



United Nations
Educational, Scientific and
Cultural Organization

SECTION FOR LITERACY AND NON FORMAL EDUCATION

Division of Basic Education, Education Sector

60

1945

SYNERGIES BETWEEN FORMAL AND NON-FORMAL EDUCATION



An overview of good practices



**UNLD - LIFE
Publication**

Research directed by Mr. Mehboob DADA - m.dada@unesco.org

Assisted by Mr. Matthias LANSARD - m.lansard@unesco.org

and Mrs. Carolina CANO - c.cano@unesco.org

Synthesis of report by Mrs. Carmela SALZANO - mella_s@hotmail.com

Editing and graphic design by Nicolas BASTIEN - www.nk111.com

GENERAL INDEX
TABLE OF CONTENTS

DISCLAIMER > 26

PREFACE > 27

PURPOSES OF REPORT > 30

ACKNOWLEDGEMENTS > 31

ACRONYMS AND ABBREVIATIONS > 33

Part I - INTRODUCTION TO THE STUDY > 34

Part II - CHALLENGES AND OPPORTUNITIES FOR EDUCATION > 36

Part III - SYNERGIES BETWEEN FORMAL AND NON FORMAL EDUCATION IN
SUPPORT OF THE ORGANIZATIONAL RENEWAL OF EDUCATION SYSTEMS > 41

Part IV - SYNERGIES BETWEEN FORMAL AND NON FORMAL EDUCATION
THROUGH “RECOGNITION OF PRIOR LEARNING” (RPL) AND EQUIVALENCY
PROGRAMMES > 56

Part V - THE BASIS FOR FURTHER SYNERGIES BETWEEN NFE INTERVENTIONS
AND FORMAL EDUCATION SYSTEMS > 63

Part VI - ON-GOING CHALLENGES > 88

Part VII - CONCLUSIONS > 96

REFERENCES AND BIBLIOGRAPHY > 97

ANNEXES - REGIONAL CONTRIBUTIONS ON SYNERGIES BETWEEN FORMAL
AND NON-FORMAL EDUCATION > 101

CONTACT DETAILS > 372

HELP I

Table of
contents
GENERAL INDEX

PRINT I



SYNTHESIS REPORT - PART II
TABLE OF CONTENTS

GENERAL INDEX |

HELP |

Part

**CHALLENGES AND
OPPORTUNITIES
FOR EDUCATION**

PRINT |

Part II - CHALLENGES AND OPPORTUNITIES FOR EDUCATION > 36

**1 - BACKGROUND AND CONTEXT FOR THE EMERGENCE OF
SYNERGIES BETWEEN FORMAL AND NON FORMAL EDUCATION > 36**

**2 - TOWARDS A BROADER UNDERSTANDING OF VULNERABILITY,
MARGINALIZATION AND POVERTY > 36**

3 - EDUCATION SECTOR RESPONSES > 37

3.1 - Jomtien and onwards > 37

3.2 - Towards a broader conception of education and literacy > 38

3.3 - What do we mean by formal, non formal and informal learning? > 39



SYNTHESIS REPORT - PART III
TABLE OF CONTENTS

**Part III - SYNERGIES BETWEEN FORMAL AND NON FORMAL EDUCATION
IN SUPPORT OF THE ORGANIZATIONAL RENEWAL OF EDUCATION
SYSTEMS > 41**

1 - DEVELOPMENTS IN EDUCATION PROVISION > 41

1.1 - Willingness to innovate in methods of education planning > 41

1.2 - Willingness to experiment with partnership arrangements for
educational delivery > 42

1.3 - Willingness to experiment with instructional approaches and
methodologies developed in the non formal sector > 43

1.4 - Willingness to experiment with information and communications
technologies as resources for education > 45

2 - SYNERGIES AT DIFFERENT LEVELS OF EDUCATION > 46

2.1 - The growing importance of community schools at pre-school and
primary levels > 46

2.2 - General secondary education (GSE) and technical and vocational
(TVET) levels > 48

2.3 - Higher education > 50

2.4 - Reaching out-of-school youth > 53

2.5 - Adult education > 54



Part IV - SYNERGIES BETWEEN FORMAL AND NON FORMAL EDUCATION THROUGH "RECOGNITION OF PRIOR LEARNING" (RPL) AND EQUIVALENCY PROGRAMMES > 56

1 - OVERVIEW > 56

2 - OBJECTIVES OF "RPL" AND EQUIVALENCY PRACTICES > 56

3 - ASSESSMENT METHODS > 57

4 - RECOGNITION AND VALIDATION IN RELATION TO VARIOUS LEVELS OF EDUCATION > 58

GENERAL INDEX I

HELP I

Part 4
**SYNERGIES
BETWEEN FORMAL
AND NON-FORMAL
EDUCATION
THROUGH
"RECOGNITION OF
PRIOR LEARNING"
AND EQUIVALENCY
PROGRAMMES**

PRINT I



SYNTHESIS REPORT - PART V
TABLE OF CONTENTS

GENERAL INDEX

HELP

Part 5

THE BASIS FOR
FURTHER SYNERGIES
BETWEEN NFE
INTERVENTIONS
AND FORMAL
EDUCATION
SYSTEMS

PRINT

**Part V - THE BASIS FOR FURTHER SYNERGIES BETWEEN NFE INTERVENTIONS
AND FORMAL EDUCATION SYSTEMS > 63**

1 - ACHIEVING THE DEVELOPMENT AIMS OF EDUCATION AND LITERACY > 63

- 1.1 - Transforming personal attitudes towards learning > 63
- 1.2 - The generation of sustainable livelihoods > 63
- 1.3 - Community reintegration > 65
- 1.4 - Social mobilization, citizenship awareness > 66
- 1.5 - Environmental education and sustainability > 69
- 1.6 - Fostering intercultural understanding > 69
- 1.7 - Responding to reproductive health issues > 71
- 1.8 - Rehabilitation of drug users > 74

2 - IMPROVING ACCESS TO EDUCATION OPPORTUNITIES > 75

- 2.1 - Targeting vulnerable population groups in urban and rural areas > 75
- 2.2 - Reaching children with special learning needs > 76
- 2.3 - Support for the families of learners > 76
- 2.4 - Companies as in-house education and training providers > 79

**3 - INNOVATIONS IN EDUCATION PLANNING AND HUMAN RESOURCE
DEVELOPMENT > 80**

- 3.1 - Research > 80
- 3.2 - Participatory planning procedures > 81
- 3.3 - Partnerships > 83
- 3.4 - Sensitisation of institutional actors > 83
- 3.5 - Training of teachers and facilitators > 85
- 3.6 - Language of instruction > 86
- 3.7 - Learning environment > 86



SYNTHESIS REPORT - PART VI
TABLE OF CONTENTS

GENERAL INDEX

HELP

Part 6

ON-GOING
CHALLENGES

PRINT

Part - VI ON-GOING CHALLENGES > 88

1 - FOR THE FORMAL EDUCATION SECTOR > 88

1.1 - Creating an enabling environment for synergies to emerge > 88

1.2 - Improving educational planning processes > 88

1.3 - Providing adequate support to RPL and equivalency programmes > 89

1.4 - Choice and use of appropriate instructional methodologies > 89

1.5 - Teacher training > 90

1.6 - Examinations systems > 91

1.7 - Coordination of formal education within a package of support services > 91

2 - FOR NON FORMAL ACTORS > 92

2.1 - The need to create linkages between grassroots level NFE projects and broader development frameworks > 92

2.2 - The dilemma of formalisation within NFE > 93

2.3 - The continuing question of sustainability > 94

2.4 - Monitoring and evaluation > 95



TABLE OF CONTENTS

ANNEX 1 - ASIA AND PACIFIC

1.1 - A Synthesis and Analysis of the Equivalency Programmes of Philippines, Indonesia, Thailand, and India [Anita Dighe] > 101

1.2 - Case study on non-formal education in the Philippines [SEAMEO INNOTECH] > 111

1.3 - Equivalency programs for the promotion of lifelong learning in Indonesia - final report of research studies [Ministry of General Education, Indonesia] > 142

1.4 - Equivalency programs in Thailand [Office of Non-Formal Education Commission, Ministry of Education, Thailand] > 184

1.5 - Open Basic Education Programs in India [National Institute of Open Schooling, India] > 216

ANNEX 2 - LATIN AMERICA

2.1 - Regional Report: Creating synergies between formal and non-formal education in Argentina, Brazil, Chile and Mexico - what is at stake? [Carlos Milani] > 241

2.2 - Report on selected experiences: Systematization of Sixteen Social Practices Creating Synergies Between Formal and Non-Formal Education in Four Latin American Countries [Argentina, Brazil, Chile and Mexico - Carlos Milani] > 253

ANNEX 3 - ARAB STATES

3.1 - Synergies between Formal and Non-formal Education: a Regional Synthesis Report for the Arab States [Egypt, Jordan, Tunisia, Lebanon - Emil Charly & Mamdouh Hakim] > 305

ANNEX 4 - AFRICA

4.1 - Case study on the Portfolio Development Course, University of the Western Cape [South Africa - Natheem Hendricks, Division for Lifelong Learning, University of the Western Cape] > 318

4.2 - Family Literacy Project in Kwa Zulu Natal [South Africa - Snoeks Desmond] > 330

4.3 - Mary Choma and the Association of Informal Traders [South Africa - Meleney Tembo] > 335

4.4 - HIV/AIDS Learnership Programme [South Africa - Adult Learning Network] > 344

4.5 - Experience of early childhood education, NGO « Jeunesse et développement » [Mali - M. Maiga] > 351

4.6 - Consciousness-raising literacy and citizenship education, experience of the NGO “Eveil” [Mali - M. Boly] > 354

4.7 - Bringing older children to school through literacy: the case of Fandeema organization in Kayes [Mali - Strømme Foundation] > 358

4.8 - Formal and Non-Formal Education: Exploiting the Synergy Between Them for the Benefit of Both - World Education’s Integrated Education Strengthening and Adult Literacy Program [Mali - World Education] > 361



TABLE OF CONTENTS

A SYNTHESIS AND ANALYSIS OF THE EQUIVALENCY PROGRAMMES OF PHILIPPINES, INDONESIA, THAILAND, AND INDIA > 101

I. HIGHLIGHTS OF THE RESEARCH STUDIES:

A SYNTHESIS > 101

1. Policy support mechanisms > 101
2. Target Learners > 102
3. Curriculum and learning materials development > 102
4. Organizational structures and personnel > 104
5. Delivery mechanisms and the teaching/learning process > 105
6. Accreditation, certification and learning assessment > 106

II. ISSUES FOR CONSIDERATION IN THE PLANNING AND IMPLEMENTATION OF EQUIVALENCY PROGRAMMES > 107

1. Importance of political commitment and appropriate legal provisions > 107
2. Need for clear articulation of varied clientele groups > 107
3. Need for a variety of non-formal education programmes, and involvement of government and non-government organisations, civil society groups, experts, personnel of various kinds > 108
4. Importance of understanding contextual factors while planning and designing equivalency programmes > 108
5. Importance of convergence and synergies between education and various development departments > 108
6. Curricular framework: centralized, decentralized or a combination of both? > 108
7. Problem relating to the language used as medium of instruction in equivalency programmes > 109
8. Need for developing a professional cadre of functionaries at the grass roots level > 109
9. Need for a National Education Act that states equivalence of non-formal education with that of formal education > 109
10. Importance of community partnership and community support > 109

III. UNRESOLVED DILEMMAS > 109

1. Equivalency programmes, as part of non-formal education programmes, are perceived as second rate educational programmes > 109
2. Problems of inadequate financial support > 109
3. Problem of low status, low honorarium of the grassroots level functionary > 110
4. Efficiency of the equivalency programmes needs to be established > 110

GENERAL INDEX

ANNEXES INDEX

HELP

**PHILIPPINES
INDONESIA
THAILAND AND
INDIA**

A SYNTHESIS AND
ANALYSIS ON THE
EQUIVALENCY
PROGRAMMES

PRINT



ASIA AND PACIFIC - ANNEX 1.2 TABLE OF CONTENTS

CASE STUDY ON NON-FORMAL EDUCATION IN THE PHILIPPINES > 111

I. NON-FORMAL EDUCATION IN THE PHILIPPINES > 111

1. Development of Non-formal Education in the Philippines > 111
2. Non-formal Education Programs > 111

II. NFE A&E, HOW IT CAME ABOUT > 113

III. THE NFE A&E SYSTEM > 114

1. What is the NFE A&E System? > 114
2. Why is the NFE A&E System needed? > 115
3. How does the NFE A&E System lead to accreditation and certification? > 115
4. What options are available to learners after they complete the NFE A&E System? > 116
5. Who are the target learners of the NFE A&E System? > 116
6. How long will it take to master the NFE A&E Curriculum? > 116
7. What is the language of instruction? > 117

IV. THE NFE CURRICULUM FRAMEWORK > 117

1. What is the Curriculum of the NFE A&E System? > 117
2. Comparability to Formal Learning > 118
3. Importance of the NFE A&E Curriculum Framework in the NFE A&E System > 119
4. Utilization of the Curriculum Framework > 119

V. THE NFE LEARNING SUPPORT DELIVERY SYSTEM > 119

1. What is the NFE A&E Learning Support Delivery System? > 119
2. What is the balance between Facilitator-Aided Instruction and Self Learning? > 120
3. What kind of learning support is provided at the Elementary and Secondary Levels of the NFE A&E System? > 120
4. Level of Learning Support > 121
5. The Learning Group Sessions > 121
6. How are learners oriented to the NFE A&E System? > 121
7. How is the starting learning level of learners determined? > 122

8. What counseling do NFE A&E Learners receive? > 123
9. How do Learners Measure their Progress? > 124
10. How is Learner Achievement Recognized? > 124
11. What is the role of NFE Learning Centers? > 124
12. Who are the people involved in the NFE A&E LSDS? > 125

VI. LEARNING MATERIALS > 126

1. What Learning Materials do the NFE A&E System Have? > 126
2. What is the structure of the module? > 127
3. What other learning materials are used to supplement the NFE A&E Learning Modules? > 128

VII. THE PEOPLE BEHIND NFE A&E > 128

1. What is the organizational structure of the NFE A&E System? > 128
2. What are the duties and responsibilities of the different individuals and organizations involved in the NFE A&E System? > 130

VIII. NFE EQUIVALENCY, TESTING, CERTIFICATION AND ACCREDITATION > 131

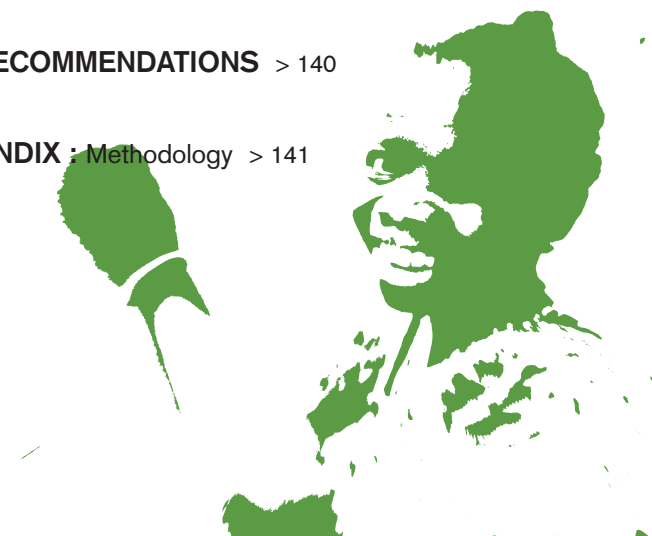
IX. SIGNIFICANT FINDINGS > 134

X. BEST PRACTICES > 138

XI. POLICY ISSUES > 139

XII. RECOMMENDATIONS > 140

APPENDIX : Methodology > 141



ASIA AND PACIFIC - ANNEX 1.3 TABLE OF CONTENTS

EQUIVALENCY PROGRAMS FOR THE PROMOTION OF LIFELONG LEARNING IN INDONESIA - FINAL REPORT OF RESEARCH STUDIES > 142

Acknowledgements > 142

I. INTRODUCTION > 143

- A. Population, Geography, and Reforms in Indonesia > 143
- B. Project Background > 143
- C. Objectives of Study > 144
- D. Scope > 144
- E. Research Questions and Methods > 144

II. BASIC EDUCATION > 145

- A. Education System in Indonesia > 145
- B. General Achievement of Basic Education > 146
- C. Basic Education and The Context of Non-formal > 147

III. EQUIVALENCY EDUCATION > 153

- A. Introduction > 153
- B. Pertinent Laws and Policies Bearing on The Non-formal Education > 154
- C. Capacity In Servicing Basic Education > 156

IV. CURRENT PRACTICE OF EQUIVALENCY EDUCATION > 159

- A. Introduction > 159
- B. Historical Perspective and the Context of Change > 159
- C. Critical Assessment of the Current Practice > 161
- D. Survey Findings > 163
- E. Outcomes and Challenges of Equivalency Education > 167

V. SUGGESTED IMPROVEMENTS OF EQUIVALENCY EDUCATION > 168

- 1. Defining the Equivalency Education > 168
- 2. Policy Support Mechanism > 168
- 3. Objective > 169

- 4. Target Learners > 169
- 5. Curriculum > 171
- 6. Redefining Life Skill > 173
- 7. Guidelines > 174
- 8. Learning Material > 174
- 9. Methods of Teaching-Learning > 174
- 10. Delivery System > 174
- 11. Active Co-operation of Partners > 174
- 12. Equivalency Education Institutions > 174
- 13. Education Personnel > 176
- 14. Evaluation System of Equivalency Education > 177

VI. CONCLUSION and RECOMMENDATION > 178

- 1. Curriculum > 179
- 2. Methodology > 179
- 3. Tutor Training > 179
- 4. Socialization > 179
- 5. Lifting project-based management > 179
- 6. Implementing MOU > 179
- 7. National Examination > 179

APPENDIX I - References > 180

APPENDIX II - Questionnaire > 181



ASIA AND PACIFIC - ANNEX 1.4 TABLE OF CONTENTS

EQUIVALENCY PROGRAMS IN THAILAND > 184

Abstract > 184

Acknowledgements > 185

I. INTRODUCTION > 186

1. Research Objectives > 186
2. Scope and Methodology of the Research > 187
3. Research and Data Analysis Tools > 187
4. Definition of Terms > 187
5. Benefits of the Research > 188

II. DEVELOPMENT OF EQUIVALENCY PROGRAM IN THAILAND > 188

Part one: Background of the equivalency program > 189

Part two: Studying the development of equivalency program in Thailand > 191

III. RESULTS OF EQUIVALENCY PROGRAM OPERATIONS > 207

Part one: Quantitative information > 207

Part two: Qualitative information > 209

IV. TRENDS OF MODEL DEVELOPMENT FOR EQUIVALENCY PROGRAM > 213

APPENDIX : References > 215



ASIA AND PACIFIC - ANNEX 1.5 TABLE OF CONTENTS

OPEN BASIC EDUCATION PROGRAMS IN INDIA > 216

EXECUTIVE SUMMARY > 216

I. BACKGROUND TO THE STUDY > 217

1. Objectives > 218
2. Conceptual Framework > 218

II. RESEARCH METHODOLOGY > 219

1. Development of Tools > 219
2. Sampling > 220
3. Data Collection > 220
4. Data Analysis > 220

III. EDUCATIONAL CONTEXT SUMMARY > 220

1. Policy Initiatives > 221
2. Equivalency Programmes - Concept and its Relevance > 221
3. Background of Equivalency Programmes through Open Schooling in India > 222
4. Equivalency Programmes in other States > 223

**IV. MAIN CONTENT OF EQUIVALENCY PROGRAMME
> 224**

1. National Equivalency Programme > 224
2. Target Learners > 224
3. Levels Offered > 224
4. Development of Curriculum > 224
5. Development of Teaching Learning Materials > 225
6. Capacity Building of Personnel > 226
7. Teaching Learning Process > 226
8. Delivery Mechanism > 226
9. Certification and Learning Assessment > 227

V. OUTPUTS OF THE RESEARCH > 228

1. Section 1 > 228
2. Section 2 > 230
3. Section 3 > 232
4. Section 4 > 233
5. Section 5 > 233

VI. LESSONS LEARNT AND RECOMMENDATIONS > 235

1. Lessons Learnt > 235
2. Recommendations > 237

APPENDIX : References > 239



LATIN AMERICA - ANNEX 2.1
TABLE OF CONTENTS

[GENERAL INDEX](#)
[ANNEXES INDEX](#)
[HELP](#)

21
REGIONAL
REPORT

CREATING SYNERGIES
BETWEEN FORMAL
AND NON-FORMAL
EDUCATION IN
ARGENTINA, BRAZIL,
CHILE AND MEXICO
WHAT IS AT STAKE?

[PRINT](#)

REGIONAL REPORT: CREATING SYNERGIES BETWEEN FORMAL AND NON-FORMAL EDUCATION IN ARGENTINA, BRAZIL, CHILE AND MEXICO - WHAT IS AT STAKE? > 241

I. INTRODUCTION > 241

**II. SECTION 1:
EDUCATION IN LATIN AMERICA, RECENT HISTORY AND GENERAL
CURRENT TRENDS > 242**

**II. SECTION 2:
THE CENTRAL RELEVANCE OF LOCAL SOCIAL AND EDUCATIONAL
PRACTICES > 248**

**III. SECTION 3:
THE NEED FOR SYNERGIES BETWEEN NFE AND NATIONAL EDUCA-
TION POLICIES > 249**

IV. CONCLUDING REMARKS > 252



TABLE OF CONTENTS

REPORT ON SELECTED EXPERIENCES: SYSTEMATIZATION OF SIXTEEN SOCIAL PRACTICES CREATING SYNERGIES BETWEEN FORMAL AND NON-FORMAL EDUCATION IN FOUR LATIN AMERICAN COUNTRIES > 253

I. INTRODUCTION > 253

II. ACKNOWLEDGEMENTS > 253

III. APPLIED METHODOLOGY > 253

IV. LIST OF EXPERIENCES > 255

V. REPORT ON EXPERIENCES IN ARGENTINA > 255

1. Argentina's Forum of Community Radio, FARCO, Buenos Aires > 255
2. Center for Popular Communication and Legal Advice (CECOPAL) > 258
3. Servicio Habitacional y de Acción Social (SEHAS) > 261
4. Solidarity Foundation, Mendoza > 263

VI. REPORT ON EXPERIENCES IN BRAZIL > 266

1. Support Group for AIDS Prevention, Bahia (GAPA-BA) > 266
2. Terra Mirim Foundation, Simões Filho > 271
3. Small Farmers' Association of Valente Municipality (APAEB) > 274
4. Community Organization Movement (MOC) > 277

VII. REPORT ON EXPERIENCES IN CHILE > 281

1. Research and Development Center on Education (CIDE) > 281
2. Legal Training for Action (FORJA) > 284
3. Work Economy Program (PET) > 287
4. Interdisciplinary Research Program on Education (PIIE) > 289

VIII. REPORT ON EXPERIENCES IN MEXICO > 293

1. Education with Street Children (EDNICA) > 293
2. Learning to Manage a Business: Permanent Workshops on Popular Economy > 295
3. Gender and Community Development in El Tepehuaje, Morelos > 297
4. Promoting Intercultural Community High Schools, Oaxaca > 301

IX. NEXT STEPS > 303



ARAB STATES - ANNEX 3.1 TABLE OF CONTENTS

SYNERGIES BETWEEN FORMAL AND NON-FORMAL EDUCATION: A REGIONAL SYNTHESIS REPORT FOR THE ARAB STATES > 305

Acknowledgements > 305

I. INTRODUCTION > 306

1. Overview > 306
2. Purpose and outline of study > 306

II. CASE STUDIES FROM ARAB COUNTRIES > 307

1. Case study of Egypt > 307
2. Case study of Jordan > 308
3. Case Study of Tunisia > 310
4. Case Study of Lebanon > 311

III. REGIONAL SYNTHESIZED FINDINGS > 313

1. Forms of synergies > 313
2. Innovative models > 313
3. Lessons learned > 314
4. Recommendations > 315

IV. CONCLUSION > 315

APPENDIX: Participants organizations > 317



TABLE OF CONTENTS

CASE STUDY ON THE PORTFOLIO DEVELOPMENT COURSE, UNIVERSITY OF THE WESTERN CAPE > 318

I. OVERVIEW > 318

II. DEVELOPMENT OF THE PROGRAMME > 319

III. RELATIONSHIP BETWEEN NON-FORMAL AND FORMAL LEARNING > 319

IV. THE MAIN FEATURES OF THE PDC > 320

V. INFRASTRUCTURE > 322

VI. THE PROFILE OF PDC PARTICIPANTS > 323

VII. ACADEMIC RESULTS OF RPL PDC STUDENTS > 324

VIII. THE SYNERGY BETWEEN FORMAL AND NON-FORMAL EDUCATION > 325

APPENDIX: References > 328

GENERAL INDEX I

ANNEXES INDEX I

HELP I

4.1

SOUTH AFRICA

CASE STUDY ON
THE PORTFOLIO
DEVELOPMENT
COURSE

PRINT I



TABLE OF CONTENTS

GENERAL INDEX I

ANNEXES INDEX I

HELP I

4.2

SOUTH AFRICA

FAMILY LITERACY
PROJECT IN
KWA ZULU NATAL

PRINT I

FAMILY LITERACY PROJECT IN KWA ZULU NATAL > 330

I. HISTORY OF PROJECT > 330

II. MAIN PROJECT FEATURES > 331

III. PROJECT INFRASTRUCTURE AND OUTREACH > 331

IV. RESULTS > 332

V. INNOVATIVE PROJECT FEATURES > 332

APPENDIX: References > 334



TABLE OF CONTENTS

MARY CHOMA AND THE ASSOCIATION OF INFORMAL TRADERS > 335

About Mary Choma > 335

I. INTRODUCTION AND BACKGROUND > 337

II. HISTORY > 337

III. SPECIAL FOCI > 338

IV. OVERVIEW OF PROGRAMME THEMES > 338

V. STUDY CIRCLES & REFLECT > 339

VI. INFRASTRUCTURE > 339

VII. FUNDERS > 339

VIII. INPUTS > 340

IX. RESULTS > 340

1. Study Circles > 340
2. Leadership for Democratic Governance Course > 342

X. SYNERGIES BETWEEN FE AND NFE > 343

GENERAL INDEX I

ANNEXES INDEX I

HELP I

4.3

SOUTH AFRICA

MARY CHOMA AND
THE ASSOCIATION
OF INFORMAL
TRADERS

PRINT I



TABLE OF CONTENTS

GENERAL INDEX I

ANNEXES INDEX I

HELP I

4.4
SOUTH AFRICA

HIV-AIDS
LEARNERSHIP
PROGRAMME

PRINT I

HIV/AIDS LEARNERSHIP PROGRAMME > 344

I. HISTORY AND CONTEXT OF THE PROGRAMME > 344

1. Introduction > 344
2. Socio-political context > 345
3. How did the HIV Learnership Programme evolve > 345
4. How were the partners identified > 347

II. MAIN FEATURES OF THE PROGRAMME > 348

1. What are the main objectives? > 348
2. What are key messages in its learning/educational programme? > 348
3. What are the methods it uses to get these messages across? > 348
4. How is the identified population involved in the programme? > 348

III. INFRASTRUCTURE > 349

IV. INNOVATIVE FEATURES > 349

V. RESULTS > 350



TABLE OF CONTENTS

[GENERAL INDEX](#)

[ANNEXES INDEX](#)

[HELP](#)

4.5

MALI

EXPERIENCE OF
EARLY CHILDHOOD
EDUCATION, NGO
"JEUNESSE ET
DÉVELOPPEMENT"

[PRINT](#)

**EXPERIENCE OF EARLY CHILDHOOD EDUCATION,
NGO « JEUNESSE ET DÉVELOPPEMENT » > 351**

FOREWORD > 351

I. LIMITATIONS AND BENEFITS > 351

1. Limitations of ECE > 351
2. Benefits of ECE > 351

II. LESSONS LEARNED > 352

1. Community awareness > 352
2. Communities vision > 352

III. PROJECT PROGRESS > 353



TABLE OF CONTENTS

GENERAL INDEX I
ANNEXES INDEX I

HELP I

4.6

MALI

CONSCIOUSNESS
RAISING LITERACY
AND CITIZENSHIP
EDUCATION,
EXPERIENCE OF
THE NGO "EVEIL"

PRINT I

**CONSCIOUSNESS-RAISING LITERACY AND CITIZENSHIP EDUCATION,
EXPERIENCE OF THE NGO "EVEIL" > 354**

**I. PERCEIVING CONSCIOUSNESS-RAISING LITERACY AS A COMPARATIVE
SYMPHONY: MUSICAL AND EDUCATIVE > 354**

**II. METHODS OF CONSCIOUSNESS-RAISING LITERACY, LEARNERS AND
LITERATE ENVIRONMENTS > 355**

**III. CONSCIOUSNESS-RAISING LITERACY, IMPROVING QUALITY EDUCA-
TION AND CITIZENSHIP INITIATIVES WITH THE COMMUNALIZATION
PROCESS IN THE REGION OF MOPTI > 355**

**IV. CONSCIOUSNESS-RAISING LITERACY AND CAPITALIZATION OF EVEIL'S
EXPERIENCE > 356**



TABLE OF CONTENTS

[GENERAL INDEX](#)

[ANNEXES INDEX](#)

[HELP](#)

4.7

MALI

BRINGING OLDER
CHILDREN TO
SCHOOL THROUGH
LITERACY: THE CASE
OF FONDEEMA
ORGANIZATION
IN KAYES

[PRINT](#)

BRINGING OLDER CHILDREN TO SCHOOL THROUGH LITERACY: THE CASE OF FONDEEMA ORGANIZATION IN KAYES > 358

I. HISTORY OF THE PROJECT > 358

II. OBJECTIVES OF THE INITIATIVE > 358

III. MANAGEMENT OF THE PROJECT > 359

IV. INNOVATIVE FEATURES OF THE PROJECT > 359

V. SOME RESULTS OF THE PROJECT > 360



TABLE OF CONTENTS

FORMAL AND NON-FORMAL EDUCATION: EXPLOITING THE SYNERGY BETWEEN THEM FOR THE BENEFIT OF BOTH - WORLD EDUCATION'S INTEGRATED EDUCATION STRENGTHENING AND ADULT LITERACY PROGRAM > 361

I. INTRODUCTION > 361

II. HISTORY AND DEVELOPMENT OF THE PROGRAM > 361

III. IDENTIFYING PARTNERS > 362

IV. MAIN FEATURES OF THE PROGRAM/PROJECT > 364

V. MATERIALS AND TRAINING > 365

VI. INFRASTRUCTURE > 365

VII. INNOVATIVE FEATURES AND RESULTS > 367

VIII. LESSONS LEARNED > 369

IX. CONCLUSION > 371

GENERAL INDEX I

ANNEXES INDEX I

HELP I

4.8
MALI

WORLD EDUCATION'S
INTEGRATED
EDUCATION
STRENGTHENING
AND ADULT LITERACY
PROGRAM




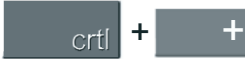






PRINT I



HELP


GENERAL INDEX

Help

	Mac : use these Keys	PC : use these Keys
to search by key words:		
to zoom in:		
to zoom out:		
to quit Full screen:		
to quit:		

Normal: 

Link (click to go to): 

Displacement of the page
after zoom in
(Keep the mouse press): 



PRINT I

DISCLAIMER

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The author is responsible for the choice and the presentation of the facts contained in this work and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

NO WARRANTIES

This enhanced CD is provided without warranties, express or implied of any kind. UNESCO will not be liable for any actual or consequential damage arising from the use of, or the inability to use the program.

Interactive CD-ROM element : To run the CD please insert into a PC or MAC compatible computer with a CD-ROM drive.

WINDOWS

1. Insert CD into drive
2. Select "UNESCO.pdf", and double click, starting CD

Recommended configuration:

Windows : Windows 2000/XP/NT 4.0 or higher, 32 Mb RAM - 80 MB Hard disk space

MAC

1. Insert CD into drive
2. Select "UNESCO.pdf", and double click, starting CD

Recommended configuration:

Macintosh : Mac os 10.2 or higher, 32 Mb RAM - 80 MB Hard disk space

Published in March 2006 by
The United Nations Educational, Scientific and Cultural Organization [UNESCO]

7, place de Fontenoy F-75352 Paris 07 SP, France
ED/BAS/LIT/2005/SYN © UNESCO - All rights reserved

Website: www.unesco.org
<http://portal.unesco.org/education>

**SYNERGIES BETWEEN
FORMAL AND
NON-FORMAL EDUCATION**
AN OVERVIEW OF GOOD PRACTICES

In recent years, new ideas about the purposes of learning and what forms education should take have gained momentum around the world. While learning was once viewed as confined to the period of childhood or early adulthood, and associated with formal, regulated and institutional contexts (schools, colleges, vocational training centres and universities), it is now recognized that learning is a lifelong process, can be located in many different locations and can include both formal (basic and further) education, as well as "non formal" and "informal" periods of learning. Meanwhile, value is increasingly given to different types of expertise outside of the academic disciplines that society formally recognizes as knowledge.

These developments in thinking can be seen as a response to fundamental market, social and cultural changes transforming societies around the world. Most visibly, rapid globalisation and technological change now shape how societies are organised at national level. But at local level, there is an equally visible lack of articulation between the role played by the formal institutions of the State and the real economic, social and cultural conditions in which people live.

Notwithstanding the campaign towards Education for All and the Millennium Development Goals, national education systems and literacy programmes have come under particular criticism for failing to address the needs of the most vulnerable and marginalized groups, or play a constructive role in the struggle against poverty, marginalization and unemployment.

To realign national education systems with the needs of modern societies and particularly those of a diverse range of learning groups, the emphasis has now shifted towards the quality of formal education provision, resting on a re-examination of the purpose of education systems, their management and delivery arrangements, as well as an infusion of different social and cultural perspectives in educational procedures.

In several countries, the drive to improve the quality of education within a broader labour market and poverty reduction per-

spective has opened the way for a more innovative use of both formal and non formal education (NFE) streams and providers, and the creation of mechanisms through which they can interact more. In fact, non formal education providers are increasingly seen as key partners in educational delivery in view of their record of reaching socially excluded population groups, as well as their expertise in designing appropriate instructional approaches and education contents.

Several types of synergistic relationship between formal and non formal education are thus emerging, with various degrees of domination, or centrality of the formal system. They can be found at all levels of education provision, from primary, secondary and vocational levels to higher education.

In some countries, for example, legislative reforms are leading to responsibility for educational management being devolved to the local level, including School Management Committees and Parent Teachers' Councils (PTCs). As a result, "community schools", community organizations and Community Learning Centres, which have long been a popular form of non formal education in Latin America and parts of Asia and Africa, have become even more instrumental in education provision.

In various idiosyncratic ways, methodologies and instructional approaches developed in the non formal education sector are also being integrated into formal schooling so that the aspirations, needs and expectations of different learning groups are better catered to. At the same time, NFE providers are being invited to help strengthen existing pedagogy through closer links between the curriculum and extra curricula activities, e.g. after-school classes, clubs and weekend camps etc, managed by NFE providers.

Meanwhile, the status of non formal education in many countries is being upgraded. National frameworks are evolving that recognize knowledge, expertise and skills acquired through non formal or informal learning channels, in the workplace or the community. Different schemes, most frequently formalized as recog-

dition of prior learning (RPL) or equivalency programmes, can be accessed irrespective of level of previous participation in formal schooling and are intended to assist people to use their competencies as tools for insertion into formal education and training streams.

In western and some newly industrialized countries, RPL and equivalency programmes also allow workers to use certificates gained in different contexts as part of their personal or job portfolio or claim further education and training opportunities, either through formal institutions or within their own companies. And while the relative merits of RPL are still widely debated, such developments may represent an important first step in assigning value to learning, skills and competencies acquired outside formal education systems.

In summary, synergies can refer to types of relationships between formal and non-formal education systems that seek to improve the relevance, efficiency, performance and ultimately quality of formal education provision. They reflect willingness on the part of national Ministries of Education to innovate and take risks in educational planning and provision. They also reflect increased efforts to reduce the opportunity costs for individual learners, especially those from disadvantaged backgrounds.

But understanding synergies between formal and non-formal education isn't just a question of mapping relationships that fill in the gaps. If we are interested in a broader understanding of how Education for All can be supported and improved through synergies between the formal and non-formal sectors, a number of broader issues need to be tackled.

Firstly, we need to consider the complex interplay between factors (including the formal education system itself) that serve to either advance personal well being, or perpetuate disadvantage, marginalization, vulnerability and social exclusion. This creates a better understanding of the multiple needs and struggles of "at-risk" groups living in marginal communities.

Secondly, we need to acknowledge the wide range of contexts in which learning is already taking place (including communities themselves, homes, formal and informal work situations, libraries, museums and other cultural medium) and the variety of different ways in which learning is being organized informally to suit

the learners needs in terms of time, location, grouping etc. This wider "ecology" of education leads us to reconsider terms we often take for granted — particularly what we recognise as "learning", "knowledge" and "expertise".

During this research, the case studies reiterate what has long been known within NFE provision - that people learn, and are often more efficient at learning, in ways different from those often in evidence, or explicitly valued, in formal school settings. In fact many community-learning structures may not be considered "educational" at all according to our traditional understanding of that term. Nevertheless, the learning that results often contributes to the capacity to learn knowledge that is formally valued in society.

A principle finding concerns the role of livelihoods and social practices, folklore and cultural traditions as the central medium through which learning takes place for many population groups. Given the importance of the social practices to learning, it is not surprising that learners are willing to take on the role of teachers, offering their own knowledge, advice and support to others through peer support networks.

The case studies further highlight that a motivating factor for participation in a NFE intervention is often the chance to share with others and build relationships within the local community around programme objectives, especially when they relate to economic empowerment and the enjoyment of civic rights.

But finally, the challenge rests on how we seek to reduce risks and vulnerability affecting the poor and out-of-school, and what alternative mechanisms can be designed for such purposes. NFE recognizes the need to address education within a broader socio-economic and cultural framework, and in doing so, to create linkages to qualitative improvements in various dimensions of individual and community life.

In this regard, the early forms of NFE that focussed simply on improving access to education have evolved to deal with a host of communal needs that cannot not be accommodated within the formal system — from the generation of sustainable livelihoods, societal (re) integration and mobilization to food security, reproductive health & awareness and intercultural understanding. In fact, NFE continues to drive forward the agenda as to the purpose of education in concrete local contexts.

The multi-layered nature of the case studies subsequently underscores the need for a combination of provision to meet learners needs and human resource capacity-building to provide such services. Above all, they demonstrate that linkages between the formal and non formal education actors can act as the nexus for broader cooperation across different policy streams such as community development, health, housing and local economic generation. In this way, synergies can be a critical component of strategies to resolve broader poverty reduction and societal goals.

Shigeru Aoyagi

Chief

Section for Literacy and Non-Formal Education

Division of Basic Education

PURPOSES OF REPORT

**SYNERGIES BETWEEN FORMAL AND NON-FORMAL EDUCATION
AN OVERVIEW OF GOOD PRACTICES**

Until recently, education planning tended to be removed from knowledge accumulated in the non formal education sector – particularly on the types of education delivery and approaches that most successfully meet the needs of marginalized and vulnerable population groups around the world.

This Report is a first step in showing how national Ministries of Education in four regions (Latin America, Asia and Pacific, the Arab States and Africa) are beginning to create "synergies" with non-formal education providers towards bridging that gap.

In light of the wide remit and research framework given to the partners in the study, the Report has been able to take stock of a broad range of implementation and management arrangements, concerns and achievements in relation to overall education demand throughout the regions. Case studies and field experiences highlight models of good practice while reflecting the dynamism, richness and enthusiasm of NFE interventions in different countries.

It should be noted, however, that this Report does not provide any one interpretation of synergy. Instead, such relationships are situated against the socio-economic and cultural contexts and challenges facing different population groups. Nor does the study claim to be exhaustive — either geographically, or in terms of types of experiences demonstrating synergies.

And while the Report pays tribute to the diversity of programming originating in both formal and non formal education sectors, challenges are formulated for both streams in improving the overall conditions for participation in, and relevance of national education systems. In particular, we hope that it will encourage all actors to consider questions such as:

- How can learning within formal education systems take into account the diversity of learning situations, and the urgency of the economic, social and welfare needs of socially excluded communities and individuals, while paying respect to their social practices, cultural traditions and economic conditions?

- How do we ensure representation of the most vulnerable and encourage their participation?
- Can the quality of non-formal education be assured with the same frameworks, models, systems and standards that ensure the success of formal schooling?
- In what ways are partnership arrangements helpful?
- What are the innovative elements in different types of synergies?
- What may still be missing from the reform process in terms of advancing the broad aims and improving access to education and educational management?

Mehboob Dada
Programme Specialist
Section for Literacy and Non-Formal Education
Division of Basic Education

ACKNOWLEDGEMENTS

SYNERGIES BETWEEN FORMAL AND NON-FORMAL EDUCATION
AN OVERVIEW OF GOOD PRACTICES

GENERAL INDEX

HELP

Acknowledgements

PRINT

This Report draws heavily on the research, writing and inputs of a great number of education experts and practitioners, with particular thanks to those commissioned by UNESCO Headquarters, Paris within the framework of the present project. Their analysis of case studies and education trends at regional level has been critical to the development of this Synthesis document.

In the first instance, UNESCO would like to thank Mr. Carlos Milani, Professor and Researcher at the Department of Organizational Studies (DEO) within the Federal University of Bahia (UFBA) for the Regional Report for Latin America. Three additional junior researchers from the University included Ms. Diana Aguiar, Ms. Karine Oliveira and Ms. Sheila Cunha. In each of the surveyed countries, project managers from local organizations took part in the research process. Other researchers within Universities, NGOs, and Research Centres from Argentina, Chile, France, and Mexico were also key partners.

Mr. Milani acknowledges the valuable contributions in Argentina of Ms. Françoise Garibay (Independent researcher, France/ Mexico), Mr. Hugo Munafó, and Ms. Jéssica Banda (Solidarity Foundation, Argentina). In the case of Brazil, all the analyses produced on the four Brazilian experiences were developed within the Centre for Analyses on Power and Local Organizations (NEPOL) of the Federal University of Bahia. Special thanks were given to Claret (APAEB), Gil (MOC), Mr. Harley Henriques do Nascimento (GAPA-Bahia), Jerônimo and Gil (MOC), Naiana Guedes (junior researcher, UFBA), Rafael Issa Portinho (junior researcher, UFBA), Shiniata and Mynuska (Terra Mirim), and Tacilla Siqueira (M.A. candidate, UFBA). In the case of Chile, the experiences were selected and developed with the support of Mrs. Henryane de Chaponay (*Centre d'Etudes et Développement d'Amérique Latine*/CEDAL, France), Mrs. Consuelo Undurraga (Catholic University, Santiago de Chile), Mr. Patricio Scaff (M.A. candidate, Institut d'Etudes Politiques, Sciences-Po, France), and Mr. Sebastián Cox (from the Organization FORJA). In the case of Mexico, Mrs. Françoise Garibay (France, Mexico), Mr. Luis Ramirez (Patronato Nacional de Alfabetización y Extensión Educativa, PNAEE), Mr. Félix Cadena (Colegio de Tlaxcala), Mr. Germán Solinís (UNESCO, Paris), and Mr. Gabriel Rojas (EDNICA)

were key partners. Many of these colleagues have been part of a larger project entitled "Circle of Emancipatory Pedagogies", initiated by Mrs. Henryane de Chaponay, Mrs. Marie-Renée Daitch-Bourget (Maison pour un Développement Solidaire), and Mrs. Claire Héber Suffrin (Mouvement des Réseaux d'Échanges Réciproques de Savoirs/MRERS) in France in the aftermath of Paulo Freire's death.

The Regional Synthesis Report for the Arab States was prepared by Ms. Emil Charly and Mr. Mamdouh Hakim in consultation with Mr. Hegazi Idris, UNESCO Beirut Programme Specialist in Basic Education. The report was also made possible with the valuable inputs of four research teams who submitted national reports on non formal education (NFE) experiences and interventions. Of particular mention, the Egypt report benefited from the inputs of Mr. Emad Tharwat Khalil, one of the innovators of NFE in Egypt and Middle East for the past 25 years and his assistant, Mr. Sabry Siha. In Jordan, support was provided by the Directorate of General Education and Students Affairs within the Jordanian Ministry of Education, while the research teams were headed by Dr. Mona Mo'taman Emad El-Din with the valuable contribution of Dr. Monzer Alshabol, Mr. Ghazy Elshanti, Mr. Abdalla Elnaser, Ms. Rola Bsharat, and Mr. Usama Elshabani. The report also received precious inputs concerning Tunisia and Lebanon from the national research teams and notably from Dr. Mohamed ben Fatma, University of Tunis.

In Africa, the regional research was coordinated by Mrs. Carolyn Medel-Anonuevo, Senior Research Specialist, UNESCO Institute for Education (UIE). Warm thanks go to the University of the Western Cape for providing valuable information on the Portfolio Development Course. Ms. Meleney Tembo from the Institute for Democracy in South Africa (IDASA), as well as Mary Choma from the Association of Informal Traders in South Africa for sharing her personal experiences on the contribution of non formal education in her life. In the same country, UNESCO would also like to thank Mr. Snoeks Desmond for providing information on the Family Literacy Project in Kwa Zulu Natal, as well as the Adult Learning Network (ALN) for sharing its experience of NFE related work in contexts particularly affected by the HIV/AIDS pandemic. In Mali, the research was enriched by the contributions of Mr. Boly who provided information on "Consciousness-raising literacy and citizenship education" (project undertaken by the NGO "Eveil" with support from the

Stromme Foundation) and Mr. Maiga who wrote on the experience of a project related to early childhood education, managed by the local NGO "Jeunesse et Développement". Special thanks go also to the organization Fandeema, which provided valuable information in relation to accelerated learning and literacy programmes for school drop-outs, and to World Education for its contribution concerning adult literacy programmes established for parents associations in Mali. UNESCO would also like to express its deepest thanks to Shirley Walters of the Division of Lifelong Learning, University of the Western Cape for her office's help in organizing the small workshop on the synergy between NFE and FE in Capetown; to Wolfgang Leumer of DVV-IIZ South Africa for his help in identifying case studies in South Africa; to Necia Stanford of World Education for helping identify case study in Mali, to Edouard Lamot, formerly of UNESCO Bamako Office for his help in identifying groups in Mali, to John Brett and Mr. Mout Coulibaly of the Stromme Foundation in Mali for their help in sending the relevant documents and their assistance in identifying the relevant organizations for the case study.

In the Asia and Pacific region, UNESCO would like to thank Ms. Anita Dighe for the Synthesis and Analysis of the Equivalency Programmes of Philippines, Indonesia, Thailand, and India, as well as Mr. Kiichi Oyasu and Mrs. Darunee Riewpituk, UNESCO Bangkok Programme Specialists and members of the Asia-Pacific Programme of Education for All (APPEAL) team, who coordinated this regional research. Thanks also go to the Southeast Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) for the Case Study of Non Formal Education in the Philippines and to the National Institute of Open Schooling, India, which was entrusted the study of the Open Basic Education (OBE) Programme in India. UNESCO also wishes to acknowledge the valuable contributions of the Office of Non-Formal Education Commission, Ministry of Education, Thailand, as well as, for Indonesia, Mr. Ekodjatmiko Sukarso, Ms. Ella Yulaelawati, Ph. D, Mr. Usman Syihab, Ph. D, and Mr. Fasli Jalal, Ph.D (Directorate of Community Education, Directorate General of Out-of-School Education and Youth, Ministry of National Education) for the national studies undertaken in their respective countries with the aim of identifying Models of Equivalency Programmes for the Promotion of Life-Long Learning. Our deepest thanks finally go to Mr. Dadi Pudumjee, in India, who shared the experience

of the Ishara Puppet Theatre Trust and the Salaam Baalak Trust on the "HIV/AIDS and Drugs Awareness Program Working with Street Children in Distress".

