.
- Linking Adult Education Training Approaches to Environmental Education: A background paper presented at the Workshop for Environmental Education and Adult Education, Nairobi, November, 1979.
- Regional Training Workshop on Correspondence Education in Lusaka, Zambia, August 1978.
- Use of Andragogy in Cooperative Education, I.C.A. Seminar in Curepipe, Mauritius 1978.

- Delivered a lecture on: "The Adult Educator and his Society" at Bushangala School in Western Province.
- Read a paper on: "Conscientization and National Development" at a seminar organized by the Law Society of Kenya.

J.K. ARAP SIELE

- Teaching of science through correspondence (on-going research)

K.A. MAZRUI

- "Models of curriculum evaluation", dissertation for M.A. (Hull) 1979.

N. NJIRU

- "Adult Education Officers and Rural Development: Some Management Problems Arising from Multiple Roles"; dissertation for M.A. (Hull) 1979

E.K. GITAU

- The Correspondence Course Unit of the University of Nairobi, An Appraisal. An unpublished Dissertation for the Degree of the M.Ed., University of Manchester 1977.
- Teaching as Counselling, Department of Adult Education, M.Ed. Essays, University of Manchester - (mimeo) Institute of Adult Studies 1978.
- The duties and Roles of a Tutor in Distance Learning M.Ed. Essays, University of Manchester (mimeo) Institute of Adult Studies, 1978

I.B. MATIRU

- Chief Examiner in English Language for East Africa Examinations Council.
- "Administration of Marking Centres," Printed CCU, IAS, August, 1979
- A handbook for the Diploma in Adult Education on "Writing the Research Report", 1979
- Basic Training in Systematic Curriculum Development. Edited I.B. Matiru & P. Sachsemeier, African Curriculum Organization, Nairobi, 197

MOEMA MAINA

- "Education for Africans", a manuscript for a book.
- Attended "Post-Literacy Curriculum Development Workshop", organised by Department of Adult Education.

J.W.G. KARURI

- National Chairman of Kenya Adult Education Association.
- Continuing research studies on:
 - " Radio listening in rural setting".
 - "Role of printed materials in listening groups".
 - "Effects of audio-visual aids in the listening groups".
 - "Effects of training on techniques for material design production, distribution and use".

- "A pilot study on effective methods of establishing and maintaining District material production teams".
- "Attitudes of listening groups toward modern technologies and innovations".

I.B. MATIRU

- Chief Examiner in English Language for East Africa Examinations Council.
- "Administration of Marking Centres," Printed CCU, IAS, August, 1979
- A handbook for the Diploma in Adult Education on "Writing the Research Report", 1979
- Basic Training in Systematic Curriculum Development. Edited I.B. Matiru & P. Sachsemeier, African Curriculum Organization, Nairobi, 1979

- "A pilot study on effective methods of establishing and maintaining District material production teams".
- "Attitudes of listening groups toward modern technologies and innovations".

MWEMA MAINA

- "Education for Africans", a manuscript for a book.
- Attended "Post-Literacy Curriculum Development Workshop", organised by Department of Adult Education.

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April, 1979)

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Ph.D. (Pittsburgh) On study leave Jan. 1977
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