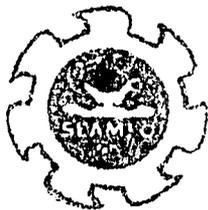


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REGIONAL
SEMINAR
ON
Indigenous
LEARNING
SYSTEMS
FOR
Deprived Areas

3-7 NOVEMBER 1981
MANILA, PHILIPPINES



SEAMEO REGIONAL CENTER
FOR EDUCATIONAL INNOVATION AND TECHNOLOGY



SEMINAR ON INDIGENOUS LEARNING SYSTEMS
FOR DEPRIVED AREAS

I. Background and Rationale

The last few years have witnessed an unprecedented interest on the part of the countries of the third world in the search and development of more effective and economical learning systems and in examining learning systems developed in other parts of the world.

This search has been spurred by three major needs: (1) the need to provide basic education to a growing number of school-age children in the face of very limited resources; (2) the need to improve the quality of education; and (3) the need to provide education for the deprived areas - whether rural or urban - where the people, due to economic, geographic, cultural or other reasons, do not have access to the educational opportunities that benefit their more fortunate peers.

In this search for new and better learning systems however, it is felt that the emerging countries have not paid due attention to, nor taken sufficient interest in, learning systems that are truly indigenous, i.e., learning systems that have originated or been developed naturally in a particular land or region.

It is well recognized that long before the developing countries came under Western influence that brought with it conventional education, as we know it today, each of these countries already had their own learning systems of various types and in varying magnitudes of utilization. These learning systems have grown and developed in response to an inherent cultural or economic need or to satisfy the desire to learn and to transmit the knowledge gained to others. Many of these learning systems have now been forgotten through disuse in the course of time. Some have been preserved and practised although on a limited scale. Newer ones have probably emerged to meet the changing needs.

Bearing these in mind, INNOTECH is convening this Seminar to identify such indigenous learning systems, determine the contributions that, with some adaptation, they can possibly make in meeting

the educational needs of today particularly in bringing educational opportunities to deprived areas, and disseminate the knowledges gained to the member countries and the rest of the world.

The underlying thought behind this Seminar is that such indigenous learning systems, that have been developed - nurtured, so to speak - within the ethos of social, cultural and economic environment of a society, may hold great potential for bringing education to areas that cannot be reached by conventional means, or where such conventional means would not be cost-effective. Much can probably be learned not only in terms of strategies and learning techniques adopted, but more importantly, in the way these systems have managed to survive for years despite the rapid and dramatic societal changes brought about by science and technology.

It must be explained at this stage that the title of the Seminar "Indigenous Learning Systems for Deprived Areas" does not limit the subject of the Seminar to learning systems that have been evolved only in and for deprived areas. Rather, the Seminar seeks to examine the learning systems that will be presented, and to identify their potentialities for bringing educational opportunities to deprived areas.

It is not unreasonable to expect that a learning system presented may well provide for educational needs other than that specified in the title. Such findings will be very welcome concomittant outcomes of this Seminar.

Relations with Other INNOTECH Projects

As a regional center dedicated to the development and judicious application of innovation and technology in the solution of educational problems, INNOTECH of course has more than a passing interest in learning systems. One of the best-known outcomes of its research and development activities, for example, is the IMPACT learning system, which is now being adopted in various parts of the world. In its present research project, Project DELSILIFE (acronym for Development of Effective Learning Systems for the Improvement of Life), ways are being sought to assist the poor people to bring about a better

quality of life for themselves through education.

It is recognized that an educational innovation may not necessarily be something totally new. It may be the the rebirth of something old and long unused. It may be old components applied in new settings. In line with this thinking the Seminar seeks to examine indigenous learning systems that are already developed and have been in existence, and determine their implications to the needs of today. This gives a new dimension to INNOTECH's activities and the outcomes of this Seminar could be possible inputs to Phase B of Project DELSILIFE when learning systems will be designed and developed.

II. Objectives

- A. General: To provide key educators and education officials with a working knowledge of indigenous learning systems that may be applied to the educational problems and needs of deprived areas.
- B. Specific: During the five-day seminar, each participant shall be able to:
 1. Identify and explicate indigenous learning systems within or outside Southeast Asia.
 2. Identify the characteristics of these systems that have enabled them to survive despite the rapid social changes.
 3. Analyze the various learning systems and identify possible implications for the improvement of education for deprived areas.

III. Seminar Procedures

1. Papers describing the indigenous learning systems and the problems to which they are addressed will be presented. Each presentation will be followed by group discussions. Aside from the seminar participants, a number of resource persons from both developing and developed countries

will share their experiences and expertise on learning systems indigenous to their countries.

2. The Seminar participants will then break up into working groups. Each working group will analyze each of the learning systems assigned to it, identify any implications they may have towards meeting the educational needs of today, particularly in providing education for deprived areas, and make pertinent recommendations.
3. On the final day of the Seminar, the reports of the working groups will be presented and discussed for adoption in a plenary session.

IV. Expected Outcomes

1. A compilation of case studies of indigenous learning systems comprising experiences of all the countries represented in the Seminar.
2. Greater awareness and understanding of the needs and aspirations relating to education of all the countries represented.
3. Increased knowledge and insights into possible ways of providing education to improve the plight of the deprived sectors of society.

An equally important result, though more unobtrusive, of this Seminar will be the lasting friendships and professional ties that educators from various countries working together will form. This will be in line with the spirit of SEAMEO.

V. Particulars About the Seminar

1. Venue and Date of the Seminar: Manila, Philippines
3-7 November 1981
2. Working Language: The working language of the Seminar will be English.

3. Terms and Conditions:

a. Participants from SEAMEO member countries.

The Ministry of Education of each SEAMEO member country will be requested to nominate three (3) senior educators who have done some work or researches involving indigenous learning systems, including those among the cultural minorities.

They will be provided the following:

- (1) International travel, economy class, from the capital city of his country to Manila and return.
- (2) A per diem of US\$42 for the period of participation inclusive of travel time, half of which will be given in pesos.
- (3) The amount of US\$10,00 to cover incidental expenses such as airport fees, luggage charges, etc.

b. Participants from Outside the SEAMEO Region.

A number of participants and resource persons from countries and organizations outside the SEAMEO region may be invited under the sponsorship of organizations other than SEAMEO.

In this case, their participation in the Seminar will be under the terms and conditions of the sponsoring organization, including travel, per diems, etc.

4. Currency and Travel Requirements:

a. Currency

There is no limit on the amount of foreign currencies and traveler's cheques which visitors may take with them to Manila. Foreign currency may be exchanged for local

currency (Peso) right at the international airport or at any bank. The current value of local currency is about ₱7.80 to one U.S. dollar.

b. Travel Requirements

* Passport and Visa - Participants should be in possession of a valid passport or travel document. Those requiring an entry visa should obtain it at the nearest Philippine Embassy or Consulate.

c. Arrival at the Airport

All those attending the Seminar are requested to inform INNOTECH of the date, flight number and time of arrival so that they can be met at the airport by a member of the INNOTECH staff.

d. Accommodations

Unless otherwise requested, INNOTECH will make arrangements for all participants at a suitably-priced hotel.

e. Correspondence

All correspondence should be addressed as follows:

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