ACRONYMS AND ABBREVIATIONS

**SYNERGIES BETWEEN
FORMAL AND
NON-FORMAL EDUCATION
AN OVERVIEW OF GOOD PRACTICES**

AIDS	Acquired Immuno-Deficiency Syndrome	HMG/N	His Majesty's Government of Nepal
ANC	African National Congress	ICT	Information and Communication Technologies
APEID	Asia-Pacific Programme of Educational Innovation for Development	ILO	International Labour Office
ADB	Asian Development Bank	INEA	National Institute for Adult Education (Mexico)
CAFOD	Catholic Fund for Overseas Development	ITDG	Intermediate Technology Development Group
CBO	Community-Based Organisation	KYTIEC	Kenya Youth Training and Employment Creation
CEFE	Competency-based Economies through Formation of Entrepreneurs	NFE	Non Formal Education
CIDE	Centre for Educational Research and Development, Santiago, Chile	NGO	Non Governmental Organisation
CLC	Community Learning Centre	NIOS	National Institute of Open Schooling (India)
COSATU	Congress of South African Trade Unions	NVQ	National Vocational Qualification Framework (United Kingdom)
DANIDA	Danish International Development Authority	OBE	Open Basic Education (India)
DCSI	Department of Cottage and Small Industries	OECD	Organisation for Economic Cooperation and Development
DDC	District Development Committee	OREALC	Regional Education Office for Latin America and the Caribbean (UNESCO)
DFA	Dakar Framework for Action	REDUC	Latin American Network for Educational Investigation and Documentation
DFID	Department for International Development (United Kingdom)	RPL	Recognition of Prior Learning
DSE	German Foundation for International Development	SCF	Save the Children Fund
DTEVT	Department of Technical and Vocational Education and Training (Cambodia)	SDP	School Development Programme (Rockefeller Foundation, USA)
ECOSOC	United Nations Economic and Social Council	SDSR	Skills Development for Self-Reliance
EFA	Education for All	SIDA	Swedish International Development Authority
ESDP	Entrepreneurial Skills Development Programme	TVET	Technical and Vocational Education and Training
EU	European Union	UIE	UNESCO Institute for Education
FBO	Faith-Based Organisation	UNCTMD	United Nations Transnational Corporations and Management Division
FINNIDA	Finnish International Development Authority	UNDP	United Nations Development Programme
FRG	Government of the Federal Republic of Germany	UNESCO	United Nations Educational, Scientific and Cultural Organisation
GDP	Gross Domestic Products	UNEVOC	UNESCO International Centre for Technical and Vocational Education and Training
GO	Governmental Organization	UNICEF	United Nations Children Fund
GSE	General Secondary Education	UNIFEM	United Nations Development Fund for Women
GTZ	German Agency for Technical Cooperation	VAE	Validation des acquis de l'expérience (France)
HDI	Human Development Index	UNLD	United Nations Literacy Decade
HDR	Human Development Report	WCEFA	World Conference on Education For All
HIV	Human Immunodeficiency Virus	WHO	World Health Organization
		WSSD	World Summit on Sustainable Development

PART I
INTRODUCTION
TO THE STUDY

GENERAL INDEX

HELP

Part 1

INTRODUCTION
TO THE STUDY

PRINT

I. Research criteria

The research process for this report set out to examine existing synergies between formal and non formal education, particularly demonstrating the following themes: willingness to work in a creative and different way on issues related to basic education, non-formal education, micro credit and sustainable livelihoods.

Case studies were gathered and analyzed in each region and analytical reports produced providing an overview of the synergies between Formal and Non Formal Education at the regional level.

Where possible, programmes were profiled that capitalize on alternative delivery, communication and media channels such as community learning centres, radio, street theatre and are able to reach target groups that have traditionally been at a disadvantage in terms of access to education – for example – the rural poor, those living in geographically remote areas, indigenous and minority population groups, women, street children, those suffering from the impact of the HIV epidemic. Finally, programmes must have shown a willingness to build their organizational capacity through the process, demonstrate an ability to deliver and ensure sustainability of outcomes within their actions.

Many of the case studies illustrate programmes that are managed locally by community-based and non governmental organizations. But this Report also reflects and records UNESCO's previous or current projects in the field of non formal education, as well as current UNESCO practice on the fostering of learning societies. When possible, efforts were made to examine UNESCO projects indicated by colleagues from other Sectors and integrate them within the case studies.

II. Research methodology

Working in close collaboration with the UNESCO field offices, focus countries in each region were chosen for the research, with case studies for each country submitted by consultants on the basis of the research criteria. However this report also covers relevant experiences that were not submitted as part of that remit.

1. See, for instance, Flyvberg, Bent. **Making Social Science Matter, why social inquiry fails and how it can succeed again**. Cambridge: Cambridge University Press, 2001, 204 p. Nicolescu, Basarab. **O Manifesto da Transdisciplinaridade**. Coleção Trans. 2001. 120 p.

In the case of **Latin America**, the sixteen experiences and social organizations in Argentina, Brazil, Chile and Mexico were selected in view of their historical background and well-known project development capacities in the field of education. Project managers and researchers received an analytical framework in order to prepare the description and presentation of each experience. This framework attempted to help the systematization of local development practices, particularly those related to formal and non-formal education. As a guide, it was obviously subject to debate and deserved some adaptation according to the history of each experience. Context has mattered also in the way experiences were analyzed and presented.

Through the analytical framework, it was also possible to contribute to the understanding of the systematization processes of social practices. Indeed, systematization implies the building of the memory of a given social practice. It is about disseminating knowledge related to these practices (lessons, experiences, errors, technologies) and stimulating the exchange and the confrontation of ideas. It is also about a contribution to constructing integrated visions of social intervention processes. Moreover, it is related to the myth and belief of development. Philosophically speaking, the idea of systematization of social practices also seeks to give some responses to the challenge of a critical reconstruction of development ideals: How to construct new universal ideas without disrespecting the diversity of contexts? How to avoid the imposition of ethnocentric standards? How to conceive knowledge production processes starting from the "citizen expertise" itself? Nowadays, such questions are central in debates on knowledge production and the social role of social sciences¹.

In the **Arab States**, four countries (Egypt, Jordan, Tunisia, and Lebanon) were surveyed. In Egypt, the researcher examined 21 varied NFE models and experiments being practiced by 12 different organizations and individuals, using two main research tools. The first is a modified questionnaire form of the one that was proposed by UNESCO. The other is an in-depth interview guide for two specific NFE experiments. In addition, a literature review was conducted for whatever relevant publications including publications of participant organizations of this research.

In Jordan, the study included 27 institutions and associations in Jordan that offer a variety of NFE initiatives for; children, girls and women, youth, non literates, and those with special needs. The

research team has visited all the 27 institution. Focus group discussions were conducted around the 12 questions proposed by UNESCO. Data coming from participant organizations' answers to questions were analyzed by the research team by using content analysis and case study methodologies and against the conditional references set by UNESCO.

In **Africa**, the research questions focused on data related to organizations, their NFE initiatives, groups of participants, challenges facing these organizations, relationships with the formal system and future development of NFE in the different countries.

In the **Asia and Pacific** region, case studies drew on in-depth interviews with learners, instructional managers, service providers, NFE officials within Ministries of Education and Regional NFE Directors, as well as focus group interviews, review and analysis of documents and on-site observations. In the case of Indonesia, it would have been impossible to collect data from the entire Indonesian non formal education sites. A sample was therefore taken that covered three provinces: DKI Jakarta, West Java, and East Java. Interviews involved different levels of personnel at institutional level. Interviews were recorded and transcribed, notes were taken during each observation and 162 questionnaires, involving samples of tutors and learners, from 3 provinces. In the preliminary analyses, the qualitative data were categorized and discussed and then analyzed by using non-parametric statistics.

CHALLENGES AND OPPORTUNITIES FOR EDUCATION

I. Background and context for the emergence of synergies between formal and non formal education

It is now perfectly acceptable to talk of a global system linking all economies, cultures, civilizations, ethnic and religious groups around the world. Issues such as world security, cultural plurality, the principles of democratic participation, environmental responsibility and public accountability now enjoy global dimensions and are defended by a more diverse range of actors² in international relations than ever before.

But national policies that continue to promote and support a hegemonic culture are increasingly contended and resisted at local level. Recourse to violence has become more frequent as different cultural, religious and ethnic groups clash around notions of rights, and their unequal access to decision-making structures and resources³.

Meanwhile, cities are growing at a faster speed than any time in history and while some have become leaders in the global economy and proved to be fertile spaces for relationship building and exchanges, others in the developing world have come to reflect all that is imbalanced in contemporary human development. Here, millions of migrants have arrived, on the run from economic hardship, natural disasters, civil wars and political instability. Unable to rebuild their livelihoods, they are forced to live in areas lacking in the basic infrastructure for a minimum level of well-being.

Even in the urban and rural communities in western countries, many communities have become sites of fragmentation, disconnection and contestation. Minority population groups find themselves on the margins of society struggling to fit into new market systems and democracy. Others have come to associate public spaces within their communities with feelings of alienation. These problems are intensified due to the fact that traditional community structures and processes for collective action and resource management are becoming weaker.

2. Actors now include: national governments, multi and bilateral development agencies, transnational companies, International and regional organizations, non-governmental agencies, ethnic and religious groups, consumer interest groups, citizen's organizations, individual citizens.
3. The end of the Cold War and the political disintegration of the Soviet Union in particular signalled the emergence of political aspirations of different ethnic groups and new allegiances.
4. For the purposes of the Convention against Discrimination in Education, approved by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its eleventh session in Paris 1960, the term "discrimination" includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular: (a) Of depriving any person or group of persons of access to education of any type or at any level; (b) Of limiting any person or group of persons to education of an inferior standard; (c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or (d) Of inflicting on any person or group of persons conditions which are in-compatible with the dignity of man. The term "education" refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.
5. Women account for nearly two thirds of the nearly one billion non literate adults around the world. Source: World Bank web site, 2002.
6. The World Bank report (2000) on "Gender Perspective Development Through Gender Equality of the Rights, Resources, and Aspiration" states clearly that gender inequality is an impediment to poverty alleviation as well as other dimensions of economic development.

The overall result is that economic behaviours, social mores and cultural patterns within countries have all been slowly uprooted and challenged over the past thirty years. At least development thinking has come to agree on one central point – that is – that these trends are producing a widening gap in terms of the benefits that countries, and citizens within them, reap from their participation in a global society.

II. Towards a broader understanding of vulnerability, marginalization and poverty

Differences in access to opportunity can partially be explained by geographical situation, as well as uneven regional and national development policies. The Regional Synthesis Report from Latin America, for example, suggests that in a country like Brazil, people living in the Northern, rural regions of the country have fewer opportunities for advancement than those living in the Southern or South-eastern states due to poor regional infrastructure and the impact of structural adjustment programmes. They are therefore more vulnerable to falling into the poverty trap.

At the same time, inequities between population groups can be explained by the long term impacts of exclusionary practices in the last century. Different population groups throughout the world have been intentionally or unintentionally discriminated⁴ against in their interactions with formal institutions of the State, with unequal access to social services and infrastructure in terms of health care, education, housing, nutrition, water and sanitation – in short – the essential conditions for a satisfying life.

The gender⁵ dimensions of unequal access to opportunity are also now better understood, especially in terms of how traditions and culture contribute to gender bias within communities, which in turn can be a factor in raising levels of poverty and underdevelopment⁶. Young women are often unable to take advantage of education and training opportunities due to barriers to entry and gender biases in recruitment. They may lack information on health care and services and their legal rights. In many countries, women are still not entering the type of professions traditionally dominated by men.

Overall, many groups are further held back by their lack of "voice" and political rights. This is not a problem of disinterest, but usu-

ally relates to a lack of legal advice in matters related to citizenship and inferior access to participation in (political) decision making processes⁷.

The part played by education

In spite of the international **Convention against Discrimination in Education**, the education policies of many in particular have helped to disempower peoples through their mission to civilise or modernise. Education planning has often been based upon the perspectives of education "experts", academics or development practitioners. Information on what different communities themselves reclaim or need in terms of learning and skills training is rarely solicited.

Formal education systems also tend to ignore the learning and knowledge transmitted through traditional social and cultural practices within population groups – skills that provide a survival guide to individuals living in extreme conditions, empowering them to tackle daily welfare issues in their households and communities. This heritage further ensures the transmission of customs, norms and traditions from generation to generation, enabling people to construct and negotiate meaning, interact and live together in spite of harsh circumstances.

Demographic and urban patterns

As stated above, the mutually reinforcing relationship between disadvantage and poverty is reflected in demographic and urban patterns. Major towns and cities are now home to high numbers of homeless and street children struggling to make a living. Their social, economic and cultural isolation and lack of ties makes them vulnerable to exploitation and a multitude of risks including drug abuse, child labour, HIV and AIDS, disability, ethnic or religious discrimination.

But the problem of vulnerability is not exclusive to developing or transition countries. In many western countries, the divide between rich and poor regions has considerably widened over recent decades. The decline of traditional regional economies, combined with changing labour market conditions, has given rise to an increasingly vulnerable urban middle income population segment. Poverty is also primarily an urban phenomenon, weighing more heavily on minority population groups. This is inspite of sustained economic growth throughout the 1990s.

Thus if human development is about enlarging the choices of people, poverty implies that the opportunities and choices most basic to human development are being denied to different population groups⁸. Poverty itself is recognized as a multi-dimensional phenomenon, with both tangible and intangible dimensions⁹. There is an understanding that a lack of opportunities, especially gainful employment and livelihood opportunities, usually lead to social exclusion.

III. Education sector responses

1. Jomtien and onwards

The arguments for education reforms in respect of demographic and societal changes are not new. The World Conference on Education for All convened in March 1990, led to greater visibility for education as a basic human right and as a pillar in human development¹⁰. The Education for All movement, launched at the time, encouraged governments to make additional investments towards the correction of regional, gender or cultural imbalances in education provision, as well as qualitative improvements in delivery and content.

The table below, taken from the Regional Synthesis Report for Latin America, illustrates the quantitative move in the region in favour of expanding education programmes.

	LATIN AMERICA AND CARIBBEAN	ARGENTINA	BRAZIL	CHILE	MEXICO
Expenditure per student, primary (%of DGP per capita - 1999)	12.9	12.4	10.7	14.3	11.8
Pupil-teacher ratio, primary - 2000	25.8	20	23	32.2	27.3
School enrolment, primary (% gross - 2000-01)	128.7	119.6	148.5	102.7	110.3
School enrolment, secondary (% gross - 2000-01)	89.4	99.6	107.5	85.5	73.5

Source: World Bank Education Data for LAC - 2002.

As the Latin America Report points out, the education reforms of the early 1990s came about at a time of relative optimism concerning economic and social prospects. The structural adjustment

policies recommended by the International Monetary Fund, and implemented by national economies, seemed to promise a return to economic growth and social recovery after more than a decade of recession and crisis – the so-called lost decade of the 1980s.

But in spite of this massive expansion, in many countries the achievement of socially just models of education has remained an illusion. Some of the reasons may include the following:

- Throughout the 1990s, national Ministries of Education came under pressure from structural adjustment programmes and market-oriented reforms with budgets for buildings, materials and teachers wages declining even though the pressure for teachers to help improve "learning outcomes" increased.

- In the developing world, education systems were further challenged by the lack of institutional capacity, political instability and the lack of social dialogue, as well as frequent crises occurring from natural catastrophes, armed conflicts, political transitions or financial downturns. All of these have an impact on the resources available for education provision and their management as well as the vulnerability of different population groups.

- Jomtien also failed to recognize that conventional systems of education¹¹, with their bureaucratic structures, standard curricula and disciplines are ill-adapted to the needs of diverse population groups in developing countries, particularly the poor, nomadic groups, refugees, returning soldiers etc. Education systems were further criticized for doing little to overcome lingering ethnic, cultural or religious tensions.

- Furthermore, curriculum and teaching methods are increasingly outdated, transmitting knowledge that may be irrelevant to the daily realities of life in rural and urban areas. In particular, education systems are criticized for sidelining the social practices and cultural heritage of diverse population segments, while further failing to nurture the skills required to survive in stagnant or impoverished local economies and the changing world of work¹².

Thus in the late 1990s, it became obvious that the promotion of universal basic education may have been partially successful in alleviating the symptoms of inequity, but left the causes mostly untouched. In fact, some have suggested that basic education appears to be associated with new forms of inequality, in partic-

ular those associated with high variance in quality, and with the fact that well-off students have the financial means to opt out of national state school systems¹³.

With the economic and social costs of inter-generational poverty rising, in the late 1990s the need to find alternative solutions for disadvantaged or marginalized communities began to take a central position across different dimensions of national development planning and international development cooperation. Such concerns have contributed to some convergence of thought amongst those planning the improvement of education systems at national and international levels.

2. Towards a broader conception of education and literacy

Since the World Forum on Education, held in Dakar in 2000, the issue of "quality" in education provision has become central to the reform of national education systems and the Education for All movement. It rests on a re-examination of the purpose of learning and a revisiting of what is meant by education planning, content and pedagogy. The need for the development of new implementation arrangements and culturally appropriate methods of assessment of learning outcomes, including knowledge, skills, attitudes and values is also recognized.

In terms of the stated purpose of education, some countries, especially in Europe, North America and certain parts of Asia and Latin America, have decided to place greater emphasis on the economic dimensions, reflecting concerns about skills obsolescence in the "knowledge" economy, the need for re-skilling in times of rapid technological change and the possibility that people will have to engage in different forms of self-employment and a variety of occupations throughout the course of their lives.

In parallel to this economic emphasis is the movement towards "life skills" programmes, intended to support people in all contexts in coping with the tensions, pressures and contradictions apparent in their societies and in their daily lives¹⁴. Meanwhile "continuing education" or "lifelong learning", as well as validation or equivalency programmes, can help people to organise and formalise what they learn from different situations and to reference it to current knowledge in use.

Life skills and the United Nations Literacy Decade

The 56th session of the United Nations General Assembly adopted on 19 December 2001 Resolution 56/116 "Literacy Decade: education for all" in which it proclaimed the UN Literacy Decade for the period 2003-2012 towards the goal of Education for All.

The Resolution recognized that:
"literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life, and [literacy] represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century..." (Preamble).

In the developing world, given the conditions and circumstances in which different population groups live, education and literacy are coming to be seen as about much more than the transmission of conventionally "accepted" forms of knowledge or the technical skills of reading and writing.

Economic literacy, or vocational skills and knowledge about markets, is central to alleviating poverty as people must be able to move beyond survival and subsistence forms of living. Basic social literacy enables communities to understand both social rights, obligations and responsibilities, as well as interact in the community. Political literacy enables individuals to be part of decision making processes, as well as creating the conditions for good governance.

Acknowledging the central role of these types of literacy to individual and community well-being provides a rationale for why and how synergies between formal and non formal education are evolving in different contexts. Non formal education has always been part of the solution for marginalized and vulnerable population groups because programmes are based on an integrated approach that takes into account all the factors influencing the opportunities and life-chances of different population groups, and the role played by education systems themselves in the processes of social inclusion and cohesion.

15. Source: UNESCO Thesaurus: alphabetical list. Please refer to <http://www.ulcc.ac.uk/unesco/terms/list74.htm#Informal%20education>

3. What do we mean by formal, non formal and informal learning?

What do we mean by formal, non formal and informal learning? Does this refer to **how** we learn, **where** we learn, **what** we learn, or the relationship between the **learning process** and what is **valued** as knowledge today?

This section offers a number of loose definitions as guiding points for the Report.

Formal learning is usually understood to consist of intentional learning that occurs within an organized and structured context (pre-school, primary and secondary school, technical colleges and university, in-company training) and that is designed as learning. It may lead to a formal recognition (diploma, certificate).

Non formal learning consists of learning embedded in planned, organised and sustained education activities that are outside formal education institution, responding to education needs for persons of all ages. The purpose of NFE is to provide alternative learning opportunities for those who do not have access to formal schooling or need specific life skills and knowledge to overcome different obstacles. Non formal learning is also intentional from the learner's point of view, as opposed to incidental or random types of learning.

It should be noted that the non formal approach is diversified. Different interventions are intimately connected with a particular history of communities and tend to reflect social constructs from a very particular society. Furthermore, particular expressions of non formal education and training are not constant over time, and develop and evolve in their different, original, social and cultural settings, often quite fundamentally. No single intervention could be described as the solution.

Informal learning¹⁵ implies the process of learning which goes on continuously and incidentally for each individual, outside the organized situation of formal or non-formal education.

And in spite of these loose distinctions, the relationship between formal, non formal and informal learning is not so clear cut. Certain experiences are organised specifically to support formal educational achievement but accessed in informal conditions.

Part 2

CHALLENGES AND
OPPORTUNITIES
FOR EDUCATION

For example, children do their homework at home where they also encounter resources designed specifically to support the national curriculum, whether through the television or a publicly funded websites. At the same time, many publicly funded institutions, such as libraries, museums and galleries are formal educational institutions, but are not part of the school system. Certain formal educational activities also adopt informal approaches to learning. For example, a trip to a science centre or museum might be used to support the science curricula.

It is further worthwhile highlighting that any attention to non formal and informal learning, whether voluntary, accidental or embedded in people's day-to-day lives, makes more evident the experiential nature of learning. Besides raising a number of questions about **how** people might learn, non formal and informal learning raise an equally provocative set of questions about **what** might be learnt outside of the formal curriculum. Here a great deal of the literature requires us to re-think what we might mean by "knowledge" or "information", "facts" and "concepts".

SYNERGIES BETWEEN FORMAL AND NON-FORMAL EDUCATION IN SUPPORT OF THE ORGANIZATIONAL RENEWAL OF EDUCATION SYSTEMS

The first part of this section looks at the type of synergies that are taking shape between formal and non formal education providers in different counties in support of the organizational renewal of national education systems, while the second part of the section looks at specific examples of synergies at different levels of education.

I. Developments in education provision

1. Willingness to innovate in methods of education planning

Community analysis has long been a core pillar of non formal education programmes as a way of ascertaining the range of needs, desires and aspirations of specific target groups. What is worth noting in the context of this report is that national Ministries at various levels of education are now beginning to identify and work with local NGOs and community learning centres in carrying out community consultations and analysis.

The consultations provide the vehicle both for understanding real needs of the participants, their households and communities and for integrating different gender, cultural, social or economic perspectives into planning processes at central Ministry level.

The analysis might cover:

- . an overview of traditional livelihood and survival systems in the target communities and neighbouring areas and employment potential,
- . an overview of social and cultural practices,
- . an overview of existing access to education and training opportunities, time constraints with regard to harvest, child care duties etc., as well as material constraints, such as living conditions, the need to cover nutrition and transportation cost.

16. For further information on this programme, please contact UNESCO Headquarters, Section for Science and Technology Education.

The initial assessment provides a "baseline" against which to measure learning outcomes, programme impact and future development. But with different partners taking part in the consultation process, linkages between the formal and non-formal sector can also act as the nexus for broader cooperation and synergies across different policy streams at local level, such as community development, health, housing and local economic generation. In fact, such synergies are often conceived as a critical component within broader development strategies to achieve poverty reduction and societal goals.

**Cambodia
Technology-based training for marginalized girls project, Prei Village, Siem Riep Province¹⁶**

As one of the pilot projects in the **Technology-based training for marginalized girls project, occupation-based skills training** was planned and carried out Prei Village, Siem Riep Province in Cambodia for about 18 girls and young women on Sericulture and Silk-Weaving.

The skills training programme was designed by the National Silk Centre "Chantier Ecole", a vocational school located in Siem Riep Province, in close coordination with the Provincial and District Offices of the Department of Non-Formal Education of the Ministry of Education, Youth and Sports (MoEYS). NGOs in the Siem Riep area with experience in providing female-sensitive education, life skills and occupational training were also consulted to refine the methodological approach taken.

Of note, the planning process started out with an analysis covering the following areas:

- . Analysis of the socio-economic situation of communities, including the living conditions of girls and their families.
- . Analysis of existing industries including employment/entrepreneurial prospects for women and girls.
- . Identification and prioritization of vocational training requirements for girls including criteria for the selection of project beneficiaries.

Group interviews were then carried out with those women in the villages (educated or not) already involved in craft groups,

vocational education groups, livestock groups and development committee groups. A further 25% of the total households were chosen for individual interviews.

In Prei village, the Community Needs Analysis underscored the urgency in diversifying the local economy and generating more varied livelihood opportunities. Over the past years, the mulberry trees needed to produce silk have been replaced by banana ones and local vine production and animal raising have replaced silk worm raising. Although Prei silk is high in quality, the costs associated with traditional production methods are also high, too high to compete with its Thai counterpart.

The primary choice for skills' improvement activities in Prei village was reviving traditional silk weaving. But there was a unanimous consensus that the girls would need to be brought up-to-date on technical innovations in silk production and weaving techniques, and helped to create market linkages so that they could generate income earning opportunities from their traditional handloom woven products. For these reasons, Ecole Chantier, or the Centre National de la Soie, was selected as the training provider. The training in silk production will not only contribute to alleviate poverty of the learners but also promote the transfer of the culture and knowledge from the old to the young generation.

Of further interest in this activity, was the integration of gender and empowerment perspectives in the design of interventions. Methodologies were designed to help the trainees develop positive attitudes about themselves and their role in the community and in the long run, explore the possibility of starting their own small enterprise as a viable route out of poverty - thereby helping to raise their status in society.

2. Willingness to experiment with partnership arrangements for educational delivery

Decentralization during the 1990s gave more autonomy to regions, individual schools and their communities - opening up spaces for dialogue and more control from grassroots up in education decision-making.

But given that the cost of updating and reforming education and training is high, coupled with weak administrative systems in many countries, one response is that national Ministries of Education are increasingly reinforcing formal schooling through linkages to local partners already providing non formal education and specialized packages of services to young people in "at-risk" communities.

Partners are chosen that hold comparative advantages in different aspects of education design, delivery, content, process monitoring and evaluation. These might include NFE traditional NFE providers, but also community-based organizations, the local business community, education and skills training agencies, enterprise promotion agencies etc.

In many countries, especially in Europe and North America, partnership arrangements between regional education authorities and **non formal learning providers or not-for-profits** have already been elaborated in the provision of specialized curriculum guidelines and materials, particularly in the case of environmental education, HIV and AIDS awareness and entrepreneurship and enterprise development programmes.

Different NGOs might also work with schools on activities taking place outside lesson time - including after-school clubs, summer camps, and weekend workshops. They help to organize teacher training seminars, trade fairs and end-of-year events through which students win performance awards. Auxiliary services may be available to provide careers advice and guidance and upgrade the employability of the young persons through person-directed counselling.

Building **partnerships with community based schools** is also seen as a critical factor for success in reforming national education systems. These partnerships may be formalized, with education provided through community schools and taught by parents, local business leaders or by volunteer students from local universities. Community participation in the overall management of schools is encouraged. In many cases the community schools do not deviate their curriculum from the national or mainstream curriculum. Throughout Asia, Community Learning Centres (CLCs) have also been empowered to take on an important role as demonstration site for the use of appropriate technologies in different fields.

In some developing countries, there is also a growing trend toward the provision of funding by **international and national private sector firms** for the creation of skills training centres. For example, in Galgamuwa, Sri Lanka, a remote village in North Central Province, Unilever partners local authorities in operating a much-needed skills development centre. Unilever made substantial contributions to help cover the centre's initial set-up costs and, since 1991, has invested in the development and running of the centre as well as in the purchasing of modern equipment offering basic business training.

Partnerships with the business community are not limited to providing infrastructure and financial support. Particularly in Europe, North America, Australia and parts of Asia, partnership arrangements may also involve the development of curricula and instructional materials. Local entrepreneurs act as classroom speakers, serve on the advisory boards and curriculum committees of secondary schools, or work placement employers.

The increased involvement of the private sector is further seen to improve the workplace relevance of education and training provision. Where possible, schools are encouraged to link with firms to give the students real life experiences. Particularly within the **technical and vocational education stream**, many western countries now allow for work experience as an integral part of the formal training package, either in firms or in simulated work environments. Different countries are also exploring new ways of improving access to the labour market through changes in the rules governing apprenticeship.

Thus Governments acknowledge that when it comes to answering very specific education needs in certain settings, they cannot always provide these kind of services effectively. Synergies in the form of partnerships play an important bridging role in generating community acceptance as well as cooperation, coordination and interaction across development streams and between different civil society players.

3. Willingness to experiment with instructional approaches and methodologies developed in the non formal sector

One of the central issues in formal education throughout the world is the need to increase the relevance of curriculum taught subjects and to develop more meaningful ways of teaching sub-

jects such as maths, science and technology so that learners can apply what they have learned in family life, in social relationships and in the future working world¹⁷.

Traditional drill approaches are still the dominant methodology used in schools and classrooms around the world. But while such drill and practice is a proven principle of education and learning, such methods have proved ineffective at retaining the interest, or improving the learning outcomes of the most 'at risk' learning groups. Neither do they take account of culturally appropriate methods of knowledge transmission¹⁸.

Chile Introducing innovative instructional approaches in general secondary education

In Chile, the third year of the "Active Minds" programme, implemented through a strategic alliance between the Minera Escondida Foundation, CIDE and the Municipal Corporation for the Social Development of Antofagasta (Cormudeso), seeks to strengthen the co-operative and contextual learning of close to a thousand students in Seventh and Eighth Grade in 10 Public Elementary Schools in Antofagasta.

Emphasis is placed on the practical application of mathematics, physics, biology and chemical knowledge. It reveals the huge potential for interpretive rationale and cognitive development, with the students working in teams in classrooms or in laboratories. Indeed, the students develop broader visions of mathematics, physics, chemistry and biology with a greater power to explain reality and apply what they have learned in family life, in social relationships and in the future working world.

"Active Minds" has been inserted in the national Ministry of Education efforts to improve the quality of education in Chile. Between 2003 and 2005, "Active Minds" performed work in 47 junior/high schools of a scientific and humanistic nature, and also in technical and vocational training institutions. Besides this, CIDE implemented this project in 26 Chilean elementary schools. This process of implantation has been receiving support, above all, from companies and international agencies, such as BID, The Andes Foundation and the Bank of Santander.

The project is composed of programmes in the area of applied mathematics, physics and technology, as well as biology and chemistry. The focus is completely separated from the traditional teaching: it makes evident, in the experimentation and laboratory practice, a series of concrete situations of daily life which correspond to abstract concepts. In this way it enables children and adolescents to open a wider perspective in their learning process, in their ability to rationalize in an abstract form and in the necessary connection between this type of rationale and its respective daily realities.

For further information, please see the web site of the Fundacion Minera Escondida. <http://www.fme.cl>

There are, however, a growing number of examples of more imaginative instructional methodologies being used in the formal sector whose design is informed by educational theory, practice and research developed through non formal education channels. Such developments have come about as increasing attention is given to practical life skills and transversal competencies such as HIV awareness, reproductive health etc. As mentioned, this is particularly important for disaffected young people in precarious life circumstances where education may otherwise be seen to have little intrinsic value.

The following table contrasts traditional arrangements of FE Programmes with innovative arrangements of NFE practices¹⁹:

TRADITIONAL ARRANGEMENTS OF FE PROGRAMMES		INNOVATIVE ARRANGEMENTS OF NFE PRACTICES	
ACTION	PEDAGOGY	ACTION	PEDAGOGY
1. Passive order-taking in a hierarchical fashion; heavy supervision to control workers.	1. Teachers as experts convey knowledge to passive learners.	1. People are expected to take responsibility for identifying and solving problems and for adapting to change by learning.	1. Under teacher support and guidance, students assume responsibility for learning, in the process developing knowing-how-to-learn skills.
2. Emphasis on limited responses to limited problems and on getting a task done.	2. Emphasis on facts and getting right answers.	2. Men and women deal with non-routine problems that have to be analysed and solved.	2. The focus is on alternative ways to frame issues and problems.

19. Source: Adapted from Golladay, Frederick, et al. 1996. A Human Capital Strategy for Competing in World Markets. In *Towards the Twenty First Century: A Long-Term Development Strategy for the Middle East and North Africa*. Washington, D.C.: The World Bank.

TRADITIONAL ARRANGEMENTS OF FE PROGRAMMES		INNOVATIVE ARRANGEMENTS OF NFE PRACTICES	
ACTION	PEDAGOGY	ACTION	PEDAGOGY
3. Focus on the specific task independent of organizational context or broader cultural context.	3. What is to be learned is stripped of meaningful context	3. People are expected to make decisions that require understanding the broader context of their lives and their individual and collective priorities.	3. Ideas, principles and facts are introduced, used and understood in meaningful context

Source: Adapted from Golladay, Frederick, et al. 1996. A Human Capital Strategy for Competing in World Markets. In *Towards the Twenty First Century: A Long-Term Development Strategy for the Middle East and North Africa*. Washington, D.C.: The World Bank.

Different projects that have come about as a result of synergies between the formal and non formal education sectors share their adoption of instructional approaches that...

- Recognize and validate knowledge and skills acquired through local technological systems and practical experience in the home and community.
- Recognize the value of self-motivated participation in programmes where learning is seen as a process of participation in practice, rather than a process of acquisition of facts or disconnected "pieces" of information.
- Emphasise the (re) generation a flow experience for young people, (re) creating reference or anchor points, as well as generating economic, social and cultural meaning.
- Guide the trainees to work from their present competency levels and to challenge and stretch themselves to progress to higher levels. In this way, the trainees could hold themselves to their own standards of excellence, and to experience pride in their achievements.
- Favour a long term intervention model towards community development, starting from the perspective that learning societies already exist within target communities and seek to draw on traditional, indigenous knowledge and community assets while connecting education and skills more directly to the real life situations of learners. This approach reduces communities dependency on expertise from outside, as well as harnessing individuals talents and skills as a potential route out of poverty.
- Place emphasis on informal interaction between trainer or facilitator and learner, with learning taking place in interactive ways that encourage participation and open discussion. Learning for the most part is also cooperative, not competitive.

- Recognize that many trainees will experience difficulties in grasping the theory part of courses and often have no prior knowledge of the skills being taught. It means adopting a literacy and training level appropriate to the target group, and where possible, carrying out training in circumstances most familiar to the trainees.
- Flexible learning schedule to allow the trainees to uphold their family and household responsibilities while considering that learners may have preferences in terms of time to study (not like formal school).

4. Willingness to experiment with information and communications technologies as resources for education

Until the last few years, children and young people’s use of audio-visual and digital resources, as well as ICTs, have usually been viewed as outside the realm of valued educational experience or were not even considered "educational" in spite of the fact that they allow children and young people to engage in a wide variety of experiences that can support learning.

Many children are now immersed in ICT-related activities in their homes and with their friends as part of their social and cultural lives. In western countries, this comprises the playing of computer games, their use of chat rooms, their exploitation of digital media and digital television and so on.

The use of ICTs can potentially offer a more "interactive" relationship between learners (particularly those which facilitate community) or between learner and text than that usually associated with mainstream education.

**Mexico
Community Squares²⁰**

Responding to the CONFINTEA V conference, 76 Community Squares were created throughout Mexico in late 2001 to provide opportunities for young people in the 10-14 age group, youths, adults with low literacy levels and INEA voluntary teachers to learn new functional skills and practice them with computers, and to link the communities to a wider network of educational and information resources (E-México) for better participation.

20. For further information on this programme, please contact the Institute for Adult Education, Mexico or visit <http://www.inea.gob.mx>
 21. Source: (OREALC), UNESCO Institute for Education (UIE), p. 221.
 22. Source: (OREALC), UNESCO Institute for Education (UIE), p. 223.
 23. For further information on the Edusat network, please refer to the internet site on edusat.ilce.edu.mx

Some Community Squares have been created and are managed exclusively by the National Institute for Adult Education, others in cooperation with institutions and the not-for-profit sector. In defining the Squares as services for and in the promotion of educational and training opportunity, the installations are open to all community members according to their interests and needs, including the different options and alternatives of education, work, recreation and well-being on offer²¹.

Community Squares are physical places conceived to integrate the provision of basic education services and training. They offer different resources including electronic instructional materials, a digital library, and an infrastructure to collect, store and process data derived from the Educational Model for Life and Work. They also offer printed materials, educational television, satellite signals, videos, computers and Internet (in a gradual and progressive process of connectivity).

- There are two types, providing different services:
- (I) Full time Squares available for adult education are those whose main purpose is the education of youths and adults with low educational attainment.
 - (II) Part time Squares are those installed in institutions that already have certain physical and technological infrastructures. Their operation is made possible without affecting the activities of the institution where the Community Square operates²².

During the first phase of the project’s implementation, rooms are installed for diverse educational activities, including a multiple-use room and a computer room. All activities are backed up by an accreditation and certification system, a media centre, educational television with the programmes of the Canal Educativo de las Américas (EDUSAT) network²³ and other educational materials.

During the following phases however, the potential of the Squares extends to the creation of real and virtual communities through different communications technologies. Remote access, distance education for all levels, evaluation, accreditation and certification of basic work abilities are also incorporated into the project’s design.

Several projects have been initiated at Community Squares that benefit directly from the technological infrastructure. Among these are the integrated Present Assistance Project, which aims at enriching basic education courses with electronic media and information retrieved from the Internet, and providing the community with assistance and introduction needed to become familiar with the new medium. Study circles can be organized along the MEVyT levels, axes, or modules the students are working on; or can be made up by any community group.

INEA voluntary teachers and youth are the main target group of a second, work-related Computers in the Education for Life and Work Project (EVyT). Learners have access to software for English and Spanish language training, learn how to use computerized resources by other providers, and can achieve a MEVyT certification for basic computer skills.

Other Projects focus on the use of Internet for education, communication and work processes - based on the "Portal educativo del Consejo nacional de educación para la vida y el trabajo" (CONEVyT - INEA portal)²⁴, on the development of "technological literacy" and awareness-raising towards the possibilities and characteristics of the medium, in order to create socially competent functional users, and others.

For further information, please refer to www.unesco.org/education/uie/pdf/country/synthesrep.pdf

II. Synergies at different levels of education

1. The growing importance of community schools at pre-school and primary levels

Community schools are gaining considerable importance as a vehicle for education provision around the world, either because of deliberate government policy in trying to decentralise the education system, or because State is completely absent and communities themselves have to take the initiative.

This model of education delivery departs from the knowledge, skills and expertise inherent in the socio-historical roots of the community. The teaching and curricula are planned in such a way

that forms of knowledge and skills are shaped and delivered by communities themselves, thus enabling them to have a say in what the children learn and what they themselves learn.

As the children's abilities are assessed very informally in authentic and real situations, they are given recognition in terms of learning outcomes. Added to this is the very high commitment to teaching by community school teachers, which allows a more relaxed relationship between pupils and teachers than in government schools.

Chile

Community schools targeting pre-school age children

In Chile, the Programme for Improving Childhood – Children at Pre-school Age (PMI) is a non formal community education programme for children between two and five years old. This pre-school programme is inspired by the principals of popular education and participatory action-research and is implemented by the "Programa Interdisciplinario de Investigación en Educación" (PIIE) which assists communities during the design, capacity-building and technical monitoring phases. Such participation is carried out within the framework of the assistance programmes foreseen for this age group by the Ministry of Education.

The origin for PMI can be traced to the Local Integration Studios, created, designed and executed by a research team from PIIE, between 1993 and 1994, in the framework of the programme of horizontal training within the Ministry of Education. Since then, and from the design and execution of projects of community education, PMI has been offering educational assistance to approximately 3,500 children per year, distributed throughout eleven regions in Chile.

This non formal educational project follows an essential principle: in contexts of poverty there are real factors and lots of potential in favour of childhood that meet and can be detected in the different individual, family and community levels. These factors and potential are identified by means of active and participatory methodologies: educational agents are incorporated in the place itself of the project; an educational

²⁴ For further information, please refer to the web site of the "Portal educativo del Consejo nacional de educación para la vida y el trabajo" at www.conevyt.org.mx

curriculum is developed that incorporates local culture features; and, lastly, an educational space is formed to be inserted into community life.

Besides this, PMI is systematic because it takes place within a consistent work project; and it is sequential because the results to be obtained (cognitive learning, social abilities, aptitude, attitude and value development, etc.) order themselves temporally, according to criteria of a didactic magnitude²⁵.

As programme officers affirm, the boys and girls who attend PMI demonstrate significant advances in the areas of language and motor coordination, indicating the importance of the direct assistance, even though the headway is less structured and for a briefer period of time than in kindergarten.

In 2001, the Ministry of Education required PMI to undergo an outside evaluation, carried out by the Alberto Hurtado University under the guidance of the Centre for Research and Development of Education (CIDE). The evaluation looked at the learning results of children between 2 and 5 years old in the cognitive area, in terms of learning, social-emotional capacities and of knowing about their cultural and social environment. At the same time, gathering information on the benefits of applying PMI in the communities was necessary, in terms of the educational roles the mothers or other family members participating in the programme developed.

A quasi-experimental evaluative methodology was applied, with an "only after" model using two control groups: one control group consisted of children who received assistance within a formal programme and the other control group consisted of children who do not attend any pre-school programme²⁶.

Using surveys, the 2001 evaluation confirmed the advantage, according to the parents involved, that pre-school-age children have in participating in a systematic programme of childhood education. A large difference was noted between those who attend a type of early education and those who do not receive any type of assistance. On examining the results about the sensibility to face social and natural environments, once again, the children who attend PMI show a

25. For further information, please refer to: VENEGAS, P.; REYES, M. **El Programa de Mejoramiento a la Infancia: la cultura local**, Santiago: PíEE Serie Educación, 2002.

26. For further information, please refer to: Universidad Alberto Hurtado, CIDE. **Evaluation of Programme "Get to know your child" and "PMI"**. Final report, December 2001.

27. Reference to EFA 1990, MDG 2000.

higher level, even above those in the control group in formal kindergarten classes. It is possible to attribute these results to the concern of the Programme with integrating elements present in the child's culture and environment in all the educational activities that they accomplish.

The results concerning the impact that the mothers perceived show that PMI meant an acquisition of "learning and skills", "capacity of a critical understanding of reality", and "dominion of situations directly related to the son or daughter". In this sense, the results of PMI are very encouraging, especially considering that they can directly influence the mothers' self-esteem, the development of their children and the participation they can achieve in their community.

For further information, please refer to the web site of the Interdisciplinary Research Programme on Education www.píee.cl

According to Article 28 of the United Nations Convention on the Rights of the Child (1989), which acquired the status of international law in 1990, primary education is not only a right, but is considered compulsory. It is the responsibility of states to make primary education universal:

"States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
(a) *Make primary education compulsory and available free to all; ..."*
(Convention on the Rights of the Child, Article 28)

The Convention on the Rights of the Child has been ratified by all governments except the United States of America and Somalia. Signatories are legally bound to uphold the articles. The principle to make primary education universal is reiterated by the goal 2 of the Declaration on Education for All (EFA) (Jomtien, 1990; follow up Dakar 2000) and the goal 2 of the Millennium Development Goals (MDG) adopted by UN member states in 2000²⁷.

Achieving the goal of "quality" education for the most geographically, socially and economically marginalized population segments has been much harder to achieve in reality however –

sometimes because of resource constraints and at others due to lack of relevance or political will.

Namibia
Reaching children of primary school age²⁸

The **Nyae Nyae Village Schools** Project among the Ju//hoansi is targeted towards the San (also referred to as Bushmen, but for this paper the Ju//hoansi) and the Ovahimba. The Ovahimba people live in Northwest Namibia in the Kunene region. They are a nomadic group still living a very traditional way of life, often moving around during the school year in search of grazing land for their cattle.

The Village Schools project aims to bring lower primary education (Grades 1 - 3) to the children in the area, instead of the children having to go away to a government school or not go to school at all. It was initially a fully donor funded project under the auspices of the Nyae Nyae Development Foundation, but certain components are now funded by the Namibian government.

In 1997, mobile school units were introduced among the Ovahimba in order to ensure that education provision is made more accessible (by moving around with the people) and the experience more relevant and meaningful (by incorporating life experiences and daily activities of the people).

The Nyae Nyae Village Schools consist of 5 small schools scattered across a relatively large area. Learners come from feeder villages and stay with relatives. The schools have a feeding programme where the cooking is done by a member of the community. The teachers (5 senior and 6 junior teachers) have been recruited from the ranks of the Ju//hoan communities scattered across the Nyae Nyae area. The main requirements for recruitment were that the teacher candidates were Ju//hoan speakers and acceptable to the community.

The medium of instruction is Ju//hoan. Primary education provision has become much more meaningful, relevant and culturally affirmative, even though it adheres to the national curriculum for lower primary, which provides a reasonable framework for local development.

²⁸. For further information on this programme, please see the web site of the National Institute of Educational Development, Namibia - www.nied.edu.na

²⁹. Source: UNESCO Education Sector internet site: <http://www.unesco.org>

2. General secondary education (GSE) and technical and vocational (TVET) levels

In the past, GSE and TVET were tailored to further education and the modern sector of the economy respectively. To participate in these levels of education, students were expected to have accomplished at least the primary level.

Those students who seemed to cope with academic subjects better were streamed at an early age with the expectation that they would proceed to higher education, whereas low academic achievers were diverted to technical and vocational training to acquire specific trade or employment-based skills. Often these "choices" were not just based on academic success, however, but also on gender, ethnicity, family social status, and/or handicap.

There is now recognition that these pathways are increasingly out of tune with the complexities of life in today's urban and rural communities. An estimated 284 million children worldwide aged 12 - 17 are currently out of school and this figure is set to grow to 324 million by the year 2010²⁹.

In many western countries, qualifications are being reformed so that they correspond more closely to the needs of local labour market. But if schools are to respond to the needs of young people, they must be able to prepare them for not only means greater preparedness for working life, but the ability to deal with a range of challenges and obstacles throughout life.

Meanwhile in developing and transition countries, there has been reorientation towards pro-poor technical education and skills training for marginalized groups, taking into account that entry into technical courses is difficult for those without the necessary basic educational qualifications or with very little previous educational experience and acknowledging the dominance of informal sector of national economies. This often necessitates working arrangements with NGO providers who have a long history of providing such training.

The project described below demonstrates that it is possible for formal vocational education for the most vulnerable groups can be managed decentrally with stronger school autonomy and via cooperation with civil society organizations that take

responsibility for establishing project objectives, delivery, monitoring and evaluation mechanisms.

**Cambodia, Nepal and Indonesia
Widening access to technical and vocational education for marginalized girls**

Since 2002, the national governments of Cambodia, Nepal and Indonesia have been collaborating with UNESCO, local NFE providers, technical colleges and Community Learning Centres to extend the provision of technical and vocational education to young girls and women with little or no formal schooling living in marginalized and/or impoverished communities.

In the **"Technology-based training for marginalized girls project"**, the training model sets out to assist the target group to become self reliant by sharpening existing livelihood skills or developing new ones and reinforcing basic literacy and life skills. The training is also designed to open up the potential for improvements in how the girls contribute to the basic needs of their families and communities.

The specific objectives of the "Technology-based Vocational Training for Marginalized Girls"³⁰ project include the following:

- (i) To increase access of poor girls and young women to appropriate learning and life skills training programmes in order to ensure access to occupations from which women have been excluded or in which they have not received appropriate recognition.
- (ii) To raise awareness of gender issues, and provide training in different planning and implementation processes from a gender perspective, for parents and families of the trainees, vocational school teachers, vocational school administrators, community learning centre managers.
- (iii) To help education managers, planners, officers and teachers to effectively link formal education and non formal education and adopt innovative measures, curriculum and educational materials to incorporate girls from impoverished communities into technical fields.

30. The project is implemented by UNESCO's Division for Secondary, Technical and Vocational Education together with the UNESCO Field Offices in the target countries, in collaboration with the National Science Sector and the Social and Human Science Sector.

- (iv) To provide policy makers with a set of Good Practices and Guidelines to better promote the participation of under-privileged girls in scientific, technical and vocational education based upon the experiences of series of pilot activities.

Given the fact that almost half of the trainees have very little schooling, a non-formal teaching-learning approach is adopted. The trainees are divided into two groups according to literacy level and each of the non-literate girls is then paired to a trainee who had received some schooling and has basic functional skills in reading, writing and calculation. The literate group is requested to help their class mates in reading training materials and understanding the lessons throughout the training period. This proves effective not only in enhancing the learning pace of the more disadvantaged group, but also in encouraging peer support, a key factor in sustaining the interest and motivation of the trainees to stay and complete the training course.

The flexible and adaptive approach of the project enabled implementers to adopt affirmative measures such as providing transportation and accommodation support, providing food incentives, combining the skills training with literacy training, offering complementary learning sessions in mathematics and on gender issues, ensuring an open and interactive learning environment, and responding to the individual needs and constraints of trainees through counselling.

In terms of sustainability, the Non Formal Education Office and local training provider often work together to find markets for products produced by the learners. Selected learners also undergo further training so that they can become village trainers themselves through the Community Learning Centre. It is also worth noting that the pilot project often serves as the entry point for establishing a Community Learning Centre on a more permanent basis in the target communities.

The project has challenged gender stereotyping by successfully imparting technical skills that are usually considered as male domains: computer repair and maintenance, electronics, automotive, and agriculture (animal raising). The project has shown the potential of creating female role models in male-dominated technical fields.

Another important lesson is that it is not necessarily disempowering for girls and young women to learn skills in their traditional areas of work. This was especially shown in the experiences of Cambodia and Nepal where girls learned technical innovations in traditional livelihoods such as silk production and dress-making, reviving not only a cultural heritage but transforming the traditional livelihood into a women-led area with potentials for economic growth.

3. Higher education

The development of innovative frameworks for different categories of learners to enter into higher education provides a further opportunity for national governments to embed lifelong learning as a societal goal and to enable higher education graduates to contribute to the development of their communities and countries.

Universities and colleges are now encouraged to accept adult applicants for individual courses on the basis of a variety of admission principles and procedures, as well as degrees and certificates earned within different country qualifications frameworks³¹. These developments are often supported by the introduction of legislation at national level.

South Africa Recognition of Prior Learning (RPL), Portfolio Development Course (PDC), University of the Western Cape (UWC)

The University of the Western Cape has introduced Recognition of Prior Learning (RPL) as a strategy to provide access to higher education for non-traditional learners. One of the approaches used is the Portfolio Development Course (PDC), launched in 2001. This is a non formal education programme through which the learners³² are assisted to present their informal and non formal learning experiences to gain access to the universities formal programmes. However, recognising that many learners might be unfamiliar with the formal conventions of academic practice, the PDC also aims to orientate and initiate students into the discourse of the academy.

31. Applicants are usually assessed on the basis of self-declarations and portfolios, or by means of tests, but individual institutions have the power to assess what qualifications they consider to be necessary and to decide on the appropriate course of action for carrying out this assessment. The skills needed by learners to complete the courses for which they are seeking admission are also taken into consideration.

32. RPL students in this instance are students who do not meet the traditional entry requirements for a particular university course or programme. For example, the traditional requirements for access into an undergraduate programme include a Standard 10 Certificate with a Matriculation Exception.

The PDC is offered to qualifying students in the year before they intend to register as a student at UWC. The course is systematically planned and structured over a nine-week period during which time students attend five workshop sessions interspersed with individualised advise sessions with an appointed mentor. Furthermore, whilst the Portfolio is assessed by academics within the institution, the learning that is gained during the Course does not carry formal credits within the university system.

Prospective students would usually first make telephonic contact with one of the "front line advisors", within the Division for Lifelong Learning. During the telephonic conversation the advisor will ascertain whether the individual desires to study at UWC and ensures that the study programme the individual is interested in is offered at the institution. If that is the case, an appointment is made for an interview with the course coordinator or one of the mentors who advises the prospective student about the PDC process. The prospective student then decides to register for the course or decides on a different option.

The first workshop session orientates RPL students to some of the challenges of academic learning: they are introduced to different perspectives on learning and experiential learning; the differences between deep and surface level learning are discussed in that deep and surface learning are not characteristics of specific learner but rather a characteristic of how a learner interpret the learning tasks (Ramsden 1992); the need for time management since a RPL students have multiple identities which include being a worker, a community worker, a family member which all place a demand on the time of the student.

All these are facilitated using participatory educational methods so that all students learn collaboratively. As part of the strategy to initiate the student into the discourse of the academy, the PDC attempts to mimic the academic demands of the accredited programmes. To this end, as an integral part of the design of the PDC, students are expected to complete academic tasks such as reading articles and/or completing assignments within specific timeframes.

The task emanating from the first workshop session requires students to write an introduction. This introduction motivates why the students should be given access to a learning programme at higher education level, it further explains why they are returning to formal study as well as motivating why they believe they will succeed within their chosen field of study.

The second session focuses on the writing of a Curriculum Vitae (CV). Whilst the purpose of the CV, within the Portfolio, is to present to the assessors a bird's eye-view of the student's life, learning and achievements to date, it sensitises students to skills of selecting, classifying, organising and prioritising information systematically. This session concludes with an introduction to academic reading and writing, conducted by the specialist Writing Center. The tasks emanating from this session are the drawing up of the student's personal CV as well as selecting, summarising and critically discussing an academic article related to the student's field of future study. This summary and critical discussion of an article further enables students to display their academic literacy skills to assessors.

This task is essentially about orienting RPL students to the discourse of the academy and consistent with this it emphasises the importance of reading and summarising. But it also has a secondary purpose. It shows to the assessors that RPL students have acquired capabilities essential to academic success within higher education.

The third and fourth sessions introduce the writing of the autobiographical learning history narrative. Students are given guidelines on how to organise and present the narrative that is a selection of relevant critical moments of learning from the perspective of the student. Even though it is expected that the narrative will highlight significant events that contributed to the student's understanding, knowledge and skills, it is not expected that the student systematically reflect on their experiences, necessarily.

The autobiographical narrative is the space wherein the RPL students write about their situated, contextual, localised and partial experiences. The narrative approach provides a space for the students as well as the institution to hear and discover different knowledge as reflected by the lived experiences of

the students. Reflecting on the student's experiences becomes the responsibility of the assessor who is expected to link these narratives with the competences required for entry into different formal learning programmes.

Within these two workshops session students also grapple with the issue of appropriate, relevant and sufficient evidence to support their learning claims. They are introduced to and collectively explore the validity of different forms of evidence.

The drafting of the autobiographical learning history narrative becomes the major assignment to be included in the portfolio. Accordingly, this is the component of the PDC where students require most guidance and mentoring. They start to realise that writing for an academic audience is different to general writing. However, they may not know the expectations of the academic audience and thus mediation between the student and the academy becomes critical. Furthermore, issues such as structure and coherence of the writing task becomes a major hurdle for a number of students since in many instances writing their autobiographical learning history within the PDC is the first time they were expected to complete such an extensive writing tasks.

Again mentoring support in this instance is critical. This support is provided initially through structured peer feedback. The strategy here is that as students provide feedback to each other and since their voices are more equal amongst themselves than between student and educator, they will negotiate meaning amongst themselves and so learn both from the feedback of their peers and providing feedback to their peers. In addition to the peer feedback students receive writing support from both their individualised mentor and from a consultant at the Writing Centre.

The last workshop session focuses on the procedure for completing and submitting their Learning Portfolio. This workshop includes a role-play and practice session to sharpen the students' interviewing skills since all students are expected to present and defend their Learning Portfolios in front of an interview panel.

Whilst assessment is normally privileged within the RPL process, the PDC breaks from this tradition through its investment in counselling and support.

Mentoring has been an effective and valuable part of the course. The course should be commended for providing student support and counselling for the purposes of assessment. The roles of mentor and assessor were distinct, and it may be this distinction which allowed mentoring to have its desired effect on student portfolios. The benefits of mentoring were pointed out by two of the candidates in the sections, which reflect on feedback received during the portfolio development course. The assessment process was also strengthened by being undertaken by an "independent" assessor. Mentors were able to counsel and support students, in part because they didn't have to play the judgmental role of final assessor (2001).

Furthermore, the support provided by the senior academic leadership to explore the relationship of non-formal and formal education in the form of the RPL Portfolio Development Course was critical in the initial phases of the initiative. The Acting Vice Rector, Academic Affairs, taking responsibility to channel all communication regarding the introduction of RPL, is an example of how this leadership has been exercised. Similarly, the membership and participation of the Director of Academic Planning, the Institutional Planner, members of Senate and Faculty Officers in the RPL Forum that was tasked with the development of institutional RPL Policy and Procedures is another example.

The draft RPL Policy and Procedure was submitted to Senate in September 2000 which allowed the RPL Office to start to recruit students for the PDC January 2001 intake. The RPL Office initially started with two academic staff members, the one having more than ten years of experience in the field of academic development, whilst the other staff member came with an adult education background. In addition, three part-time mentors, with adult education backgrounds, assisted with guidance and support.

Whilst the staff complement to offer and implement the PDC was modest, the cost implications were huge. And since the PDC is not an accredited Course within the formal system the university receives no subsidy from the state. Students who register for the PDC pay a fee of R300 despite the fact that calculation suggests that for each student participating on the PDC and eventually register within the University's accredited programmes, cost the University approximately R2 500.

In the first three years of the programme the difference between what students pay and the actual cost were not a major issue since the university was successful in applying and receiving seed money to initiate the RPL programme. Now that the RPL for access and the PDC have been institutionalised, the rationale for maintaining such a "loss leader" is that when RPL students are successful in their accredited programmes, the University would be compensated through the state's subsidy formula for its initial losses.

The academic results of RPL students at UWC suggest that they are successful students. Systematic tracking of these students and comparing their results with the regular students confirm that those RPL students are successful. An analysis of students' first year results made by the University's Academic Planning Unit reveals that on average RPL students perform just as well and at time better than the traditional student. An earlier study by Thaver, Naidoo and Breier (2002) from the UWC Education Policy Unit in comparing the results of two mainstream courses *English for Educational Development and Legal Research Writing* found that on average the RPL students performed at least 2.4% better than the regular student (2002: 89).

If we take into account that these RPL students are studying on a part-time basis one would not expect significant graduations before four years of study. However, by the end of the 2003 academic year the following numbers of RPL students that participated in the PDC graduated: eight who registered on a Certificate Programme; twenty who registered on a Diploma Programme; Four who registered for an Undergraduate Degree; and four who registered for Post-graduate degrees.

The numbers are still relatively low but it should be remembered that in addition to studying part-time, these students experience the same difficulties as your regular mature adult student in term of situational barriers such as transport, finances, relocation due to employment opportunities and so on which forces them to suspend their studies.

The UNiversity Students for LITeracy (UNILIT) Initiative³³

The Arab Regional Conference on Higher Education in March 1998 emphasized the importance of the contribution of the higher education community to local development. Many countries of the region have almost no other human capital than higher education students and faculty members. Higher education institutions in the region are thus being encouraged to make community service a course prerequisite for each student.

To this end, UNESCO has been working with governments to implement the UNILIT initiative (standing for **UN**iversity Students for **LIT**eracy), subsequently launched by the UNESCO Regional Bureau for Education in the Arab States (based in Beirut) at the World Conference for Higher Education.

The programme is based on the idea that "each one teach one" - meaning that each university student enrolled in UNILIT will work with at least one person per year to improve their basic reading, writing and arithmetic skills, as well as knowledge of health, environment and welfare issues. In doing so, it is hoped that the programme will contribute to the student's own personal awareness, commitment, and capacity to react at professional level with societal issues.

This initiative is particularly important in the Arab region where illiteracy rates remain some of the highest in the world. But in creating the university-community partnership, UNILIT allows universities to extend their commitment to educating the countries human capital in the service of development, and to providing educational services at different (non-traditional) levels of learning.

So far, Lebanon, Jordan, Syria, Yemen and Sudan have established UNILIT as a pilot project in their higher education institutions, with Morocco recently joining the initiative. However, only one university in Jordan has set, by a decision of its board of trustees, the community service as a pre-requisite requirement for graduation, while the other participating universities deal with the community service either as an elective course, or as a training course, or, in the case of the private universities, are alleviating the students from some of the burden of study fees.

33. Source: Higher education in the Arab Region 1998-2003, Meeting of Higher Education Partners in Paris, 23-25 June 2003, UNESCO 2003.

34. Source: UNESCO Institute for Statistics

Early evaluation of the project has revealed its potential for being a successful tool in eradicating illiteracy, fostering cooperation between various social actors, civil, community and non-governmental organization, higher education institutions and grassroots communities.

4. Reaching out-of-school youth

In a world that promises universal primary education, 115 million children of primary school age are excluded from school. Expressed another way: 18 per cent — or almost one in five — of the 650 million children in the world are not in school. Not unexpectedly, behind this global average there are some widely different regional patterns. Almost half of the children in West and Central Africa are out of school and more than a third in Eastern and Southern Africa. In South Asia, this proportion is also substantial — more than a quarter. On the contrary, in East Asia and the Pacific, Latin America and the Caribbean, and the industrialized countries, not more than 6 per cent of children are out of school³⁴.

And although considerable progress has been made to achieve Education For All (EFA), it is now largely acknowledged that formal education and school enrolment for all remains unreachable in most developing countries.

Addressing the vulnerabilities of different population segments, implies the recognition of various alternative learning systems and the employment of large-scale basic education tools that are inclusive and able to foster self-empowerment as one element in the ladder out of poverty.

**Burkina Faso
Reaching out-of school rural youth through Basic Non-Formal Education Centres (CEBNF)**

In Burkina Faso, young people in 9-15 age group have missed out on access to education and professional skills training because they were never sent to school or had to leave school early. And during the early 1990s, there was no nationwide educational structure taking into account the specific needs of this target group.

It is in this context that the Government of the Burkina Faso, with the support of development partners, notably UNICEF, NGOs and local associations, has established Basic Non-Formal Education Centres (CEBNF). Operational since January 1995, they have been conceived within the framework of innovative Government actions to increase and diversify education provision.

The CEBNF are established in the rural or urban areas, giving a chance to adolescents who are too old for the classical school system and not old enough for the Permanent Literacy and Skills Formation Centres (CPAF).

The strategy focuses on the acquisition of a minimum level of basic education and professional skills training, the eventual aim being for participants to regain entry into the formal system and continue their training, or to enrol for professional training. The training period lasts four (4) school years of six months each. It is carried out in local languages with the contribution of available craftsmen within the community.

This project also focuses a great deal on community participation. The trainers come from the community, are chosen by it and are on probation for 4-8 weeks. National languages are employed as the medium of instruction, with French being taught at a later stage. No module or content is really rigid, so that teachers are trained with due regard to the demand. The monitoring is carried out by qualified senior teachers and assessors from both NFE and formal education.

Officially, the Centres are viewed as part of the non-formal education system and promote, but work to develop educational bridges between formal and non formal education and encourage the diversification of opportunities. As with other non formal structures in Burkina Faso, such as the Satellite Schools, the "Associations de Mères Educatrices" (Associations of Educating Mothers) and Community Management teams participate in the construction, functioning and to the management of the CEBNF.

35. For further information on this programme, please visit the web site of the CONEVyT Consejo Nacional de Educación para la Vida y el Trabajo - the CONEVyT Internet Portal provides access to on-line courses, skills certification, access to the Digital Library and more. In Spanish only.

36. "Among the most important contributions made in Hamburg that give orientation to the educational vision of the region, particularly in Mexico, is the need to restructure adult education as a process and as a right, including youth education and work as indispensable components of adult education. The approach of a lifelong learning education, the renewal of the compromise to help priority populations, particularly women and indigenous population who cannot read or write, the drive to create new educational models for adults that overcome the compensatory and supplementary vision associated to the four pillars of education, the commitment to achieve universal literacy and guarantee the use of Computer and Communication Technologies (TIC - Spanish acronym) to marginate populations" (ORE-ALC, UIE p.209).

5. Adult education

As a result of adult illiteracy, different population segments and groups become isolated from mainstream society in both economic, social and linguistic terms. Certain national governments are now beginning to create flexible learning structures that take into account and accommodate the different time and material constraints of adults in difficult situations – thereby increasing their access to skills, services and information that could help to improve the individual's quality of life.

Mexico Innovative models for adult education³⁵

Since 1996, the limited possibilities adults faced when trying to pursue their education led to a revision of models and structures of adult education.

Mexico implemented many of the CONFITEA V suggestions³⁶, while the National Programme of Education 2001 - 2006 built upon the 3rd constitutional article and the 2001-2006 National Development Plan, covering both formal and non-formal education, understands education as a "... permanent and lifelong process that will occur in all areas of society and not only at schools".

In 1981, the National Institute for Adult Education (INEA) was formed as a merger of different adult education bodies. Its main aims were to reduce illiteracy and to provide educational alternatives for those people aged 15 and above who wished to complete primary and secondary education. The work of INEA has also a strong notion of technical and vocational training. Graduates from INEA courses equivalent to secondary education can continue their educational development in senior high schools (IBE/SEP p. 9).

"The Institute develops its activities by soliciting cooperation within the community and from business enterprises. Young people are engaged to teach non literates how to read and write in exchange for remuneration which can only be termed symbolic. Agreements with business enterprises and trade union organizations constitute the framework for the Institute's

activity. On average, the Institute enrolls a population of 700,000 non literates annually" (Reyes, p. 648).

Following the 1995-2000 National Education Development Plan, a profound review and readjustment of the adult education sector was implemented:

"...different actions were carried out, including the decentralization process of the operation of adult education services to the state governments, the design of a new operating strategy, the articulation of programs with innovations regarding curricular contents, the design and implementation of different forms of education, the implementation of new incentives for teaching staff, as well as the Automated Follow-up and Pass System (Sistema Automatizado de Seguimiento y Acreditación - SASA), with the aim of ensuring reliable records on those adults who enter the programs and their follow-up"³⁷.

INEA's responsibilities have been decentralized since 1999. In 2001, twenty Mexican states had developed institutes that took over from the centralized INEA structures. During 2001, over 3 million people received INEA's assistance. In this year the total number of persons that finalized literacy education was 134,648.

Besides INEA, the Cultural Missions, the Centres for Adult Basic Education, the Centres for Extra-school Education, the Primary Schools for Workers, Nocturnal Primaries and the Rural Post-Primary of the National Council for Educational Promotion (Consejo Nacional de Fomento Educativo - CONAFE) offer educational services for youth and adult persons. Another main provider is the PREA Programme (Regular Adult Education Programme - Programa Regular de Educación de Adultos).

In the fields of education and work, the National Council for Life and Work (CONEVyT) was created and given the tasks of inter-institutional coordination, promotion of new programmes, and policy definition. It focuses especially on community participation, the use of Information and Communication Technologies, and the mutual recognition of skills acquired in the labour market, formal and non-formal education.

37. Source: International Bureau of Education (IBE/SEP p.29).

Key components of the new integrated education strategy are the Educational Model for Life and Work (MEVyT) and Community Squares.

The Educational Model for Life and Work (MEVyT)

The Educational Model for Life and Work (MEVyT) is one of the outcomes of the INEA's educational review that re-assessed youth and adult education in a changing 20th century context.

More attention has been given to marginalized groups, taking into account the great diversity of geographical and socio-cultural environments within Mexico, as well as the activities, interests, necessities, projects and conditions of youth and adults. At the educational level, MEVyT was given a broad mandate.

The MEVyT learning contents are structured in modules that are organized around topics of related interest, within broader areas of knowledge like e.g. language or mathematics. Or, they follow the environments of diverse population groups, like e.g. the family, youth, or employed people (see details on curriculum below).

The model has a flexible structure that allows people to organize their own educational path and study routes. Although the certification process is important, all learners benefit from the learning process and the development of abilities, attitudes and values which help them to live a better life.

SYNERGIES BETWEEN FORMAL AND NON-FORMAL EDUCATION THROUGH "RECOGNITION OF PRIOR LEARNING" [RPL] AND EQUIVALENCY PROGRAMMES

I. Overview

Recognition of Prior Learning (RPL) and equivalency programmes are increasingly seen as part of a strategy for adding value to national education and training systems, opening up possibilities for young people and adults with low levels of formal education to have their prior, informal or non formal learning experiences recognized when seeking to enter different education and training streams.

They are based on the fundamental assumption that people acquire knowledge and skills not only through attending formal education programmes, but through different types of economic, social and cultural activities in their communities, including paid and unpaid work experience, membership and involvement in different clubs and social organizations. The stated concern is for equity of outcomes between formal/non-formal/alternative/informal learning achievements.

Forms of recognition range from "certification" which formally recognises the achievements of an individual, to "political recognition" where legislation can be introduced giving individuals their right to the validation of competence acquired, to "general recognition" where society acknowledges the value of competences acquired in non formal settings, to "self-recognition" where the individual assesses what he/she has learned by reflecting on the process.

When recognition is linked to the formal education sector, this allows individuals to have their prior and/or experiential learning assessed against national (or other) standards, without requiring the completion of a formal education or training programme. But RPL can also be linked to skills and competencies acquired in the workplace, community, voluntary sector. Here, it is a process in which individuals have their overall skills validated in relation to various areas of application.

In all cases, national reforms are helping to create bridges and new arenas for co-operation between the institutions offering formal education and those seeking education and further training. Some countries have gone as far as to develop qualifications frameworks according to the specificities of national situations. The aim of qualifications frameworks is to clarify (for students, parents, employers and policy makers) the main routes to a particular qualification, how progress within the system can be made, to which extent transfer is allowed and on which basis decisions on recognition are taken.

Other countries are now engaged in the process of developing and implementing regulation, arrangements, methodologies, systems for the validation, accreditation, evaluation /assessment.

II. Objectives of "RPL" and equivalency practices

National policies on RPL and equivalency cover several objectives centred on **individuals**, on **institutional aims and economic issues**.

The objectives concerning **individuals** relate to personal development, to improved access to educational and training institutions, to better prospects for insertion in local, national and international labour markets and improving the conditions for social inclusion. The purpose is to make visible the entire scope of knowledge and experience held by an individual, irrespective of the context where the learning originally took place. The criteria against which learning and skills are to be assessed vary from country to country.

Greater flexibility in the functioning of education and training institutions characterises the **institutional** issues. This implies a reduction of institutional barriers to learning for young people in at-risk and vulnerable communities or more mature students, recognizing the value of prior learning as part of an individuals "qualifications" package and allowing for a combination of learning pathways linked to practical experiences gained in the community or through professional responsibilities.

RPL and equivalency practices can thus enhance the capacity of NFE learners to enter or re-enter formal education by enabling

formal schooling to give credit and exemption to those having acquired personal and professional skills through non formal learning channels, in the community, voluntary sector, workplace. In theory, this generates the motivation to start and carry on with formal education. For many NGOs, as well as vocational and adult literacy programmes, RPL and equivalency programmes can provide a new way of organising existing training and a framework for recognising different courses.

Economic issues appear with less frequency but are no less important. RPL facilitates the increased mobility of workers across countries and their employability in different labour markets. For companies, employers come to view the workplace more clearly as a learning arena, and how it can be used for career and productivity oriented skills development. From a systemic perspective, the contribution of individuals to national economic growth targets is greatly enhanced with a knock-on effect for national competitiveness.

III. Assessment methods

There are many methods and a variety of techniques to collect evidence as a basis for judging whether skills and competencies have been acquired by the individual. The path to formal *certification and qualifications* in the formal education system is often through modules, which may exist under different names, such as "credit", "unit" and "exemption".

National assessment standards might also include one or a combination of the following: examinations, personal declarations, observation, simulation and evidence extracted from work (or other) activities. Each category is based on different assumptions and techniques requiring proper professional training.

There are usually three different stages in the RPL or equivalency programme. The first is the *"identification of competencies"*. Secondly, a stage of validation aims at the official acknowledgement of the individual's competences. When the result is positive, the third stage, which focuses on the formal certification, is launched.

Identification and validation of competencies

Dialogue-based methods are based on discussions between assessors/specialists and the learners. Candidates declare and justify orally that what they can do corresponds to certain parts of the curriculum taught in the education or training programme for which they would like to obtain access or a credit. The specialist then works on the basis of the knowledge and experience of that person. A panel (third party) gives the final judgement. Examples are to be found in initiatives in France, Germany, the Netherlands and Norway.

A dialogue-based method has the advantage of covering tacit knowledge and fits in well with both vocational and general subjects. It is particularly suited to learners who have difficulties with reading, writing and theory-based testing techniques. It does however require much individual preparation. It can be combined with portfolio assessment, self assessment.

Assessment on the basis of a Portfolio: The Portfolio presents a synthesis of the individual's personal, educational, social and occupational experiences. Learners often use a charting form, adding certificates, reports, photos and relevant information on their career, education, training and other experiences. The Portfolio is then judged by an assessor, a jury or a teacher who decide if the evidence provided by the candidate proves that the standard was achieved. Additional education may be offered so that individuals can acquire the desired skills. This method demands good written documentation of individuals' own skills and does not assume one-to-one meetings. The downside is that undocumented and tacit knowledge is difficult to reveal.

In the observation method, following certain rules and strict methods, an assessor observes candidates *in situ* and judges or validates whether they have the competencies described in their assessment. Observation is a demanding exercise, with methodology and training required for the assessor to properly collect relevant and reliable observations. Direct observation of competences is used for the assessment in practical work situations. But the validation can be based on past experience with the candidate or on a simulated work situation.

Some examples of simulations are well-known, since aircraft pilots are partly trained that way. Candidates are placed in a con-

text that presents all the characteristics of the real work (or other) situation and are then able to demonstrate their competences. Simulation requires a large amount of studies and job analysis to be prepared properly. Often judgement is by a third party.

IV. Recognition and validation in relation to various levels of education

Many countries have been working to establish national legislation, policy frameworks, standards and create national equivalency programmes at different levels of education provision. This section takes a look at examples of the changes taking place.

. RPL in relation to general primary education

India Primary education through the "Open Basic Education Programme"

In India, the Open Basic Education (OBE) programme, implemented through the National Institute for Open Schooling (NIOS) provides primary and upper primary education to neo-literate children and adults who have participated in the National Literacy Mission. The OBE has three levels (A, B and C) that are equivalent to formal school classes 3, 5 and 8 respectively.

The academic planning of the curriculum is carried out with the help of teachers from within the formal school system, while the development of course materials falls under the responsibility of a course team comprising formal school teachers and those associated with the National Literacy Mission and NGOs. To ensure equivalence and transferability, the curriculum framework has been designed keeping in mind the minimum competencies to be achieved by the learners at a particular grade in the formal system. This feature is helpful to learners in the 6-14 age group and has been made possible as the certificate of OBE is recognized by the Government of India.

At level A, the evaluation process has two components: written and oral. Grades are awarded and certificates given only when the learner completes the required number of subjects.

With regard to the examination system, there is close collaboration between the formal education system and OBE. The question papers are generally set by teachers who are primary/upper primary school teachers. The examination may be answered in Hindi, English or the regional language. The flexibility of the OBE programme enables each learner to take the examination whenever he/she is prepared for it, but the examination schedule is decided by the agency and NIOS. The evaluators are also from the formal school system. The inspection teams for monitoring comprise both retired and serving school teachers as well as other community members.

In order to reach the client group in remote areas, a number of formal schools, community learning centres have been accredited as study centres for the OBE. While these centres use materials equivalent to formal schools, their teaching methodology is largely informal. Most use tutorial and group discussions, as well as classroom-teaching methods. It is fairly common to find the programmes developed for NFE learners being broadcast locally over radio and television used by both NFE and FE learners.

The significant aspects of this partnership model between formal and open learning system is the sharing of resources for infrastructure purposes. Many formal schools have been accredited as study centres. Their classrooms are used during after school hours or Sundays for NFE learners.

. RPL in relation to general secondary education

Tools used for **charting and assessment** in relation to (re) entry into secondary education systems tend to be based on the national curricula in different fields. The curricula in the various subjects ensure that national standards are achieved in the assessment work. Assessors tend to be professionals from the workplace, members of examination boards or teachers working in the formal education system.

**Indonesia
Secondary education through "Equivalency education"**

Equivalency education in Indonesia caters to the education needs of those community members who have left school early for different reasons, those of productive age who wish to improve their knowledge and skills, those who require particular educational services in order to be able to cope with improvement in welfare and changes brought about by science and technology. Target groups also include victims of natural disasters, and those who live in remote areas including ethnic minorities.

Equivalency education is part of the non-formal education system and consists of Package A, Package B, and Package C modules. Package A is the non-formal mode for primary education, the outcome of which is a certificate equivalent to the Primary School certificate. Package B is the non formal mode for junior secondary education, the outcome of which is a certificate equivalent to the Junior Secondary School certificate. These Packages gained equal status to their formal schooling alternatives in 1994. Package C, equal to senior secondary school, was only launched recently and the outcome is a certificate equivalent to the Senior Secondary School certificate.

The curriculum is designed by teachers and Curriculum Development Centre staff who are already involved in formal school curriculum development. It is intended that the curriculum should attain the similar target in formal schooling in term of Minimum Competency standards. That is about 60 % of academic standards, moral development or behaviour management, and religion education. In addition, a life skills programme, including local economy, work ethics, employable skills and household management.

The equivalency programme is implemented by developing the potential of the community institutions to carry out community-based non-formal education activities. The government, in this case, the Department of National Education, plays the role of a facilitator. The educational personnel consist of tutor and NST (Nara Sumber Teknis/skills-based resource persons), FDI (Facilitator Desa Intensif/Intensive Village Facilitator),

38. The Directorate has completely upgraded modules, i.e. modules of Grade 4 for all of the subjects in Package A, modules of Grade 7 for all of the subjects in Package B, and modules for grade 10 for all of the subjects in Package C.

TLD (Tenaja Lapangan Dikwas/field staff of Directorate of Community Education) and Penilik (Supervisor).

Teaching for all packages is carried out by tutors who are also teachers in formal schools. Learning materials are suggested in the form of competency-based modules, containing objectives, expected learning outcomes, activities, practices, and evaluation. These are presented as an integration of academic principles and day-to-day life experiences, customized in principle to meet the more diversified learning needs of diverse target groups³⁸.

There are two kinds of evaluation of learning outcomes, namely individual self-assessment and final examination. The individual self-assessment is integrated into the different modules. Learners can measure their performance by responding to problems posed in the exercises and by completing the learning activities provided in the modules.

National examinations are organized by the National Assessment Centre, Office of Research and Development, Department of National Education for Packages A, B, and C. This institution is the same office responsible for examinations in the formal school system. The examinations are intended to ensure quality control and provide recognition to the graduates of the equivalency programmes. The National examination is held twice a year. Those who pass are provided with a letter of successful completion, issued and signed by the Education Evaluation Centre, and a certificate issued by the Directorate of Community Education, Directorate General of Out-of-School Education and Youth, and signed by the Head of Education Services Office of the relevant district/municipal government.

The Directorate is also now in the process of designing life skill modules, mainly agriculture based and fishery based modules. School books and other sources of learning materials such as printed media, multi media services and resource persons are also used, for the purpose of enrichment.

.RPL in relation to vocational testing

Vocational testing is a method which gives young adults, irrespective of their ethnic origins, every opportunity to show what they can actually do in their fields. This method picks up knowledge and experiences which are not documented and works well irrespective of learning and language difficulties.

Vocational testing starts off with a general interview of the background, training, work experience, language skills and objectives of the learner in question. A specialist interview is then carried out, followed by a practical vocational test, so that both the theoretical and the practical side of their skills are tested. On the basis of this testing process, the learner may then be offered either additional training to achieve a work experience certificate level that is useful for job seeking.

In many European and western countries, modules already help to create a better pathway between vocational education and training and higher education, as in Belgium and the United Kingdom.

National Vocational Qualifications Framework (NVQ)

United Kingdom

In the United Kingdom, NVQs and GNVQs are organised by "modules". For the assessment, many types of evidence must be collected from work (or elsewhere) to document the ability to use a competency in real situations. Based on that documentation, a portfolio is established by the candidate to be presented and assessed by the assessor. Then, the portfolio follows a quality procedure and is for example controlled by a verifier. In parallel, the NVQs and the centres that deliver the certificate follow an accreditation procedure. Assessments follow a set of distinct steps, concentrating on collection of evidence (of prior learning) and requiring that the candidate is able to demonstrate mastery of practical tasks in authentic work situations.

A first step will normally consist of guidance. The candidate will be informed about the process, which forms it will take, which requirements exist and what eventually may be the

result. Secondly, a period of evidence collection will be started where the candidate will have to document previous achievements eventually to be presented in a portfolio format. When the portfolio is considered complete, assessment takes place with the help of an expert assessor. This assessment can involve written tests but will in most cases consist of direct observation of actual competences in a practical work situation. This process will eventually lead to the award of a unit or units, given that an independent assessor verifies the process. Detailed manuals have been developed to guide assessors and verifiers, training of assessors is also provided and required (leading to a NVQ assessor qualification).

South Africa

In South Africa, the National Qualifications Framework integrates all elements of the education and training system to enable learners to progress to higher levels from any starting point. The system must enable assessment and recognition of prior learning and skills acquired through experience and enable people to obtain recognition and credits for qualifications and toward qualifications from one part of the system to another. To this end curricula should cut across traditional divisions of skill and knowledge.

The South African Qualifications Authority (SAQA) Act, 1995 (Act N° 58 of 1995) provides an institutional framework for the implementation of the NQF. SAQA's mission.

"to ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large".

SAQA exercises responsibility for the whole Framework, and is particularly concerned with the need to facilitate access and progression into ABET, FET and entry-level HET, where the national skills deficit is greatest.

Prior to the initiation of SAQA, there were no formal standards set for education and training institutions involved in formal education. For example, if one chose to do a diploma course

in marketing, the course content, the duration of the course, the aspects you will be assessed on, etc. varied from institution to institution. Institutions recognized by government, therefore had the autonomy to set its own standards for education and training. At one institution a diploma in marketing could take 3 months to complete and at another institution, it could take 3 years. Yet both have the same relevance when seeking employment opportunities with the exception of status issues.

Certain institutions enjoyed a higher status to others because there is a perception that the quality of the education received by individuals attending a particular institution is superior to others and therefore the persons graduating from this institution is a superior candidate for a specific job. This is largely because historically "white" institutions were always better resourced than historically "black" institutions. The implementation of the SAQA Act begins to address this by determining the standards for a specific course at the various level of education.

SAQA has also through the implementation of the NQF, the NHRD and the Skills Development Act begun to "formalise" non-formal education in response to different realities. Prior to SAQA, profit making and non-profit making organisations and institutions and organisations involved in the provision of non-formal education were not regulated.

. RPL in relation to continuing education and workplace-based learning

The validation of non-formal learning in the work place identifies and draws attention to learning and skills based on functions, duties, specialist expertise, previous work-based training, working methods and co-operation both in the workplace and with external environments.

Validation takes place when someone applies for a job, when the documentation is used internally within the company or when an employee is applying for an education and training programme within the formal system. The documentation may further assist in the task of finding the right person for the right posi-

tion at any time when reorganisation is carried out and teams are put together.

The documentation culture varies between different companies and sectors. It is usually the responsibility of the individual to describe what overall skills he or she actually possesses. A lot of this may be tacit knowledge which is traditionally not described and documented. Nevertheless, some companies already have systems and procedures for documenting skills. These have been developed primarily as elements of quality systems or business processes or implemented in the form of gap analyses. The documentation will normally consist of a CV and a skills certificate from the employer(s).

**Norway
Adult education through the "Realkompetanse Project"¹³⁹**

The aim of the Realkompetanse Project in Norway has been to establish a national system for the documentation of adults' non-formal and informal learning, with legitimacy in both the workplace and the education system.

The idea for this project came about during preparatory work for White Paper N° 42 on Competency Reform (1997–98) in Norway. The reform includes all adults including those in work and those not working and has been developed through collaboration between a number of ministries, social partners⁴⁰ (trade unions and industry organizations) at national and local levels, as well as the education system, voluntary organisations, associations for adult education and distance learning institutions took.

The Norwegian concept of "realkompetanse" refers to all formal, non-formal and informal learning acquired by adults. In practice, this means the sum of all overall skills individuals have acquired through the education system, paid and unpaid work, organisational activities and family life/life in society.

The Government wants to ensure that people who are not already inserted into their local labour markets have the qualifications to become so, and that companies have an available workforce that is skilled and capable of adjustment to new

Part 4

SYNERGIES
BETWEEN FORMAL
AND NON-FORMAL
EDUCATION
THROUGH
"RECOGNITION OF
PRIOR LEARNING"
AND EQUIVALENCY
PROGRAMMES

economic climates. A further motivating factor for the project in Norway was the fact that many immigrants and refugees have professional skills from their homelands which they are unable to document, or else they may have documentation for which they receive only modest payment in the Norwegian labour market.

The project has involved much development, trial and clarification work in which 50 local development projects took part. Over the project period, 24,000 people also took part in the testing of methods for the documentation and validation of non-formal learning in the workplace, the third sector and the education system.

Projects reviewed as part of the "Realcompetanse Project" in Norway indicate that an important prerequisite for success is that the methods have to be simple to use and not take up too much time. In addition, co-operation and communication are required so as to ensure as correct a description of the skills as possible. New ways in which to describe skills mean that individuals will need help and support as work progresses. Documentation is improved when discussions are held and colleagues, representatives and project managers take part as the process goes on. The project recommended that individuals' entitlement to the documentation of non formal learning be supported in laws and agreements.

THE BASIS FOR FURTHER SYNERGIES BETWEEN NFE INTERVENTIONS AND FORMAL EDUCATION SYSTEMS

I. Achieving the development aims of education and literacy

1. Transforming personal attitudes towards learning

It is reasonable to ask whether the increased availability of education through NFE has a significant impact on the life chances of the people and communities taking part in these courses. Unfortunately, there are few tracer studies available. Another major difficulty in many developing countries is that those who attend different types of classes and even those who formally enrol are not registered as part of national educational statistics.

Nevertheless, much evidence points to the ability of NFE interventions to transform lives. Learning outcomes are measured, not in terms of rote knowledge, but the acquisition of practical life skills and the ability to anticipate and respond to societal changes more easily.

Different skills enable participants to generate sustainable livelihoods and to cope better with community-related issues. As a result, participants gain confidence and develop positive attitudes about themselves and their role in the community. They also come to be viewed in a different light by their families and peers.

Furthermore, due to the participatory nature of NFE activities, and through their interaction with other people in the local environment, learners develop very valuable "soft skills" such as interpersonal communication, teamwork, leadership, discipline, responsibility, planning, organising and practical problem solving.

Finally, there is also evidence that learners find learning more enjoyable and tend to be more interested in educational opportunities later on.

Mexico Educational Model for Life and Work

In Mexico, the **Educational Model for Life and Work** sets out to help beneficiaries in ways that:

- "Recognize and give value to their knowledge and experiences and that they integrate them to their knowledge;
- Develop and/or strengthen the basic abilities for life and work;
- Develop capacities and attitudes that will allow them to transform and change their environment, with a vision of the future;
- Reaffirm their individual and social conscience with a sense of commitment, responsibility and co-participation in the execution of democracy;
- Strengthen and practice individual and social ethical values related to the integral development of the human, with justice and participation in the decisions that affect life, that will make a better living together possible;
- Recognize and practice the principles of justice and equity between genders and individuals, the respect to diversity, to plurality, to the environment and to themselves;
- Construct and acquire knowledge that makes their educational continuity possible;
- Practice their right to freedom of expression in different situations of their daily lives;
- Strengthen the participation commitment in the solution of social problems starting from knowing their rights and responsibilities;
- Construct explanations about natural and social (local, regional and national) phenomenon that contribute to the solution of situations and opportunities; starting from the development of the creativity and the application of concepts, methods/procedures derived from the scientific and technological advances, among other aspects" (OREALC, UIE pp. 211f).

2. The generation of sustainable livelihoods

As markets, forms of work organization and technologies change around the world, those with low skills levels, outdated skills or no employable skills are less likely to get a foothold in local labour markets and are more likely to miss out on opportunities in the economic and social mainstream of their communities.

The foundation for recent attempts by NFE providers to improve the conditions for economic inclusion of marginalized population groups is through fostering a basic understanding of different occupations relevant in the local surroundings or upgrading existing skills in those occupations. Basic skills training, combined with literacy, is often the first step on the road to entry into informal or formal labour markets or participation in further education or skills training streams. It increases awareness of, and the ability to plan for, additional and more targeted training in the future.

In fact, NFE interventions with a livelihoods focus often underpin the release from dependency and economic regeneration of different communities as they hold potential spin-offs for suppliers, distributors and markets in the broader locality or region. Furthermore, since environmental and social sustainability are usually corollary to programme objectives, forms of entrepreneurship are encouraged that are the most respectful to local settings.

**Argentina
The Solidarity Foundation (SF)**

The Solidarity Foundation (SF), created in 1992, is a private, non-profit organization whose main objective is to promote social integration and development in Argentina. The mission of the Solidarity Foundation is stated as follows: *Contributing, through sustainable human development and self-sufficiency, towards the generation of opportunities for the eradication of poverty in rural and urban settings located in the Province of Mendoza.*

After the economic crisis of 2001, the processes of social exclusion and impoverishment of Argentina's population increased qualitatively and significantly.

In response, the Organization has been generating local development projects, together with impoverished social groups, with a view to promoting social mobilization, contributing to an exchange of experiences and optimizing the potential and autonomy of different organizations.

In particular, SF has been working with the most impoverished families in the province of Mendoza through projects that result

in income generation, improve their capacities to produce sufficient goods for their own consumption, facilitate job-seeking, promote professional reintegration, and guarantee a minimum of grassroots social organization. Currently the Foundation has projects in the departments of Lavalle, Las Heras and San Martín.

The objectives of SF can be summed up as follows:

- Stimulating the participation of beneficiaries in assuming the primary role in the development of their initiatives and management capacities;
- Fostering the establishment of local associations and community organizations;
- Developing networks of women's groups and micro-economic organizations;
- Combining criteria of economic viability, social equity and environmental balance.

In order to implement these objectives, SF has created capacity-building programmes that promote the use of alternative and sustainable technologies in the fields of agro-ecology production and consumption. Moreover, capacity-building includes management techniques applied to social organizations.

The instructional methodology is rooted in the tenets of popular education. Frequent consultations, workshops, shared decision-making, and learning-by-doing techniques are some of the methods employed.

Community leaders training project

Through capacity-building workshops, brain storming techniques and peer-education, the **Community leaders training project** fosters the development of a critical vision of reality as well as the collective search for solutions of identified problems. Community leaders are introduced to community work methodologies, as well as being trained in project cycle management.

The challenge that the Solidarity Foundation now faces is to move from a dynamic of helping and assisting the poor (which creates dependence and passive social actors) towards another relationship wherein people decide on their local human development strategies, based on autonomous behaviour and self-reliance.

3. Community reintegration

In many countries, the demand for urban or rurally-based education and training is made more acute by the presence of large numbers of displaced peoples and refugees.

Community care and reintegration initiatives in the non formal education sector strive towards community cohesion through, among other things:

- literacy courses for specific groups that facilitate their contribution to meeting community needs, such as electricity, plumbing, construction and building;
- literacy courses for specific groups that enable them to deal with personal needs such as household budgeting, job-seeking skills, using appliances etc;
- increasing access to general basic education.

South Africa Reef Training Centre

The Reef Training Centre was opened in 1990 by the Palabora Foundation (created in 1987 by the Palabora Mining Company Ltd, an RTZ subsidiary) to provide the skills for returned exiles, the unemployed and villagers 30 living on a former game farm which has become the Ndabushe Wildlife Sanctuary, 30 miles from Johannesburg.

The Centre provides trainees with instruction that not only improves their (self) employment prospects, but enables them to contribute to meeting their communities needs, such as installing electricity or improving plumbing. Construction and building skills are also taught in response South Africa's housing situation, as well as skills in the motor trade - an African success story.

In parallel, a wildlife sanctuary and field study centre have been created and financed by Nestle. The latter has dormitory space for 48 school children. The sanctuary is home to hippo, impala, kudu and wildebeest, and is home to 150 species of birds. Local people are allowed to gather firewood in the sanctuary and they can buy venison, pork, fish, chicken and vegetables cheaply.

Training courses at the Reef Training Centre are broken down into modules which students can take at their own pace. Instruction is both theoretical and practical: plumbers they don't just learn about the dimensions of different pipes, they also install them.

The Centre's certificates are recognized by employers. About 500 men and women have already graduated and some have stayed on to help there. Around half have now found jobs in formal labour markets and a third have set up their own businesses. Squatters living on the farm were recruited to work for the Centre. Some now hold responsible positions there.

Aside from the unemployed, the Centre has trained exiles sponsored by the African National Congress, youngsters from children's shelters, unskilled labourers who lost their jobs during the recession or those offered retraining by their employers. While most participants attend courses on a daily basis, some live in the Centre during their courses.

Funding is a continuing battle. The Centre cost £1.5 million to build and open and around £600,000 a year to operate. Since it was established, the Foundation has received £8 millions from the Palabora Copper-Mining Company, which supports several other projects, including: nursery schools for 800 children, training for librarians, maths and science teachers and adult education.

Companies and municipalities sending employees to the Reef Centre pay a higher fee, which helps to subsidise the unemployed students. The ANC and welfare organizations sponsoring students also contribute. Several organizations offer bursaries.

Hundreds of children from township schools use the Centre, as do scout groups and wildlife organizations.

4. Social mobilization, citizenship awareness

NFE practitioners understand that many of the social problems facing communities come down to a basic loss of connection, sociability and identity. Strategies are needed that reconnect people to one another and generate cohesion around project objectives.

Projects that open up spaces to ask questions such as "whose community?", "whose culture?", "whose heritage?", "whose perspective of what is good?" are critical in encouraging community members to once again become vocal and active citizens. They motivate people of all ages to get organized and contribute in the regeneration, restoration and preservation of their inherited environment and cultural heritage, whether this is an urban neighbourhood or a rural community.

Many NFE projects in Latin America and Africa, for example, organize public debates around key local issues (for example, quality of life, security issues etc.). Such forums help to ensure that different perspectives, memory, knowledge, and strategies of human survival are acknowledged and celebrated. They also promote a greater understanding of people's and citizens' rights and duties and of the way the local, regional, national and international systems operate.

This means that communities can assess their situations themselves, make strategic decisions and take appropriate courses of action. They also have a greater chance of influencing the institutions that impact on them.

Certain interventions have also employed different types of training to reinforce civil society structures and networks, such as neighbourhood and community councils, unions and cooperative organizations. Courses might include leadership skills, management and administration.

The role of community radio

Community radio⁴¹ brings forth other ways of talking, of asking and answering questions, of making demands and pressuring the authorities. It gives community members access to information and offers a free market place where ideas and opinions are expressed and listeners are given the opportunity to express themselves socially, politically and culturally.

41. By community radio, we include: rural radio, cooperative radio, participatory radio, free radio, alternative, popular, educational radio.

In Latin America there are approximately one thousand radio stations that can be considered community, educational, grassroots or civic in intention.

They are characterized by their political orientation towards social transformation, their search for a fairer system that takes into account human rights and makes power accessible to the masses. They can also be recognized by the fact that they are not-for-profit.

Argentina

Foro Argentino de Radios Comunitarios

FARCO is a non governmental organization pulling together the efforts of 87 community radio stations and communication networks in Argentina.

Its main objectives can be summarized as follows:

- To provide news, information and forums for discussion and exchange on community radio;
- To give advice and guidance on social practices for community radio development;
- To raise awareness and to strengthen the engagement of community radio in civil society in Argentina;
- To mobilize the community radio movement in campaigns for peace and social justice, against poverty and discrimination, for the rights of women, children, minorities and indigenous peoples, for health, food security and for a better environment.

Members include social organizations and grassroots associations that base their communication strategy on a pluralist, participatory and democratic philosophy. Communication is seen as a means of expression for social and cultural organizations which traditionally have lesser possibilities of access to commercial mass media communication systems.

Some stations are owned by not-for-profit groups or by cooperatives whose members are the listeners themselves. Others are owned by students, universities, municipalities, churches or trade unions. Certain stations are financed by donations from listeners, by international development agencies, by advertising and by governments.

All are radio stations that look at broadcasting as a community, education and social service, and not simply as a commercially profitable activity. Communication is viewed as a universal right, building a path to mutual support and strengthening relationships between people.

In short, community radio stations put into practice the right to communicate and, particularly, the right to information.

FARCO also participates in international community radio networks, such as the World Association of Community Radios (AMARC) and the Latin American Radio Education (Asociación Latinoamericana de Educación Radiofónica, ALER). Moreover, it is in direct contact with national networks in many Latin American countries.

For instance, during the 5th World Social Forum in Porto Alegre, FARCO actively participated in six days of intense debates and discussions on the role of community radio broadcasters world-wide. In FARCO's view, the WSF can become a milestone in adopting the communication rights approach into the mainstream of social movements and civil society in general.

Being a member of AMARC, FARCO collaborated with partners of the Communication Rights in the Information Society Campaign (CRIS), and participated in several events to analyze the challenges to communication rights from a civil society perspective, such as the First World Forum for the Information and the Communication, on the 25th January 2005.

FARCO's main allies, however, are still the partners of the community radio network. A good recent development is that many social organizations, unions and human rights associations have begun to build alliances with community radio centres, as well as some private and commercial radio stations, as part of their strategy to become more socially responsible.

For further information, please refer to the FARCO internet site www.farco.org.ar

Brazil
The Community Organization Movement (MOC)

Since its creation, the Community Organization Movement ("Movimento de Organização Comunitária"), also known as MOC, has supported local community associations, rural unions, and cooperatives towards the greater enjoyment of social rights of their members and towards sustainable development based on participatory and ecologically-sound strategies.

Education activities stimulate participants to get organized and become citizens with full social rights.

A very well-known campaign organized in the 1980s went under the banner of "Mutilados do Sisal". One of the main products in Bahia's semi-arid region is sisal, a plant which produces fibres used in carpet manufacturing. Even now the machinery that helps to purify the quality of the fibres often leads to severe injuries or amputations. This campaign aimed at raising awareness of the enormous risks related to this economic activity among the public authorities and the general public.

The advocacy methodologies employed by MOC are now used throughout Bahia and Sergipe. Activities have been organized in sixty municipalities in Bahia covering a population of around five million people.

Of note, the MOC performs its activities through five programmes of action:

Programme for Strengthening Family Agriculture in the Semi-arid region (making family farming feasible through seeking credit for production; preparing for living with drought; citizenship for participation in public policies; and technical assistance). Here, there are three sub-programmes: Technical Assistance and Capacity building, Hydric Resources and Credit;

Gender Programme (living in equality at schools, in the formation of public policies and in family farming; and providing capacity building to the Movement of Female Rural Workers to support its interventions in public policies);

Rural Education Programme – sub-programmes include: the Training of Monitors of the Extended Work-day (Child Labor Eradication Programme – PETI); the Formation of Rural Teachers (CAT [KAT] – Know, Analyze and Transform), and the Reading Chest; Public Policies Programme (forming representatives of the organizations and social movements to supervise and propose public policies; strengthening civil society in a political environment; supervising and collaborating in public programmes; and forming counselors of civil society to diagnose political needs in the area of committee performance) – divided into four sub-programmes: Municipal Management Committees, Social Communication, Defense of the Rights of the Child and Adolescent (PETI) and Organizing and Strengthening Civil Society;

Programme of Productive Projects – creating strategies for inserting and continuing the group of small, urban entrepreneurs and the stonemasons in the articulation for public policies.

For further information, check the website at <http://www.moc.org.br>

**South Africa
Citizen Leadership for Good Governance, Institute for Democracy in South Africa (IDASA)**

Since attending the Idasa programme in South Africa, people such as Mary Choma, have put their skills to use for different purposes. The course made her aware of what happens in her community, enabling her to respond to the needs of the people she encounters. Motivated by a positive outlook and the desire for a better life for all, Mary decided to get active by becoming involved in a number of voluntary initiatives. "IDASA does not give us money, but it certainly helps us to help ourselves", she says.

Already an active member of the Denneboom Informal Traders Association in Mamelodi, which works on behalf of the female informal trader community on the street, Mary had lobbied for improvements in the safety of informal traders and basic business training to President Mbeki. She told him about the

problems female informal traders face, about the difficulties of not being able to read or write and the anger at being exploited. "Informal traders don't have money; they are seen as an easy target and so tend to be more open to abuse", "These women need someone to teach them how to run a small business and how to draw up a basic business plan". She says the women are committed to equality and dignity. "We do not believe in exploiting people or being exploited. We believe in teaching and supporting one another". Since the course, she has offered training to fellow members of the Informal Traders' Association, but recognises her own limitations and acknowledges that she needs help with the higher-level skills of business management.

She helps domestic workers to get better terms of employment and greater remuneration. She even convinced the employer to agree to relate her story at an Idasa feedback session.

She has also offered support to a group of school children. Noticing children on their way to school one day in winter without their jerseys and realising that their mothers worked as domestic helpers and were unable to help their children get ready for school, she and some friends visited schools where they discovered even more about the difficulties faced by children in South Africa. They approached the education and social services departments to try to help disadvantaged children. Even though her hands are tied because of a lack of funding, Mary is determined to find a way to better the lives of the people of Mamelodi.

"Since I attended the Idasa programme I have felt more confident and more excited about life, despite its difficulties and challenges. A miracle happened for me at Idasa: it was like receiving my doctorate. Among the many benefits, I got clarity about human rights, citizenship and the benefits of networking".

"Perhaps most significant for me was the realisation that citizens should not expect the government to do everything. I am convinced that democracy means taking responsibility and working with the government. There was a time when I thought the government knew all the problems that citizens faced. The IDASA programme helped me to see that it is the

responsibility of citizens to communicate their needs and those of their community. The people say, oh, the president does not know that we are suffering down here. But how must he know? We must use the channels that are open to us to make ourselves heard".

5. Environmental education and sustainability

Historically, formal education provision throughout the world has not focussed on informing students of the environmental impacts of different development practices. This is beginning to change.

NFE programmes have helped to drive the agenda forward. Many programmes focus on generating livelihoods with an emphasis on environmental sustainability. They also tackle issues ranging from global questions around sustainable development to promoting greater awareness and understanding at local level of how the local environment and community is affected by individual life style choices and mindsets, household, business and societal practices.

NFE programmes, through centres for environmental education, have also developed curriculum addressing instruments such as Agenda 21, the Earth Charter and other environmental goals, while facilitating the identification of environmental and social challenges in the local area and leading students through a process in which they find appropriate solutions.

Brazil **The Ecological School: Learning with Mother Nature**

In Brazil, the Ecological School, a project implemented by Terra Mirim, is geared towards the idea of sustainability and care with nature (both plants and animals). The School develops programmes of complementary education for more than 150 children and teenagers on a permanent basis.

The calendar of the Ecological School follows the timetable of formal public schools from the Valley of Itamboatá (covering

five communities). According to the Education Coordinator of FTM, Mynuska, the pedagogical proposal of the Ecological School tries to combine the "small planet" (the planet of the "I", the planet of self-knowledge) with the "big planet" (Earth, care with nature outside the "I").

Besides permanent work with children from schools who come to Terra Mirim to complement their educational programme, certain activities are designed in response to particular demands from target groups (normally to 20 participants each time).

For example, every two months the School organizes training courses for mothers and fathers; it also organizes mutirões, courses on solar energy, capacity-building on the economics of solidarity, debates on medicinal plants, and courses on recuperation of environmentally degraded sites. None the less meaningful are activities implemented during the Green Week (as a celebration of the International Environment Day on 12 June), ecological trekking, exchange programmes with communities sharing experiences of their relationship with the sacred elements of nature (earth, water, fire and air), as well as art-ecology workshops.

For further information, please refer to the web site of the Terra Mirim Foundation, www.terramirim.org.br

6. Fostering intercultural understanding

The multicultural composition of modern societies demands the adaptation of formal education to suit the needs not only of the traditionally underprivileged learners, but also of minority ethnic communities, indigenous and cultural minorities as well.

The policy question in recent years has been how national education institutions can reflect and cater to diversity within national populations given that they have emerged from within a traditional idea of what education policy and practice represents? It is now recognized past formal education policies have left lasting gaps in access to opportunities, prejudices and stereotypes and that these must be overcome for harmonious development

to take place. But in many countries, formal education systems continue to contribute (perhaps involuntarily) to discriminatory practices against minorities groups.

Many NFE interventions contribute to the reform of formal education systems through their experience of asking and developing solutions to questions such as:

- How can the learning environment make each child be "at home" in the multiethnic, multicultural communities of the 21st century?
- How can learning environments promote cultural diversity in the face of powerful economic, political and social forces that are leading us toward cultural homogenisation?
- How can learning environments contribute to more balanced exchanges between cultures?
- How can learning environments contribute to the preservation of threatened languages and local cultural heritage and distinctiveness?

They often focus on issues that are of collective concern to all learners, such as community health issues, HIV, livelihoods, rural development, rather pointing out differences between groups.

**Mexico
Promoting Intercultural Community High Schools⁴²**

This project is being implemented in Oaxaca, one of the South-eastern federate-states of Mexico.

Oaxaca is a poor multi-ethnic state, where rural populations have frequently opted to migrate to richer national or trans-border areas. The region is also characterized by particularly difficult geography, a factor which hinders communication and contributes to the isolation of sixteen ethnic groups who constitute the majority of population of this Mexican federate-state.

According to UNDP's human development index (HDI), Oaxaca is placed at one of the last national positions in terms of socio-economic development: health, nutrition, education, employment, and housing indicators are all very low in the national statistics. Nonetheless, Oaxaca is also one of the richest states from the point of view of cultural manifestations and natural diversity.

42. This experience was reported by Luis Ramirez during the 2003 UNESCO Seminar "Education for Social Transformation: Questioning our Practices". Luis Ramirez Works for the Patronato Nacional de Alfabetización y Extensión Educativa in Cuauhtémoc (Emails: pnaee58@mx.inter.net, jiotilla@hotmail.com).

For the last twenty years, the National Foundation for Literacy and Education (*Patronato Nacional de Alfabetización y Extensión Educativa*, PNAEE) has been practicing the idea of intercultural community high schools. At the beginning the experience was limited to a high school situated in the Pacific-Atlantic Isthmus area.

This high school, directed by the Congregation of the Marist Brothers, was mainly attended by students from the Asuncion Ixtaltepec population, but there were also students from other ethnic groups and geographical areas. Students actively participated in the definition of the content of their education, bringing into school programmes their daily social and economic problems that traditionally would not fit in the school's curricula.

Today, there are ten intercultural community high schools in Oaxaca, involving five different indigenous cultures (Icots, Zapotecos, Mixtecos, Mixes and Negros). Directed by young native teachers, these high schools bring the community's cultural values into their curricula and learning systems, all this rooted in constructivist and humanistic approaches.

What has this experience been able to build so far?

The Mexican educational model stands for the integration of all cultures. The culture of the *meztizos* is the dominant social paradigm; all other indigenous cultures have to be part of a larger Mexican culture. Being an Indian (or an Amerindian) is synonymous to being marginal, that is, a human state to be surpassed in order to evolve in the hegemonic dynamic controlled by the running cultural paradigm. Through education, the "*meztizo system*" is imposed to poorer communities, as well as ethnic and indigenous groups. It is true that some governmental agencies have tried to abandon this traditional top-down approach in the implementation of education policies; however, today's practice shows that integration is still the mainstream of the Mexican education system.

Therefore, the dissemination of the experience of intercultural community high schools can be a lever for change in the way a school project is conceived of, and developed. On the one side, educational programmes and curricula start from the reality of

the communities themselves. The generative terms of the whole educational proposal are built together with the ethnic communities, based on a horizontal relationship among partners. The voice and the vote of those who participate in the conception of the proposal are truly taken into consideration in the education and strategic orientations of the project.

Moreover, this experience tries to bring concrete answers to the following question: how can one build intercultural dialogs within schools and formal education systems? Based on the understanding that the inclusion of ethnic and cultural contents into the curricula is not sufficient to build bridges between different cosmologies, this experience tries to practice the interculturality from within: the communities lead the process, and are not closed to the differences and the otherness.

It is also very important to remember that the young native teachers play a central role in this experience. First, through the experience they can keep their cultural values, and give them their due relevance in the definition of educational programmes. Second, they promote a critical dialog with principles and knowledge of the Western society, since they are also undergraduate students in one of the partner universities. Apart from that, every semester they gather together in summer schools organized by the Congregation of Marist Brothers in order to discuss their experiences and share information. These seminars allow for the necessary deepening of exchange and analysis of the results and limits of this experience.

This experience has encouraged other communities to follow the example, and implement their own projects. All this was possible thanks to the technical and financial support of the PNAEE. Community members themselves took the lead in building the intercultural high schools.

7. Responding to reproductive health issues

HIV and AIDS are major challenges to education and community empowerment in many countries of the developing world. The epidemic affects adversely the most economically viable segment of the population, that is, young adults who have the poten-

tial to contribute the most to society. Many families have been torn apart, while communities face the problem of AIDS orphans and child-headed families.

In Africa alone, around 29.4 million people are living with HIV or AIDS, including 10 million young people (aged 15-24) and almost 3 million children (under 15)⁴³. Thus the pandemic represents a severe development crisis. The magnitude of the problem and the rate at which the HIV epidemic is spreading means that a great deal of new thinking is needed about the kind of information and skills needed by people and communities to deal with its impact.

Education that pays attention to lifestyle, diet, exercise, and ways of dealing with stress are all preventive methods. Awareness should also be linked with a package of services addressing the most basic welfare needs – especially in relation to nutrition, living standards, the development of income generating activities, employment and basic education with a strong focus on life skills and literacy. Lastly, the role of health education embraces cultural issues that may give rise to discrimination, crime, violence or intolerance against people impacted by HIV.

Thus education has a very broad range of responsibilities and NFE organizations have become skilled in instructional methodologies that are the most appropriate in this kind of prevention work. In many instances, NFE providers work together with health sector and care providers to develop activities, a co-operation which has obvious benefits.

Brazil Support group for the Prevention of AIDS [GAPA – BAHIA]⁴⁴

The Support Group for the Prevention of AIDS – GAPA-BAHIA was formed in 1988 following the initiative of a volunteer group formed by students and professionals from several fields. This group viewed HIV not only as an issue for certain groups initially affected by the epidemic, but for all of society. The support group departs from the fundamental principle that people with HIV are full-fledged citizens, and social work should never be confused with social assistance being done as a favor and not as a person's right.

43. UNAIDS Fact sheet, 01/09/2003.

44. This report has been constituted from analyses of documents from GAPA-BA, studies undertaken by the Master's Student, Tacilla Siqueira, besides interviews with Harley Henriques do Nascimento (Director), Márcia Cristina Graça Marinho (Coordinator in the field of education) and Joice Lima, Jenifer Souza, Juliane Messias, Jucarlos Alves e Denívia Gonçalves (all of them volunteers and monitors from the project Youth in Action). Website: www.gapabahia.org.br - email: gapaba@terra.com.br

After approximately 16 years working in the area of HIV awareness, one can sum up the institutional mission of GAPA-BA as composed of the following elements:

- Developing educational strategies for the prevention of HIV;
- Developing political action aimed at controlling the AIDS epidemic within low-income and socially-excluded population groups;
- Offering assistance to people living with HIV and their families.

In the area of education, GAPA-BA has helped to develop policies, information awareness campaigns and educational actions aiming at a reduction in the number of new infections, the expansion of awareness on rights and solidarity towards people living with HIV; executing programmes of education, with the operative monitoring of the actions and goals; promoting technical support in the area of education, from the establishment and/or strengthening of the educational methodologies, strategies for advocacy and lobbying and indicators for monitoring.

GAPA's activities **are also directly connected to the formal public school system**, with GAPA-BA offering capacity-building workshops to children, adolescents and teachers. The methodology of art-education, the use of theater, setting up picture murals, always overlapping communication, computer use and the necessary articulation of the individual situation of each youngster and adolescent, despite the frequent absence of public policies for the prevention of HIV infection and the follow-up of those living with the virus. As a result of this *modus operandi*, GAPA's methodological models can be absorbed by the municipalities in which projects on education and capacity building are developed.

One of the difficulties that GAPA-BA has been encountering is making the municipalities absorb and establish the educational practices suggested in the field of their policies and education; for example, applying capacity building to its more general body of teachers and students. The content of messages is not always worked over again by the teachers after GAPA-BA agents have been through the school. But it is also important to remember the good examples: in the city of Paulo Afonso, the more positive synergy between the non formal educational proposals and

the municipal school system occurred in an effective manner. By means of various projects dealing with the young people, sexual education was established as part of the curriculum in the municipal schools. This was only possible thanks to a greater sensibility of the professionals of the Municipal Education Department, whose teaching staff also features a larger stability.

Human Rights Advancement: responsible for promoting the guarantee of citizenship rights of those living with HIV; providing access mechanisms for those living with HIV to basic health, nutrition, education, housing, work, childhood, rights, and legal, medical and welfare assistance; influencing, proposing, accompanying and supporting the application of public policies on the defense and following through with rights of people living with HIV, in the municipal, state and federal areas; proposing strategies to strengthen actions related to the right to childhood, and transferring direct assistance actions geared to the adult population living with HIV and AIDS to other institutions, and supporting and monitoring its implementation.

Strategic Partners and Management: responsible for managing financial, administrative and human resources (including the volunteers) in the local and international field; establishing partnerships for an inter-departmental cooperation (universities, NGOs, foundations, businesses, governments, cooperation agencies, etc), and also among different regions (South-South and North-South); promoting institutional marketing. To gather support and funds at a local and international level, GAPA sought and collected resources from a diverse range of private firms, foundations, international cooperation agencies (among which are Ashoka, Christian AID, Cordaid, Misereor, Oxfam, Save the Children UK), and governmental funds (including the Ministry of Health), as well as individuals.

Youth in Action for Life project

Concluded in 2004, this project had two great perspectives: working out the gender issue as part of the content for the prevention of HIV and stimulating a larger participation of boys and girls in the project by means of activities for the promotion of sexual and reproductive health in and out of the school.

Such activities should be reflected in practices of representation and participation in order to guarantee sexual and reproductive rights. The project went beyond the information regarding HIV, since it raised debate among families and among the young people themselves on notions of sexual and reproductive rights.

- a) to inspire and increase the participation of young people in the project actions to go beyond the condition of being a beneficiary public;
- b) to take action in the formulation and adjustment of public policies and local and national programmes on sexual and reproductive health;
- c) to mobilize society starting from the methodological experiences and material developed by the project.

The more expanded objective of Youth in Action is to try to lower the incidence of HIV and guarantee the exercise of sexual and reproductive rights of youth and adolescents, taking into consideration, above all, the gender differences.

The beneficiaries of Youth in Action for Life are young people from low-income families, studying in public schools, who presented greater vulnerability regarding HIV and AIDS contamination due to the lack of information. The selection criterion originated from an empirical and epidemiological verification: HIV in Bahia has touched, above all, low-income groups (especially young people and women) of the population. In the case of Brazil and Bahia, the project was implemented in Salvador, Feira de Santana, Eunápolis, Porto Seguro, Jequié and Vitória da Conquista.

South Africa
The HIV Learnership Programmes (Adult Learning Network)

Large numbers of the learners who attend adult basic education centres in South Africa have been either infected or impacted by HIV. Many of the learners are involved in taking care of family members or other persons within their communities. This has led to high drop out rates within these centres.

Meanwhile, in communities in peri-urban and rural areas where access to basic health services is limited, thousands of volunteers already provide care and support for people infected and affected by HIV. These volunteers are not given any formal recognition for the work they are doing.

Through its provincial networks, the Adult Learning Network (ALN) with its main partner, the Institute for International Cooperation of the German Adult Education Association (IIZ-DVV) has responded to these realities and to the need to integrate HIV issues into adult education.

The HIV Learnership Programme was launched in 2002 to address the pandemic by providing a single comprehensive health care programme for community-based caregivers.

The training is accredited and leads to a certified qualification. The key objectives are to structure the training in line with the requirements of the National Qualifications Framework, with accreditation incorporated into the programme structure.

Two skills programmes - covering counselling, abuse, social welfare issues like grants, adoptions - were developed and later submitted to the Health and Welfare SETA (HWSETA) for accreditation. In 2003, the two skills programmes was piloted in seven of the nine provinces in South Africa. They formed the bases for the identification and development of other skills programmes that would add up to 120 credits that is equivalent to a full certificate course at NQF Level 1, increasing the learners' opportunities for employment and opening up access to other qualifications.

The HIV Learnership programme is based on a learner-centred participatory approach. Course work involves a variety of activities that encourages creativity, teamwork and playful understanding, but also requires learners to do their individual "homework" outside the classroom. A large part of the programme is the practical component. Learners are required to implement what they have learnt through, for example, talking with family members, young people, women, at clinics, etc.

Learners are grouped with other learners to ensure that peer learning takes place and to boost their confidence. They are also trained to conduct peer assessment. This is one of the mechanisms that was put in place to monitor the practical component of the programme.

The specific accomplishments of the ALN include:

- An educational plan for HIV social workers
- SETA is willing to register course with SAQA
- About 12 qualified trainers have been identified and have been prepared intensively for their role as implementers
- A network of providers has been structured
- Public Relations through road-shows and GTZ (German bilateral technical assistance partner) mainstream projects

The programme has been rolled out in another 3 provinces for approximately 300 volunteers/learners. A commercial publisher has produced learner and facilitator manuals in English, with translation into 3 national languages.

Learnerships are financed by the Department of Labour through the SETAs. Unemployed learners wanting to be trained in a Learnership Programme receive funding from the SETAs that cover the cost for the training (practical and theoretical components), a uniform, equipment and a monthly stipend to cover transport costs, catering, stationery, etc. for a period of one year.

8. Rehabilitation of drug users

People fall into drug use and misuse for a diverse range of reasons and circumstances -to escape reality, out of boredom or curiosity, to relieve hunger, to rebel, to get the courage required for begging or commercial sex, to keep awake or go to sleep⁴⁵.

As with HIV awareness, NFE programming in this area usually offers a package of support that is designed to promote behavioural change and help drug users get back on their feet. For individuals, specific activities might include advocacy and communication aimed at reducing the harm related to drug misuse, detoxification through counselling and skills building towards the generation of sustainable livelihoods.

45. Please refer to: "Working Where the Risks Are": <http://unesdoc.unesco.org/images/0012/001281/128131eb.pdf> "Dependence to Independence": <http://unesdoc.unesco.org/images/0012/001281/128122eb.pdf>

India Ishara Puppet Theatre Trust

The **Ishara Puppet Theatre Trust**, a leading puppet theatre group in India has taken an initiative to work in alternative communication and delivery methods to spread awareness on HIV & drug abuse. The focus of the project is young men living on the streets who are clearly vulnerable to sexual abuse, denied access to education and a healthy life style. In cooperation with **Salaam Baalak Trust** (SBT) an NGO that provides support services for street and working children in Delhi. Street youth in the project are trained by professionals in theatre, how to build and manufacture puppets, thus encouraging and sustaining a traditional art form, as well as a marketable skill.

The Ishara Puppet Trust communicates their message through a puppet based information show performed by street youth, which is followed by the distribution of appropriate material and informal discussions with the audience about HIV and drug misuse. Both organisations have been performing their latest play: "Chunouti"- The Challenge. The play is based on a critical public epidemic - HIV a global challenge. The story sets the epidemic as a war between knowledge and ignorance where the force of knowledge counters the force of ignorance by spreading awareness about the appropriate use of condoms, blood donation, disposable syringes and safe child delivery.

The message – AIDS is: Awareness Is Definitely Safe

Chunouti is one of the first efforts using puppet theatre to disseminate information on HIV and drug misuse, simultaneously training young persons in the use of puppetry and creative drama for social awareness programmes. The story has evolved out of a workshop conceived by the theatre group in association with a scriptwriter with guidance from HIV and AIDS programme personnel. Working with young people in this manner allows an entry point for basic literacy skills. The play has been performed in front of different audiences for their different reactions these include high risk & bridge populations MSM, Commercial Sex Workers and their clients, street children,

truck drivers and the general public. Over 1,000 people have watched the play. The interventions have sought numerous comments on various issues. All comments and feedback have been taken in account to incorporate in future shows.

In the project basic literacy is one of the goals combined with providing health, counseling, nutrition and vocational training. The aim is to wean the child off the street and ensure they are being empowered for the future. Basic literacy is provided with the aim that the children can fend for themselves on the street. Additional educational inputs are provided such as facilitated enrolment in local state schools. Where a youth needs a bridge course to bring them to a level appropriate to their age they are enrolled in the open school program, which runs from the Centres. Here full time teachers tutor the youth, hold examinations and prepare them for formal schooling.

II. Improving access to education opportunities

This section looks at the ways in which non formal education plays a crucial role in combatting social exclusion and hidden discrimination within society, particularly in relation to access to education and training opportunities.

1. Targeting vulnerable population groups in urban and rural areas

Non formal education offers a pragmatic solution for those children who have slipped through the net of the formal school system at a young age, either because their families could not afford fees for tuition and materials, they were needed to contribute to family income or were simply uninterested in what is being offered in the curricula. In some communities, parents even decline to send their children to formal schools because of the lack of articulation between knowledge and survival needs.

46. Case study prepared in cooperation with Gabriel Rojas Arenaza, Project Coordinator of EDNICA, Educación con el Niño Callegero (e-mail: procuracion@ednica.org.mx).

Mexico Education with Street Children (EDNICA)⁴⁶

"Education with the Street Children" (EDNICA) was created in Mexico City in 1989 as a private assistance institution that works with vulnerable and working children. These children have often been abandoned by their families and are frequently forced into child labour.

The organization develops its activities within an intervention framework that helps to reduce the risk factors present in the children's day-to-day life, with actions and services designed to help them transcend their life circumstances. This could be, for example, through the generation of livelihoods. At the same time, EDNICA follows a community approach based on re-inserting the children into society, offering housing services and stimulating public policies for the benefit of street children.

Specific focus areas include the following:

Child workers and/or at-risk youth: dealing with the conditions that lead at-risk children to move onto the streets, or once there, decreasing street-associated risks.

Street children: developing educational processes to improve the life conditions of children and young people, allowing increasing their capacity to get off the streets.

Support to families: strengthening the capacity and ability of the children's families to diminish the risks associated with the streets. Activities seek to improve the relationships that the children have with their families.

Social networks and community organizations: the organization seeks to generate active and dynamic networks, with the participation of social figures and local community actors.

Drug and alcohol use and community health: the model offers services related to alternative health, keeping doctors' appointments, capacity building workshops.

For further information, please refer to www.ednica.org.mx

2. Reaching children with special learning needs

Organizations working in the field of disability face additional challenges related to the special needs of learners, including the development of instructional methodologies, advanced training programmes for teachers and facilitators, the lack of facilities and equipment that enables them to meet demands for their services, and the ability to reach financial independence.

Nevertheless, many NGOs working in this field have been able to provide valuable services and make qualitative improvements to learners' lives – which would not otherwise have been possible through formal schooling.

Tunisia Reaching children with special needs

The research in Tunisia made an emphasis on NFE interventions for people with special needs, particularly physical and mental health issues. The General Association for the Physically Disabled, the Tunisian Association for Helping the Deaf, and the National Federation for the Blind are three organizations providing services for physical impaired children and adults aiming at their rehabilitation in order to integrate them in the society's social and economic activities.

As an integral part of rehabilitation programmes, all the three organizations are initiating three main types of activities; firstly literacy programmes that apply suitable methods for different nature of disabilities. Secondly, vocational training aiming to train participants on professional skills that enable them to integrate into the society. Third, life skills training helps to build participants' self-confidence and self-dependence.

The Tunisian Federation for Supporting the Mentally Handicapped is a countrywide organization serving around 70,000 people through 90 branches all over Tunisia. The Federation's NFE initiatives include rehabilitation activities and literacy. Education delivered by the Federation to its participants is a targeted service that requires specialized teaching and facilitation skills that cannot be provided through the formal education system.

47. World Education has been a leader in the Malian Parent Association movement since 1993, assisting communities, over time, to establish and strengthen schools that have served more than 150,000 children. Source: rapport de la session d'orientation du personnel de WED Mali, du 01 au 05 février 2001.

48. Since 2004, this programme has also worked with school management committees, but for the sake of this paper, which focuses on the long-term development and evolution of the programme, the focus will be on Parent Associations.

3. Support for the families of learners

Different models show that parents' belief in the value of education for their children can be deepened through discussions held in literacy classes. Many parents begin to help their children with homework or plan to send all of their children, especially girls, to school in the future.

Since the linkages between the learning programme and its immediate application in terms of developing sustainable livelihoods and addressing community welfare issues are quickly apparent, families tend to be more supportive of their children's education.

Many NFE projects also report shifts in community attitudes towards youth based on the improvements they have seen in participants' behaviour. Communities have become more supportive of young people in general, helping to create a "culture of care" for young people who may have otherwise become further marginalized and excluded.

Parent Associations have been a key element in the revitalization of the formal education sector in many countries. Parent Associations are somewhat of a misnomer, since they consist of community members, who are not necessarily parents, dedicated to increasing access to and strengthening the quality of their local, formal-sector, school.

Mali Support for the Quality and Equity of Education, World Education

World Education's⁴⁷ Support for the Quality and Equity of Education programme is a non-formal education effort that provides literacy classes for Parent Association members⁴⁸.

The literacy programme strengthens the ability of Parent Associations to function as sustainable community organizations and to have an impact upon educational access, quality, and equity in their communities. The individual literacy programme participants gain not only literacy and math skills but also vital content relative to daily life, to educational quality and equity, and to the management of Parent Associations;

they also experience schooling, which sensitizes them to their children’s experiences and needs as students.

The Approach

World Education’s approach to integrated adult literacy is to put into practice theories of adult education and balanced reading and writing instruction while introducing content of importance to the learners in a way that enables them to solve problems related to their lives and the life of their community. The overarching principles upon which the methodology and the programme are built are:

- The literacy approach must be based on sound theories of reading and writing. The teacher training and literacy methodology must put into practice theories of adult education.
- The literacy and mathematics must support another sectoral objective, in this case, the improvement of educational quality and equity in Mali’s education sector.
- The sectoral content must be introduced in a way that enables learners to come up with strategies to solve problems related to that sector: a synergy is created between the non-formal literacy education and the formal sector.
- The programme must be managed and sustained at the community level.
- The programme design must suit the environment: the capacity of the teachers, the physical restrictions of the setting, the competing demands of everyday life, the draining impact of poverty.
- The programme must be able to expand exponentially to reach more communities and more learners.

Methodology

The methodology used by the programme is called "Sanmogoya", which is taken from a Bambara term that means a person has given a good deal to his or her community. In 2003, 130 villages in three Bambara-speaking regions⁴⁹ in Mali ran the programme. The Parent Association in each community manages it with training and support from local NGOs⁵⁰. Working with World Education, the NGOs have participated in curriculum development and testing and revision of materials, and have provided in-service training and on-going support for teachers. They have also evaluated learners’ literacy gains and explored learners’ perceptions of the programme.

49. Bamako, Koulikoro, Ségou. As of 2005, the programme is in Koulikoro, Segou, Sikasso, Tomboctou, Kidal, and Gao.

50. Association d’auto-développement Communautaire (AADEC), Association Subaahi-Gumo (ASG), Association Malienne pour la Promotion des Jeunes (AMPJ), Fondation pour le Développement au Sahel (FDS), Œuvre Malienne d’aide à l’enfance au Sahel (OMAES), were involved in the development of the programme from the beginning; in 2003, two additional NGOs were added: Cabinet de Recherche Actions pour le développement endogène (CRADE), and Association Malienne pour la promotion du Sahel (AMAPROS).

The course is divided into two phases — basic literacy and post-literacy — and is taught by volunteer teachers drawn from the community and supervised by the Parent Association. Those prioritized for participation in the literacy programme are non-literate Parent Association board members and non-literate mothers, although in every community general community members — future participants in and leaders of the Parent Association — are included in the literacy courses as well.

Implementation partners

World Education chose as formal partners five NGOs that were working with Parent Associations, interested in literacy, and capable of absorbing additional work. They were: Association d’Auto-développement Communautaire (AADEC), Association Subaahi-Gumo (ASG), Association Malienne pour la Promotion des Jeunes (AMPJ), Fondation pour le Développement au Sahel (FDS), Œuvre Malienne d’aide à l’enfance au Sahel (OMAES). World Education familiarized the NGO field workers with the new methodologies and materials, as well as with the management of the programme.

As a team, the NGO field workers and World Education staff designed the framework for the social negotiation necessary to identify the communities appropriate for the first field test, and the first teacher training. During social negotiations, the NGO field worker introduces the leadership in a community — usually village elders and the Parent Association Board — to the idea of running a literacy programme.

Roles and responsibilities are delineated; for example, the NGO provides the materials, training, and on-going support, and the community designates two teachers, a classroom, and takes responsibility for managing the programme on a day-to-day basis. The outcome of social negotiations is mutual agreement between the NGO and the community around whether or not the community will take on the programme. In the beginning of the programme, each of the five NGOs worked with five communities (for a total of 25 communities) to establish and run the literacy course.

Working with World Education, the NGOs have participated in curriculum development and testing and revision of materials, and have provided in-service training and on-going support

for teachers. They have also evaluated learners' literacy gains and explored learners' perceptions of the programme.

Impact

Since participating in classes, parents have a better understanding of the role and importance of the Parent Association in their community. The learners' understanding comes from two sources. The first is the basic literacy curriculum itself: in addition to a lesson on the role of the Parent Association, it includes many lessons on educational issues. Parent Association Board members are the second source of information. Some Parent Association Board members are literacy class participants, and the Parent Association Secretary is often one of the teachers of the class. The Board members explain the role of the Parent Association to their peers. Board members also report using new skills to take notes and to read minutes, to record and to read about who is responsible for what ("We used to forget", admitted one board member), to record finances, to track inventory, and to monitor attendance at school.

Many learners also reported that they now paid greater attention to the level of cleanliness of their homes, as well as to their own and their children's personal hygiene. One woman noted that she pays closer attention to her children's state of health and will not hesitate to bring them to a health clinic as a result of learning about health issues in literacy classes. She also started using contraceptives after learning about the importance of birth spacing in class. One young man reported wanting to become a health care worker after learning about the importance of immunizations, birth spacing, and AIDS in class. Mothers often attribute ensuring that their children complete a full course of vaccinations to what they learned in literacy class: they also now safely guard their children's vaccination cards.

In the same project, literacy classes also had an important impact on knowledge about HIV. Although learners had learned about AIDS through health education efforts, including films and information sessions, "When we read for ourselves in our own books it made more of an impression", one learner stated. Men and women note increased use of condoms as a result of reading about and discussing AIDS in their classes.

**South Africa
The Family Literacy Project (FLP)**

The Family Literacy Project (FLP) in KwaZulu Natal, South Africa is a small, focused and innovative intervention that since 2000 has produced interesting results related to both adults and children.

The main aim of the FLP, which brings together adult and early literacy, is to make literacy a shared pleasure and a valuable skill within families taking part in the project as well as in the wider community. The project slogan is "Masifunde Njengomndeni" (families reading together). Links have been made between the non formal practice of the project and the formal education sector in Adult Basic Education and Training (ABET), Early Childhood Development (ECD) and primary schooling.

The approach is innovative in that components that have been developed in other programmes are adapted and combined in the FLP to meet the needs of the group and through them the wider community.

In particular these include:

- . Adult literacy development: initial training provided by Operation Upgrade (SA)
- . Early literacy development: initial training provided by the director and followed up by a series of workshops by other early childhood development trainers
- . Reflect tools: initial training provided through Action Aid and followed up by workshops and reading

A range of activities provide group members with opportunities to practise and further develop their literacy skills. These include:

- . writing to the editor of the project newsletter,
- . writing to pen friends in other FLP sites,
- . working with children in the Umzali Nengani (Parent and child) journals, and
- . maintaining community notice boards.

Group members have written stories of their own childhood (published in "Growing up in the Southern Drakensberg"), stories of their adult lives ("Stories of Strength") and worked with their families on family books.

There is a clear link between formal and non formal education through:

- The non formal approach to adult literacy which includes information on parental interaction with children’s literacy development.
- The formal education system is impacted on through the activities of the parents who support their children to enjoy books and reading.
- There is also engagement with the formal education system through the child to child groups.

Weekly child to child groups are run in five primary schools to introduce books and reading to children as fun and enjoyable. Parents have been invited to workshops along with their children.

4. Companies as in-house education and training providers

In many countries, agreements between formal education systems and workers unions and companies are being built as a step in the development of a longer term strategies for national economic competitiveness, productivity growth and lifelong learning. A number of reasons can be identified behind this development.

Firstly, while small and micro enterprises are viewed as the only viable alternative for income and employment generation in flagging local economies, the survival and competitiveness of all companies, small and large, depends increasingly on the quality of their workforces. As a result, even those who choose the more traditional employment pathways still need entrepreneurial skills to get ahead in the modern workforce. Workers need to be able to work autonomously, to take responsibility and decisions, to be flexible and creative and to update their skills continually.

Secondly, many workers after years in the same post are still performing the same functions within their companies even though they are able to perform more advanced and specialised functions. In certain countries, this might be especially true for workers from minority groups with little formal education, even if it is they who have been responsible for training supervisors and managers. Certain groups might also be favoured for educational and training opportunities either done in-house or provided for by external institutions.

Thirdly, there is now greater emphasis and concern that certain categories of professional workers to keep abreast of developments in their professions, regularly acquire new skills and take part in professional updating programmes. Recently, this has been entrenched by the requirement that all practicing professionals must show proof of compliance with new requirements for continuing professional education before they are allowed to renew their licenses. This might refer to health workers in the private sector, bankers etc.

Skills training related to the work place identifies and draws attention to learning and skills based on functions, duties, specialist expertise, previous work-based training, working methods and co-operation both in the workplace and with external environments.

South Africa

There is a significant move in South Africa to get the companies providing in-house training, or training provided by external institutions, to become accredited providers of "Learnerships" and to provide training according to the standards generated by the various Sectoral Education and Training Authorities (SETA).

If systems are in place for assessment, appeals, remedial, financial, administrative policies and procedures, the "in-house" training will not only be recognised by the company, but also by other companies and institutions if aligned to the Unit Standards registered with South African Qualification Authority (SAQA).

The new Skills Development Act of 1998 introduced the idea of "Learnerships" in response to the fact that the nature of skills formation has undergone several changes since 1994. Most notably, the traditional apprenticeship system is on the decline. The idea behind the formalisation of non-formal education through "Learnerships" is to provide unemployed people with skills and some work experience, while providing employed people who have the experience, but not the formal qualifications, with formal recognition for the work they are doing. Many Learnerships are being implemented to provide vocational training for people who had very little schooling during the apartheid era and at the same time to provide unemployed people with work experience.

Every legal entity providing a Learnership now has to pay a Skills Levy of 1% of their payroll to the Sector Education and Training Authorities (SETAs) they fall under. This encourages and to some extent, forces organisations to develop their staff at all levels. Organisations are able to claim back 50% of the skills levy by submitting a Work Skills Plan (WSP) on an annual basis. The WSP is also required to provide a breakdown of staff development according to race, gender and disability, as well as informing the SETAs of how many staff will participate in training. A year later they have to submit an Annual Training Report, reporting on whether they have met their targets, and if not, why.

III. Innovations in education planning and human resource development

1. Research

Research by various foundations, research institutions and NGOs has been critical in raising awareness of the multiple needs and struggles of people in the most marginal communities. Formal education planning often overlooks such considerations within its comprehensive approach.

A first type of research seeks to understand how different influences - such as age, gender, sexual orientation, ethnicity, social class, household size, citizenship status, employment, housing and productive undertakings - impact on a persons particular choices, pathways and life circumstances. By putting the biographical context of the person at the centre of attention, NFE interventions highlight the need for strategies to reduce the individuals' exposure to risk factors

Other research studies look specifically at the social context and how learning transactions are intricately embedded in the immediate social practices and worlds that people inhabit. A third type explores the linkages between economic processes, urban and rural migration patterns, health, livelihoods and community empowerment mechanisms.

Such research provides insights into **learning motivations** which are often not taken into account in formal education systems. What the case studies in this report suggest is that the relationship between NFE and learning is not simply about the interaction between the learner and the programme.

In some cases, the main underlying motivation seems to be need for active civic engagement. Many of the case studies from Latin America point to the role played by learning environment as a catalyst for peer group activities, especially when it relates to notions of (re) claiming civic, economic and political rights. The studies show that interactive communities often develop around NFE programmes with or without the planners encouragement, as learners begin to exchange information, experiences and even resources related to particular programme objectives. Related to this, and central to the argument about what NFE offers, is the assertion that 'affinity groups' are formed which contribute to strengthening the social capital stored by communities.

Insights into the **process-based nature of how people learn** is a further important outcome of NFE research studies.

Critical learning implies learning which takes place as learners develop their comprehension of both a programme's internal logic, or the ways in which its content is presented, and its external logic, or how it interacts and impacts on social practices, which themselves determine how members of the learning group are expected to behave in a wider context. Such systemic thinking allows learners to think about and critique systems and imagine different futures, rather than live simply in moment-by-moment environments.

Chile The Interdisciplinary Research Programme on Education (Programma Interdisciplinario de Investigaciones en Educación (PIIE))

Created in 1971, PIIE is a non-profit, independent academic centre that is part of the University of the Academy of Christian Humanism.

PIIE's mission is to contribute to the construction of a more just society in the context of profound social transformations

in Chile and Latin America. The Programme prioritizes those questions, problems or topics of research that answer to social needs, to the challenge of greater equity, the development of democracy and the effectiveness of the rights of men and women. In other words, research is conducted in support of practices that impact on the "public" realm in its broadest sense.

PIIE's strategic objectives are the following:

- Push forward the development of an education based on local contexts of social transformations that contributes to the strengthening of people's capacities to creatively face the deterioration of their quality of life and the social-environmental and ecological problems stemming from human action.
- Think of and act on the challenges of pedagogy and management that the educational making currently faces.
- Produce knowledge and advance the strategy destined to the understanding of and access to technology and informatics, both on the bottom of dynamic cultural changes in the educational field.

In general, PIIE would define itself as an institution and, at the same time, as a producer, broadcaster and user of knowledge. It understands knowledge not only as the product of institutionalized science, but also as the originator of social practices, of the accumulation of historical experience and of the cultural creation in different societies.

Under these terms, the organization would further define education as a fundamental tool to transform society and contribute towards development of human beings. It understands educational action as a task to help the liberation of man, arousing in him the capacity and potential that should permit a better expression of his humanity. In this sense, education promotes and supports processes of social articulation, of participation and influence in the decision making, of tolerance and non-discrimination and of the formation of modern citizenship.

Since the moment that Chile began its process of democratic reconstruction, PIIE been contributing to the formulation and implementation of education policies through field-work,

research, studies, the elaboration of educational materials, and the training of its' professionals who began to work alongside public institutions in the area of education.

Non formal education projects, implemented by PIIE during the 1980s, have slowly been incorporated into the official democratic programmes of the Ministry of Education. Among these include the Learning Studios, an educational programme that has assisted some 500,000 thousand girls and boys considered to be socially at-risk. Training has been provided for 15,000 education monitors, active in the Local Integration Studios, presently developed in the field of the Programme for Improving Childhood.

For more information, see www.piie.cl

2. Participatory planning procedures

The South American case studies illustrate the value of providing negotiation rights, negotiation space and negotiation resources to parents and communities in the planning of education provision.

Even if only minimal, citizen's participation in making decisions about education contents, duration, programme schedule and financing can make a big difference to programme legitimacy, acceptance and success. Participatory planning processes also make it possible for facilitators to realize that external diagnoses do not always reflect the real priorities of the community.

The importance of community consultation

Community dialogue is critical in understanding the complexities of local situations and the circumstances of the target group, and gaining a better idea on how to adjust strategies and activities to local situations. The care taken to assess the knowledge, real of needs and preoccupations of target groups in their communities contributed significantly to programme design, acceptance and implementation in the following ways...

i) The consultations help to give back control of the education process to the local community, ensuring that planned interventions match local aspirations as well as demand for skills and services. The consultation process also helps to ensure that instructional approaches are relevant, engaging and interesting.

ii) The consultations underscore the importance of local scientific and technological knowledge and skills to community livelihood systems, social practices, well-being and poverty reduction. Formal education planning systems often tend to ignore how traditional, locally found technologies are already used as tools for economic, social and cultural empowerment. Consequently, the missing component of most technological divide "solutions" is bottom-up validation by members of different target communities and cultural groups as to the "real benefits for real people".

The most successful NFE or FE programmes are those that build on existing local technologies and livelihoods that are easily available within the locality. This covers a whole range of both traditional techniques that have been around for centuries (such as the use of mud, and clay in building, vaulted roofs and terracotta tiles) and modern technologies (such as solar energy or wind-power).

iii) The consultations often bring up social and cultural stereotypes and misperceptions, particularly with regard to the attitudes of parents and certain community members towards education and training, particularly when there is a gender dimension. If no measures are taken to change such attitudes, this can lead to drop out from the project.

Some examples of NFE interventions where participatory planning has been a core pillar include:

. Argentina: SEHAS

Popular participation is essential to development activities in the ideals of SEHAS, since it is from the people that more social control over public governmental organizations and NGOs can occur. With this in mind, consultations are conducted with civil society

organizations on basic services of the community. SEHAS also offers assistance and capacity building in the area of participatory methodologies, permanently promoting dialogue between both distinct private and public social sectors showing an interest in problem solving.

The concept of participatory planning includes the following steps: self-diagnosis, programming, execution and self-evaluation. The development of the methodology, as it advances, allows little by little, some or all of the basic, non-resolved necessities to be met. In this line of work, the families become part of "Formal Organizations" (for example, in partnerships, in co-ops or in civil associations) with the objective of attaining the goals they proposed – access to property, basic infrastructure services, equipment and progressive, residential construction.

SEHAS considers this a social-educational process, in which its actions tend to develop potential, capacity and ability of the population. Since it was implemented, the programme "Service Area of Technical Assistance to Dispersed Population Groups" has offered technical assistance and capacity building to more than 1,200 families, articulating actions with national, provincial and municipal governments of Cordoba, as well as those municipalities in the interior of the province.

. Mali: World Education's Integrated Education Strengthening and Adult Literacy Programme for Parent's Associations

Consultation arrangements were built into the methodology for World Education's Integrated Education Strengthening and Adult Literacy Programme for Parent's Associations in Mali. The literacy coordinator assessed the literacy level of residents in 12 rural villages in the region of Mali in which World Education was working to ascertain that they were truly non literate. He also interviewed these villagers to determine what the pressing issues were in their communities, and why they wanted to become literate. The themes that emerged from this research became the core content of the basic literacy lessons.

As lessons were being written, the literacy coordinator tested them with a class convened for just this purpose. Not only did this allow for the first round of refinement of the initial lesson

designs, but it gave the coordinator a first hand knowledge of the methodology and understanding of the challenges faced by the classroom teacher. An NGO staff person teamed with the coordinator to develop, test, and revise lessons, and a local artist worked with them to create the visual materials.

3.Partnerships

NFE providers acknowledge their position as one actor within broader (and resource-rich) learning communities. They create frameworks for learning exchanges with different bodies within the civic realm at local, national and international levels, linking individuals, organizations and institutions both physically and electronically, to enable students to become informed and resourced.

As a result, they usually work within a chain approach with other sectors such as local economic regeneration, social participation and mobilization, community care and housing, reintegration of marginalized or vulnerable groups to provide answers to particular questions facing individuals and communities.

Each partner has its own contribution and responsibility, based on their particular area of expertise. Their tasks and responsibilities, from participant selection to after-care, are jointly assigned and made clear. The partners also agree on how the co-operation will be managed and coordinated to ensure quality.

The experiences in the different countries demonstrate that success depends very much on the openness, complementarity and commitment of the participating training providers and venues. What NFE brings to the process is its easy accessibility: it can reach groups which, for formal education and other sectors, are difficult to reach.

Some examples include:

.Argentina: "Education and Capacity Building associated with Dispersed Poor", Servicio Habitacional y de Accion Social (SEHAS)⁵¹

The table below illustrates how many activities have been generated by SEHAS in partnership with other institutions:

GOVERNMENTAL AGENCIES	NON GOVERNMENTAL AGENCIES	NETWORK
<ul style="list-style-type: none"> .Ministério do Desenvolvimento Social da Província de Salta. .Ministério do Desenvolvimento Social da Província de Córdoba. .Ministério da Solidariedade da Província de Córdoba. .Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET). .Agência Córdoba Ciência. 	<ul style="list-style-type: none"> .Centro de Estudios Legales y Sociales (CELS), Buenos Aires. .Serviço para a Promoção Humana (SERVIPROH). .Asociación de Mujeres Indígenas de Chimborazo (LA MINGA), Ecuador. .Círculo de Trabajadores Sociales, Mendoza. .Centro Latinoamericano de Economía Humana (CLAEH), Uruguay. .Centro Nacional de Organizaciones de la comunidad (CENOC), Buenos Aires. .Centro de Comunicación Popular y Asesoramiento Legal (CECOPAL), Córdoba. .Unión de Organizaciones de Base por los Derechos Sociales (UOBDS), Córdoba. .Centro Experimental de la Vivienda Económica (CEVE), Córdoba. 	<ul style="list-style-type: none"> .Rede Encontro de Entidades No Governamentais de Desenvolho. .Rede Interamericana de Educação em Direitos Humanos. .Asociación Latinoamericana de Organizaciones de Promoción – ALOP. .Coalición Internacional del Hábitat (HIC). .Observatorio de Derechos Económicos, Sociales y Culturales (DESC). .Movimiento de Mujeres de Córdoba. .Rede de Ong's com trabalho en Prevenção de VIH SIDA. .Foro Intersectorial Permanente dela Niñez, Adolescencia, Familia y sus condiciones de Vida. .Grupo de Trabalho de ONGs sobre o Banco Mundial (GTONG).
INTERNATIONAL COOPERATION AGENCIES		
<ul style="list-style-type: none"> ."Terre des Hommes": Agência de Cooperação Francesa. ."Pan Para El Mundo": Agência de Cooperação das Igrejas Evangélicas, na Alemanha. .Banco Int. de Desenv. (BID). .Agência de desenvolvimento da Igreja Católica da Alemanha – MISEREOR. .Fundação W. K Kellogg. 		

. South Africa: the HIV Learnership Programme

This programme's success was due to the fact that partnerships were formed between the education provider, the community, formal authorities (The Health and Welfare SETA) responsible for the quality assurance of education and training within the health and welfare sector, local non-governmental organisations (NGOs), community-based organisations (CBOs), faith-based organisations (FBOs), learners/participants involved in home based care projects or who were active members in their respective communities, as well as donor organisations (funders and mentors).

4. Sensitisation of institutional actors

As part of strategic planning, many NFE providers encourage and provide training towards reflection and analysis within institutions on how to work and interact with different learning groups.

51. For further details, please refer to the website of Servicio Habitacional y de Accion Social (SEHAS) at www.sehas.org.ar.

Some examples include:

Argentina : "Education and Capacity Building associated with Dispersed Poor", Servicio Habitacional y de Accion Social (SEHAS)⁵²

SEHAS, a non-profit, private organization created in 1979, works to overcome situations of social exclusion and poverty by way of popular participation, capacity building for young people and adults, community organization and the search for answers to the basic necessities of the most poverty-stricken members of the population.

It is with these general objectives that SEHAS directs its action to:

- . Increasing the participation of the popular sectors in distinct local and national spheres of power, leaning towards the solution of problems like social exclusion and poverty in these areas, and aiming at making the networks of civil society stronger.
- . Generating knowledge in the fields of poverty, social exclusion and public policies, reaching civil society and the State, making them become more sensitive regarding the poorer areas and proposing ways of resolving such problems.

The Organization accomplishes its work maintaining constant cooperation and links with popular organizations, with the State itself (in its several levels and jurisdictions), other organizations within civil society and with agencies of international scope.

Capacity-building activities are organized targeting public servants, technicians and professionals from institutions whose work involves activities of advancement, community organization and popular housing. A series of workshops have been designed on consulting and participatory design to establish strategies for strengthening institutions in partnership with the social organizations.

. Argentina: How to become a facilitator of social development, Solidarity Foundation (SF)

The Solidarity Foundation has created a project composed of a series of workshops on "How to become a facilitator of social development" for potential social workers who have shown a degree of commitment to the future challenges of community.

52. For further details, please refer to the website of Servicio Habitacional y de Accion Social (SEHAS) at www.sehas.org.ar.

Participants are expected to have been acknowledged by their peers as potential social development facilitators (project coordinators, monitors, educators).

The title of "facilitator" rather than "leader" is deliberate as the workshops do not intend to transfer a social technology that could be conceived of as a management tool. SF considers that such an approach is not appropriate for social organizations which do not aim at producing profit.

The main objectives of the project are:

- a) To create a physical and virtual space of dialogue and decision-making between facilitators and the community;
- b) To train facilitators in using management tools that can be adapted and applied in their own reality and context, including planning and project design;
- c) To develop a critical vision of the local reality which can support communities in formulating their strategies and taking their decisions collectively;
- d) To assist community facilitators in building together with the community a sustainable local development project.

The fact that consultations take place with the community prior to the training workshops allows the trainers and educators to discuss different representations and interpretations of social reality. Interpreting social practices, and the roles of facilitators, contributes significantly to the analysis of local poverty and the conditions of social exclusion.

As affirmed by some of the participants: "we have learned ways to read and see reality", "we will not be blind and voiceless any more". This shows that facilitators have learned to learn through the exchange of different forms of knowledge, experiences, practices, techniques; mostly important, this learning process was developed with their peers, but also with technicians, educators, and university students.

The training of facilitators underscored the need for long-term capacity-building programmes so as to develop the facilitator's management skills and concrete tools for interdisciplinary work: for instance, what does interdisciplinary evaluation mean? How can it be practiced? What are the best indicators to measure project development and implementation when interdisciplinarity is taken onboard as a working principle?

Based on the experience of this project, the team of educators has requested that the methodology traditionally used by the Solidarity Foundation be revisited and re-adapted. The steps have then to be re-established as follows: a diagnosis would first assess the needs of the community fully participatory techniques; and the content of the capacity building activities would be discussed and decided with the community.

. Mexico: EDNICA

As part of its strategic implementation framework, EDNICA works towards encouraging and systematizing reflection of institutional practices by helping the education institutions themselves to understand what needs to be done on behalf of vulnerable young people and why, the targeted changes, why the projects reached specific results and, consequently, visualize the institutional performance. It also works to increase the flow of information regarding specific themes.

The tools employed include empirical and qualitative research and documentation. The documentation of interventions serves not only to help EDNICA transmit information on its experiences to other institutions and interested participants, but to promote reflection and to perfect its model of intervention.

5. Training of teachers and facilitators

Too often in formal education, attention is focused on the ability of teachers to implement curricular changes and improving the quality of instruction through in-service training. Teachers lack a space or time to engage in real dialogue with the parents of their students and the communities that host them. This can be a real problem in countries of Latin America with a history of biculturalism where teachers may be seen as agents of distant institutions.

**South Africa
HIV Learnership Programme**

This programme provides training for adult learners in the knowledge and skills to provide development-focused health care in their communities, including health promotion, developmental services and preventive health care within varying contexts.

Knowledge and skills for a confident voice to address the issues related to the HIV pandemic in a concrete manner. Volunteers are messengers of knowledge on how to deal with the daily challenges of living with HIV/AIDS. Raising awareness, improving the lives of people living with HIV/AIDS, caring for them, helping them access service structures (for example, a noticeable contribution to the reduction of the spreading of HIV). Enabling people to improve their standard of living by increasing their employability, thereby also contributing to poverty alleviation.

NFE interventions recognize that facilitators need a physical and virtual space of dialogue and decision-making with the community that allows them to understand different social practices and to develop a critical vision of the local reality through which they can support communities in formulating their strategies and taking their decisions. In other words, educators themselves need to learn to learn through the exchange of different forms of knowledge, experiences, practices, techniques. They also recognise the wealth of knowledge present in the cultural competencies of local teachers in local languages, in the arts, music, dance, story telling, knowledge of the natural world around them, of plants, the ecology, etc., which are often ignored by formal curricula.

In this context, many NGOs and non formal education providers have developed special training courses for their facilitators. In Argentina, for example, training of NFE facilitators by the Solidarity Foundation recognized that a language of mediation between different realities was necessary, and this language had to be built and understood by teacher-educators, participating communities and all stakeholders alike. Those facilitators coming from outside the target rural areas came to see that they know less than those who live in the community and their means of expression (orally and in written forms) needed to be tuned. Diversity ended up being a factor of success, but at the beginning it was an obstacle for the collective construction intended by SF in this project.

Teacher performance is also highly dependent on their attitudes. When Community School teachers are fully mobilized, their actions are critical in obtaining the support of community leaders and households and keeping the students in the classroom.

The drawback is that most teachers remunerated by communities are paid little and many work on a voluntary basis. Their already inadequate salaries are forcing them to make additional income from informal sector activities simply to survive. Such conditions make for low motivation and efficiency.

Nevertheless, there are exciting innovations taking place in community schools. Teaching can be supplemented with distance education materials; community schools are annexed to government schools so that the head teacher of the government school becomes head teacher of the annexed school; teachers can attend staff meetings at the regular schools, which is also a way of coaching the teachers.

Teacher training

The case studies from Latin America suggest that professional and in-service training programmes should help teachers to:

- understand the complex characteristics of ethnic and cultural groups within national societies, and the ways in which race, ethnicity, language, and social class interact to influence student behaviour.
- combine the use of different situation-related methodological approaches in the classroom and differentiate between the fields of competent knowledge, analytical competence, and ethnic competence, competence in processes and procedures and evaluation competence.
- deal with the psychosocial dimensions of learner's development and inter-group relationships. In the first instance, this recognizes the growing psychological and emotional needs of children in environments where poverty, child abuse, substance abuse are on the increase. This includes methods of issue identification and coping strategies. It also includes developing positive social skills and competencies. Methods of conflict resolution.

6. Language of instruction

A traditional perception in formal school systems has been that the needs of different language groups are well taken care of by

ancillary provision such as teaching English as a second language (ESL) or, if that proves inadequate, special education programmes. Language in education is much more than this⁵³.

In multi-lingual societies, the medium of instruction of any educational programme can determine the extent to which it can fail or succeed. The issue of mother tongue literacy and the transition to the standard regional/national language does receive the attention of educational planners, but materials development, teaching/learning process, in assessment, evaluation, examination, needs to be given serious attention.

It not only serves as a tool for communication but also as a "system of representation" for perception and thinking (Bennett 1998). In environments where people have different mother tongues and where one language becomes the medium for communication, it is often difficult to avoid frustration experienced by those who are not naturally fluent in that language.

NFE interventions usually provide language training together with social orientation and link these to everyday concerns (such as housekeeping, raising children, work, education, volunteer work) and to the life-path perspective of the people concerned.

In Burkina Faso, national languages were introduced in the formal system but this experiment was abandoned. Within the **Basic Non-Formal Education Centres** (CEBNF) educators discovered that once the trainees start their training in national languages, they acquire the French language very easily. They can catch up with those who started their training directly in French. NFE can use this transfer pedagogy to link-up with the formal system right up to secondary level, or to undergo professional training.

7. Learning environment

Many vulnerable children live in alarmingly unclean, unsafe and often frightening environments and the classroom may be the only truly safe place they know. In fact, NFE experiences repeatedly illustrate the influence of the physical and emotive environment on the motivation of learners to stay in education and training projects. Certain civil society organizations thus concentrate on creat-

ing a positive school culture as a condition for academic achievement and personal growth for learners from all backgrounds.

**United States
School Development Programme (SDP), the Rockefeller Foundation⁵⁴**

The aim of education programmes supported by the Rockefeller Foundation is to transform impoverished urban neighbourhoods into working communities by improving the quality of all urban schools, increasing the amount and quality of employment, and increasing the influence and voice of the poor and excluded in political decisions that affect their lives.

The Foundation provides funding for research and policy analysis, as well as grassroots initiatives to improve employment access and income generation opportunities for low-skilled urban residents.

In the past, the Foundation has also supported initiatives such as the School Development Programme (SDP), an education reform initiative targeting America's worst hit urban public schools. To date, 700 schools in 18 states have benefited.

Since the early 1990s, this initiative has demonstrated several key components to improving the quality of public schools in low-income communities. The SDP has pioneered the comprehensive "whole school reform" model that emphasizes the importance of concentrating on the emotional, cognitive, physical, social and academic environment of children and youth. The programme also fosters committed partnerships between administrators, teachers and parents to address children's social and academic needs.

"...schools can change and improve when there is an enabling environment for collaboration"; said Dr. James P. Comer, founder of the SDP at the Yale Child Study Centre. "SDP's partnership with the Rockefeller Foundation has helped us to demonstrate the critical need to focus on both the whole school and the whole child. We've been able to show that a positive school culture can promote good development, social growth and academic achievement among students from all backgrounds".

The Rockefeller Foundation has released a CD-ROM that provides in-depth perspectives on education reform topics. These include observations that:

- Despite a major growth in the immigrant population in the United States, many schools have not adapted themselves to meet the needs of immigrant children. They added that attacks on bilingual education threaten to hinder efforts to help immigrant students.
- There is a need for greater public support for a combination of standardized tests and performance-based tests that capture students' imaginative and critical thinking abilities.
- Closer ties between schools and communities are needed. Many schools have become more isolated from their communities and neighbourhoods over the past 30 years and closer partnerships can help to reverse this trend.

54. For further information on this programme, please visit the web site of the Rockefeller Foundation - www.rockfound.org

ON-GOING CHALLENGES

At present there are a number of challenges to the broader integration or involvement of NFE models with formal education systems. This section outlines some of these.

I. For the formal education sector

1. Creating an enabling environment for synergies to emerge

In many countries, the biggest difficulty faced by non formal education actors is a working context which is strongly disabling. Many decision makers and educators within formal systems continue to view NFE as the poor cousin of formal education provision. Thus proving the "value-added" of synergies will be critical to changing public perceptions about the utility and importance of NFE.

It must be possible to perceive this value in relation to access to education and training opportunities, processes linked with employment and community development and overall poverty reduction. But a degree of institutional transformation is also needed.

The value and contribution of NFE needs to enter into the heart of the formal education planning system, with greater acceptance that learning can take place in many different contexts and locations and that different categories of learners should be able to re-enter formal streams throughout their lives.

Furthermore, it is important for decision makers, education planners to realise how the complex combination of education prerequisites, cultural restrictions and the poverty situation of families pose a significant obstacle to achieving equity in formal education provision.

Sensitisation to the needs and special circumstances of learners would lead to more demand-driven, and ultimately effective, education programming.

55. For further information, please see: http://www.logos-net.net/ilo/150_base/en/report/ch_5.htm

Cambodia: Vocational training to alleviate poverty⁵⁵

The ILO's **Vocational Training for the Alleviation of Poverty (VTAP)** project has strengthened the capacity of Cambodia's **Ministry of Education, Youth and Sports** to implement flexible, demand-driven training programmes linked to identified income generating activities. It succeeds the **Vocational Training for Employment Generation project** that trained over 5,000 people who were returning from Thai border camps or were internally displaced.

In 1996-98, the project provided 75 counterpart staff management and training skills, and trained 3,302 persons belonging to vulnerable groups. 51 per cent were women. Operating in seven provinces, the project set up a network of training centres and mobile training programmes. The project's success can be attributed to its flexibility and systematic approach to identifying employment and self-employment opportunities for vulnerable groups, particularly women, the disabled, unemployed youth and demobilized soldiers.

It trained teams that identified individuals' training needs, promoted gender and equal opportunities, developed curricula and trained instructors. In 1998, the **Department of Technical and Vocational Education and Training** took over the project's activities. Under an **Asian Development Bank** loan project, the system has been expanded and integrated into Cambodia's new training system covering 14 provinces.

2. Improving educational planning processes

Another on-going challenge is to create channels which allow messages from communities, and individuals who generate their own solutions to different learning and development challenges, to be fed into official education planning procedures.

A bigger effort is needed to arrange spaces in which innovative educational practice such as the "Community Squares" in Mexico can take place, or that the formal education system allocates and guarantees the allotment of funding to initiatives such as the Basic Education Community Learning Centres in Burkina Faso.

Until now, these types of learning arenas are still seen as marginal. Without concrete political commitment, these spaces are unlikely to be equipped with sufficient and adequate materials and resources.

3. Providing adequate support to RPL and equivalency programmes

A limitation of equivalency programmes, as highlighted in the Indonesia case study, is economic hardship and instability, which weakens learners' motivation. Even when learners are eligible to re-enter the formal system, many don't take up this offer, or cannot complete their schooling, due to their economic/family situation and the costs involved. They are unable to buy textbooks, school uniforms, pay the monthly fees, and other extra payments.

Another important experience gained is that many people, especially in developing and newly industrialized countries, may not be able to provide a description of their overall learning and skills experiences. They may consequently possess skills which are neither described nor validated. Simple tools are needed to reach out to groups with low levels of literacy.

From a systemic perspective, clarifying how RPL and equivalent competencies can be understood and assessed at national level still poses a major challenge. Work is still required to establish understanding and acceptance of what competencies from various arenas are to be deemed equivalent. One element which is not in place yet is how social skills are to be included in documentation methods.

Furthermore, when different stakeholders (State, region, local, social partners, professional organizations, unions, voluntary organizations) develop their own systems of RPL, this can lead to confusion. Nationally agreed principles are needed to ensure that standards of quality are observed and there is a level of coherence and transferability throughout the system. As a starting point, many countries have begun to exchange experiences on national policies, methodologies, validation procedures and coordination mechanisms.

Many of the case studies suggest that the outcomes of different learning experiences should also be assessed and validated according to "common standards" that are not based exclusively on the

formal school standards. This would allow the full range of an individual's skills and competencies to be taken into consideration. To this end, a set of transparent and practical guidelines is needed.

This means that planning should involve the target group in the definition of assessment procedures and standards with relevant information fed into policymaking at central level.

In Norway, White Paper n°42 states that "...it must be possible to accept non-formal and informal learning as equivalent to formal learning, even if it is not identical to the requirements stipulated in curricula and public examinations". A collective understanding of what the term "equivalent competence" means has thus been a central focus of the "Realcompetanse Project".

At the present time, we know too little about the value of documenting non formal learning for individuals, companies, organisations, training institutes and society. Meanwhile, equivalency programmes are still inadequately financed.

4. Choice and use of appropriate instructional methodologies

In any country where the aim is to interlink (formal) general secondary and vocational training to the local economy and community services, education decision makers need to fully recognize the importance of non formal skills-based training methodologies to learning success and quality of life, particularly for vulnerable groups in marginalized communities.

When literacy and practical life skills (in the broadest sense of this term) are linked together, individual learners are more likely to feel that the education system works for them and explore further education and career opportunities.

For example, competency-based training, based on the existing knowledge, expertise and skills acquired through practical experience and local technological systems is more likely to improve access to further training for people who have previously had little connection with formal learning environments. An outcomes-based approach is needed, whereby learning outcomes are defined in terms of a basic knowledge and skills profile.

As far as RPL and equivalency programmes are concerned, the important issue is not to fall into the trap of replicating the curriculum and teaching methods of the formal sector. The language, format, and layout of the materials should be adapted to take into account the learning needs and literacy levels of the trainees. In Indonesia, it was noted that the modules heavily contained theoretical information and concepts rather than practice-application of technical skills, even though the course officially allocated 75% of its total duration (21 weeks) to this end.

Various issues relating to perceptions of NFE, relevance of instructional methodologies, accuracy of content and suitability for use in timetabled classroom environments thus need to be clarified so that NFE partners can work more closely with Ministries of Education in mainstreaming their activities in "at-risk" schools. It may also be appropriate to explore how Ministries of Education can work more closely with local NFE partners and Community Learning Centres, which could act as focal points for other agencies interested in the technical skills development and livelihoods for marginalized groups at local level.

5. Teacher training

So far, the research studies seem to indicate that there is very little specific training provided for education personnel within the framework of synergistic relationships, whether this relates to overall education sector reforms or RPL and equivalency programmes.

One of the main challenges is how to motivate staff, who have conventionally relied upon rote teaching and functional expertise to refocus their teaching style and attitudes with greater sensitisation to the needs of vulnerable groups.

They will need to blend their education expertise with an understanding of multiple issues facing young people in vulnerable settings, as well as the productive roles of young people in the community. It was obvious in the Cambodia case study that some of the vocational schools and their facilitators were unfamiliar with non-formal teaching and training methodologies. From their attitudes and behaviours, the teachers did not know how to interact appropriately with the trainees as a group. Changing the mindset of many teachers may not be straight forward, but is critical to ensuring that the learning environment is both welcoming and inclusive.

Women teachers, in particular, play an important role in increasing the participation rates of girls and in acting as role-models for girl-students. This is especially the case in rural areas where girls do not come across many educated women.

In-service training should help all trainees keep abreast of occupational skills needs at local level, workforce trends, economic concepts and available technologies. Such activities can be complemented by providing trainer/teachers opportunities to participate in specialized seminars and workshops. Besides the knowledge they will acquire and the opportunities to share their experiences, such seminars can broaden their networking and cooperation with organizations and development practitioners working on the same issues.

UNESCO recommendations on classroom teaching methodologies should:

- . Work towards the integration of formal and non-formal traditional pedagogies;
- . Promote an active learning environment, for example through the conduct of concrete projects, in order to demystify book-based knowledge and to give people a sense of confidence⁵⁶
- . Be participatory and contextualized (including activities resulting from collaboration with cultural institutions; study trips and visits to sites and monuments; productive activities that are linked to the community's social, cultural and economic needs.
- . Assist learners in acquiring cultural skills, such as the ability to communicate or to co-operate with others.

National Ministries of Education should develop curricula, teaching and learning materials that:

- . are culturally appropriate,
- . build upon the knowledge and experience of the learners⁵⁷;
- . incorporate their histories, knowledge and technologies, value systems;
- . introduce the learners to an understanding and appreciation of the cultural heritage of different groups⁵⁸;
- . further social, economic and cultural aspirations;
- . aim at developing respect for the learners' cultural identity, language and values;
- . make use of local resources.

56. UNESCO Institute for Education (1999) : *Minorities and Adult Learning: Communication among majorities and minorities*, p. 9, in: UNESCO (1999): *Adult Learning and the Challenges of the 21st Century*, CONFINTEA, Hamburg 1997.

57. *Integrated Framework of Action on Education for Peace, Human Rights and Democracy*, approved by the General Conference of UNESCO at its 28th session (1995), II.8.

58. The **Dakar Framework for Action: Education for All: Meeting our Collective Commitments, adopted by the World Education Forum** (2000), Expanded Commentary, 44.

The regional workshop on Equivalency programmes, held in Manila (25-29 April 2005), suggested that formal in-service teacher training programmes could be strengthened by incorporating methodologies and processes found to be effective in NFE training programmes. Likewise, formal curriculum standards and materials could be incorporated into the in-service training of NFE personnel. Joint workshops would help in the exchange of ideas and experiences between not only teachers but also officials of FE and NFE systems.

Teacher training within the context of RPL

Specialists who will be carrying out assessment work need a common platform and skills which will give them a framework for their work. A training programme to cover both practice and theory, changes to education laws and regulations, terminology, the selection and use of methods and tools and how to work with adults with difficulties with reading, writing and mathematics is needed. There will be a need for continual monitoring and updating of these specialists so that problem areas discovered can be discussed with a view to coming up with joint solutions at a national level.

- In particular, the following criteria could be proposed:
- Specialist skills in the subject/subjects in which the assessment will be carried out
 - A good knowledge of curricula, their content and structure
 - A knowledge of the philosophy behind the assessment of non-formal learning with emphasis on equivalent competence
 - A knowledge of various methods and tools which can be used in the work on the assessment of non-formal learning
 - It is necessary to have a positive attitude to-ward the assessment of non-formal learning

6. Examinations systems

Traditionally, the role of examinations within formal education systems has been to serve as a sifting mechanism to help higher education institutions and employers decide who should be selected or employed. In developing countries, examinations continue to be dominated by selection requirements, paying little

attention to the fact that few of those who manage to complete their basic education will enter either stream.

If the intention of formal education systems has been to introduce more effective and creative learning processes into schools, this has so far been restricted to the lower primary levels. In most countries around the world, upper primary and secondary levels continue to be examination-oriented.

Even when locally and culturally relevant/respectful contents are introduced into the curricula, this knowledge gets reprocessed and repackaged into examination questions. King (1989) has argued that during this process, child survival knowledge gets changed into school survival knowledge. In turn, the theoretical emphasis of examination systems undoubtedly impacts on the potential application of useful 'development' information. (pp. 497-8).

Currently, in many countries examinations are preoccupied with educational continuation and not with the confirmation of the skills and knowledge needed for active life in communities.

7. Coordination of formal education within a package of support services

If economic and social integration are to be realistic goals of formal education, then people need a package of services, not only to navigate and choose between alternatives in a vast array of formal and non formal learning/income generation opportunities, but to draw on inputs from non-education sector resources.

Careers guidance is already established in formal schooling in western and some developing countries. However in some of the poorer developing countries, institutionalised guidance is still almost non-existent as there have never been sufficient jobs in formal labour markets to justify having a careers programme.

In most of the planned economies of Eastern Europe, the former Soviet Union, and China, careers guidance was not a priority until very recently, when schools began to orient their graduates to a dramatically less certain, and more diverse, work environment. A similar scenario was recounted for the Arab States during the recent workshop on Youth & Employment in Post-Conflict Arab Countries⁵⁹.

59. Workshop held in Beirut, Lebanon, from 28-30 January 2004 at the premises of the United Nations Economic and Social Commission for Western Asia.

New forms of career guidance, support and counselling are thus still needed at different levels of formal education, making the fit between the personal abilities and needs of learners/trainees on the one hand, and the demands of after-school life on the other.

One of the major complementary roles of non formal education could be to act as a partner in support of pupils who are in danger of dropping out of school. NFE providers already encourage peer support networks as part of their learning web, drawing on communities own self-help structures. Students in formal education could be helped by having more contact during their schooling with such networks and community role models.

In countries with vast informal or popular economies, one of the tasks of NFE providers might also be to increase the supply of information on informal sector "careers" or livelihoods, as well as information on business registration, sources of seed capital, market information, legal and judicial systems for protecting property rights, available subsidies and tax incentives. Schools and local education authorities would need to identify local partners upon whom they could call for relevant expertise.

As a rejoinder, different types of guidance offered to learners will only succeed if services are individually tailored, while resonating directly to overall community needs.

Indonesia: Youth Employment Network (I-YEN)⁶⁰

The Youth Employment Network has developed a number of practical aids for young people seeking work or looking to start their own businesses. These include:

A Pocket Guide for Youth Seeking Work targets young people both in and out of school, unemployed and new entrants to the labour market. The Guide provides young Indonesians with information on how to profile themselves for work and what to do to seek work.

In partnership with the Ministry of National Education, I-YEN has organized the translation and printing of 10,000 copies of the ILO's *Start Your Business* (SYB) package of materials (Handbook, Workbook, Business Plan). These publications are

designed for young women and men in senior vocational secondary schools (15 – 18 year olds) to help them stimulate their entrepreneurial consciousness and skills and to consider business development as a viable income generation alternative. As of February 2004 the SYB materials have been introduced to 14 Lead Trainer from the Government and teachers/trainers from approximately 227 institutions. In August 2004 (at the beginning of the new school year) the SYB programme will be officially delivered as part of the secondary vocational curriculum in the institutions where teachers have been trained in their usage.

The I-YEN has provided funding support for Youth Entrepreneurship Start-up, a youth business programme for aspiring university graduates with good business ideas but no access to capital, based on the model of business mentoring and loans developed by Youth Business International.

Other important activities include the development of a toolkit for municipal officials that will facilitate work with young workers in the informal sector and the publication of an employers' guide and a workers' guide to youth employment in Bahasa.

The World Bank and the United Nations Development Programme are working with the Ministry of Education and youth organisations to focus on the special needs of marginalized youth through the development of life-skills programmes for in-school and out-of-school youth, especially those who are poor or otherwise marginalized.

II. For non formal actors

1. The need to create linkages between grassroots level NFE projects and broader development frameworks

The case studies illustrate how NFE interventions are already helping to greater coherency across traditional sectoral boundaries. But it should be understood that well designed NFE interventions are not only critical for preventing a range of societal problems, but can positively contribute to the development of

60. For further information, please see: www.ilo.org/public/english/employment/strat/yen/leaders

new local clusters of economic and social activities, as well as the cultural regeneration of communities.

In countries where the informal economy is the main vehicle for income generation among young people, the major challenge is to mainstream the concerns of those in the informal sector into NFE and formal training policies and systems, to upgrade the practices of non formal training providers, to document and develop training strategies for particular categories of learners and to establish sustainable financing mechanisms for training for the poor.

This means developing linkages between NFE providers and a broader spectrum of partners, comprising employers and trade unions, Chambers of Industry and Commerce.

Local government and education authorities have a leading role to play in the question of integrating NFE into broader development strategies and putting in place mechanisms for the identification and development of learning questions in relation to wider policy frameworks such as community development, local economic regeneration and poverty reduction.

Similarly, the local private sector also needs to be drawn into supporting NFE training provision and provided a framework for its' involvement. Local industries or businesses could serve as sponsors and providers of training, workspace, funding, mentoring and other business services. In particular, business networks can be a pivotal force in shaping the policy direction of their countries by offering new perspectives on traditional policy patterns.

Partnerships are critical to raising more abundant funding for the development of synergies, especially for projects providing a "preventive" service, reducing the likelihood that young people will fall into the poverty trap and require extensive remedial services later in life.

2.The dilemma of formalisation within NFE

In considering the appropriateness of linking NFE more closely to formal education systems, many questions/debates surround the issues of formalisation and standardisation.

For example, equivalency and the validation of learning and skills, irrespective of where and how they were acquired, implies a level

of formalisation, since local agreements are needed to regulate how the documentation of non-formal learning is to be used within schools, education institutions, companies and the voluntary sector.

When the State becomes a power in granting "legitimacy" to NFE through a form of certification (even if different beneficiaries, partners and stakeholders have been involved in the design and implementation of assessment processes) then NFE risks losing its spontaneous character and there is a danger of different types of intervention becoming subjected to the standards of the national and formal qualification frameworks.

Furthermore, NFE has traditionally been viewed as a mode of education deriving its' legitimacy from voluntary acceptance by the target group and precisely the fact that participation is non compulsory. Instructional methodologies and contents work because they are non standardised and can be adapted to the needs of different learners and population groups.

Lastly, with Ministries of Education now placing greater emphasis on the articulation between education and economic productivity and growth, many fear that NFE will come to be defined too narrowly as a servant of economic demands.

Resolving this dilemma at national level may need several strategies that:

- Emphasise validation as a voluntary act, the results of which are the individual's property.
- Do not see formal validation as the "end of the road". The priority is certification of learning regardless of (potential) relations and linkages with formal education, training and qualifications.
- Develop a set of principles concerning 'quality' in validation that underline that standards are subjective and should be pegged against the circumstances and realistic learning targets and outcomes for the learner.
- Call on several methods to collect evidence and use various tools for assessment.
- Provide for assessment and evaluation criteria which give credit to the nature of non-formal education (namely, process skills over content skills, recognition of transversal skills, etc.).
- Ensure that representatives of the education system and social partners, organisations and a number of ministries took part in the planning, monitoring and implementation of schemes.

. Allow for other forms of validation of non formal learning activities that exist in their "own right" and follow their own rules, procedures and quality assurance. These should not depend on public authorities and not seek a link to formal validation (or qualifications) for their legitimacy. Already in Europe, such alternatives exist as international norms (European Union or the International Organization for Standardization-ISO) on certification of competences of individuals which are not (directly) related to national public authorities, but are situated and defined by the Europe context. These forms of quality assurance include an audit of the processes by an international team and specialised accreditation bodies. Examples can also be taken from countries that have developed coherent systems of recognition of non-formal education, distinct from those applied to formal education.

3. The continuing question of sustainability

Many NFE projects in this report reinforce the claim that a good quality education and training activity needs commitment, creativity and energy, but not necessarily a lot of money. For many, the question remains, however, of how to build the capacity of these NFE projects to plan and sustain education and training model in the long term.

This is not just a matter of funding. Other factors that contribute to the growth of certain projects related **to relevance to local needs, quality of the training provision, institutional and technical capacities**, the **choice of media and tools**.

Projects will not be **relevant** unless they are also based on a thorough understanding of the needs and opportunities of the community. Methodologies must be appropriate to the backgrounds of the trainees. In developing countries, it will be more realistic to launch projects through the application of traditional, indigenous knowledge and skills to solving basic problems and thus to reduce communities dependency on expertise from outside. The low cost of local technologies makes them easily replicable wherever similar problems exist.

There are still learning challenges for NGOs, which need to further assess and improve their **institutional and technical capacities** by creating spaces and programmes, particularly at national and sub-regional levels, to learn from one another and advance

their collective learning. NGOs need to increase their understanding of the national and global dynamics, in order to strengthen collaborative approaches in providing learning opportunities for development.

It would be unwise to deny that some programmes targeting population groups with specific needs (HIV, refugee etc.) can still be costly to set up and operate, especially if certain supplies or teaching tools are needed for working with the target group and the coordination of caregivers. Community schools in particular experience problems such as inadequate and irregular salaries for teachers because they are remunerated by communities.

A further difficulty in taking innovations to scale resides in the type of western education inherited by different countries. The foundations of its epistemology, that is, its knowledge and intelligence are based on urban middle class education, which was made education for all, with its deep structural tradition of patriarchy and hierarchical thinking. Policy making in government institutions are based on these hierarchical masculine lines.

South Africa HIV Learnership Programme (Adult Learning Network)

In the HIV Learnership Programme in South Africa, this programme is funded mainly by IIZ-DVV. Some funding was also received by GTZ to extend this programme into 8 provinces. By becoming an accredited service provider, the ALN would also be able to access funds through the HWSETA for the implementation of the programme.

The assumption made at the onset of the project was that the medical resources would be made available by the local clinics. A shortcoming in the programme was the lack of medical resources needed for the caring of clients as well as for the coordination of the work of the caregivers.

Since the implementation of the pilot, there were no systems in place within the health services to access these resources. Creative ways were sought to overcome this problem. Facilitators either contacted other organisations for these supplies or they requested for donations from local companies.

The concern with sustainability must mean that the key time to discuss possible replication is not when the donor-assisted pilot comes to an end, but when the pilot programme is being negotiated. Sustainability can also be negotiated, not just in terms of securing financial resources, but also in terms of securing in-kind services through relationship building with potential partners. Civil society networks play an important role in bringing organisations, individuals and resources together, developing a sense of solidarity and building identity.

Nepal

In the case of Nepal, SKILL-Nepal and the Community Learning Centre decided to sit together with parents and community people to look for possible employment opportunities. A "Sustainability Plan for Self-Employment" was elaborated at each training site to ensure long-term outcomes. This exercise included developing plans for further financial and technical support, market surveys related to the courses, and follow-up and skill upgrading. SKILL-Nepal will continue follow-up visits, and will develop an advance training course if the need arises or when appropriate, 6 months after the completion of the first training.

Finally, **communication programmes and tools play an essential role** in educating, understanding, informing, and motivating learners, decision-makers and communities to support interventions. NFE educators and programme facilitators need to be able to explain core ideas and concepts to the community in their various forms, take the mystery away and help people visualise skills training towards sustainable livelihoods as a viable alternative.

Depending on the context, mass media and folk media in popular formats such as music, serial dramas, and variety shows can also be used to present messages that can persuade and motivate young audiences to engage in activities towards self empowerment. Presenting positive behaviour models, especially women from marginalised and minority groups, with real-life stories to inspire is an important part of communications and outreach.

4. Monitoring and evaluation

Quality of learning is always related to the subjective perception of the learning experience. This includes the learning sources, learning processes and the learning context. Quality of learning is by consequence a complex issue that can and should be approached from different viewpoints. Student feedback must be part of the quality assurances procedures.

Developing a set of quality indicators would give NFE projects a more prominent place within national education agendas and ensure that learning goals are compatible with national education priorities and skills standards. In this light, measuring skills such as decision-making, negotiation and planning before and after an activity can be quite straightforward. More in-depth analysis could be achieved by looking at the extent to which participation in projects addresses cultural and community needs, reduces poverty and induces community economic development.

NFE providers need to work together to:

- Determine criteria to assess NFE programming and the knowledge and attitudes of educators in relation to formal education system goals.
- Include reporting on NFE activities in all reports submitted by schools, district and provincial offices of education.
- Monitor performance of NFE through standard reporting procedures to assess towards objectives and to identify opportunity constraints encountered by NFE providers in order to inform future planning.

CONCLUSIONS

This report has been concerned with the ways in which formal and non formal education and training can work together to prepare individuals for further study, for work and for life.

Around the world, different models have evolved resulting from the struggle to find a balance between "knowledge" acquisition and the practical components of a truly relevant education. Some of these are only two or three years old, but others have enjoyed a much longer life span. What emerges is the great diversity of experiences and range of interventions taking place in schools, in training systems, in non formal and informal learning contexts and in the world of work itself that are expected to make some impact on an individual's personal "tool kit" and life chances.

Parts III and IV illustrate, the dominance of the formal system in certain types of synergistic relationship in terms of aspirations, scale, institutional apparatus and financing. The formal system is expected to take some courageous decisions in allowing graduates of NFE models to join the formal education system. But the case studies illustrate that the interface between formal education and non formal education practices should, and does, go beyond equivalency education. There is a great potential to initiate NFE within formal schools and while decentralization offers more opportunities for schools to open their doors to civil society partners.

Nevertheless, the potential of alternative delivery mechanisms and learning methodologies to cater for diversities, and thereby contribute to Education for All goals, is still to be exploited. In part, this may be because standardised formal education planning frequently leaves out the factors that influence the opportunities and life-chances of different population groups and the role played by education itself in the processes of societal cohesion or dislocation. Planners also fail to acknowledge existing creative capacities to deal with problems, both individually and collectively, in communities.

Recognition of such coping mechanisms and an understanding how people already learn in their everyday contexts throws into relief what we might expect, want, or need the formal education sector to be able to contribute to society. It may even lead to a

reconsideration of whether schools are good, or even practical, ways to organize children's learning at all times and in all settings.

It must be accepted that there are young people who may be better helped by being relieved from formal learning and allowed to experiment through alternative learning projects. In fact, in countries where upper secondary education has created partnerships with non formal vocational skills providers, we are now beginning to understand the potential of such alternatives to break circuits of educational failure, poverty and exclusion.

Having said this, different interventions are intimately connected with a particular history of communities and tend to imbibe with their social and cultural practices. There is therefore extreme difficulty in lifting innovations, once identified as promising, out of their original cultural context and applied to fundamentally different situations. As the research also suggests, synergies between formal and non formal education do not of themselves necessarily add value to society unless they are integrated into a broader strategy for local economic development and poverty reduction. And given the variety of situations and contexts in which young people now find themselves, and the diverse nature of issues they are dealing with, a package of interventions is needed.

In summary, Education for All and improving the quality of education is not just a question of adjusting education systems to make them more open, making more resources available and introducing legislation. The provision of quality in education requires a „see-change“ in the whole perception of what education represents and can contribute in today's changing world.

REFERENCES AND BIBLIOGRAPHY

Africa

Aitchison, J. and Harley, A. (2004), South African illiteracy statistics and the case of the magically growing number of literacy and ABET learners, Centre for Adult Education, University of KwaZulu-Natal.

Bruner J. (1986), *Actual Minds Possible Worlds*, Harvard University Press, Cambridge. Central Statistical Services 1997 South African Statistics: 1995, Central Statistical Services, Pretoria.

Department of Education (1997) Education White Paper 3: A Programme for the Transformation of Higher Education, Notice 1196 of 1997. http://www.polity.org.za/govdocs/white_papers/highred.htm1.

Desmond, S. (2004), Family Literacy Project Adult Education and Development N° 61, Institute for International Cooperation of the German Adult Education Association.

Evans, N. (1988), Prior learning Assessment in the United Kingdom: Institutional Models, in Simosko, S. (ed.) *Assessing Learning: A CEAL handbook for Faculty*, Ceal, Columbia, Maryland.

Evans, N. (1992), *Experiential Learning: Assessment and Accreditation*, Routledge, London.

Eyerman R. and Jamison A. (1991), *Social Movements: A Cognitive Approach*. Oxford Polity Press.

Gee J.P. (1990), *Social Linguistics and Literacies: Ideology and Discourses*, The Falmer Press, London.

Gustavsson B. (1999), Three Forms of Knowledge, Seminar presented in Common Room, Faculty of Education, University of the Western Cape, Friday, February 16, 1999.

Harris J. (1999), The Recognition of Prior Learning (RPL): Introducing a conceptual framework, *South African Journal of Higher Education*, Vol. 13, N° 2.

_____ 2000 *Recognition of Prior Learning, Power, Pedagogy and Possibility: Conceptual and Implementation Guides*, HSRC, Pretoria.

Hendricks, N. (2000), *Prior Learning Accreditation and Recognition (PLAR) Conference Report*, Division for Lifelong Learning, University of the Western Cape.

_____ 2001 *The Recognition of Prior Learning in Higher Education: The Case of the University of the Western Cape*. Unpublished Masters in Public Administration, University of the Western Cape.

Hendricks, N. and Ralphs A. (2003), *RPL: Building a Quality Model for Access to Higher Education by Non-traditional learners in South Africa*, Paper presented at the 15th International Conference on Assessing Quality in Higher Education, University of the Western Cape, South Africa, 14-16 July 2003.

Hendricks, N., Himulchu, L., Samll, J. and Volbrecht, T. (2001), *Recognition of Prior Learning: A Training Manual for ABET Practitioners*, European Union Technical Support Project to the South African Department of Education, Pretoria.

Hendricks, N. and Vo1brecht T. (2001), *The reclamation of subjugated knowledge in the African Renaissance: Redefining the landscape of teaching and learning in South African higher education through Recognition of Prior Learning*. Paper presented at the Conference: *Academic Development: Redefining the landscape of teaching and learning within the African Renaissance Era*. University of the North 10-12 December 2001.

Johnston, R. and Usher, R. (1996), *Learning from Experience - reviewing different contexts of practice*, HSRC, UCT and Peninsula Technikon, South Africa.

Koetsier, J. (1998), *Lifelong Learning at UWC: A study of the part-time accredited programmes*, University Mission Initiative on Lifelong Learning (UMILL), University of the Western Cape, Bellville.

Khulisa Management Services (2000), *National Early Childhood Development Pilot Project: Phase Three Research Report*, Khulisa Management Services, Johannesburg.

Labuschagne, S. (2000), Conducting a participatory rural appraisal in three sites in Kwa Zulu Natal, Family Literacy Project, Durban.

Labuschagne, S. (2001), Family Literacy Project Evaluation 2001, Family Literacy Project, Durban.

Labuschagne, S. (2002), Family Literacy Project Evaluation October 2002, Family Literacy Project, Durban.

Lueddeke, G. (1992), The Accreditation of Prior Experiential Learning in Higher Education: Discourse on Rationales and Assumptions, Higher Education Quarterly, Vol. 51, N° 3, pp. 210 - 224.

Michelson, E. (1996), International Case Study on Prior Learning Assessment: Empire State College, State University of New York, HSRC, UCT and Peninsula Technikon, South Africa.

Ministry of Education 2001 National Plan for Higher Education in South Africa, <http://www.polity.org.za/govdocs/misc/higheredu1.html>.

National Commission on Higher Education (1996), An Overview of a New Policy Framework for Higher Education Transformation, <http://www.polity.org.za/govdocs/policy/educ.html>.

Preece J. (2000), Changing the Discourse of Inclusion and Exclusion with off Limits Curricula - in Working Papers Supporting Lifelong Learning, The Open University, Festival of Lifelong Learning and University of East London, United Kingdom.

Simosko S. (1988), Experiential Learning and Assessment, in Simosko, S. (ed.) Assessing Learning: A CAEL handbook for Faculty, CEAL, Columbia, Maryland.

Stuart M. (1996), Discursive Trains of Power - The Academy, Credits, Assessment and Recognition of Prior Learning: A case study form Sussex, Britain, HSRC, University of Cape Town and Peninsula Technikon, South Africa.

Thaver B & Naidoo D & Breier, M. (2002), A Study of the Implementation of Recognition of Prior Learning at the University of the Western Cape, 2001. Education Policy Unit, UWC, November 2002.

Osman R. and Castle J. (2001), Review Of The Portfolio Development Course Offered By The Division Of Lifelong Learning Of The University Of The Western Cape, College of Education, Wits.

Usher R. and Johnston R. (1996), Experiential learning - some critical reflections, International Case Study Evaluation, Commissioned by the HSRC, UCT and Peninsula Technikon, South Africa.

University of the Western Cape (2000), University of the Western Cape: Draft Strategic Plan 2001-2005, 20 November 2000, University of the Western Cape, Bellville.

Volbrecht T. (2000), University of the Western Cape, The Recognition of Prior Learning (RPL): Policy, Procedures and Practices at UWC, University of the Western Cape, Bellville.

Volbrecht T. & Hendricks N. (2001), University of the Western Cape. Recognition of Prior Learning Report on First Phase of Implementation: 2001, Report to the DLL Board, May 2001.

Asia and Pacific

Dalin, P. (1978), Limits to Educational Change. New York: S' Martin Press.

Dikmas. (2004), Direktori PKBM: Masyarakat yang Cerdas, Trampil, dan Mandiri. Direktorat Pendidikan Masyarakat. Jakarta.

_____ (2004), Direktori PKBM: Profil Direktorat Pendidikan Masyarakat: Menuju Masyarakat yang Trampil dan Mandiri. Direktorat Pendidikan Masyarakat, Jakarta.

Fullan, M. (1991), The New Meaning of Educational Change. London: Cassel.

Government of Indonesia, (1945) Certified translation of the 1945 Constitution of the Republic of Indonesia

Government of Indonesia, (2003), Data Buta Aksara Propinsi dan Kabupaten Seluruh Indonesia, Tahun 2003. Departemen Pendidikan Nasional. Direktorat Jenderal Pendidikan Luar Sekolah dan Pemuda. Direktorat Pendidikan Masyarakat. Jakarta.

Government of Indonesia, (2004), Action Plan Education for All, East Java Province Republic of Indonesia 2004 – 2008. Dinas Pendidikan dan Kebudayaan Jawa Timur.

Jalal, Fasli dan Ekodjatmiko, (ed.) (2003), Keaksaraan Fungsional di Indonesia, Konsep, Strategi dan Implementasi. Jakarta: Mustika Aksara.

Ministry of National Education of the Republic of Indonesia. (2003), Law of The Republic of Indonesia Number 20, 2003 on The National Education System.

Sihombing, U. (1990), PLS Kini dan Masa Depan, Kiat dan Masa Depan. Jakarta: PD Mahkota.

Yulaelawati, E. (1997), The Implementation of Educational Change in Indonesian Primary School. In M. Goss, K. Moni, and J. Knight (eds.) (pp. 92 – 98). School in Context: Prospect and Transition. Brisbane Post Pressed.

Yulaelawati, E. (1998), Struggle for Local Heterocultures: A Lesson from Indonesian Education Reform. In B. Baker, M. Tucker, C. Ng (eds) (pp. 86 – 104). Education's New Time Space. Brisbane: Post Pressed.

Yulaelawati, E. (2002), Education Reform in Indonesia: Contexts and Challenges in New Times. In Situational Analyses of the National Curricula for Basic Education in East and South-East Asia. Geneva, UNESCO IBE, Bangkok UNESCO APEID.

Yulaelawati, E. (2002), Living Together for Indonesian Heterocultural Society: Contexts, Content, and Teaching Strategies. In Education et Vivre Ensemble, Swiss: Geneva.

Europe

Bjornavold, J. (2000), Making Learning Visible: Identification, Assessment and Recognition of Non-Formal Learning in Europe, Office for Official Publications of the European Communities: Luxembourg (CEDEFOP reference series), pp. 107-8.

Chisholm, L. (2000), The Educational and Social Implications of the Transition to Knowledge Societies, in O. von der Gablenz, D. Mahnke, P.-C. Padoan and R. Picht (eds.), Europe 2020: Adapting to a Changing World, Nomos Verlag: Baden-Baden, pp. 75-90.

Colardyn, D. & Bjornavold, J. European Journal of Education, Vol. 39, No. 1, (2004), Validation of Formal, Non-Formal and Informal Learning: policy and practices in EU Member States.

Colardyn, D. (ed.) (2002), Lifelong Learning: which ways forward? (Utrecht, Lemma).

Colardyn, D. & Bjornavold, J. (forthcoming 2004), Cedefop. Thessaloniki, Greece. European Commission (2000) Memorandum on Lifelong Learning (Brussels). 88 European Journal of Education

Colardyn, D. & B. Jornavold, J. (forthcoming 2004), Cedefop. Thessaloniki, Greece. European Commission (2000) Memorandum on Lifelong Learning (Brussels). 88 European Journal of Education

European Commission (2001), Communiqué Making a European Area of Life-long Learning a Reality Brussels.

OECD (2001), Knowledge, Skills for life. First results from PISA 2000, Paris, OECD.

For more information: www.europa.int.eu

Rogers, A. (2004), Looking again at non-formal and informal education - towards a new paradigm, the encyclopaedia of informal education, www.infed.org/biblio/non_formal_paradigm.htm

Youth Forum Jeunesse, The Recognition of Non Formal Education. A Priority for the Youth Movement in Europe (www.youthforum.org).

UNESCO and United Nations References

Education for a Better Future : Trends, Challenges and Priorities, International Conference on the Reform of Secondary Education : Secondary (Sultanate of Oman, Muscat, 22-24 December 2002).

Education for Sustainability: From Rio to Johannesburg; Lessons learned from a Decade of Commitment: September 2002. Final Report of the Seminar on the Secondary Education Curriculum in Latin America: New Tendencies and Changes (2-3 September 1999, Buenos Aires, Argentina). International Bureau of Education. <http://unesdoc.unesco.org/images/0012/001248/124819e.pdf>

Information and communication technologies in education, A curriculum for schools and programme of teacher development. Anderson, Jonathan; Weert, Tom van. UNESCO 2002.

International Expert Meeting on General Secondary Education in the Twenty-first Century Trends, Challenges and Priorities (Beijing, People's Republic of China, 21-25 May 2001). Final report. UNESCO 2001.

Positioning secondary school education in developing countries: expansion and curriculum. Holsinger, Donald B., Cowell, Richard N. UNESCO / IIEP, 2000

UNESCO. 1996. Learning: The treasury Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. Paris, UNESCO.

2000. World Education Forum. Final Report. Paris, UNESCO

2001. International Expert Meeting on General Secondary Education in the Twenty-first Century: Trends, Challenges and Priorities. Final report, Beijing, People's Republic of China, 21-25 May 2001. Paris, UNESCO.

UNESCO / ILO. 2002. Technical and Vocational Education and Training for the Twenty-first Century: UNESCO and ILO Recommendations. Paris, UNESCO.

UNESCO General Secondary Education Website:
http://www.unesco.org/education/secondary_ed/index.shtml

UNESCO Institute for Statistics Website:
<http://unescoostat.unesco.org/>

UNESCO Technical and Vocational Education Website:
<http://www.unesco.org/education/educprog/tve/index0.html>

United Nations Economic and Social Council; Follow-up to the World Summit on Sustainable Development and the future role of the Commission on Sustainable Development: The implementation track; 28 April- 9 May 2003; E/CN.17/2003/2

United Nations Resolution 56/116 "Literacy Decade: Education for All" 2001

General references

Aspin, D., Chapman, J., Hatton, M., and Sawano, Y. (eds.), (2001), International Handbook of Lifelong Learning London: Kluwer.

Borko, H., and Putnam, R. "The Role of Context in Teacher Learning and Teacher Education". In Contextual Teaching and Learning: Preparing Teachers to Enhance Student Success in and Beyond School, pp. 35-74. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education; and Washington, DC: ERIC Clearinghouse for Teaching and Teacher Education, 1998. (ED 427 263) <http://www.contextual.org>

Coombs, P. H. and Ahmed, M. (1974), Attacking Rural Poverty: How non-formal education can help, Baltimore: John Hopkins University Press.

Field, J. and Leicester, M. (2000), Lifelong Education, London: Routledge.

Flyvberg G, B. (2001), Making Social Science Matter, why social inquiry fails and how it can succeed again. Cambridge: Cambridge University Press, 2001, 204 p.

Illich, I. (1973), De-Schooling Society, Harmondsworth: Penguin.

Latham, M., (1997), Social Capital: The Individual, Civic Society and the State, The Centre for Independent Studies Limited, Queensland

Mocker, D. W. and Spear, G. E. (1982), Lifelong Learning: formal, nonformal, informal and self-directed, Columbus, Ohio: ERIC.

Nicolescu, B. (2001), O Manifesto da Transdisciplinaridade. Coleção Trans. 120 p.

Putnam, R., (1993), The Prosperous Community: Social Capital and Public Life, <http://www.prospect.org/print/V4/13/putnam-r.html>

Putnam, R. (2000), "Chapter 6: Informal Social Connections", Bowling Alone: the collapse and revival of American communities, Simon and Schuster, New York.

Weber, M. (1947), The theory of social and economic organization. New York: Oxford University Press.

A SYNTHESIS AND ANALYSIS ON THE EQUIVALENCY PROGRAMMES OF PHILIPPINES, INDONESIA, THAILAND, AND INDIA

Anita Dighe

In line with the overall goal of UNLD and EFA, UNESCO through its Asia Pacific Programme of Education for All (APPEAL) commissioned four research studies in the Philippines, Indonesia, Thailand, and India to examine the experiences of implementing equivalency programmes in four settings.

An attempt is made in this paper to synthesise the four reports so that broad contours of the manner in which these programmes have been implemented in these countries can begin to emerge. Thereafter, on the basis of the experiences of the four countries, an attempt is made to raise some issues for consideration in planning and implementation of the equivalency programmes. The paper ends by pointing to some unresolved dilemmas that need attention in setting up equivalency programmes.

I. Highlights of the research studies: a synthesis

1. Policy support mechanisms

In the *Philippines*, policy support for non-formal education has been provided through the years in different ways. In 1977, the Government institutionalized non-formal education through the creation of the office of the Undersecretary of Non Formal Education under the Ministry of Education, Culture and Sports (now called Department of Education or DepED). This was accomplished through Presidential Decree 1139. The office of the Undersecretary for Non Formal Education is given responsibility to serve as the coordinating arm for integrating all programmes of various government and non-government organisations involved in non-formal education programmes. Due to various developments that have taken place to further strengthen non-formal education in the Philippines, there are now a variety of non-formal education and learning programmes and projects that respond to the specific and immediate needs of various clientele groups. The NFE A&E system provides alternative means of certification of learning to Filipinos aged 15 years and above.

In *Indonesia*, equivalency education, as part of the non-formal education system has been promoted since 1970. The non-formal education system has been playing a very significant role in providing education for the illiterate, the disadvantaged children, children of ethnic minorities, children of the urban poor, street children, child workers and dropout pupils. Over the years, legal provisions have been made to stipulate the number of years that would be regarded as compulsory education. Thus in 1973/74, the Government declared six years of education as compulsory education. In 1989, the Government issued the Law of National Education System N° 2 which stated nine years basic education (primary and junior secondary levels) as compulsory education. It was, however, the enactment of the Act of Republic of Indonesia N° 20 in 2003 on National Education System that provided the impetus to support educational reform in non-formal education in Indonesia. An important aspect of Education Law 2003 is that it reiterates the Constitutional mandate of right to education by stating "every citizen has equal rights to receive a good quality education". As a result of the various legal provisions, there are a variety of non-formal education programmes that are now on offer. The Equivalency Programme is one such programme that has Packet A (equal to six years of Primary school), Packet B (equal to three years of Junior Secondary School) and Packet C (equal to three years of Senior Secondary School). The equivalency programme stipulates nine years basic education through Packet A and Packet B programmes.

Thailand has had a long history of equivalency programmes dating back to 1940. Thailand is an example of a country that has provided opportunities to people outside the schooling system to have certificates in education from the equivalency programme for a long time. As a result, improvements have been made over the years with regard to content, organizational structures, methodology and approaches used.

Thailand has given high priority to education and used it as a means for human and social development. As a result, non-formal education programmes of various kinds have been on offer through the years. Likewise, a large number of organizations have been supporting non-formal education and their numbers have been on the rise. All this has culminated in the National Education Act 1999, that states in Article 10 that people will have equal rights and opportunities in having at least 12 years of basic education. Due to this Act, the government has the mandate to

cover all areas and target groups and to provide basic education of high quality. The levels of education reached by the equivalency programmes include primary education, lower secondary education and upper secondary education levels.

In **India**, the National Institute of Open Schooling offers an Open Basic Education Programme as an equivalency programme for primary and elementary levels. Eradication of illiteracy has been reflected in many policy documents in India since Independence. Reiterating the Constitutional commitment, National Policy on Education (1986) and the Programme of Action (1992) resolved that free and compulsory education of satisfactory quality would be provided to children up to 14 years of age before the 21st century. As a manifestation of this national commitment, many educational programmes have been launched.

2. Target Learners

In the **Philippines**, the NEF A&E System provides alternative means of certification of learning to Filipinos aged 15 years and above, who are unable to go through the formal school system or who have dropped out formal elementary or secondary education. The NFE A&E system envisions the development of a society where people continue to learn on their own throughout their lives so that they can improve their quality of life and help in national development efforts. Its mission is to provide learning opportunities that will empower out-of-school youth to become contributing members of society.

In **Indonesia**, the Education Act N° 20, 2003 has clearly stated the importance of special service for specialized groups, particularly in the rural areas: "Education with special services is provided for learners in the remote and less developed areas and/or for learners who are victims of natural disasters, suffer from social deficiencies and those who are economically disadvantaged."

Article 32 states that special attention would be given to disadvantaged groups including those who are economically disadvantaged (drop outs, no further education, child workers, street children), poor agricultural communities and fishermen and those who suffer from social deficiencies (child trafficking), victims of natural disaster, and those who live in remote areas including ethnic minorities.

The equivalency programme in **Thailand** has been very useful for the out-of-school population. The learners are from various backgrounds such as industrial workers, people in business and service sectors, hill tribes, homeless children (teenagers), conscripts, prisoners, the crippled etc.

In **India**, the Open Basic Education (OBE) programme offered by the National Institute of Open Schooling is an equivalency programme that provides primary and upper primary education to children and adults who participated in the National Literacy Mission and are now neo-literates. The Open Basic Education programme has three levels A, B and C that are equivalent to formal school classes 3, 5 and 8 respectively.

3. Curriculum and learning materials development

In the **Philippines**, the NFE A&E system is built around a non-formal education curriculum known as the Non-Formal Education Accreditation and Equivalency (NFE A&E) Curriculum Framework. The NFE A&E Curriculum Framework is based on the new national definition of functional literacy and its major indicators developed by the Literacy Coordinating Council (LCC). Under this new national definition, functional literacy is:

"A range of skills and competencies – cognitive, affective and behavioral – which enables individuals to:

- . live and work as human persons*
- . develop their potential*
- . make critical and informed decisions*
- . function effectively in society within the context of their environment and that of the wider community (local, regional, national, global) in order to improve the quality of their life and society."*

For the NFE A&E Curriculum Framework, the indicators of functional literacy have been formulated into five interrelated learning strands, namely:

- 1.** Communication skills (including listening, speaking, reading and writing in print and electronic media).
- 2.** Problem solving and critical thinking (including numeracy, and scientific thinking).
- 3.** Sustainable use of resources/productivity (including ability to earn a living as an employed or self-employed person, sustainable resources, and productivity).

4. Development of self and a sense of community (including self-development, a sense of personal and national history and identity, cultural pride, and recognition and understanding of civil and political rights).
5. Expanding one's world vision (including knowledge of other communities, respect and appreciation, diversity, peace and non-violent resolution of conflicts, and global awareness and solidarity).

The NFE A&E Curriculum Framework emphasizes "functionality" and does not conform to the traditional subject approach of the formal school system. It aims to develop the basic skills adult learners need to function successfully in their roles as parents, workers and community members. The learning materials that have been developed based on this curriculum, similarly reflect this focus, drawing from the life experiences of typical NEF learners in order to equip them with skills and knowledge that would be useful for solving problems of daily life. The emphasis of the curriculum and learning materials is on providing learners opportunities for practical application of new knowledge and skills gained in order to facilitate immediate improvement in the quality of their lives. The balance between the focus of learning on core literacy skills and functional content shifts toward the latter as learners master essential reading, writing and numeracy skills and move from one learning level to the next.

The underlying goal of the NFE A&E System is to assist learners to move along a learning continuum of learning where they are empowered to take more control of their own learning. As the learners master new skills and competencies and develop confidence in learning to learn, they become less dependent on facilitators and more responsible for learning independently.

The NFE A&E Curriculum Framework is non-formal in its focus, content, competencies, learning approaches, sociological, psychological and philosophical dimensions. It is comparable but not equivalent or parallel to the formal education system; emphasizing functionality, competency-based learning and incorporates the Four Pillars of Learning, namely: Learning to know; Learning to do; Learning to be; and Learning to live together.

In **Indonesia**, due to decentralisation policies, the only authorities that are left with the Central Government in education are those relating to setting up national standards of competencies, preparing national curriculum and education calendar and

evolving an evaluation system. Due to decentralization in the formal schools, the teachers are encouraged to produce their own syllabuses based on their creativity to adjust to learners' needs and abilities, local conditions and resources as well as cultural factors. Thus the teachers from the formal system have greater freedom and autonomy to select learning content, learning methods and learning approaches. However, in the equivalency programmes, the curriculum had not changed until early 2004. It was the earlier materials produced in early 1994 which had been reproduced and used. The equivalency package of A, B and C was similar to those used in the formal system. The content of these materials was very heavy, was academically oriented and did not really serve the different needs and diverse backgrounds of the learners. The Directorate is now designing new academic curriculum, updating the existing curriculum and making them relevant to non-formal education and formulating competency based Package A, B and C programmes. The Directorate also has been designing new life skills curriculum that is based on livelihood issues, home management, local economics and work ethics.

The new curriculum is designed on the basis of the local conditions and potentials and relevance to the needs of the target learner and groups. It includes 40% of life skills through work-oriented programmes. The curriculum consists of the following:

1. Moral building and academically oriented subjects that are equivalent to minimal competencies that have to be achieved by the primary and secondary education.
2. Life skills oriented subjects that stress on abilities to create one's work or to develop business enterprise for others.

The learning materials are in the form of competency-based modules. The modules contain objectives, expected learning outcomes, activities, and evaluation; they are presented as an integration of academic principles and best practices that are customised to the diversified and real needs of the client groups.

In **Thailand**, the equivalency programme that is presently in operation is based on Non Formal Basic Education Curriculum (2001) that is the core curriculum. The programmes developed by any organization have to follow this curriculum. The Department of Non Formal Education, however, has made improvement in order to make the learning materials more suitable to the target groups.

The curriculum outlines subject areas at each level (primary, lower and upper secondary) as three subject areas: fundamental (Thai, Mathematics, Science and Foreign language): experience-oriented (social and community development, life skills development and vocational development); and quality of life development subject areas. The learner has to register for the whole course that covers four terms. Each team is 20 weeks.

In **India**, the NIOS curriculum of OBE for adults offers a mix of academic and vocational subjects. The learning package consists of language(s), Mathematics, Science, Social Science as academic subject and one vocational subject. Hindi, English or the regional language is the medium of study.

The OBE curriculum developed by NIOS is competency-based. Certain key competencies have been identified in each area. A learner has to acquire proficiency in these competencies in order to qualify for a certificate. The curriculum is text free and allows itself to be adapted to local situations. It prepares the learner to deal with practical life situations.

While on the whole, the curriculum for adults and children is comparable, yet certain specific areas have been included for adults. One such is that of good parenting. Since the majority of the clientele group are parents, issues of responsible parenthood, reproductive health, good habits and values have been included.

Another set of competencies that have been included in the curriculum for the adults are those relating to vocational education. The OBE prepares adults for undertaking economic enterprises through its vocational education component. The curriculum includes vocational skills and values, such as dignity of labour, equal wages for sexes, entrepreneurship, and business ethics. The flexibility in the system allows agencies to identify their own local specific vocational trades and offer these to their learners. A vocational course has the same weightage as an academic subject. Some of the OBE vocational courses include preservation of fruits and vegetables, health and beauty care, cutting and tailoring, basic computing, horticulture (growing roses). More courses keep getting added to the list as per demand. The choice of the vocational subject to be offered is decided in consultation with the accredited agency as per the local need.

4. Organizational structures and personnel

In **Philippines**, the key person in the NEF A&E Programme is the Instructional Manager (IM) who is responsible for supervising/facilitating the learning process for groups of up to 25 NFE A&E learners. At the elementary level, particularly during the lower elementary stage, the IM performs the role of a traditional literacy facilitator. During the transitional Advanced Elementary phase, the role of the IM begins to change. The learning materials at the Advanced Elementary and Secondary levels are designed to be self-instructional. The role of the IM during this phase is to help learners to work through the modules, while encouraging them to take more and more responsibility for their own learning. The IM has three main functions. These relate to instruction, coordination and administration. While IM could be drawn from a range of professions and background, he/she is most likely to be elementary or secondary school teacher.

Apart from the IM, the other key person is the NEF District Coordinator. In the organisational structure of the Department of Education (DepED.), the NFE A&E programme is located in the Department of Non Formal Education (DNFE) headed by the Bureau Director, who oversees the implementation of programmes and projects. One of the divisions of the NEF is the Staff Development Division.

In **Indonesia**, the equivalency programme is implemented by developing the potential of the communities through institutions that carry out community-based non-formal education activities. There are several social and religious organizations that undertake such work at the community level. The government, in this case, the Department of National Education, plays the role of a facilitator, meaning thereby that it does everything possible to make it possible for local organizations and/or community groups to play their roles as implementers of the programme.

The educational personnel consist of tutor and NST (Nara Sumber Teknis/skills-based resource persons), FDI (Facilitator Desa Intensif/Intensive Village Facilitator), TLD (Tenaja Lapangan Dikwas/field staff of Directorate of Community Education) and Penilik (Supervisor). These are people who have commitment, motivation and capability of teaching, mentoring, tutoring and facilitating learning activities.

Likewise in **Thailand**, there is no separate organizational structure for the equivalency programme. The number of organizations that support NFE programmes have been on the rise through the years. These include NFE centres, district NFE centres, science education centres, border vocational promotion centres, special target group NFE centres, adult education schools and the like. These centres are set up throughout the country.

No separate organisational structures have been set up for the equivalency programme in **India**. The Prerak/Facilitator is the functionary at the grass roots level for the continuing education programme. The OBE programme works in collaboration with the formal school system. There is a great deal of resource sharing in all the areas. Thus, the task of capacity building is carried out by three main agencies. The State Literacy Mission Authority organises training to ensure effective implementation of the programme. The State Resource Centre designs and conducts training programmes for different levels of functionaries, including Preraks/Facilitators and district officials. The National Institute of Open Learning organises training programmes for capacity building of lesson writers and evaluators.

5. Delivery mechanisms and the teaching/learning process

In the **Philippines**, the NFE A&E Learning Support Delivery System aims to help NFE learners advance from functional literacy to self-directed learning by supporting the mastery of the skills and competencies necessary to take the National NFE Accreditation and Equivalency Tests.

Not all learners who want certification through the NFE A&E system will avail of the learning interventions offered under the NFE A&E Learning Support Delivery System. After an initial assessment of their learning needs, some learners may decide to apply for certification of their prior learning by undertaking the National NFE Accreditation and Equivalency Tests. Such learners will simply register for the next Elementary or Secondary Level NFE A&E Test scheduled in their locality. If they successfully pass the NFE A&E Test they will be issued a certificate signed by the Secretary of the Department of Education (DepEd) which is deemed as a comparable qualification to the Elementary and Secondary certificates of the formal school system.

Other learners however may opt to upgrade their knowledge, skills and competencies before seeking certification through undertaking either the elementary or secondary level NFE A&E Tests.

The NFE A&E Learning Support Delivery System is designed to meet these needs. It provides learners a range of learning interventions in order that they may develop the minimum requirements in terms of knowledge, attitudes, values and skills (KAVS) detailed in the NFE A&E Curriculum Framework.

The learning process aims at helping learners move along a continuum of learning from basic literacy, to functional literacy and ultimately to a self-learning level. The level of required learning support in the form of facilitator-led instruction decreases as learners develop and strengthen their literacy skills and progress along this learning continuum. The learning materials used at the different levels along this continuum reflect this shift towards increasing learner-involvement in the instruction process.

During the Lower Elementary stage, learning materials are still designed for face-to-face interactions with fellow learners and the IM. The learning materials at the Advanced Elementary stage, however, begin to bridge the transition from facilitator-aided instruction to a self-learning level. At the Secondary Level, facilitator-aided instruction may still be required for some technical areas. This will be gradually reduced until learners are able to learn effectively by themselves.

This approach encourages learners to take increasing control of their own learning, developing experience and skills in the use of techniques of self-instruction, using strategies which will require learners to do more for themselves, in order to encourage independent or autonomous learning.

In **Indonesia**, the Directorate is now in the process of re-designing the learning materials for Package A, B, and C. It is intended that the delivery system would focus on the needs and potential of local communities, using flexible learning materials that would allow for a variety of choices. With regard to the teaching and learning methods, principles of andragogy and pedagogy would guide tutors to master different teaching and learning methods. Keeping the diverse backgrounds and characteristics of learners in equivalency programmes, diverse teaching/learning methods would be used. These would include constructivist

methods, cooperative and group learning methods, simulation, demonstration, individual learning, assignment, apprenticeship and the like.

In **Thailand**, due to education reforms, quality of the equivalency programmes has been similar to that of the formal school system. This is because it uses the same national core curriculum i.e. Basic Education Curriculum 2001. While the same educational standards and norms are used for the two systems, the instructional materials that are used for the equivalency programmes are more suitable for the out-of-school learners. Thus, the learning activities emphasise a process of critical thinking, learning by doing, problem solving, and development of skills so as to make the learners more inquiry-minded rather than encourage rote learning. The learning methods shift from learning in the group (at least three hours per week) to the self-study mode.

In **India**, the implementation of the programme is carried out with the help of national, state and district level government and non-government organizations. These are accredited to NIOS as Accredited Agencies (AAs). The role of the AAs is to provide academic and non-academic guidance to the learners.

The study centres for the OBE programme are the Continuing Education Centres (CECs). The CECs are also responsible for conducting a number of educational activities. The CEC facilitator is responsible for the equivalency programme. As per the curriculum, each subject has a study time of one hundred hours. Of this, fifty hours are for guided learning while fifty hours are for self-learning. Contact classes are conducted at the Continuing Education centres. It is expected that retired teachers, educated youth would contribute to the teaching of the learners of class five and eighth.

6. Accreditation, certification and learning assessment

In the Philippines, accreditation under the NFE A&E System is of two types: a) Certification of outcomes of learning of individuals; and b) Accreditation of learning programs.

a) Certification of Outcomes of Learning of Individuals:

This comprises in-program Post Learning Assessment of learners skills developed as a result of their accessing the learning interventions, and Equivalency Testing and Certification. Post

Learning Assessment includes utilization of nonformal assessment methodologies such as portfolio assessment as well as pre-and post-module and other term of assessments. Equivalency testing utilizes test instruments based on the A&E Curriculum Framework and Learning Materials for two levels of certification, which are deemed as comparable qualifications to the elementary certificate and secondary certificate of the formal school system. Equivalency testing will be administered by the NETRC in accordance with test administration guidelines, which will jointly be developed by the BNFE. Successful NFE A&E passers will be issued certificates signed by the DepEd Secretary.

b) Accreditation of learning programs:

This includes accreditation of institutions/agencies/organizations offering NFE related Nonformal Education programs. It will involve institutional collaboration with partner NFE agencies to facilitate articulation of programs and formulation of national standards and summative evaluation of learning programs to ensure quality control of A&E-related NFE programs offered by independent NFE Service Providers.

Before a learner reaches the accreditation stage, he/she has to go through the NFE A&E System's multiple pathways to achieve a learner's learning goals.

STEP 1: Enrolment, Screening and Orientation
STEP 2: The Learning Process; and
STEP 3: Assessment and Equivalency and Graduation

In **Indonesia**, there are two kinds of evaluation of learning, outcomes, namely individual self-assessment and final examination.

The individual self-assessment is in-built and integrated in each module. Learners can measure their performance by responding to problems posed in the exercises and by completing the learning activities provided in the modules.

National examination is organized by the Assessment Centre, Office of Research and Development, Department of National Education for Package A, B, and C.

The Education Act No. 20, 2003 has clearly stated that *"the outcomes of the non-formal education shall be recognized as being equal to the outcomes of formal education programmes after under-*

going a process of assessment by an agency appointed by the Government or local Government based on national education standards" and the Decree of the Minister of National Education on the Evaluation of Learning Outcomes at the national level that states that evaluation at the completion of the programme is carried out through a national examination organized by Assessment Centre, Office of Research and Development, Department of National Education. Thus at the end of Package A, B, and C, national examination is held to ensure quality control and gives the graduates from equivalency programmes recognition. The National examination is held twice a year. Those who meet the criteria for passing the national examination are declared "successful". They are then provided with a letter of successful completion of examination, issued and signed by the Education Evaluation Centre, and with a certificate issued by the Directorate of Community Education, Directorate General of Out of School Education and Youth, and signed by the Head of Education Services Office of the relevant district/municipal government.

In **Thailand**, the Department of Non-Formal Education has developed evaluation tools to ensure that quality and standards of the NFE programme are maintained. Efforts are constantly made to ensure that the standards for the NFE programmes are in no way compromised.

In **India**, the flexibility of the OBE programme has been provided to enable a learner to take the examination whenever he/she is prepared for it. The examination schedule is decided by the agency and NIOS. At level A, the evaluation process has two components- written and oral. Grades are awarded and certificates given only when the learner completes the required number of subjects. The examination may be answered in Hindi, English or the regional language.

The certificate of the OBE programme of NIOS has been recognised by the Ministry of Human Resource Development, Government of India for purposes of higher education and employment. As a result of this certificate, learners in the younger age have been able to find a place in the formal schools while some other have been able to find jobs.

II. Issues for consideration in the planning and implementation of Equivalency Programmes

From the descriptions that have been provided of the equivalency programmes that are in operation in four countries, an attempt is made to raise some issues that need consideration in the planning and implementation of equivalency programmes.

1. Importance of political commitment and appropriate legal provisions:

There is no gainsaying the fact that strong political commitment in favour of education of the disadvantaged groups is an essential pre-condition in planning equivalency programmes. The experience of Thailand and of Indonesia shows that the national governments over the years have formulated policies and even made legal provisions that have greatly facilitated the process of planning as well as of implementation of the equivalency programmes. In the case of Thailand, equivalency programmes have had a long history. Needless to say, this factor has enabled experimentation, innovation, and further improvement of the equivalency programmes. An important Constitutional commitment that has been made in the case of Thailand as well as in Indonesia is that of the "right to education" of its citizens, unlike in India which has a Constitutional commitment for ensuring free and compulsory education to children in the 6-14 age group. The rights perspective is an enabling factor in envisioning systems of education — whether formal or non-formal — that would be of comparable quality.

2. Need for clear articulation of varied clientele groups:

The disadvantaged and the educationally marginalized groups are an omnibus category. In non formal education programmes, it is customary to refer to designing educational programmes for such general categories as the rural poor, the urban poor or to the difficult to reach groups. Experience is now showing the need to further disaggregate these broad categories and to specifically identify each of these groups so that the educational content, methods, materials, can be carefully worked out. The studies from Thailand and Indonesia have highlighted the importance of clearly spelling out such clientele groups, both among children as well as among adults so that appropriate programmes can be designed for each group.

3. Need for a variety of non-formal education programmes, and involvement of government and non-government organisations, civil society groups, experts, personnel of various kinds:

Political commitment to provide educational opportunities to disadvantaged groups has to get translated into a wide range of non-formal education programmes, with institutional and manpower support. The advantage of a range of programmes would be that they would respond to the specific and immediate needs of various clientele groups as well as serve their long term interests. Multiplicity of curriculum, using an assortment of delivery approaches could then be possible. Equivalency programmes would be one option out of a wide variety of options that would be available. The experience of Philippines and of Thailand shows the importance of having a variety of educational programmes for different groups of learners who have varying learning needs. Involvement of organizations and agencies would signal societal commitment to the cause of non-formal education. Thailand has shown how the number of institutions that are involved in non-formal education has been on the rise.

4. Importance of understanding contextual factors while planning and designing equivalency programmes:

The four studies have shown the varying cultural, social, educational, economic, linguistic contexts of each of the four countries. Indonesia has shown how important it is to take note of the social and cultural factors while designing equivalency programmes. Contextual factors would therefore become an important variable in the design of equivalency programmes. No "blue prints" for setting up equivalency programmes can be prescribed. Equivalency programmes would have to evolve, keeping the varying contextual factors in mind.

5. Importance of convergence and synergies between education and various development departments:

This is a need that has been oft-repeated. Considering the fact that equivalency programmes have to be planned for the marginalized groups, it is incumbent that collaboration and coordination at the grassroots level has to be brought about. The country studies have shown that poverty still remains the main reason for a large majority of the learners from participating in or

for dropping out of the formal as well as the non-formal system of education. Clearly, livelihood issues would need to be addressed. Equivalency programmes should therefore not be the sole responsibility of the Department of Non-Formal Education. Thailand has shown how equivalency programmes have been conceived as part of socio-economic development over the past sixty years.

6. Curricular framework: centralized, decentralized or a combination of both?:

Indonesia offers a case where educational reforms have taken place in recent years due to which there is a much greater thrust towards decentralization. As a result, there is devolution of responsibilities to the provinces and districts. One major development that has taken place is that teachers are being encouraged in the formal system of education to develop locally relevant materials, based on the local context and needs of varied groups of learners. Gradually, this process is being replicated in the non-formal stream as well. In the case of Thailand, there is a National Curriculum Framework (2001) that has been approved. As a result, there is insistence that the curriculum for the equivalency programmes should follow the national curricular framework. While quality issues become an important consideration in equivalency programmes, the issue to be considered is whether the equivalency programmes should have a National Curriculum Framework in the interests of maintaining quality and ensuring standards, or whether curriculum development should be decentralized in order to ensure relevance of the curriculum to the needs and interests of various clientele groups. The Philippines experience seems to indicate that while following the NFE A & E Curriculum Framework, it is still possible to develop learning materials that draw upon the life experiences of typical NFE learners in order to equip them with knowledge and skills that would be useful for solving problems of daily life. The NFE A & E Curriculum framework emphasizes "functionality" and does not conform to the traditional subject approach of the formal system. It aims at developing the basic skills that adult learners need to function effectively as parents, workers, and as community workers. The tension between the demands of the formal system to make the curriculum subject-based as opposed to the compulsions of the non-formal system to make the curriculum flexible, need based, problem-oriented, needs to be recognized and the issue addressed in designing equivalency programmes.

7. Problem relating to the language used as medium of instruction in equivalency programmes:

In multi-lingual societies, the medium of instruction of any educational programme can determine the extent to which it can fail or succeed. And yet, language issues never get the attention they deserve at the planning stage. The Philippines and Indonesian studies refer to the language problem of the equivalency programmes but in a somewhat cursory manner. The issue of mother tongue literacy and the transition to the standard regional/national language has received the attention of educational planners. However, with regard to the equivalency programmes, language issues in materials development, as well as in the teaching/learning process, in assessment, evaluation, examination, need to be given serious attention.

8. Need for developing a professional cadre of functionaries at the grassroots level:

The research studies seem to indicate that in most cases no separate personnel were appointed for the equivalency programme. As in other non-formal education programmes, however, it is the grassroots functionary who plays an important role in the implementation of the equivalency programmes. What is professional support that is provided to such grassroots functionaries? The Indonesian study has shown that a large percentage of the functionaries were not even provided any training. Considering the complex role that has to be played by the grassroots functionaries, the skills and competencies that have to be developed in the learners, and the number of responsibilities he/she has to shoulder, it would be necessary to think of developing a professional cadre of such functionaries. Just as school teachers need professional training, likewise those personnel who work for the equivalency programmes at the grassroots level will also need professional development programmes of very high quality.

9. Need for a National Education Act that states equivalence of non-formal education with that of formal education:

The Indonesian experience highlights the importance of an Education Act that clearly states the equivalency of the two educational systems as well as the importance of a Decree that iden-

tifies the agency that would conduct the examination at the national level. The Education Act provides the legitimacy not only for equivalency programmes but also for accreditation as well as for certification. The other three studies deal with the complex technicalities of conducting assessment and evaluation of learning outcomes. Thailand's concern with quality issues and maintenance of standards needs to be noted.

10. Importance of community partnership and community support:

Like all educational programmes, community partnership is essential for the success and sustainability of equivalency programmes. The experience of Indonesia shows how local communities can be mobilized so that they can become partners in implementing such a programme. Since drop out rates are high in equivalency programmes and achievement rates are still low, community support is essential so that steps can be taken to improve the efficiency of the equivalency programmes.

III. Unresolved dilemmas:

The studies highlight that despite success achieved in implementing equivalency programmes, some problems still persist. These are the unresolved dilemmas that need to be addressed.

1. Equivalency programmes, as part of non-formal education programmes, are perceived as second rate educational programmes:

Despite policy initiatives and legal provisions, the popular public perception that such programmes are second rate programmes, persists. Public perception about the utility and importance of such programmes has to improve. Advocacy programmes would be necessary for this purpose. Mass media could play an important role in changing public perception.

2. Problems of inadequate financial support:

Equivalency programmes are still inadequately financed. If in a project mode, there is always the danger that once the funds dry up, the programme will cease to exist. Governments appear to be reluctant to provide adequate financial support for equivalency programmes.



A SYNTHESIS AND
ANALYSIS ON THE
EQUIVALENCY
PROGRAMMES

3. Problem of low status, low honorarium of the grassroots level functionary:

The equivalency programmes are very demanding. They require skilled, trained, committed manpower to run such programmes. And yet, the least investment is made with regard to these functionaries who run such programmes at the grassroots level and by and large, inadequate professional support is provided to them. This problem needs to be seriously addressed.

4. Efficiency of the equivalency programmes needs to be established:

None of the research studies have been able to conclusively establish the efficacy of the equivalency programmes. While there is reference to high drop out rates as well as low achievement rates, there is need for substantive data to show what do the adults learn, what their achievement levels are and how useful such programmes are in improving the quality of those who belong to the disadvantaged groups

CASE STUDY ON NON-FORMAL EDUCATION IN THE PHILIPPINES

SAMEO INNOTECH

I. Non formal education in the Philippines

There are two major subsystems in the Philippine educational system. One is formal education; the other one is non-formal education.

Formal education is composed of six years of elementary education, four years of secondary education, and between two to five years of college education. The completion of the lower grade or year level is necessary to proceed to higher grade or year levels.

Non-formal education is any organized and systematic learning conducted largely outside the formal educational system that may or may not provide certification or accreditation. The characteristics of non-formal education make it quite different from formal education in a number of ways. First, non-formal education addresses the needs of those who were not able to participate in the formal education system. In this regard, the target clientele are quite different. While there are many reasons why learners drop out of the formal school system, poverty is usually the main reason. The organization, specific activities and delivery methods associated with non-formal education are designed to meet the needs of the distinct clientele.

Non-formal education is provided separately and apart from the formal school system. It may serve as an entry point to a higher level of formal education. Non-formal education however, concentrates more on the acquisition of skills necessary for employability and competitiveness in the labor market. The availability of non-formal education expands educational access to more citizens representing a variety of demographic characteristics, socioeconomic origins, and general interests. Under non-formal education, relationships are more informal (roles of teachers and students are less rigid and often switch) than in schools where student-teacher and teacher-administrator roles are hierarchical and seldom change. Non-formal education focuses on practical

skills and knowledge while schools often focus on information which may have delayed application. Overall non-formal education has a lower level of structure (and therefore more flexibility) than schools.

In effect, the non-formal system makes education available to a very large number of Filipinos who would otherwise not have an opportunity to participate in any educational opportunities.

1. Development of Non-formal Education in the Philippines

In 1977, the government institutionalized non-formal education through the creation of the Office of the Undersecretary of Non-formal Education under the Ministry of Education, Culture and Sports (now called Department of Education or DepEd). This was accomplished through Presidential Decree 1139. The office of the Undersecretary for Non-formal Education was given responsibility to serve as the coordinating arm for integrating all programs of various government and non-government entities involved in non-formal education in the Philippines. At this time, almost all government agencies participated in the design and delivery of a variety of nationwide training programs. The goal of the training programs was to upgrade the human resource base through literacy programs and industry training and upgrading.

In 1979, non-governmental organizations (NGOs), including schools, church organizations, civic groups, and foundations, initiated various non-formal education programs in response to the government's call to help the less fortunate sectors of society. At this time one group of private institutions grouped together to form what became the Private Institutions and Schools National Association in Non-Formal Education (PRISNANFE). This organization integrated under one office the efforts of a conglomeration of private schools undertaking non-formal education projects.

In the same year, the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) encouraged its member schools to initiate and implement non-formal education programs and projects. Service to the community was included in the criteria for accreditation. An accredited institution was expected to become directly involved in non-formal education.

In the mid-80's, the Association for Non-Traditional Education in the Philippines (ANTEP) was established through the generosity of the Canadian government and the Association of Canadian Community Colleges (ACCC). Two national organizations, the Catholic Educational Association (CEAP) and the Association of Christian Schools and Colleges (ASC), spearheaded the development of ANTEP.

Later, the Education for All (EFA) movement of UNESCO gave the non-formal education system its greatest boost. It supported those engaged in non-formal education to meet the basic literacy needs of all children, youth and adults. By acknowledging that the formal system was not able to meet the broad learning requirements of individuals and communities, a variety of educational projects and delivery systems was necessary. EFA stressed the importance of various non-formal learning approaches and methodologies to supplement, complement and enrich formal education. Following the work of EFA it can be said that acceptance, if not support, for non-formal education was institutionalized in the Philippines.

Recognizing and supporting it in the 1987 Constitution further elevated the importance of non-formal education, as well as informal and indigenous education. It is stated in the Constitution that:

The State shall:

Article XIV, Section 2 (1). *Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.*

Article XIV, Section 2 (4). *Encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs.*

Article XIV, Section 2 (5). *Provide adult citizens, the disabled and out-of-school youth with training in civic, vocational efficiency and other skills.*

Both public and private sector organizations conduct non-formal educational programs. Within the government, the primary agency is the Department of Education (DepEd), and more specifically the Bureau of Non-formal Education (BNFE). Other government agencies such as the Department of Health, Agriculture, Trade and Industry, National Defense, and Social Welfare and Development have developed and integrated non-formal education into their activities.

In 1994, the Philippine educational system was restructured. Two government entities were created: the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA). The CHED is responsible for both public and private institutions of higher education as well as degree-granting programs in all post-secondary educational institutions. TESDA, on the other hand, was created by merging the NMYC and the Bureau of Technical and Vocational Education. Both CHED and TESDA support and relate to a variety of non-formal educational programs.

The NFE A&E System began pilot implementation following a National Launching by His Excellency, President Joseph Estrada, on 25 January 1999.

Today, the delivery systems for many of the non-formal education activities include seminars and workshops, community assemblies, television and radio broadcast programming, correspondence courses, home visits, self-directed learning modules, and practical work. The curricula designs of the various programs vary from agency to agency and are tailored to the specific needs of the clientele.

2. Non-formal Education Programs

A number of specific non-formal education initiatives can be grouped within five major sectors. Although non-formal in nature, some have links to the formal education sector.

Literacy Education

Literacy education is spearheaded by the Bureau of Non-formal Education (BNFE) with its functional literacy program that includes the teaching of reading, writing and arithmetic. Literacy classes are organized by DepEd for out-of-school youths (OSYs) and adults in all regions of the country. Other BNFE programs include the Magbasa Kita Project and the Female Functional Literacy Program assisted by UNICEF. The Magbasa Kita Project uses the phonosyllabic method for teaching reading. This approach shortens the learning time for basic literacy to just three months. The Female Functional Literacy Program focuses on the seven provinces in the Visayas and Mindanao where illiteracy rates among women are highest.

Livelihood Skills

The Livelihood Skills Development Program of DepEd is designed to equip the unemployed and underemployed with vocational and technical skills through short term training programs. Examples of courses offered include dressmaking, electronics, cosmetology, bookkeeping and cooking.

Certification and Equivalency Programs

Equivalency programs enable students to enter or re-enter formal school using a certification system that accredits learning from outside the formal school system. As well as supporting re-entry into the formal school system, equivalency programs accredit skills and job experiences for employment purposes.

Continuing Education Among Professionals

Recently, there has been increased emphasis and concern related to the need for degree holders to regularly acquire new skills and take part in professional updating programs. It is the *Philippine Professional Regulations Commission* which formally encourages professionals to keep abreast of developments in their professions. Recently, this has been entrenched by the requirement that all practicing professionals must show proof of compliance with new requirements for continuing professional education before they are allowed to renew their licenses.

School and University Initiatives

In 1995 the University of the Philippines (UP) established the UP Open University (UPOU), an institutional arm which embodies the philosophy of open learning. Unlike the United Kingdom Open University, the UPOU operates within the system of a conventional university and remains linked to the academic programs of the UP. UPOU reaches out, through the distance and open learning modes to people who are not able to participate in classroom style education. As more programs are offered, the UPOU will be tapping a variety of cooperative agencies nationwide to act as on-site support and learning centers. The UPOU could be the „biggest“ campus because it will offer courses throughout the entire country. Distance and open education are gaining acceptance and being promoted within the Philippines.

There are a variety of non-formal educational and learning programs and projects that respond to the specific and immediate needs of various clienteles. These programs focus on a multiplicity of curriculum areas using an assortment of delivery approach-

es. Included are livelihood skills training, vocational and technical training, course delivery through night programs at high schools for adult learners, instruction in family life skills for men and women, and courses and programs in values formation. These programs and the associated extension services seek to empower learners and improve the quality of life for the individuals and their families. Faculty members from various institutions often act in an advisory capacity for the programs, alongside students and graduates. At the same time, these institutions often support the wider community by making their physical resources available for non-formal education, and they establish ongoing links with non-formal education graduates in order to provide them with upgrading and retraining initiatives. In various ways, therefore, the broader programming associated with non-formal education directly provides and supports greater service to the community.

II. NFE A & E, how it came about

Through the financial assistance of the Asian Development Bank (ADB), the Department of Education, Bureau of Non-formal Education began planning how to address the issue of providing all Filipinos with at least a basic education. The ADB provided financial assistance for the Philippine Non-formal Education Project (PNFEP) in 1994.

The PNFEP aimed to contribute toward the country's poverty reduction program by 1) raising the literacy and numeracy skills of the poor and enhancing their capacity to engage in self-help and community development activities; and 2) expanding access to basic education by establishing NFE equivalency and accreditation system and programs for Alternative Learning Systems to serve the poor communities, which have large number of school dropouts and low participation rates.

The specific objectives of the Project are to:

1. Reduce the incidence of basic and functional illiteracy in targeted areas;
2. Strengthen the system of equivalency, testing, and accreditation for NFE Programs for adults and out-of-school youths (OSY);
3. Develop for OSYs and adults in poor communities a body of locally-adapted learning materials for literacy and self-learn-

ing programs to support functional literacy and continuing education programs that responds to the beneficiaries' immediate socioeconomic needs and interests;

4. Expand the outreach and effectiveness of community-based NFE program by establishing a coordinative process at the local level and enhancing the institutional capacity of DepEd-BNFE units to managed a decentralized NFE program; and
5. Strengthen the monitoring, research, and evaluative capacity of DepEd to assess the community-based NFE programs and formulate policies to raise the quality and efficiency of these programs.

Initially, the NFE A&E System was piloted in four (4) regional sites. These included urban and non-urban sites. After completion of the pilot implementation phase (February-July 1999) an evaluation of all aspects of the NFE A&E System was conducted. The operating guidelines, implementation mechanism and Manual of Operations were revised based on the lessons learned during the pilot implementation phase in order to strengthen the overall NFE A&E System.

After the evaluation, the program was expanded to include other regions. Provinces in each Region did not start implementation simultaneously to allow time for strengthening of the implementation mechanism at the Regional level based on results of the initial evaluation. This also allowed transfer of experiences, skills, and lessons learned from one province to another provinces within each Region.

III. The NFE A & E System

1. What is the NFE A&E System?

The NFE A&E System provides alternative means of certification of learning to Filipinos aged 15 years and above, who are unable to go through the formal school system, or who have dropped out of formal elementary or secondary education. The NFE A&E System envisions the development of a society where people continue to learn on their own throughout their lives so that they can improve their quality of life and help in national development efforts. Its mission is to provide learning opportunities that will empower out-of-school youths to become a contributing member of society.

NFE A&E aims to:

- Provide a system for assessing levels of literacy and non-formal learning achievement based on a National NFE A&E Curriculum covering functional education/literacy skills and competencies and designed to be comparable to the formal school system;
- Offer an alternative pathway by which out-of-school youths and adults earn an educational qualification comparable to the formal elementary and secondary school system; and
- Enable out-of-school youth and adults to gain more complex reading, writing and numeracy skills, to meet their learning goals as they define them, and to gain the skills they need to improve their economic status and function more effectively in society.
- To accomplish these aims, the NFE A&E System partners with other agencies such as Non-Government Organizations (NGOs), Local Government Units (LGUs), Private Organizations (POs), State Universities and Colleges (SUCs) and other Government Organizations (GOs).

The NFE A&E System is a pioneering effort to offer a uniquely non-formal alternative learning system to formal schooling. It is built around a non-formal curriculum and utilizes a range of innovative non-formal learning strategies designed to break down traditional learning barriers of time, accessibility and resources. It allows flexible entry and exit points and aims to maximize learners' control of the learning process.

The NFE A&E System is composed of four key components:

1. NFE A&E Curriculum Framework – which contains a learning continuum of essential functional skills, knowledge, attitudes and values and desired for non-formal education and which are designed to be comparable to the formal school system.

2. NFE A&E Learning Materials – which are based on the NFE A&E Curriculum Framework and designed to provide learning support for OSYs and adults who wish to continue learning outside the formal school system, particularly as preparation for certification of learning achievements through passing/qualifying in the National NFE Accreditation and Equivalency Test.

3. NFE Accreditation and Equivalency Tests – which are based on the competencies of the NFE A&E Curriculum Framework and designed to provide two levels of certification of learning achievement comparable with the formal elementary and secondary education system.

4. NFE A&E Learning Support Delivery System – designed to provide learners a range of alternative pathways in order that they may continue their learning outside of the formal system and upgrade their skills and competencies in preparation for taking the NFE A&E Tests. This includes utilization of the NFE A&E learning materials and a range of learner support strategies, structures and delivery modes (such as use of Instructional Managers and learning centers, learning group sessions and peer learning) and an NFE A&E administrative support system.

2. Why is the NFE A&E System needed?

A non-formal education accreditation and equivalency system which provides an alternative pathway of learning for those unable to avail of the educational services of the formal system has been a dream of the Philippine government for many years. The driving force behind this dream has been a commitment to counter illiteracy and poverty and provide opportunities to the educationally disadvantaged to upgrade their skills, knowledge and competencies in order to improve their social, political and economic well being. The specific needs to be addressed by the NFE A&E System include:

Functional Literacy - Current estimates indicate that there are 7.8 million Filipinos or 16.2% of the population who are not functionally literate, 3.9 million of whom are out-of-school youth.

Family Literacy - Many parents want to develop functional reading, writing and numeracy skills and knowledge so that they can help their children do their homework.

Community Participation - Filipino citizens need to know their rights and responsibilities and develop skills on how to exercise them, in order to participate meaningfully and effectively in community and political activities.

Economy - A changing and increasingly competitive and global Philippine economy demands that people have functional skills such as: numeracy, literacy, communication, problem solving, critical thinking, and learning-to-learn skills.

Certification - There are a high number of school dropouts who want to acquire an elementary or secondary level qualification.

Continuing Education - There are many OSY and adults who have achieved literacy skills and want to continue learning but are unable to enter/return to the formal education system.

Empowerment - OSYs and adults living in economically depressed communities need to develop skills, knowledge and

competencies which will directly help them raise their standard of living and improve their quality of life through better health practices, better food, increased income, improved family life and more direct civic and community participation.

Functionality - In order to function effectively as Filipino citizens in modern society, OSYs and adults need to develop their critical thinking and reasoning abilities in order to better understand problems in their daily lives and examine different options and possible solutions before deciding on a course of action.

Quality of Life - OSYs and adults need to improve basic life skills in critical thinking, problem solving and decision making in order to open other opportunities and life choices to improve the quality of their life and that of their families.

3. How does the NFE A&E System lead to accreditation and certification?

Accreditation under the NFE A&E System is of two types: i) Certification of learning of individuals and ii) Accreditation of NFE A&E learning programs.

Certification of Learning of Individuals

The NFE A&E System offers opportunities for two levels of individual certification which are deemed as comparable qualifications to the Elementary Level certificate and Secondary Level certificate of the formal school system. Currently, OSYs and adults who wish to earn Elementary or Secondary Level qualifications have only the choice of taking a formal, standardized test, the Philippine Educational Placement Test (PEPT), and then, depending on their scores, return to the formal school system for placement in the appropriate complete a grade/year level and eventually graduate with a diploma. Through the NFE A&E System, they have other choices.

The NFE A&E system allows OSYs and adults who believe they are sufficiently prepared to apply for certification of their learning level by undertaking a standardized National NFE Accreditation and Equivalency Test at either the elementary or secondary level. If they successfully pass the NFE A&E Tests, they will be issued a certificate signed by the Secretary of the Department of Education (DepEd) which is deemed as comparable to the elementary and secondary level certificates of the formal school system. The national NFE A&E tests were normed on grade six and fourth year high school students two week

prior to their graduation day. The two tests were based on the skills and competencies detailed in the NFE A&E Curriculum Framework.

Accreditation of NFE A&E Learning Programs

The NFE A&E includes accreditation of instructions / agencies / organizations offering NFE A&E learning programs. It involves institutional collaboration with partner agencies to facilitate articulation of learning programs and formulation of national standards and summative evaluation of learning programs to ensure quality control of NFE A&E learning support services offered by individual NFE Service Providers.

4. What options are available to learners after they complete the NFE A&E System?

Learners who successfully pass the NFE A&E Tests have access to counseling or advice regarding their options and possible pathways after exiting from the NFE A&E System. Elementary Level NFE A&E graduates may desire to continue to upgrade their skills and competencies by enrolling in the Secondary Level NFE A&E Learning Support System.

Most of the learners are expected to enter/re-enter the world of work with better capacity for generating an income and improving their own economic situation and that of their families.

Other learners may also wish to enter other formal training programs such as those that are offered by the Technical Education Skills and Development Authority (TESDA) or other non-formal training programs such as continuing education with income-generating courses, vocational training, etc. The DepEd has signed a Memorandum of Agreement (MOA) with TESDA which provide NFE A&E Certificate holders access to TESDA's vocational education and training programs.

NFE A&E learners wishing to return to the formal school system will need to take the existing Philippine Educational Placement Test (PEPT) for an assessment of their specific grade/year levels for placement purposes.

5. Who are the target learners of the NFE A&E System?

The target learners of the NFE A&E System are Filipino Out-of-School Youths (OSY) and adults aged 15 years and above who

are basically literate. They may include:

- . completers of the Functional Education and Literacy Program [FELP]
- . unemployed/underemployed OSYs and Adults
- . elementary and secondary school drop-outs
- . industry-based workers, housewives, maids, factory workers, drivers and prisoners
- . others who have not graduated from elementary or high school who want to continue learning

Most of these target learners live below the poverty line, predominantly coming from depressed, disadvantaged, underdeveloped and underserved communities. The NFE A&E System also tries to reach the differently-abled, prisoners and cultural communities.

Target learners are recruited to the NFE A&E System through social mobilization activities and/or materials. The media sector and the Local Government Units (LGUs) are also mobilized to generate awareness and support for NFE A&E.

6. How long will it take to master the NFE A & E Curriculum?

The estimated total number of hours of instruction needed for learners to acquire the competencies specified in the NFE A&E Curriculum Framework varies across each of the learning levels. There is also a variation among individual learners depending on their level and range of prior learning, their pace of learning and individual learning styles.

For the Elementary Level, which involves a transition from facilitator-led instruction to increasing self-learning, the number of learning hours required to master all the listed Elementary competencies is estimated to be about **400 hours**. It can go as high as 600 or as low as 100 hours or less depending on individual learning needs, styles and pace. Of this, about less than half will involve face-to-face contact with a facilitator for the Lower Elementary Module and approximately 150-250 hours will be taken up with the completion of self-study activities and assignments.

At the Secondary Level, which is designed to be increasingly self-learning (with some scope for limited structured learning support), it is estimated that to cover all the listed competencies will take a learner **500-700 hours** of learning. Of this, approximately

200 hours will involve learners having access to the services of an Instructional Manager (if needed/required) and the remaining hours have been estimated to be for the completion of assignments and self-study activities. NFE A&E is a flexible learning system with no fixed time scale for learning and learners may exit the program at any time once they feel they have achieved their individual learning goals/needs.

7. What is the language of instruction?

At the Elementary Level, instruction is in both English and Filipino except for English language communication skills. At the Secondary Level, instruction is also in English and in Filipino except for English language communication skills. The Elementary Level test is in Filipino, except for the test of English language communication skills. The Secondary Level test is also in Filipino except for English language communication Skills. Test items for mathematics and science-related competencies are not available in the English language.

IV. The NFE Curriculum Framework

1. What is the Curriculum of the NFE A&E System?

The NFE A&E System is built around a non-formal education curriculum known as the Non-formal Education Accreditation and Equivalency (NFE A&E) Curriculum Framework. The NFE A&E Curriculum Framework is based on the new national definition of functional literacy and its major indicators developed by the Literacy Coordinating Council (LCC). Under this new national definition, functional literacy is:

"A range of skills and competencies – cognitive, affective and behavioral – which enables individuals to:

- . live and work as human persons
- . develop their potential
- . make critical and informed decisions
- . function effectively in society within the context of their environment and that of the wider community (local, regional, national, global) in order to improve the quality of their life and society."

A set of major indicators of functional literacy accompanies this expanded definition of functional literacy, detailing the range of competencies an adult Filipino citizen will need to possess to function effectively in Philippine society as it enters the 21st century.

For the NFE A&E Curriculum Framework, the indicators of functional literacy have been formulated into five interrelated learning strands, namely:

- 1. Communication Skills** (including listening, speaking, reading and writing in print and electronic media)
- 2. Problem Solving and Critical Thinking** (including numeracy, and scientific thinking)
- 3. Sustainable Use of Resources/Productivity** (including ability to earn a living as an employed or self-employed person, sustainable resources, and productivity)
- 4. Development of Self and a Sense of Community** (including self-development, a sense of personal and national history and identity, cultural pride, and recognition and understanding of civil and political rights)
- 5. Expanding One's World Vision** (including knowledge of other communities, respect and appreciation, diversity, peace and non-violent resolution of conflicts, and global awareness and solidarity.)

Each learning strand starts with an overall conceptual framework and a schematic diagram which describes the relationship of the parts to the whole strand. Each strand contains terminal learning objective(s), which in most cases are also broken into sub-terminal learning objectives, followed by enabling objectives. The terminal objectives specify the broad functional learning outcomes to be covered in each learning strand. These broad terminal objectives are broken down into enabling (and sub-enabling) objectives which detail the specific knowledge, attitudes, values and skills (KAVS) which must be mastered to be able to accomplish the stated terminal objectives in each learning strand. Also indicated in the framework are the three levels, namely, Basic, Elementary and Secondary levels in which the objectives are applied. The Basic literacy level, though not part of the NFE A&E, is included to show foundation literacy and numeracy competencies which should be developed prior to enrollment in the NFE A&E LSDS Elementary level. Competencies at the Basic Literacy and Elementary Levels need to be mastered if a learner chooses to obtain an Elementary Level certificate. Secondary edu-

cation level competencies need to be mastered/demonstrated to obtain the Secondary Level certificate.

The two levels in NFE A&E, therefore, can be described as:

- Elementary Level – semi-literacy level for the reinforcement of basic reading, writing and numeracy skills to a self-sustaining (neo-literate) level
- Secondary Level – adequately functionally literate or self-learning level for continuing education

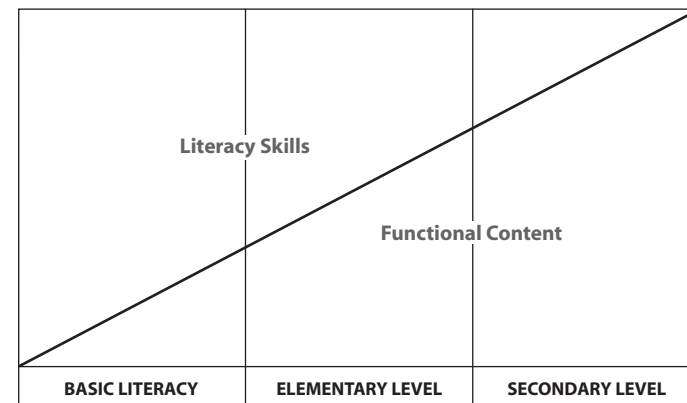
2. Comparability to Formal Learning

An issue which has surfaced several times in the development of the NFE A&E System is the relationship of a non-formal curriculum — and education system — to the formal education system. The Bureau of Non-formal Education views non-formal education as separate and distinct from formal education. The competencies and levels contained in the NFE A&E Curriculum Framework are comparable in a general way to that of the formal school system but not parallel in terms of specific content. There was deliberately no attempt to make the non-formal curriculum a replica of the formal curriculum, or to make it equivalent to or parallel with grade and year levels in the formal system. Instead, attempts were made to make it responsive to adult (and young adult) learners' needs and goals as they themselves see them. The assumption is that the (few) OSYs and adult learners in the non-formal system who wish to return to formal school will take the Philippine Educational Placement Test (PEPT) to determine their grade/year placement.

The NFE A&E Curriculum Framework emphasizes "functionality" and does not conform to the traditional subject approach of the formal school system. It aims to develop the basic skills adult learners need to function successfully in their roles as parent, worker and community member. The learning materials which have been developed based on this curriculum, similarly reflect this focus drawing from the life experiences of typical NFE learners in order to equip them with skills and knowledge useful for solving problems of daily life. The emphasis of the curriculum and learning materials is on providing learners opportunities for practical application of new knowledge and skills gained in order to facilitate immediate improvement in the quality of their lives. The balance between the focus of learn-

ing on core literacy skills and functional content shifts toward the latter as learners master essential reading, writing and numeracy skills and move from one learning level to the next. This shifting balance between literacy skills and functional content is illustrated below:

Balance of literacy skills and functional content at the three literacy levels in non-formal education*



**NFE A&E covers elementary and secondary levels only. Basic literacy level skills are covered by the functional education and literacy program (FELP).*

Learners in the non-formal system who want to enter college will need additional preparation beyond the scope of this curriculum. The added preparation are in the form of bridging modules designed to facilitate preparation for higher learning. This does not mean, though, that the NFE A&E System is inferior or of lower quality to the formal system. It is simply different and uniquely non-formal in character.

There is a point, however, at which the NFE A&E system does interface with the formal system: when an OSY or adult learner wishes to obtain a certificate by taking an examination to demonstrate skills comparable to a grade six pupil or secondary level graduate. The curriculum, therefore, includes competencies at these two levels, elementary and secondary, and the tests which have been developed from these competencies have been normed on grade six pupils and fourth year students from the formal school system.

The Directors and senior level officials of the Bureau of Elementary Education (BEE), Bureau of Secondary Education

(BSE), Bureau of Physical Education and School Sports (BPES) and the National Educational Testing and Research Center (NETRC) were involved at various stages of the development of the NFE A&E Curriculum Framework. This involvement included the provision of technical inputs to the development, final selection and leveling of competencies of the NFE A&E Curriculum Framework to ensure comparability with the formal school system.

3. Importance of the NFE A&E Curriculum Framework in the NFE A&E System

The NFE A&E Curriculum Framework is a critical part of the NFE A&E System. From this framework, facilitator-aided and self-instructional learning materials have been developed to enable learners to attain the curriculum competencies. Based on this framework, two tests have been developed to ascertain and certify the comparability of adult learners' skills to Elementary and Secondary school graduates. The NFE A&E Curriculum Framework also provides a set of national competency standards against which the existing learning materials and programs of contracted NFE A&E Service Providers are evaluated.

The underlying goal of the NFE A&E System is to assist learners to move along a learning continuum of learning where they are empowered to take more control of their own learning. As the learners master new skills and competencies from the Curriculum Framework and develop confidence in learning to learn, they become less dependent on facilitators and more responsible for learning independently.

The NFE A&E Curriculum Framework is *truly non-formal* in its focus content and competencies, learning approach, sociological, psychological and philosophical dimensions. It is comparable but not equivalent or parallel to the formal education system, emphasizes functionality, competency-based, incorporates the Four Pillar of Learning, namely: Learning to Know; Learning to Do; Learning to Be; and Learning to Live Together.

4. Utilization of the Curriculum Framework

The major activities related to the implementation of the NFE A&E System are closely knitted to the curriculum framework. The modules were developed based on the terminal objectives and enabling objectives specified in the five (5) learning strands of

the framework. Likewise, the construction of the NFE A&E Tests has depended so much on the framework wherein the items were written using the contents and objectives included in it. The framework also served as the basis for evaluating the learning modules, development of learning support systems, and learning standards.

Although the curriculum framework is organized into five (5) strands, the learning sessions and self-instructional should be shaped around topics that the learners consider as important and useful to them. The focus in non-formal curriculum development for adults is on skills in real-life contexts rather on a scope and sequence chart of skills. The emphasis that the framework operates on "functionality" should always be realized.

V. The NFE Learning Support Delivery System

1. What is the NFE A&E Learning Support Delivery System?

The NFE A&E Learning Support Delivery System aims to help NFE learners advance from functional literacy to self-directed learning by supporting the mastery of the skills and competencies necessary to take the National NFE Accreditation and Equivalency Tests.

Not all learners who want certification through the NFE A&E System will avail of the learning interventions offered under the NFE A&E Learning Support Delivery System. After an initial assessment of their learning needs, some learners may decide to apply for certification of their prior learning by undertaking the National NFE Accreditation and Equivalency Tests. Such learners will simply register for the next Elementary or Secondary Level NFE A&E Test scheduled in their locality. If they successfully pass the NFE A&E Test they will be issued a certificate signed by the Secretary of the Department of Education (DepEd) which is deemed as a comparable qualification to the Elementary and Secondary certificates of the formal school system.

Other learners however may opt to upgrade their knowledge, skills and competencies before seeking certification through undertaking either the elementary or secondary level NFE A&E Tests.

The NFE A&E Learning Support Delivery System is designed to meet these needs. It will provide learners a range of learning interventions in order that they may develop the minimum requirements in terms of knowledge, attitudes, values and skills (KAVS) detailed in the NFE A&E Curriculum Framework.

2. What is the balance between Facilitator-Aided Instruction and Self Learning?

The learning materials aim to help learners move along a continuum of learning from basic literacy, to functional literacy and ultimately to a self-learning level. The level of required learning support in the form of facilitator-led instruction decreases as learners develop and strengthen their literacy skills and progress along this learning continuum. The learning materials used at the different levels along this continuum reflect this shift towards increasing learner-involvement in the instruction process.

Under the NFE A&E System, the Elementary Level is considered as a transition level where learners are encouraged to begin to "learn how to learn". This will allow learners to study and learn by themselves at their own pace. The Elementary Level comprises two different stages:

Stage 1 – Lower Elementary

Stage 2 – Advanced Elementary

During the Lower Elementary stage, learning materials are still designed for face-to-face interactions with fellow learners and the IM. The learning materials at the Advanced Elementary stage, however, begin to bridge the transition from facilitator-aided instruction to a self-learning level. At the Secondary Level, facilitator-aided instruction may still be required for some technical areas. This will be gradually reduced until learners are able to learn effectively by themselves.

This approach encourages learners to take increasing control of their own learning, developing experience and skills in the use of techniques of self-instruction, using strategies which will require learners to do more for themselves, in order to encourage independent or autonomous learning.

3. What kind of learning support is provided at the Elementary and Secondary Levels of the NFE A&E System?

Facilitator-Aided Instruction (Lower Elementary Stage) - At the Lower Elementary Level the focus is on strengthening basic literacy and numeracy skills integrated with increasing levels of functional content. Learners at the Lower Elementary Stage are heavily dependent on facilitator-aided instructional literacy materials such as primer-like modules, posters, cards, pictures, etc.

The Learning Group Session Process - The 2-4 hour learning group sessions are devoted to reading of a particular lesson for that day/session followed by discussion and practice exercises in reading and writing. If the learning session calls for a livelihood skills development, a practical demonstration of the step-by-step process is also included.

Transition to Self-Learning - Towards the end of the Lower Elementary Stage, the learners will gradually be introduced to a transition to self-learning. This means that learners are trained to enhance their "learning to learn skills" and gradually increase control over the learning process. Although all Lower Elementary modules are accompanied by a facilitator's guide, during the later number of Lower Elementary modules, the IM will encourage more active involvement of learners in managing their own learning. During the initial attempts, learners will be advised to read the module by themselves, alone or in pairs, but of course with thorough supervision from the Instruction Manager. Orientation on self-testing will be given so as to develop that skill as early as possible. Some of the more difficult Lower Elementary modules have been designed to include a post-module self-test for this very purpose.

Self-Learning (Advanced Elementary and Secondary Levels) - At the Advanced Elementary and Secondary Levels, self-instructional learning modules are the principal source of learning for the learners, supported by supplementary print and audio-visual materials and a combination of study groups, tutorials and/or other learning activities. Learners work through the modules by completing the various lessons and self-assessment activities at their own pace in a place of their choice. The place of learning can be at a local NFE Learning Center and at home, but it may

also be in their workplace, canteen, church, community reading room, barangay hall, at a friend or relative's home, or anywhere the learner feels comfortable in. Although learners study at their own pace some consideration should be given to the suggested time frame/guidelines for certain module activities. (e.g., research activities) set out in the module.

4. Level of Learning Support

As learners study the modules, the type and level of learner support needed will vary from learner to learner. Some learners may be able to use some of the modules on their own. These learners can study independently and use the NFE learning center only to access supplementary print, audio and video resources. Most learners, however, particularly those at the Advanced Elementary Level, will require some sort of face-to-face interaction with fellow learners and the instructional manager. This will allow them to prepare for taking the NFE A&E Test.

The learner support system uses a cooperative/pro-active learning methods/operations. The learners are not alone in their study. The materials/modules themselves interact with them like a teacher/facilitator. In addition, there is a person in flesh and blood called an instructional manager available to assist them with problems and difficulties they may be experiencing as they study the modules during scheduled face-to-face learning group sessions. This instructional support person can be consulted to give guidance in module content and methodology. He/she may also be asked to provide some technical inputs or organize for a resource person to come and speak on complex technical topics and problem content areas. The IM may also be called upon to provide some one-on-one individual tutorial support to address learners' specific individual learning needs and difficulties.

5. The Learning Group Sessions

One of the primary responsibilities of the Instructional Manager is to schedule regular learning group sessions at the designated NFE A&E Learning Center. These learning groups provide an opportunity for sharing of ideas and issues, discussion of common areas of learning difficulties, collaborative problem solving, and a source of encouragement, inspiration and collegial support. The IM acts as the learning group leader performing the role

of a facilitator and providing technical assistance and possibly some instruction (e.g., conduct demonstrations or experiments) assisting learners to work through the modules in groups.

The following activities to be rendered by the IM as part of learning support are:

- conduct of learning group sessions and other learning activities at the learning center
- identification of learner's learning goals and assistance in the preparation and revision of *Individual Learning Plans*
- supervision of self-learning activities at the learning center
- one-on-one tutorial support addressing the specific learning needs and difficulties of learners
- conduct of learner counseling sessions
- screening and placement of the learners during the time of enrolment
- preparation of written feedback on completed module assignments
- home visits

6. How are learners oriented to the NFE A&E System?

A comprehensive three – stage orientation of all learners is held prior to the start of the program. The aim of these orientation sessions is to make potential NFE A&E learners aware of the program and to brief those learners who chose to enroll, on the nature and objectives of the NFE A&E System.

Stage 1: Pre-Enrolment Information Meeting

Stage 2: Program Orientation/Briefing

Stage 1: Pre-Enrolment Information Meeting

The first stage in the orientation process is a Pre-Enrolment Information Meeting organized and conducted by the NFE District Coordinator with the support of some service provider representatives, Instructional Managers and DECS administrators. The main aim of this meeting is to inform potential learners of the nature and purpose of NFE A&E System and whether it or some other program, such as FELP or livelihood programs, best suits their learning needs. The meeting provides an opportunity for potential learners to ask questions, air issues and seek clarification in order that they may make a decision as to whether the program meets their needs. Interested potential learners who attend the meeting are invited to participate in the initial screening and placement process.

Stage 2: Program Orientation Briefing

The second stage of the Orientation Process is an intensive *Orientation Briefing* conducted by the Instructional Manager. The Program Orientation Briefing aims to clarify the newly-enrolled learner's perception and expectations of the program and outlines how the NFE A&E Learning Support Delivery System works. The information to be discussed at the Program Orientation Briefing includes overview of the NFE A&E System, introduction of the key players and their roles, e.g., Instructional Manager and learners, expectations of/from learners, how the modules will be used who and where to turn to for help and other matters, including administrative issues.

7. How is the starting learning level of learners determined?

A combination of strategies is used to help the Instructional Manager and the learner identify which is the most appropriate starting point/level of learning within the NFE A&E Learning System. These include:

- the use of two NFE placement instruments (the Assessment of Basic Literacy (ABL) and the Functional Literacy Test (FLT))
- the use of self-assessment, and
- the Recognition of Prior Learning (RPL).

Taken together the results of these strategies provide inputs for the Instructional Manager and learner to reach a consensus on the appropriate level of learning for the learner concerned.

NFE A&E Placement Instruments - The NFE A&E makes use of two placement tests to assist in the process of diagnosing learners' appropriate level of learning:

1. The Assessment of Basic Literacy (ABL); and
2. The Functional Literacy Test (FLT)

These placement tests have been specially developed to address the everyday learning contexts of Out-of-School Youth and Adults.

The Assessment of Basic Literacy (ABL) - This literacy-testing instrument was developed by the BNFE with the objective of evaluating the achievement of learners who complete a Basic Level (BL) literacy program such as the Functional Education and Literacy Program (FELP). In addition, this instrument can serve the following purposes:

- Pre-testing of the learners during the time of enrolment. The result of the pre-test can be used to determine the entry level of learners into Basic Literacy level training programs.
- Entrance test for OSY and adults who wish to enroll into the Lower Elementary level of the NFE A&E LSDS learning programs.

This test has been divided into three different stages based on the hierarchical attainment of the skills of reading, writing and numeracy:

Stage 1: This is the non-literate stage of the learner. The literacy learner is in the initial stages of recognizing written symbols. He/she can read and write with some difficulty, syllables and simple Filipino words, as well as mathematical signs of addition and subtraction and add one digit numbers.

Stage 2: This is the semi – literate stage. The literacy learner is able to read, comprehend and write slowly but correctly, basic Filipino words, short simple sentences and a short paragraph with short simple sentences. The learner can also do simple additions and subtractions of numbers with not more than two digits and can multiply and divide numbers with only one digit. The learner can also solve mathematical problems that involve simple additions and subtractions of numbers with two digits.

Stage 3: This is the literate stage when the literacy learner can read and write comprehension questions on simple passages in Filipino. In numeracy, the learner is able to solve mathematical problems which involve simple addition, subtraction, multiplication and division.

Self-Assessment - In addition to the results of the NFE A&E Placement Tests Instructional Managers should also take into account learners' own perceptions of their learning ability through self-assessment. Learners are encouraged to assess their own learning level based on a review of samples of modules / work activities covering the two levels of the NFE A&E System – Elementary level and Secondary level. Learners are asked which materials they feel are too easy, which are too difficult and at which level they would feel comfortable starting with. Self-assessment can make learning more meaningful and encourages learners to become active participants in shaping their own learning experiences. As a non-formal assessment methodology self-assessment also seeks to address the inherent limitations of more traditional pencil and paper assessment instruments such as the ABL and FLT.

Recognition of Prior Learning - Many NFE A&E learners have developed a range of skills, knowledge and competencies from daily life experiences in the home, workplace, market, and community life even though they may have not completed formal schooling. In addition, some have attended other non-formal/informal training and education programs during which specialist vocational and education-related skills were developed and/or strengthened. NFE A&E learners also bring the experiences, skills and knowledge they may have retained from past experiences of formal schooling. All of these learning experience/skills gained outside of the NFE A&E System should be acknowledged, documented and taken into account by Instructional Managers during the screening and placement of learners. Instructional Managers should ensure *Recognition of Prior Learning* (RPL) forms part of the final decision as to which learning level an NFE A&E learner should start at. *Recognition of Prior Learning* should also be taken into consideration by Instructional Managers when they are assisting learners in preparing their Individual Learning Plan and selecting learning modules to meet their individual learning needs.

8. What counseling do NFE A&E Learners receive?

Initial Meeting - Counseling begins with an initial meeting between the learner and the Instructional Manager. This is aimed at removing learner's tensions and apprehensions about their participation in the NFE A&E. This is done by ensuring that learners have a clear and realistic idea of what is expected of them and the level of commitment that they will be required to make in order to successfully complete the program.

Creating an Individual Learning Plan - In the counseling session learners are assisted to prepare a short Individual Learning Plan. This Individual Learning Plan includes the learner's broad learning goals and specific learning objectives as well as the things the learner plans to do to reach these objectives for a particular time period.

At the Lower Elementary stage where the learner will attend facilitator-aided learning sessions the Instructional Manager and Learner review the modules to be covered during the learning group sessions and explore ways to try and ensure the learner's identified objectives can be realized. At this level where functional literacy is still to be fully attained, the Instructional Manager is

particularly concerned at assessing the special literacy and numeracy development needs of the learner. Special attention is given in identifying reading, speaking and writing competencies which require strengthening and highlighting of module titles of particular interest to the learner.

At the Self-Learning Level (Advanced Elementary and Secondary), the Instructional Manager and learner review and available module titles and together determine a schedule for completing those modules needed to achieve the learner's objectives documented in their Individual Learning Plan. This includes determining a list of priority module titles to be initially studied by the learner, and identifying other module titles the learner may be interested in studying at a later date. In addition to reviewing and determining learner's module choices, the Instructional Manager and learner together determine what other learning support services, such as self-study groups, access to specialist resource persons, individual tutorials, etc., the learner may wish to access, and help the learner develop a schedule for these.

Ongoing Counseling Meetings with the Instructional Manager to Assess Progress

- At least once a month, and usually more frequently in the first few months after enrolment, the learner meets individually with the Instructional Manager to assess learning progress and the achievement of their learning goals. This is accomplished through a review of the modules the learner has completed and a review of the learner's learning portfolio (which includes the pre-and post test results of modules completed, module assignments, writings and other evidence of learning). The learner may also be asked to keep a learning journal, a log of readings, a log of science observations or experiments, and/or other documentation of learning.

Post-Program Counseling to determine learners' options after NFE A&E

- Once learners feel they are ready to seek accreditation of their learning, learners can register for the next scheduled administration of the NFE A&E Test. Prior to taking the NFE A&E test the Instructional Manager and Learner meet to review the NFE Test Administration process. They also discuss the options available to the learner after taking the test – depending on whether they are successful or unsuccessful in qualifying for certification. This includes entering other non-formal education programs, continuing in the NFE A&E System, enrolling in TESDA vocational training courses, taking the Philippine Educational

Placement Test (PEPT) in preparation for return to the formal school system and/or entering/re-entering the world of work. If possible, these options should also be taken up in one final counseling session after the test results have been released before learners finally exit the NFE A&E System.

9. How do Learners Measure their Progress?

The NFE A&E System is a self-paced program and, therefore, there are no minimum rates of progress. This obviously does not mean, however, that learners' progress is not monitored. Close monitoring of learner progress through regular feed backing and performance counseling is an essential responsibility of all personnel involved in implementing the program. This is to ensure that learning difficulties can be identified early; that appropriate interventions, such as counseling or individual tutoring are adopted; and also so that learners' achievements and competency developments are duly recognized and acknowledged.

It should be stressed that the major decision-maker as to learners' progress in accomplishing the competencies of the NFE A&E Curriculum Framework are the learners themselves. It is the learners, with the assistance of the Instructional Manager, who are in the best position to decide their level of capability and rate of learning accomplishment.

The Individual Learning Plan and the Learning Portfolio - A key instrument to measure learners' progress in the NFE A&E System is the Individual Learning Plan which sets out the learners' goals, specific learning objectives, learning plan and time frame for achievement. This Individual Learning Plan, which is developed by the learner in association with the Instructional Manager, provides the benchmark against which learners can assess their own progress in the program. As they proceed in the program, learners are encouraged to collect materials as evidence of their own learning, such as a record of modules completed, module pre-and post-test results, module assignments, writing exercises, journals of writings, letters they have written, quizzes, records of materials read. Taken together, these form the Learning Portfolio.

During their periodic counseling meetings the Instructional Manager and learner jointly review the accomplishments detailed in the Portfolio and compare them with the learning goals, objectives and time frame set out in the Individual Learning Plan.

Module Pre-and Post Tests - At the Self-Learning Level (Advanced Elementary and Secondary) the other important tools for helping to assess individual learners' progress are the module pre-and post-tests. When the results of these two tests are compared they provide an indication of the level of learning achievement gained by the learner after working through the module. They also provide a basis for recommending if the learner is ready to progress to the next level of difficulty. The Instructional Manager and learner should keep a record of all modules completed and the corresponding pre-and post-test scores achieved. The learner should keep a copy of this record in his/her learning portfolio. The Instructional Manager should record module utilization and pre- and post-test results for each learner in a logbook. This learners' module utilization logbook will be referred to by the Instructional Manager when they prepare their periodic monitoring reports for submission to the Service Provider.

10. How is Learner Achievement Recognized?

Learners who successfully pass the Elementary Level and/or the Secondary Level NFE A&E test are issued a certification deemed comparable to an Elementary or Secondary Level certificate. Wherever possible a graduation ceremony is held in order that learner's immense effort, hard work and achievement is duly recognized and publicly acknowledged.

11. What is the role of NFE Learning Centers?

An important component of the NFE A&E Learning Support Delivery System are Non-formal Learning Centers at the barangay and municipal levels which provide a physical space to house learning resources and facilities of the program and a venue for face-to-face learning activities. The learning resources available at the NFE Center include copies of the learning modules, supplementary learning materials, reference books and instructional equipment such as chairs, tables and blackboard. The NFE Learning Center provides a venue for structured learning support activities such as tutorials, peer learning sessions and the use of a range of supplementary materials such as audio-video. Non-formal Learning Centers will differ from place to place depending on the extent of their resources but they can broadly be classified into three types:

Type I - simple basic meeting place with chairs, tables, chalkboard, and a few books/magazines, e.g., barangay multipurpose center, day-care center, health center, community chapel, or school classroom

Type II - a typical municipal NFE learning center, concrete building or dedicated NFE classroom in a secondary or elementary school, with chairs, tables, a mini library of supplementary print and non-print resource materials (with materials borrowing system), some bookshelves, cassette recorder, 4-drawer filing cabinet, electric fan, etc.

Type III - a municipal multi-purpose learning center for OSYs and adults complete with TV set, VCR, computer and printer, mini library, audio and video resource materials, 4-drawer filing cabinets, telephone and modem, xerox machine, cassette recorder, karaoke, electric fan/air conditioning, etc.

12. Who are the people involved in the NFE A&E LSDS?

Instructional Manager - The key person in the NFE A&E LSDS is the Instructional Manager who is responsible for supervising / facilitating the learning process for groups of up to twenty-five (25) NFE A&E Learners. They are hired by the NFE A&E LSDS Service Providers with a service contract outlining their duties and responsibilities including the number of hours of learning support services to be rendered.

At the Elementary Level, particularly during the Lower Elementary Stage, the Instructional Manager performs the role of a traditional literacy facilitator. As facilitators they are directly responsible for conducting learning sessions with the assistance of learning modules, facilitator guides and other support materials.

During the transitional Advanced Elementary phase, the role of the Instructional Manager begins to change. The learning materials at the Advanced Elementary and Secondary Levels are designed to be self-instructional. The role of the Instructional Manager during this stage/level is to help learners to work through the modules encouraging them to take more and more responsibility for their own learning. The Instructional Manager (IM) becomes a "manager of the learning process" accessing a range of available support materials/strategies to help learners learn by themselves.

The detailed functions of the Instructional Manager can be grouped under three areas (i) Instruction-Related Roles, (ii) Coordinative Functions, and (iii) Administrative Responsibilities:

Instruction-Related (i)

- Assists in the development, monitoring and revision of learner's individual learning plan and learning portfolio
- Facilitates/conducts learning group sessions (particularly at the Elementary Level)
- Provides technical assistance to learners using the modules
- Distributes NFE A&E learning modules to learners based on learners' Individual Learning Plans
- Identifies/prepares supplementary learning materials
- Provides motivational support to learners
- Facilitates the establishment and operation of learner self-study/peer learning groups
- Provides one-on-one tutoring and counseling support to learners
- Monitors and evaluates learners progress, including giving feedback on completed module assignments identifying non-content based learning barriers such as time management, study skills, family and work demands and access to necessary resources
- Conducts regular monitoring on the use of the NFE A&E learning modules including keeping a logbook of module use and preparing a final inventory report on module usage at the conclusion of the 400 hours of learning group sessions
- Documents learners' feedback regarding the usability / quality / effectiveness and relevance of the NFE A&E learning modules

Coordinative (ii)

- Identifies and coordinates with local resource persons to conduct learning sessions on areas of content difficulty or specialist topics
- Assists in advocacy and social mobilization activities
- Assists in organizing/and conducting orientation programs
- Links with other instructional managers to develop a network of support and sharing of ideas, experiences and problems

Administrative (iii)

- Assists in the recruitment of Learners
- Undertakes the screening and placement of learners
- Assists in processing of enrolments
- Liaises with the Service Provider regarding the photocopying of NFE A&E learning modules based on the individual needs of learners
- Helps ensure the NFE Learning Center and facilities are kept clean, tidy and safely secured during and after its use by the learning groups under his/her responsibility

- . Ensures that one complete set of NFE A&E learning modules is stored at the NFE learning center in a safe, clean and secure place
- . Keeps and maintains learner records
- . Submits program reports regarding learning group activities to the Service Provider and DECS as required

Who is the Instructional Manager?

The Instructional Manager is a 4-year degree holder preferably with education units and with experience in non-formal education or community organizing. They may be drawn from a range of professions and backgrounds. Most likely they are elementary or secondary school teachers, social workers, or guidance counselors. They could also be retired teachers or suitably qualified community development workers. If they are employed by the DepEd like the mobile NFE teacher, they are required to secure the approval of their school principal and other DECS officials.

Mobile NFE teachers can also be recruited as Instructional Managers if they are oriented on the NFE A&E System, provided it will not hamper their performance of their duties as Mobile NFE teachers. Their service as Instructional Manager however, should not be part of their regular mobile teaching.

Who else is involved in providing Learning Support?

Learning support to the Out-of-School-Youth and/or Adult learners likewise come through resource persons. These resource persons are tapped for inputs and additional learning support on complex technical topics and problem content areas. They are requested to render free services to the client as part and parcel of the regular functions of their employment.

Resource persons are locally based para-professionals as well as professionals who are from other government agencies (e.g., TESDA, DA, DAR, DOH, DSWD etc.), LGUs and NGOs who are knowledgeable/experts on some educational or other matters. Most often they are municipal/barangay officials, retired teachers, LGU-extension workers, NGO Community Development Workers and the like.

The Non-formal Education District Coordinator

Apart from the Instructional Manager the other key person in the NFE A&E Learning Support Delivery System is the Non-formal Education District Coordinator. As the DepEd-NFE only front-line staff person, the Non-formal Education District Coordinator plays

a critical role in the implementation of the NFE A&E LSDS. The main focus of his/her work is in the areas of advocacy and social mobilization, program management and program monitoring and evaluation. The following are some functions performed by the NFE District Coordinator:

- . Conducts community learning needs assessment
- . Identifies priority target learners;
- . Shortlists potential service providers;
- . Provides technical assistance to Service Providers in developing project proposals
- . Initially reviews the proposals
- . Generates community awareness on the NFE A&E System
- . Provides technical assistance and information to Instructional Managers, learners and Service Providers as required
- . Networks and mobilizes local resources for program development and implementation
- . Assists in the identification of potential Instructional Managers/Facilitators
- . Assists in the training of local NFE stakeholders on the NFE A&E
- . Assists in the NFE A&E Test registration and Test administration process
- . Undertakes monitoring and evaluation of NFE LSDS programs/projects

VI. Learning materials

1. What Learning Materials do the NFE A&E System Have?

The learning materials of the NFE A&E System form one of the vital elements of the NFE A&E Learning Support Delivery System (LSDS). More than 200 learning modules have been developed designed to cover the competencies of the five learning strands detailed in the NFE A&E Curriculum Framework. These five learning strands are:

- 1. Communication Skills** (including listening, speaking, reading and writing from print and electronic media)
- 2. Problem Solving and Critical Thinking** (including numeracy, and scientific thinking)
- 3. Sustainable Use of Resources/Productivity** (including ability to earn a living as an employed or self-employed person, sustainable resources, and productivity)

4. Development of Self and a Sense of Community (including self-development, a sense of personal and national history and identify, cultural pride, and recognition and understanding of civil and political rights)

5. Expanding One's World Vision (including knowledge, respect and appreciation for diversity, peace and nonviolent resolution of conflicts, and global awareness and solidarity.)

These learning strands were based on the new national definition of Functional Literacy and its Major Indicators developed by the Literacy Coordinating Council. Most of the basic education skills and competencies contained in the learning strands "Communications Skills" and "Problem Solving and Critical Thinking" have been integrated across modules covering the functional content areas of the other learning strands.

The modules have a standardized cover page design which tries to capture the vision of the NFE A&E System as a truly non-formal alternative pathway of learning for OSY and adults. It includes the NFE A&E Logo and a collage of pictures depicting:

- . learners engaged in different learning situations ranging from facilitator-aided sessions to self-study groups, to individualized instruction
- . the themes underlying the five learning strands of the NFE A&E Curriculum Framework
- . the practical/functional focus of the NFE A&E curriculum and learning materials drawing on the life experience of typical learners to equip them with skills and knowledge to solve problems of daily living
- . the openness/flexibility of the learning process of the NFE A&E System
- . the truly non-formal context of learning in the NFE A&E System.

A small number of the print-based NFE Learner Modules are accompanied by audio and video tapes to supplement the learning process. The modules, however, have been specially designed so that the print-based materials will also stand alone in case learners are unable to listen or watch the audio or video tape due to lack of access to the necessary equipment.

General Learner's Guide (Patnubay ng mga Mag-aaral sa NFE A&E System). A general learner's guide has been prepared which accompanies the modules. This guide explains the meaning of the instructional icons used in the module and provides a guide to the use of modules by learners.

2. What is the structure of the module?

At the start of each module there is pre-test to determine the learner's prior level of knowledge and competence in relation to the topic of the module.

The purpose of the test is to identify:

- . whether the module is relevant to the learner's needs and interests;
- . whether the level is appropriate;
- . the learner's level of prior knowledge and competence and types of skills and knowledge still to be accomplished in order to master the learning competencies covered in the module, and;
- . a benchmark for the learners to assess their learning progress upon completion of the module (by comparing module pre-and post-test results).

The instructional material, or body, of the module is composed of a combination of information, activities, self-assessment exercises and feedback which are presented in a manner which is interactive and aimed at engaging learners to be active participants of their own learning. Learners work through the module by completing the various activities and self-assessment exercises and check their knowledge, attitudes and skills (KAVS) development by referring to the feedback answer keys located at the end of each module. Developing skills in the use of self-assessment and self-feedback is an important part of empowering learners to take increasing responsibility for their own learning. The answer keys are a critical element of the overall learning process and also indirectly strengthen values of self-discipline and honesty in learners.

Each module includes a practical assignment at the end of the learning material, which requires the learners to apply their newly-acquired knowledge and skills to solve a problem relevant to daily living.

After completion of each module learners complete a post-test which serves to evaluate the level of learning achievement. This also allows feedback to the learner and instructional manager, and provides a basis for recommending if the learner is ready to progress to the next level of difficulty. Some learners will not need to study all the learning modules. Depending on their goals, and on the results of their pre-test, they may only choose some of the modules. The order in which they pursue the modules is also flexible.

Storage of Learning Materials

At least one complete set of modules is permanently stored at the NFE Learning Center so that learners may peruse titles of modules which they may be interested in reading. The Instructional Manager can access these master copies for photocopying of selected modules according to individual learners' needs. The Instructional Manager makes sure these master copies are stored in a clean, dry, safe and secure place to ensure their safekeeping.

3. What other learning materials are used to supplement the NFE A&E Learning Modules?

In addition to the prescribed NFE A&E Learning modules, Service Providers are encouraged to identify other learning and reference materials which may be suitable as supplementary learning materials. These Supplementary learning materials may be print or non-print and include the following:

CATEGORY	FORMAT
Reference Materials	Dictionaries (english and filipino) Atlas - Encyclopedias - Thesaurus
Printed book	Books - Booklet Photonovela - Comics
Printed non-book	Posters - Leaflets (flyers) - Wall newspapers - Cards Newspapers (periodicals and journals) - Flip charts
Audio-visual (electronic)	Film (8 mm, 16 mm, etc) - Movies - Videos - Slides Tapes - Radio programs - TV programs
Audio-visual (folk)	Puppet show - Shadow play - Drama Kamishibai (picture story telling) - Songs
Games	Card games - Jigsaw puzzles - Simulation games

VII. The People Behind NFE A&E

1. What is the organizational structure of the NFE A&E System?

In the organizational structure of the Department of Education (DepEd), the NFE A&E is located within the confines of the Bureau of Non-formal Education (BNFE) headed by the Bureau Director who oversees programs/projects implementation. The Bureau is mandated to provide literacy and continuing education through

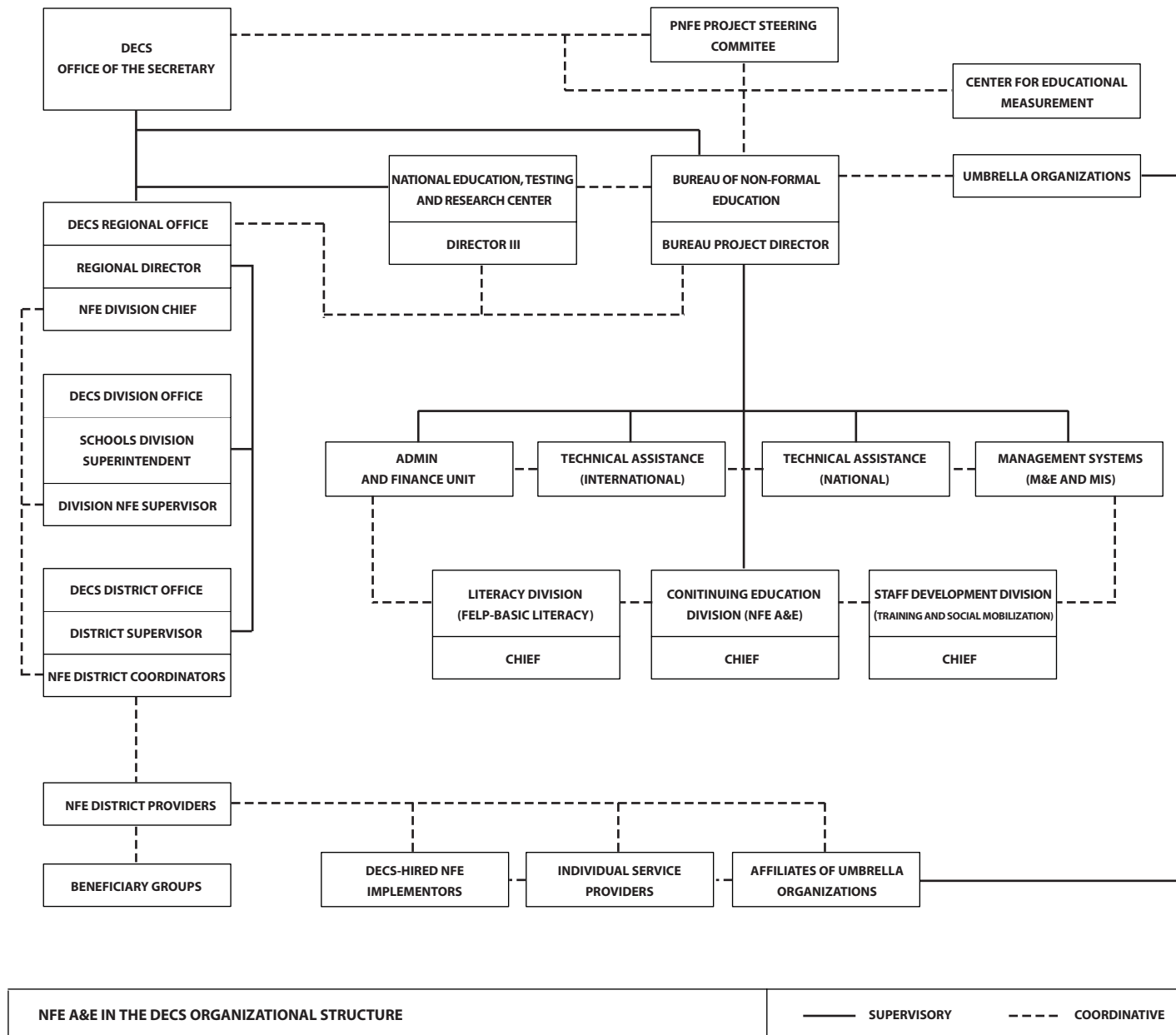
programs and projects that benefit 15 year old and above out-of-school youth and adults in the country. BNFE has three divisions, namely, Literacy Division (LD), Continuing Education Division (CED) and Staff Development Division (SDD).

The DepEd, through the BNFE as executing agency, is responsible for the implementation and management of the Philippines Non-formal Education (PNFE) Project funded by ADB. Overseeing the PNFE Project is the Bureau Director as Project Director who manages, administers and supervises the implementation of the Project. The Project Manager I and the BNFE Division Chiefs as Senior Advisors assist in managing the Project. They are supported by a team of BNFE staff and Technical Assistants (TA) who are charged with the technical and administrative requirements of the NFE A&E System.

The BNFE as a staff agency of the DepEd, has no personnel of its own to oversee NFE A&E project implementation in the field. It therefore, relies on close coordination with the field offices of the DepEd to monitor and manage implementation of the NFE A&E System in the various project pilot sites, e.g., the DepEd Regional Office headed by a Regional Director, the Division Office headed by a Schools Division Superintendent and the District Office headed by a District Supervisor. Within the DepEd Regional, Division, and District Offices, NFE staff are assigned to oversee non-formal education programs and projects, including the NFE A&E System. They include the following staff:

CATEGORY	FORMAT	FORMAT
. Regional NFE Chief	. Assistant Schools Division Superintendent in charge of Non-Formal Education	. NFE District Coordinators
. Regional NFE Assistant Chief	. NFE Division Supervisors	
. Regionl NFE Division supervisors	. In PNFE Projects sites, Division Bookkeepers	
. Regional Accountants	. In non-PNFE Projects sites, Division Bookkeepers	
	. In non-PNFE Projects sites, Designated Bookkeeper or Accountant	

The diagram on the next page details the organizational structure and coordinative and supervisory relationships of the NFE A&E within the DepEd NFE System:



2. What are the duties and responsibilities of the different individuals and organizations involved in the NFE A&E System?

PERSONS, AGENCIES, ORGANIZATIONS	RESPECTIVE ROLES
BNFE - DEPED	<ul style="list-style-type: none"> . Formulate policy, e.g., Guidelines/Manual of Operations. . Plan/implement Program, e.g., National and Regional Launching of A&E. . Networking and coordination with higher authorities, e.g., ADB, DepEd Secretary, USE In-Charge of programs and projects, field implementors, other key NFE A&E Stakeholders, etc. . Develop and disseminate NFE A&E Information, Education and Communication (IEC) materials, i.e., posters, fliers, brochures, stickers, bookmarks, etc. . Conduct national level media campaign to raise awareness about the NFE A&E System, i.e., press releases, radio interviews, radio and TV plugs. . Provide funds for local level ASM activities. . Conduct national level meetings with prospective Service Providers and NFE A&E System stakeholders. . Network with national level NGOs to generate support for the NFE A&E System.
LOCAL GOVERNMENT UNITS (LGUs)	<ul style="list-style-type: none"> . Integrate NFE A&E in their local development plans, regional, provincial, municipal and barangay levels. . Support the local launching. . Assist in the recruitment of Service Provider. . Assist in the identification/recommendation of Instructional Managers. . Conduct community assemblies/meetings or for a in the project sites to generate awareness and support of the people in the community. . Assist in the recruitment of learners. . Provide counterpart resources to fund local level ASM activities.
REGIONAL DEPED OFFICIALS AND FIELD IMPLEMENTORS	<ul style="list-style-type: none"> . Conduct information drive/campaign about NFE A&E through mass media – print and non-print materials. . Conduct local launching/meetings for prospective Service Providers, community leaders, other agencies, NGOs, Pos, SUCs, church-based organizations and other NFE implementors. . Identify potential Service Providers. . Develop//implement proposals for local level ASM activities. . Network with local level NGOs, LGUs, GOs to generate awareness and support for the NFE A&E System.
SERVICE PROVIDERS	<ul style="list-style-type: none"> . Recruit/enroll of learners in coordination with DECS, LGUs and other agencies. . Recruitment of Instructional Managers. . Reproduce and distribute IEC materials. . Develop local level IEC materials based on the NFE A&E Curriculum Framework. . Link with LGUs, DECS and other organizations in the community for resources. . Organize completion/graduation ceremonies for NFE A&E LSDS program completers.
INSTRUCTIONAL MANAGERS	<ul style="list-style-type: none"> . Facilitate and support the establishment and operation of learner self-study/peer learning groups. . Coordinate with local resource persons to conduct classes, tutorials, demonstrations, etc, on areas of content difficulty. . Provide regular feedback and counseling to learners regarding their performance. . Organize and conduct the orientation program activities, i.e., Pre-enrolment information dissemination and/or orientation briefing. . Undertake screening and correct placement of interested applicants. . Process enrolment. . Work with learners to draw up individual learning plans and later review and assess progress based on these plans. . Oversee the use/operation of the NFE Learning Center. . Facilitate advocacy and social mobilization programs at the local level. . Solicit learners feedback and evaluation to improve the NFE A&E System. . Undertake monitoring and evaluation of ASM activities. . Submit program reports re ASM to DepEd District, Division, Regional and BNFE offices as required. . Link with other Instructional Managers to develop a network of support and sharing of ideas, experiences and problems.
BUSINESS GROUP	<ul style="list-style-type: none"> . Provide incentives for A&E learners. . Offer apprenticeships. . Serve as sponsor for recruiting clientele or offer free soft drinks, A&E bag, T-shirt. . Help set up revenue generating projects for sustaining A&E program, e.g., satellites of successful business enterprises, fast food, ice cream scooping stations, vending machines, outlet for clientele goods or services. . Provide ASM program feature, e.g., toothpaste and soap on dental hygiene.

PERSONS, AGENCIES, ORGANIZATIONS	RESPECTIVE ROLES
GOVERNMENT (ALL LEVEL)	<ul style="list-style-type: none"> . Disseminate information on NFE A&E through various Government Departments, e.g., Health Network. . Provide Learning Centers, e.g., Barangay Hall. . Help organize activities for mobilizing learners and the assisting sectors. . Provide Personnel for helping maintain Learning Center. . Provide linkages for services needed, e.g., Link with the National Anti-Poverty Commission to provide entrepreneurs for managing A&E businesses.
RELIGIOUS GROUPS	<ul style="list-style-type: none"> . Help disseminate information, e.g., services, fellowships, bulletins, church organizations. . Help encourage potential clientele to enroll in A&E. . Help recruit learners. . Provide facilities for learning centers.
UNIVERSITIES	<ul style="list-style-type: none"> . Serve as Instructional Managers. . Participate as NFE A&E LSDS Service Providers. . Help conceptualize and set up income generating projects for A&E as well as classroom credit for students, e.g., Business Majors, HRM Majors. . Sponsor Civic Action (Dental and Medical students) as part of A&E Recruitment Activities.
MEDIA	<ul style="list-style-type: none"> . Advertise NFE A&E System. . Schedule interviews with NFE A&E personnel on Public Service Shows. . Publish press releases on NFE A&E Project Updates. . Seek endorsement and/or involvement of media personalities in the facilitation of the project.
NON GOVERNMENT ORGANIZATIONS (NGOs)	<ul style="list-style-type: none"> . Provide Instructional Managers. . Assist in setting up different Soc. Mob. Activities. . Assist by resource generating activities, e.g., National Women's organization could adopt a project site as a continuing community service activity. . Tap networks of socio-civic organizations to generate awareness and support for the NFE A&E System. . Sponsor a Civic Action activity pertaining to ASM, e.g., funding NFE A&E test examinees ID photographs. . Participate as NFE A&E LSDS Service Providers.

PERSONS, AGENCIES, ORGANIZATIONS	RESPECTIVE ROLES
LEARNERS	<ul style="list-style-type: none"> . Disseminate A&E information to Barkada or workmates and other OSYs in the community. . Install posters where learners and supporters are likely to see them. . Provide pledge of commitment to recruit additional learners. . Uphold/emulate NFE A&E Programs.

VIII. NFE equivalency, testing, certification and accreditation

1. Types of Accreditation

Accreditation under the NFE A&E System is of two types: a) Certification of outcomes of learning of individuals; and b) Accreditation of learning programs.

a) Certification of Outcomes of Learning of Individuals:

This comprises in-program Post Learning Assessment of learners skills developed as a result of their accessing the learning interventions, and Equivalency Testing and Certification. Post Learning Assessment includes utilization of non-formal assessment methodologies such as portfolio assessment as well as pre-and post-module and other term of assessments. Equivalency testing utilizes test instruments based on the A&E Curriculum Framework and Learning Materials for two levels of certification, which are deemed as comparable qualifications to the elementary certificate and secondary certificate of the formal school system. Equivalency testing will be administered by the NETRC in accordance with test administration guidelines, which will jointly be developed by the BNFE. Successful NFE A&E passers will be issued certificates signed by the DepEd Secretary.

Passers will have access to counseling for advice regarding options and possible pathways after successfully completing the NFE A&E System. NFE Learners wishing to re-enter/return to or shuttle from the NFE System to the formal school system will need to take the existing Philippine Educational Placement Test (PEPT) for an assessment of their specific formal subject skill levels for placement purposes. They may also need to undertake additional training in specialized technical content

areas such as higher-level science and mathematics in preparation for their return to the more academically focused formal system.

b) Accreditation of learning programs:

This includes accreditation of institutions/agencies/organizations offering NFE related Non-formal Education programs. It will involve institutional collaboration with partner NFE agencies to facilitate articulation of programs and formulation of national standards and summative evaluation of learning programs to ensure quality control of A&E-related NFE programs offered by independent NFE Service Providers.

Before a learner reaches the accreditation stage, he/she has to go through the NFE A&E System’s multiple pathways to achieve a learner’s learning goals.

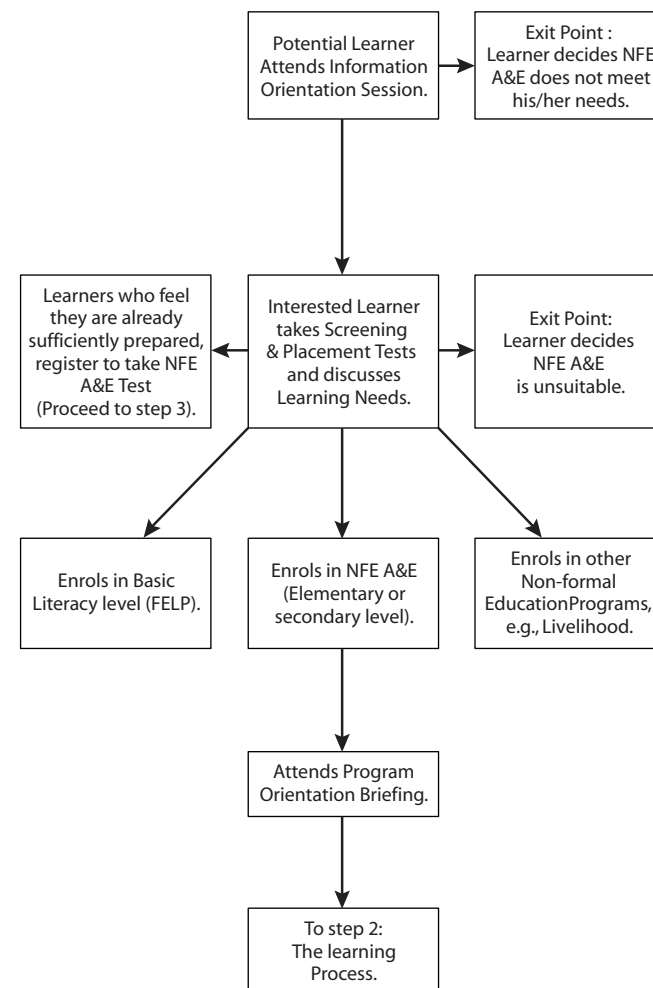
STEP 1: Enrolment, Screening and Orientation

STEP 2: The Learning Process; and

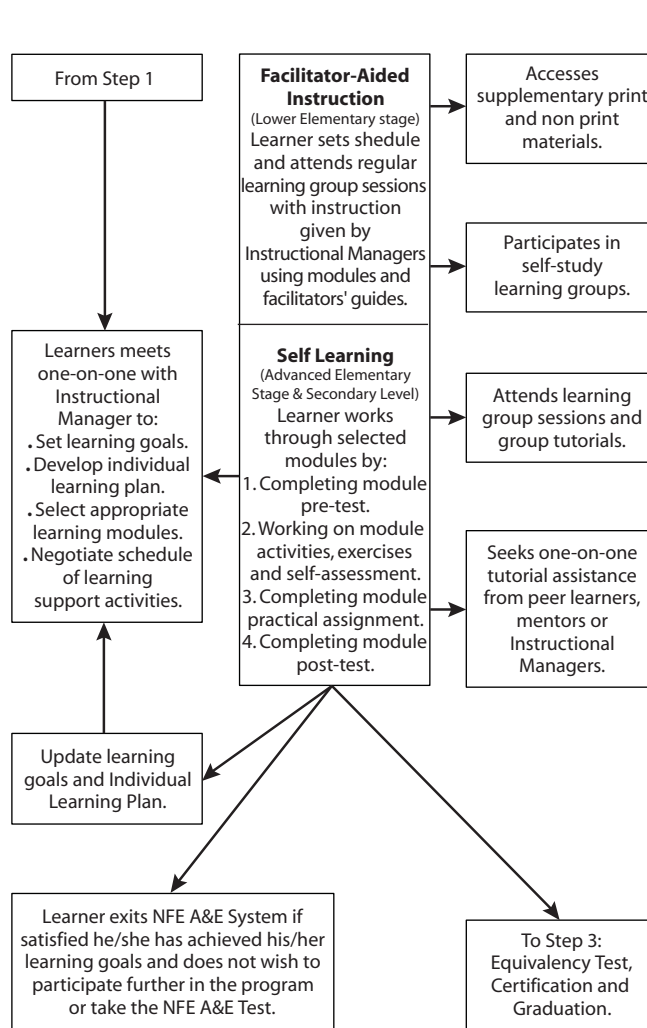
STEP 3: Assessment and Equivalency and Graduation

**PATHWAYS TO LEARNING IN NFE A&E SYSTEM:
A LEARNER’S POINT OF VIEW**

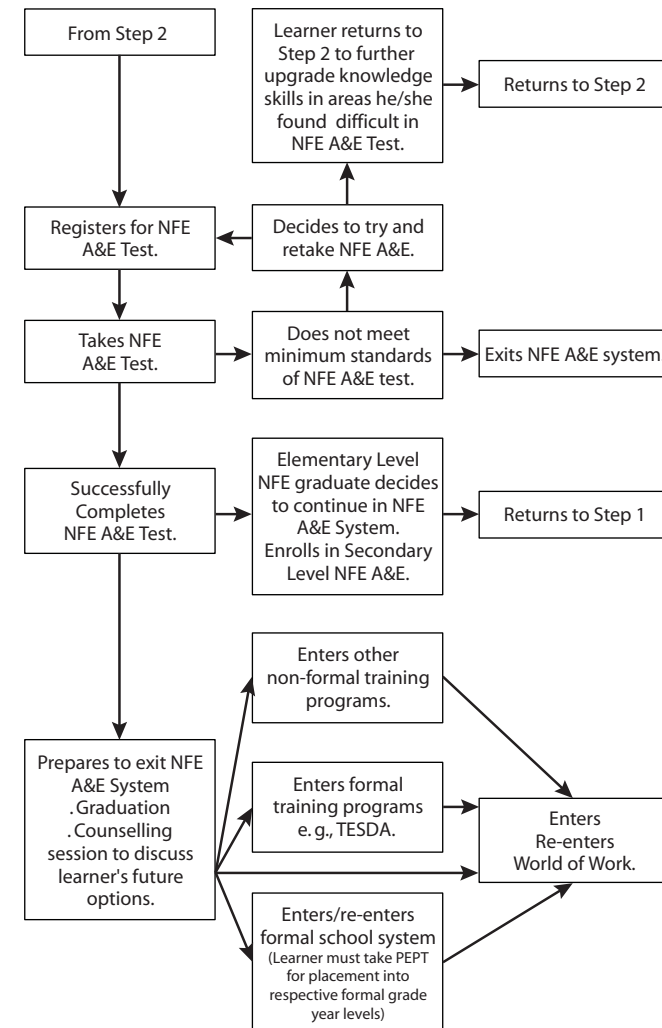
Step 1: Enrolment, Screening and Orientation



Step 2: The Learning Process



Step 3: Equivalency testing, Certification and Graduation



IX. Significant findings

In 2001, two years after the NFE A&E System was launched, an evaluation was conducted to determine the extent to which the project components have been implemented, and the nature of impact of the project to the learners, community and other stakeholders. The said study was conducted to 746 respondents coming from different groups (learners, instructional managers and service providers).

The key results of the said evaluation are discussed in this section.

According to the study, one of the major accomplishments of the project is the provision of a system for assessing levels of literacy designed to be comparable to that of the formal school system. The NFE A&E implemented a multi-modal learning delivery system (print modules are supplemented by audio cassettes and video tapes) and approaches that responded to the specific needs of the learners considering their varied demographic profiles, educational levels and cultural backgrounds. At the time of the study, 152 learning modules have been developed. Since then, these modules have been revised bringing its number to more than 200. The modules were made available to learners to facilitate their learning process. These modules were used by learners under the guidance of IMs to prepare them for the NFE A&E tests. Passing the test allowed them to earn educational qualifications that will enable them to return to formal school if they so desire.

The NFE A&E System also enabled OSYs to gain basic literacy to meet their learning goals. Learners aim to improve the quality of their lives through an alternative learning system that is flexible, adaptable and affordable to them. Through the System, these learners have been given the opportunity to be "educated" in order to become productive members of their communities.

Through NFE A&E, effective programs, activities, approaches, delivery systems and learning materials were developed and used. With the development of the learning modules for both elementary and secondary levels, the system attained its goal of providing useful and helpful learning modules for learners.

Compared to formal education, the NFE A&E system introduced non-classroom type of learning environment. The students were free to choose what learning delivery approach they will follow.

The system has also been able to implement innovative strategies without detouring to its essence as an alternative learning system. Some of the innovations implemented are: multi-modal learning delivery system, mobile learning centers, integration of livelihood activities in the curriculum framework, use of indigenous teaching strategies and learning portfolio assessment.

The study provided critical information about the stakeholders of the project. It was reported that in terms of learning delivery modes, learners still prefer face-to-face learning sessions with IMs and other learners. Working with the self-instructional modules and audio based instruction is second in their list of learning delivery preferences.

Learning groups and individual tutorial is third and fourth respectively. Last on their list of preference is seminar/workshops including group activities sponsored by SPs and/or LGUs.

Learners vary in reasons for joining the program. Outlined below are the various reasons cited by respondents to the evaluation.

Primary goal for joining NFE

GOALS AND OBJECTIVES	PERCENTAGE
To enhance/improve/add to my knowledge and skills in the different areas such as Reading, Writing, Arithmetic, Communication, and even livelihood activities.	45.93
To acquire a certificate or diploma in elementary and secondary levels.	28.29
To get a job after getting a diploma or certificate.	21.01
To develop my self socially, emotionally, psychologically.	02.80
To be able to participate in the different activities of my community.	01.40
To be able to teach my family especially my children.	00.56
TOTAL	100.00

One of the key people in the learning process of learners are the instructional managers. Learners gave the following responses when asked about their perception on their instructional managers.

DESCRIPTION AND PERCEPTION	PERCENTAGE
Very competent in delivering instructional guidance to the learners.	29.67
Very effective in encouraging the learners to begin, pursue, and complete their learning program tasks.	20.66
To get a job after getting a diploma or certificate.	21.01
Very patient in making follow-ups to learners, who miss learning sessions due to work and sickness, and slow in submitting completed learning modules, and loss interest in continuing the learning tasks.	15.82
Very strict but compassionate to learners with varied levels of abilities.	14.72
Very creative and innovative in presenting the learning tasks, modules, and other learning materials.	09.10
Have pleasing personality to deal with students of different age group, beliefs, and cultural background.	07.03
Love what they are doing even if the salary is not high.	03.07
TOTAL	100.00

The system allows various activities which aids in the teaching and learning process. When asked on the activities they like best, the learners gave the following response:

ACTIVITIES LIKED BEST	%	REASONS FOR LINKING
Working on the modules	32.72	<ul style="list-style-type: none"> . Learn them on my own pace/flexibility of time of learning and studying. . Can bring them home. . Gain/learn a lot of new things and ideas. . Challenging to study on you own. . More freedom in self-study. . Can start any module anytime. . Freedom to choose what modules to study. . Can use them in anyway I like and still learn a lot.
Group Sessions and discussions	21.05	<ul style="list-style-type: none"> . Can discuss things with others. . Allow me to establish relationships with other learners. . Discussing with others is fun. . Can easily understand the lessons when discussed with a group.
Learning with the IMs	19.68	<ul style="list-style-type: none"> . Proper guidance is given. . Vague and difficult lessons are explained. . IMs are open and kind. . IMs are always ready to clarify and explains lessons that we do not know and understand.
Listening to speakers	11.90	<ul style="list-style-type: none"> . Speakers are good and interesting. . New and interesting ideas and knowledge are shared by the speakers. . Learned actual experiences about family planning, drugs, herbal medicines, starting a business, etc.
Listening to tapes	05.26	<ul style="list-style-type: none"> . Interesting. . Additional knowledge. . Can listen to the tapes even when working at home or place of work.
Livelihood activities	04.80	<ul style="list-style-type: none"> . Allow me to start my own livelihood activity. . A good source of income. . Learned cooking, cosmetology, handicrafts, tailoring, etc.
Recreational and social activities	04.80	<ul style="list-style-type: none"> . Ballroom dancing, singing, physical fitness. . Learned about family planning, drugs, garbage disposal.
TOTAL	100.00	

The modules are an indispensable part of the program. It was reported that learners perceive the modules to be useful as:

- . Learning tools to improve communication skills
- . Learning tools for practical living
- . Tools for active community participation
- . Self-help and entertaining tools
- . Tools for self-improvement
- . Tools to prepare for the NFE A&E Test

While overall, the evaluation considered the implementation of the NFE A&E System a success, some problems were identified.

First among the list is funding and release of funds. Many stakeholders identified the delay in the release of funding as the reason for not being able to implement certain activities. Meanwhile, the Department of Education pointed to the inability of certain service providers to comply with the required documentation for the release of funds.

Another problem identified is the non-appearance of registered examinees during actual test dates. It was reported that one-third of would-be examinees do not continue taking the test.

Third on the list of problems is the reproduction and storage of learning modules. Delays of delivery and reproduction of the learning materials also delayed and “destroyed” the learning plans of learners. The learners complained that they did not get their learning modules on time because of the inability of the SPs to reproduce them. The learners also complained of the poor quality of the learning modules reproduced.

Other problems identified by learners concerning the modules were:

- . Lessons are not within the context and ability level of the learners
- . Learning strands were not clear to the learners because the selection of the modules were only based on the modules of their interest.

The table below identifies more problems as pointed out by respondent-learners:

PROBLEMS	PERCENTAGE
Modules were not reproduced on time.	28.78
Some interesting modules are not readily available when needed.	23.73
There is no enough number of modules for every learner.	15.12
Some modules can not be brought home by the learners because of limited copies available at the Learning Resource Center.	14.39
Poor quality of photocopied modules because of lack of enough funds for reproduction.	12.92
IMs were burdened of reproducing the modules using their own money.	05.12
TOTAL	100.00

Finally, learners and IMs considered the conditions of the learning centers as a constraint in the implementation of the project. Although learners are expected to be very flexible in the learning process and places of work, the learners still opt to meet at identified learning centers which more often than not are not conducive to learning.

These problems were confirmed by focus group discussion participants.

A key component of the program is the NFE A&E tests. The 2001 study showed the passing rate is at 4.0% for elementary and 9.2% for secondary. The latest (2004) test results show that the passing rate for the test is 13.3%. While there was an increase, the passing rate can still be considered low.

In the evaluation study, test takers identified the following problems:

REACTIONS AND FEEDBACK	PERCENTAGE
Taking the test in Filipino was more difficult than taking it using the English language.	33.98
Some passages are considerably long that look a lot of their time reading them.	23.20
There was not enough time for them complete each subtest included in the test.	22.37
Older respondents found the print too small and difficult to read.	11.88
Some situations used and included in the test and are not within the context and experiences of the examinees.	08.56
TOTAL	100.00

In the case of the language used for the test. Learners from non-Tagalog speaking areas such as Leyte, Aklan, Cebu and Mandaue City had the most difficulty.

In the process of completing the program, learners have experienced certain difficulties. These difficulties affected their performance in the program. The problems encountered by the learners were:

REACTIONS AND FEEDBACK	PERCENTAGE
Hard economic condition.	29.34
Conflict with family responsibilities.	20.65
Distance of the Learning Centers.	18.64
Filipino as the language used in the modules.	13.76
Difficulty working with modules alone.	09.06
Poor relationship with the other learners/Mixed class of young and adults in class sessions.	04.71
Lack of modules and poor facilities of the Learning Centers.	03.62
TOTAL	100.00

Instructional Managers (IMs) and Service Providers (SPs) experienced various problems during implementation. The problems they reported are:

PROBLEMS OF IMs	%	SOLUTIONS MADE
Initial recruitment of learners.	33.91	<ul style="list-style-type: none"> • Sought assistance of the barangay officials • House-to-house campaign.
Delayed distribution of materials, learning modules.	29.96	<ul style="list-style-type: none"> • Spent own money for reproduction of materials and requested reimbursement later. • Encouraged learners to take on modules that were available.
Low motivation of some learners.	18.26	<ul style="list-style-type: none"> • Initiated home visits and counseling including meetings with parents.
Conflict within the organization.	10.43	<ul style="list-style-type: none"> • Regularly held meetings with the SPs. • Sought assistance of DECS local office for intervention.
Attrition and absences due to work and economic reasons, family problems and sickness.	10.43	<ul style="list-style-type: none"> • Closely monitored the learners concerned and conducted home visits and/or tutorial learning. • Sought assistance of other government agencies such as DSWD, DOH, and local LGU.
TOTAL	100.00	

PROBLEMS OF SPs	%	SOLUTIONS MADE
Identification of IMs who would go to remote areas.	30.43	. Tapped local college graduate for the job.
Unavailability of Learning Centers or similar place for learning.	26.08	. Coordinated with the barangay officials to avail of any local facilities.
Late implementation of the program due to delayed release of finds and early NFE A&E Tests.	13.04	. Secured own financials resources and local funds.
Exposure of IMs to danger/peace problem.	11.59	. Coordinated with LGU officials and even military.
Management problem between DECS and LGUs concerned.	11.59	. Initiated dialogues and meetings with the agencies concerned.
Piracy of learners by other SPs especially UOs and larger ISPs.	07.25	. Sought the assistance of the BNFE Central Office and discuss the problems with other NGOs concerned.
TOTAL	100.00	

Among the problems identified by regarding the Department of Education are:

- . Delineation and definition of roles among and between DepEd personnel from the district level to the regional and national level
- . Miscommunication in the approval of project proposals of SPs
- . Poor management of the project implementation from the district to regional level because of limited and/or delayed information coming from the central office
- . Too centralized decision making process in the BNFE
- . Limited number of personnel trained to implement non-formal education system
- . Vague monitoring and evaluation system for the NFE A&E projects in the field
- . Miscommunications and often misunderstanding between DepEd and LGUs and other government agencies such as DSWD, DOH and CSC.
- . Delay in the release of funds to implement and procure equipment for the project

Among the problems identified related to the LGUs are:

- . Poor leadership of the local coordination councils such as Provincial Coordination Council, Municipal Coordination Council and City Coordination Council. This is partly due to the fact that the delineation of roles of the different councils is not clear.
- . Provincial or Municipal Development Officers who are in-charge of the NFE A&E System in their localities are tied up with other works and activities.
- . Significant number of LGUs cannot produce the monetary counterpart in the implementation of the system. However, they reported that they compensated this through non-monetary support such as provision of learning centers using barangay halls or municipal learning centers, office assistance performed by LG personnel etc.

X. Best practices

While the project experienced some problems, solutions and innovations have been developed and implemented to counter these problems. Some of these solutions proved to be „Best Practices“ because of their effectivity. These practices are creative, successful and sustainable solutions to problems arising from the implementation of the NFE A&E. Moreover these practices are suggested and should be replicated when applicable. Being in the development stage, the NFE A&E System was very open to innovative and creative strategies in implementing it. All stakeholders identified best practices related to the implementation of the project.

Department of Education

- . The utilization of a multi-modal learning delivery system proved to be a most effective and appropriate way of delivering the program to its target clientele. In the context of the Philippines, the use of print modules was most appropriate. The modules can be kept and carried by learners wherever they go. Video and audio supplements were provided to enrich the learning from the modules.
- . The use of a well-defined curriculum framework with five (5) strands was another effective and innovative strategy from the DepEd. The five learning strands covered the learning needs of the OSY and adult clientele.
- . The use of Individual Learning Plans allowed learners to be responsible for their own learning. This also ensured that the

modules and guidance provided by the IMs fit the particular needs of the learner.

- . The use of portfolio assessment as part of the integrated system of assessing skills and knowledge proved to be an effective practice. It provided IMs insights about the learners which traditional paper and pencil tests cannot measure.
- . Inter-agency linkage and bridging efforts and articulation of inter-agency support system was also one of the best practices cited.

Service providers

SPs considered the integration of livelihood activities in the curriculum framework an effective strategy. Since the program caters to poor OSYs and adults, the inclusion of livelihood schools was of great interest to the learners.

Instructional Managers

IMs found "home visits" as an effective strategy in encouraging learners to continue. Home visits allowed learners to share the reasons why they are not able to continue the program. This also allowed IMs to get first hand information about their learners. Since the clientele is diverse, IMs employed a variety of teaching strategies that fit the age, culture and social background of their learners. This "tailor-fitting" of teaching strategy is considered by IMs as not merely a good practice but a "requirement".

Learners

On the part of the learners, they found setting a specific time and place for studying based on their respective schedules as an effective practice. This way, they "compel" themselves to study on a regular basis.

XI. Policy issues

To effectively implement a responsive non-formal education system, certain policy issues have to be addressed. Some of such issues, which have come to surface, are related to:

- . Funding
- . Low scores of learners in exam
- . Enrollment of OSYs below the age of 15
- . DepEd personnel wanting to be service providers
- . Provision of a regular position for Instructional managers.

The issue of funding has a large effect on the implementation of the program. The development and budget of the NFE A&E program is centralized. It originates from the BNFE of DepEd. Centralization denotes the concentration of decision-making authority at the top of the organizational hierarchy. A centralized non-formal education implementation leads to a "top-down" delivery of education where program implementation procedures are handed down. This is because most of the non-formal education provisions are government sponsored and compete for limited resources with other services. Consequently, there are some economic and political benefits to be derived from a centralized implementation. These include the reduction of costs by having one uniform program serving the whole nation. However, this centralized structure is sometimes the cause of delay in release of funds which in turn affects the implementation of the key components of the project. The policy issue that comes out here is: Is it feasible to devolve management and funding of NFE to local government?

In relation to this, another policy issue is: What is the possibility of integrating NFE A&E with development efforts of line agencies which have been devolved to LGUs?

Data show that the passing rate of learners is only 13.3% for both elementary and secondary levels. This result can be attributed in part to the flexibility of the program. The program allows learners to select modules which they want to study. The program also allows learners to take the exam once they feel they are ready for it. Since the exams cover a wide variety of items from all of the modules, learners find it hard to answer questions which are not in the modules they studied.

The issue now is whether to review and adjust the exam to address this "hole" in the program. Another option is to disallow learners to take the exam unless they finish a prescribed number of modules. However, it should be taken into account that if this happens, part of the "flexibility" characteristic of the program is lost. Still another option is to lower the passing rate.

In some regions, IMs and SPs have allowed the enrollment of those below 15 years old to the program. This is because OSYs as young as 13 for example who would like to also enroll in the program. Some IMs attest that the performance of these OSYs is the same as those 15 years old and above. This brings us to another policy issue: Should those below the age of 15 be allowed in the program?

Non-formal education programs like NFE A&E involves learners from minorities. The use of their mother tongue would enhance linguistic equity and effectiveness of teaching and learning in non-formal settings. Thus, the issue of language used in the exam appears as an important question about policy. Learners (who are not native Tagalog speakers) have expressed difficulty in understanding certain concepts that are in Filipino. During exams, students are on their own and cannot always ask IMs about the questions that appear in the exam. A question that needs to be addressed therefore is: Should the exam be translated in English?

While there are recognized limits to what can be accomplished given the budget, it appears that there is a need to contextualize implementation of the NFE A&E on the localities where they operate. This may involve making decisions in consultation with the learners. This would probably reduce problem of dropouts as program would animate real life conditions and help learners with skills they need beyond their immediate locale.

Another related issue raised by service providers is the possibility of having DepEd personnel as service providers. Perhaps the people who are most aware of the components and the way the program is run are the DepEd personnel. However, existing policies do not allow them to become service providers. This poses another policy issue: Should DepEd personnel who organized themselves to be service providers be allowed?

Education is intended to give them knowledge and skills to learners that will enable them to gain access to social, economic, cultural and political possibilities. This policy can only be achieved with an establishment of coexisting formal and non-formal systems leading to the same recognizable basic education accreditation to enable participants to gain access to continuing education.

From focus group discussions conducted, IMs reported that non-formal education is seen as inferior to formal education. Thus, IMs do not seem to be "recognized" by formal education teachers. This may be attributed to the fact that some teachers are not very familiar with non-formal education. This being the case, another question which should be explored is: Should the study of the NFE A&E system be included in the BSE undergraduate curriculum of teacher education colleges? This may pave the way for greater awareness and appreciation of the program.

XII. Recommendations

On the whole, it can be said that the NFE A&E program is achieving its goals. Considering the success gained, there are still a lot of improvements that need to be done to fully benefit from the gains the program has begun. Thus, the following are recommended:

Learners should be required to finish a certain number of modules before taking the NFE A&E tests. This will allow them to cover and study topics that will appear in the NFE A&E Tests. Self-assessment is a valid criterion for determining the level of a learner's knowledge, skills and understanding. However, it should be acknowledged that self-assessment is not objective and bias is assumed. It is possible for learners to take the test not because they are ready but because they want to try to take the test. When they pass, then they will not have to go through many modules. The flexibility of the program should be reviewed.

The instructional manager should have a regular full-time plantilla position. Currently, the IM is only provided an honorarium. However, service providers require IMs to be graduates of education courses. Often IMs only use the non-formal education system as a stepping stone to get into the formal school system as full-time teacher. This is because teaching in the formal school system offers them job security and a higher salary.

The DepEd should provide for (in terms of funds) and oversee distribution, storage and reproduction of the modules. The modules are very important to learners. Any problem with reproduction or access to the modules may easily destroy the learner's interest or learning plans.

The DepEd should likewise ensure that the learning centers are truly conducive for the purposes of non-formal education. Basic materials such as chalk, board and chairs should be present at all times. The possibility of translating the test to English or better yet to the local dialect of the learners should be explored. This will allow a more responsive contextualization for the learners.

The DepEd should also think of ways to keep the learners interested in the program. The low attendance or declining number of learners has been reported in some regions due to various reasons. The program needs to help learners overcome problems that lead to poor attendance or stopping from participating in the program.

**APPENDIX 1
METHODOLOGY****Appendix 1: Methodology**

The case study mainly used in-depth interview with key informants and focus group interviews as the main data gathering techniques. Review and analysis of documents and on-site observations were also utilized.

The following are the sources of data for this case study:

- . Learners
- . Instructional managers
- . Service providers
- . DepEd, BNFE officials
- . Regional NFE Directors

Documents on the pilot implementation of the NFE as well as its manual of operations also served as data sources.

The following data-gathering instruments were used:

- . in-depth interview guide for key informants;
- . focus group discussion guide;
- . guide for observing learning centers; and
- . photo camera and video tape recorders.

**EQUIVALENCY
PROGRAMS FOR
THE PROMOTION
OF LIFE LONG LEARNING
IN INDONESIA**

Ekodjatmiko Sukarso
Ella Yulaelawati, Ph. D
Usman Syihab, Ph. D
Fasli Jalal, Ph. D

Acknowledgments

First of all we wish to express our special gratitude to UNESCO, in Jakarta and in Bangkok, which has given us this project entitled Equivalency Programs for the Promotion of Lifelong Learning. Especially to Mr. Alisher Umarov UNESCO-Jakarta and Ms. Darunee UNESCO-Bangkok we really thank to them for their mutual cooperation. We would like to thank to Fasli Jalal, Ph.D, the Director General of Out of School Education and Youth, Ministry of National Education and Mr. Ekodjatmiko Sukarso the Director of Community Education, for their valuable ideas and suggestions to enrich this work. We are also happy to express our thanks to the Head of NFE province: Mr. Suwito (East Java) and Mr. Ruhiyat (West Java), and also to the Head of NFE district: Ms. Roslina (East Jakarta), Mr. Singgih (South Jakarta) and Mr. Shohib (Gersik, East Java) who have helped and facilitated us while we conducted our survey. We sincerely would like to thank to the principals, learners and tutors of Pondok Pesantren (Islamic boarding school) Al-Shofiah and Al-Hasani in Gresik, PKBM (Pusat Kegiatan Belajar Masyarakat/ Community Learning Center = CLC) Bina Mandiri at Tebet, South Jakarta, PKBM Negeri 12 at Kramatjati East Jakarta, and PKBM Santika at Cipayung East Jakarta for their warm welcome and kind cooperation. We would also record our sincere thanks to Mr. Shaharuddin and Ms. Maryati, our staff in Sub Directorate of Equivalency Education for their assistance in disseminating and collecting questionnaires from learners and tutors of the above three PKBMs, in Jakarta.

EQUIVALENCY PROGRAMS FOR THE PROMOTION OF LIFE LONG LEARNING IN INDONESIA

Ekodjatmiko Sukarso
Ella Yulaelawati, Ph. D
Usman Syihab, Ph. D
Fasli Jalal, Ph. D

I. Introduction

A. Population, geography and reforms in Indonesia

Indonesia is the largest island nation in the world. Its 17,000 islands form an archipelago that bridges the continents of Australia and Asia. The total landmass, which includes five major islands, is 2 million square kilometers. Indonesia is the fourth most populous country in the world after China, India, and the United States. In 1999, its estimated population was 210 million, up from 179 million in 1990. The average annual rate of population growth was 2.1 percent during the 1980s, but it declined to 1.5 percent by 1999. The rate is projected to decline slightly further to 1.4 percent by 2005. In absolute terms, this means that the Indonesian population grew by around 3.2 million persons per year between 1990 and 1998, and will increase by roughly 3 million annually until 2005.

By year 2004, children below the age of five are about 21.2 million, or 10 percent of the population and the school-age children (5 to 14 years) will number 42.2 million, or about 20 percent of the total population. Today, one in every five Indonesians is a teenager. Indonesia's population is aging; school-age children under age 15 as a percentage of the total population have decreased from about 43.2 billion in 2000 to 41.4 billion in 2004. This indicates the success of family planning program. The data indicates that Indonesia's population of school-age children is one of the largest in the world.

In the transition from New Order rule, 1999 to the present, the national government of Indonesia has been launching radically democratizing policies in the areas of electoral politics, governance and education. Politically these have included the decen-

tralization laws transferring responsibility in core functions from the centre to Indonesia's district governments; constitutional reforms strengthening electoral control of Parliament and direct election of the president, vice president, and heads of district governments. In education, the national five year program has mandated participative school-based management and a new curriculum framework based on competency attainment in all school subjects.

B. Project background

The research project will cover equivalency program and its relation to provision of education access for low-income groups. With reference to condition of low-income groups, in the past, Indonesia's economy begins at agriculture field mainly of the rice roots. The rice paddy is a typical source for gaining incomes in the rural areas. Today, despite the shift towards manufacturing and labor-intensive industries, agriculture remained a vital source of employment. Around 35 million Indonesians work in agriculture, with another 17 million in trade and restaurants in 1990's, at the moment there is no significant indicators that agriculture employment has been replaced. People who are working in agriculture mostly come from rural areas. The development of rural areas is measured by the adequate water sources, adequate sanitation and electricity. A broader measure of poverty is called as HPI (Human Poverty Index), which is measured by access to safe water, education and health. For example within Indonesia the HPI ranges from a high of 47.7% to a low of only 8.3%. The 1998's impact of the crisis is a sharp increase in the severity of poverty. One estimate shows that between February 1996 and February 1999 the number of people falling below 65% of the poverty line increased by 73% and 63% in urban and rural areas respectively. More recent data show that the urban severity index dropped back to the pre-crisis level, although the rural severity index remained above the pre-crisis level.

In response to the crisis, government took several steps to deal with the crisis through Social Safety Net program. The purpose of Social Safety Net program is (i) to mitigate the adverse impact of the crisis to the poor and (ii) to sustain the investment level of basic social services especially to the poor. The fundamental principle for Social Safety Net program includes (i) keeping children of the poor families in schools through a scholarship program for primary, junior secondary and senior secondary levels, and (ii)

preventing the deterioration of education quality by providing block grants to primary and junior secondary at poor areas. However, there are still many of school children who have limited access to schools. In this case, the block grant is applied only to those children who are already in schools.

Data from BPS (National Office of Statistics) indicates that in year 2003 there was still 15.533.571 people age 10 years old upward cannot get access to education, and become illiterates. The data further indicates that 4.4 millions of them were between 10 to 44 years old, and most of them were females, 3,9 millions of them between 15-44 years old, and 11,2 millions those who are 45 years old and upward. The data also indicates that they are scattered in the nine provinces possess the biggest number of illiterates; East Java, Central Java, West Java, South Sulawesi, Papua, Nusa Tenggara Barat, Nusa Tenggara Timur, West Kalimantan and Banten. The research we conducted shows that the most important reasons of being illiterates and unreached by education is because of economic problem followed by geographical, social, cultural and psychological reasons. Furthermore, if we look at the data in the school year 2003/2004, the number of dropouts of Primary School (PS) and Madrasah Ibtidaiyah (MI) are 702,660 children and the graduates of PS plus MI who have no further schools are 542,258 children. While the number of dropouts of Junior Secondary School (JSS) and Madrasah Tsanawiyah (MTs) are 271,948 children.

Equivalency education, as part of the non-formal education system in Indonesia, has been promoted since 1970. It has been playing a very significant role in serving education for the illiterates, the disadvantaged children; children of ethnic minorities, children of urban poor, street children, and child workers, and the dropout pupils. It has constituted as a very important education system for promoting of life long learning in the country until present time. The current practice of equivalency education needs to be developed and refreshed in its model and strategies.

C. Objectives of the study

Among the important objectives of this study are:

1. Analyzing the district educator capacity in serving basic education especially in non-formal education.
2. Studying the development of equivalency education; its achievements and shortcomings.

3. Analyzing the current practice of equivalency education, from many aspects: policy support mechanism, target learners, equivalency education institutions, educational personnel, curriculum and learning materials, teaching-learning methods, and evaluation system.
4. Studying learners' background, experiences, expectation and learning outcomes.
5. Proposing ideas for improvement of equivalency education in Indonesia.

D. Scope

The scope of this research includes:

- . District and municipal educational administrators of three provinces
- . Learning groups or community learning centers
- . Tutors and facilitators
- . Equivalency program of Package A, Packet B and Package C.
- . Learners or participant of the program

E. Research questions and methods

The following questions guided the research project:

1. How does the policy of changes become implemented by the district level educational personnel in non-formal education? To answer this question, qualitative data were collected through document analyses, interviews and participant observations.
2. What are the likely changes that the non-formal education personnel will experience? Again qualitative data were used to describe education personnel experiences; and questionnaires were completed by tutor.
3. What are changes that have occurred in the achievement of equivalency program? Documentary analysis and learning sites observation were used to describe the changes in the development of equivalency program that include legal aspect and participation. Document analyses, interviews, and observation were conducted to answer this question.
4. How does current practice implemented in relation to policy support mechanism, target learners, curriculum and learning materials, methods, and evaluation system? Again Document analyses, interviews, and observation were conducted to answer this question.

5. What are the background of the learners, learner experiences, expectation and achievement? Questionnaires were administered to the learners of the program.

So little is known about the implementation of change occurs at the learning group level. Thus, behavioral changes of the educational personnel are may not be recognized. This research suggests a number of possible changes that educational personnel might experience during the implementation of change projects. Based on the research findings the model is suggested to improve equivalency program.

It would have been impossible to collect data from the entire Indonesian non-formal education sites; therefore a sample was taken that covered of three provinces: DKI Jakarta, West Java, and East Java. Interviews involved all different bureaucratic level of participating personnel in the change implementation process of the equivalency program. Interviews were recorded and transcribed, notes were taken during each observation and questionnaires were collected. The questionnaire involved sample of tutors and learners of participating program. In this report paper we use the interviews, and the analysis of 162 questionnaires from 3 provinces. In these preliminary analyses, the qualitative data are categorized and discussed and quantitative data were analyzed by using non-parametric statistics.

II. Basic education

A. Education system in Indonesia

Educational levels in formal school channel consist of basic education that consists of primary school and junior secondary school, senior secondary education, and higher education. In addition, early childhood education is also provided for both formal and non-formal channels (Article 13, Education Law N° 20, 2003).

Early childhood education aims at developing students' personality and potential based on children's stages of growth and development. This level aims at stimulating physical and mental growth of children before entering primary schools. These schools can be organized and run either through in-school (formal) or out-of-school (non-formal) channels of education. Kindergartens

are the formal schooling for children age five to six years; Play Groups and Day-care Centers are the out-of-school education attended by children three to four years old or more.

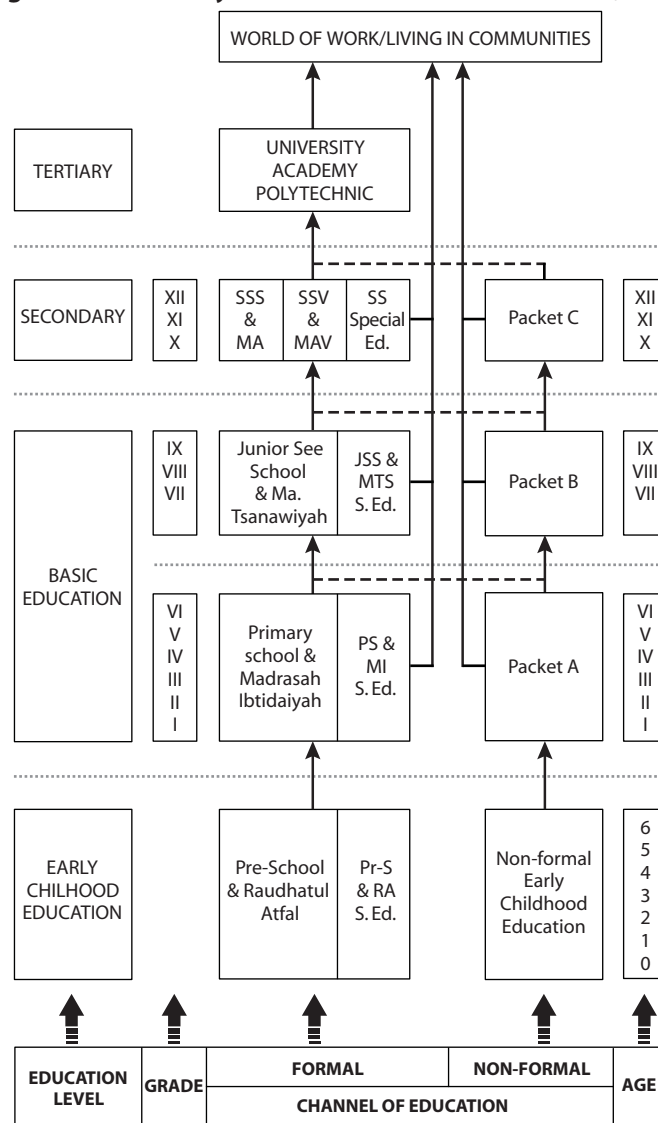
Basic education, a nine years compulsory education consists of six years primary and three years lower secondary schools. Primary education is intended to place the foundation of students' intelligence, character, knowledge, personality, good moral conduct and noble character, and skills required to live and to take up further education. Junior secondary education is intended to develop students' intelligence, knowledge, personality, good moral conduct and noble characters, skills required to live independently an to take up further education. This level is basic education in the meaning of nine-year compulsory education that aims at developing students as individuals to become members of society, citizens and members of mankind, as well as to prepare them to pursue study at secondary education level.

As part of basic education, there are also an Islamic Primary School called *Madrasah Ibtidaiyah*, equivalent to Primary School and an Islamic Lower Secondary School called *Madrasah Tsanawiyah*, equivalent to Lower Secondary School. These schools are managed, run and supervised by the Ministry of Religious Affairs (MORA).

Senior secondary education aims at expanding students' intelligence, knowledge, personality, good moral conduct and noble character, and skills required to live independently and to take up further education. This level aims at developing attitude, knowledge and skills for the students to have further education at tertiary level or to enter the world of work. The length of secondary education is three years for general secondary education and three or four years for vocational education. In parallel to Secondary Education, an Islamic Secondary, *Madrasah Aliyah* is managed, run and supervised by MORA.

Agencies of the government, non-government or private and the community can provide out-of-school educational programs. These programs include general education, religious education, service-related education, and official training and vocational education. Out-of-school education may include courses; group learning, such as Packet A, B, and C; income-generating program, and any other option like apprenticeship.

Figure 1: Education system based on Education Law N°20, 2003:



Source : Curriculum Center - Balitbang - MoNE - 2004.

B. General achievement of basic education

The landmark of improving access of education was the Presidential Decree in 1973/1974 that was called as Intruksi

Presiden Sekolah Dasar (Inpres SD) or President Instruction of Primary Schools. The Inpres SD followed by massive development of primary school buildings, textbooks, an other educational facilities throughout Indonesia including remote areas. The 1973/ 1974 Inpres SD was continued by government declaration of six years compulsory education in 1984. With regards to the positive achievement of six years compulsory education, in 1989 the government issued the 1989 Law of National Education System No 2, which stated nine years basic education (primary and junior secondary levels) as compulsory education.

In line with the Law of Regional autonomy (1999), The 1989 Education Law had improved in 2003. The Act of the Republic Indonesia N°20, Year 2003, on National Education System, article 5, verse 1, states that 'every citizen has equal rights to receive a good quality education'. This policy is implemented by providing educational services to reach as much citizen as possible. The policy of basic education is equipped as universal 9-year basic education program (primary and junior secondary levels).

The Inpres SD, and regulation of six years compulsory education resulted very significant achievement. Thus, in 1968, enrollment rate of primary school was only 41.4 %, and in 1973/74 end of the First Five Years Development Plan (*Repelita I*) increased to 66.6 %, and increased further in 1978/79 to 79.3 % end of second Five Years Development Plan (*akhir Repelita II*). Furthermore, in 1988/ 1999 had achieved 100% enrollment rate of primary school at the end of the Fourth Five Years Development Plan (*akhir Repelita IV*).

Table 1 : Dynamics of education

	2000-2001	2001-2002	2002-2003	2003-2004
STUDENT				
Primary school	28,690,131	28,926,132	29,050,834	29,247,546
Junior secondary	9,563,434	9,757,132	9,936,647	10,167,311
Senior secondary	5,478,603	5,712,745	5,941,786	6,192,610
Higher education	3,199,174	3,348,567	3,441,429	3,551,092
INSTITUTION				
Primary school	170,999	171,315	169,147	170,404
Junior secondary	31,086	31,626	32,322	33,263
Senior secondary	16,120	16,079	16,774	17,061
Higher education	2,199	2,386	2,692	2,856
TEACHER				
Primary school	12,890,720	1,361,182	1,431,486	1,453,228
Junior secondary	377,720	384,843	376,512	375,940
Senior secondary	303,365	320,310	335,671	346,782
Higher education	147,716	153,598	159,532	164,844

Source: Office of Research and Development - MoNE - 2004.

Table 1 indicates that approximately 39,5 million pupils were served in 2003/04. About 25,9 million of them were served by primary school and its equivalence, 10,2 children by junior secondary school and its equivalence. In addition to basic education there are about 6,2 million of senior secondary school students and its equivalence, and 3,6 million of higher education students. Table 1 indicates the effort of the nation to increase students' enrollment at all level of education.

Those enrolment increases were made possible by addition of educational institution and teachers that also drastically increased (see Table 1). Primary school number was increased in 2001/02, however, the number decreased in 2002/03, and in 2003/04 the increase has not reached the number of primary schools as in the year of 00/01. However, the number of teachers has increased in both primary and junior secondary levels, and also in senior secondary and tertiary levels.

C. Basic education and the context of non-formal education

1. Local context of the disadvantaged group

As explained earlier, at macro level, the basic education policy has resulted in a progress of the primary school enrolment rate from 94.89 percent in 1999/2000 to 99,63 percent in 2003/2004, and junior secondary school enrolment rate increase from 73.02 in 1999/2000 to 80.49 in 2003/2004 (ORD, MoNE, 2004). However, there are number of children who drop-out, cannot go to further education, and of children who have no schooling experiences at all. In 2003/2004 there are 2.42 percent of dropout from primary schools; 2.74 percent from junior secondary schools, and 3.02 percent from senior secondary schools. The number of dropout children are usually higher in rural, where most of them are children of poor communities who live in agriculture and coastal areas, and those who have personal, social, physiological, and law problems. Furthermore, although the quantitative progress on education access has been achieved, equal access for quality remains problematic for them.

The Education Act, N° 20, 2003, has clearly stated the important of special services for disadvantaged groups including rural areas:

Education with special services is provided for learners in the remote and less developed areas, and/or for learners who are victims of natu-

ral disasters, suffers from social deficiencies, and those who are economically disadvantaged.(Education Act, N° 20, 2003, article 32, verse 2)

This article 32 implies that special attention should be given for disadvantaged groups including those who are economically disadvantaged (drop outs, no further education, child workers, street children), poor agriculture communities and fisherman, and those who are suffer from social deficiencies (children trafficking), victim of natural disaster, and those who live in remote areas, including ethnic minorities.

If we look at Table 2, it can be seen that enrollment rate of the rural is 57.5 for Junior Secondary School which much smaller than urban (72.7). This is worsening in Senior Secondary School (rural: 28.7 and urban: 56.1), and the worst at university levels (rural: 2.1 and urban: 15.4).

Table 2 shows difference school enrollment rate for 9 years basic education especially of the children aged 13-15 in the Junior Secondary School.

Table 2: School Enrollment

	SCHOOL LEVELS			
	Primary School	Junior Secondary School	Senior Secondary School	University
URBAN				
Male	92.3	72.5	56.9	16.0
Female	92.0	73.0	55.2	14.9
e M + F	92.2	72.7	56.1	15.4
RURAL				
Male	92.6	56.2	28.5	2.1
Female	93.0	58.8	29.0	2.1
e M + F	92.8	57.5	28.7	2.1
URBAN + RURAL				
Male	92.5	62.6	40.5	8.8
Female	92.6	64.5	40.6	8.3
e M + F	92.6	63.5	40.6	8.8

Source: Susenas - BPS - 2003.

In terms of illiteracy rate, Table 3 shows that illiteracy rate of the rural female of all population age group is the highest one (15-24 years is rural is 2.44%, 25-44 years is 10.29%, 45 years and over is 42.90%) Although the urban female has better illiteracy rate than the female in rural areas, its achievement is much lower in compare to the urban male. The worst condition is coming from 45 and over years of age of the female in the rural area. Table 3

also indicates that the illiteracy rate is much higher in rural area for both female and male, and it is more than doubling number (12.16%) in comparison to urban area (4.91%). The Table shows a similar pattern for male and female in each group of ages. Female illiteracy rate in both rural and urban areas (12.28%) is two times more than that male (5.84).

Table 3 : Illiteracy Rate

	AGES (YEARS)				
	10-14	15-24	25-44	>44	10+
URBAN					
Male	0.55	0.54	1.24	8.53	2.76
Female	0.42	0.58	3.41	23.33	7.04
e M + F	0.49	0.56	2.35	15.84	4.91
RURAL					
Male	1.90	1.96	4.95	20.73	8.12
Female	1.50	2.44	10.29	42.90	16.21
e M + F	1.71	2.20	7.67	31.75	12.16
URBAN + RURAL					
Male	1.38	1.32	3.29	15.86	5.84
Female	1.08	1.58	7.26	35.15	12.28
e M + F	1.24	1.45	5.32	25.43	9.07

Source: Susenas - BPS - 2003.

It can be understood from the disaggregated data shown by Table 2 and Table 3 that the disadvantaged people needs certain special services for education, which can be benefited for them. The rural area suffers for less infra-structure, in-adequate clean water, health services, as well as insufficient electricity, transportation and communication system. Bahasa Indonesia is also a problem for rural area. Insufficient communication skills in Bahasa Indonesia are one contributing factor to education development in rural area. Often less-educated people from the rural migrate to and work in urban. Most of them remain poor in the urban because of competition and insufficient skills to work in the urban. Therefore the urban poor is also need special attention and actually have similar limitation to those in the rural in term of clean water, sanitation, health and communication services. Bahasa Indonesia acquisition might be increased but still limited only in colloquial and slang conversations. Therefore serving education for the rural people and urban poor should observe their learning needs and consider the followings: (i) integrated planning, (ii) understanding local cultures, (iii) language acquisition and (iv) the access to basic education with exposures to life skills suited to local potential, cultural and resource factors.

(a) Integrated Planning

The implementation of basic education for rural areas should be inline with rural development. Improving infrastructures that include adequate clean-water, better sanitation, electricity, and transportation should be also inline with increasing capacity of rural people in relation to income generating skills and awareness of the important of having education.

(b) Understanding Local Cultures and Gender Equality

Underlying more generalized cultural influences in the educational system, local Indonesians have strong traditional values and norms which constitute a system called *adat*. *Adat* is not similar to either a custom or a convention. The meaning of *adat* is deeper and much more complex than custom or convention. *Adat* regulates the needs and actions of individuals and communities to organize their life. Birth, marriage and death are three important life cycles which are strongly arranged in *adat* ceremonies. There are also several ceremonies related to pregnancy, childhood and adolescence which symbolize the future hope for a child to be a useful person. *Adat* also explains the organization of cultivation, harvest, the rice field watering system, building houses, praying for rain and many other things. Alisjahbana (1966, p. 4) states that *adat* covers almost everything that we call law today and goes even deeper than an existing law in determining individuals' and communities' needs and actions.

During the ancient period, or pre-Hindu period, people in the archipelago of Indonesia lived in groups within small communities. There were no significant class differences at that time. Human relations in the pre-Hindu period were built upon the concept of *gotong royong* which embraced the meaning of community self-help or mutual co-operation. The *gotong royong* principle was applied to village activities such as agriculture, building houses and village maintenance. *Adat*, or strong traditions, rules, and customs, served to maintain the people's way of life. Each community had a leader called *ketua adat* or *adat* headman. This person led ritual ceremonies for births, weddings and deaths. The *ketua adat* also maintained day-to-day ceremonies for planting, harvesting and even solving social conflict among people. However, the *ketua adat* did not possess a higher status than the rest of the community. After ceremonies, the *ketua adat* became once again a member of the community and was similarly obligated to follow the *adat* rules.

Education was a domestic concern; parents taught their children. Very few people learned to become skilled enough to earn the title of money. Educational practices may be based on local *adat*. A saying of *tidak tahu adat* or ignorant of *adat* was used to describe a person who was considered as impolite, uneducated and had no respect to senior or older people especially their parents.

Table 3 indicates that almost in all rural areas, female has more illiterate than male. This is because the female is considered as the best person to stay at home, dealing with domestic affairs, and managing home economy. The girls who have more dynamic activities outside home might be considered as *tidak tahu adat*. Therefore, for the female sticking together in the families, in any condition, is more valued than reaching a better life in Diasporas. Location, space, existence and time are physically important. *To be there* (at home) is better than to disappear from the family's or rural people's eyes (Yulaelawati, 1998).

Yulaelawati (1998) further describes that education is conducted outside the house and it is often located in a distance from home. This is resulted in social construction that education is more important for the male rather than for the female. Although the female are often involved in local family gatherings and religion's celebrations, the male networking manages interaction in more dispersed localities. Apart from place and space, for the female, the capability of maintaining interaction in the familial relationship is more valued than "being seen" in their dispersed places. In general, communalities take first place in the Indonesians' mental set. A perception that the individual female, the self, is subordinated to the male or their family in the community is valued.

Communal values may exist in different degrees, but thinking beyond the self-about the other-neighbours, parents, relatives, or friends are a real cultural practice of the majority of Indonesian females. Cultural sensitivity and tolerance discourse are important in the construction of a *good* member of Indonesian society. Taboo, other symbolic rules, and hypothetical questions of cultural sensitivity in people-to-people relationships is taught in the family in different ways in each locality. The concepts underlying these manner and hypothetical questions are usually an *adat-based*, a spiritual, or religious devotion, rather than material interest. Of course, there are also some strong individualist and materialistic interests which are much more visible in the manners of local wanderers and traders that are different from the steady local agricultural soci-

eties. Individual "competitiveness" is important for these communities, but the degree of this competition depends on their interaction with the local people around them. Local communal values, competitions, gestures, manners, and steadiness indicate diversities, which are bound to local *heterocultures*.

(c) Language acquisition

The definition of "functional literacy" varies from place to place and with types of tasks. Some experts consider that a minimum of six years is generally needed to make a person functionally literate. UNESCO definition states that a functionally illiterate individual is one "who cannot engage in all those activities in which literacy is required of his group and community and also for enabling him to continue to use reading, writing, and calculation for his own and the community's development". This definition, mainly works for statistical purposes and provides a basic context for situational analysis. However, there are many other concerns that have not much been discussed in Indonesia, these include:

- . difficulty in coping with Bahasa Indonesia due to ill-adapted learning processes at early years
- . existing "interpretation" that "literacy" is synonymous to "westernization" especially for rural local cultures
- . literacy is inline with life skills, scientific and technological literacy – and this is important for all citizens
- . literacy has reference to language and socio-cultural context
- . various forms of "socio-cultural" alienation could be a cause of economic and infrastructure underdevelopment
- . great economic disparities within and among regions, leads to social inequity

Therefore, it is not just the education department of a country which is responsible for the higher illiteracy rate, varied and multiple factors such as unfavorable home environment, economic pressures, shortage of timely guidance, and unhealthy environment in the neighborhood, are assumed to be responsible for this dilemma.

The problem of basic/functional illiteracy in rural areas is thus both widespread and severe. There is a close connection between poverty and illiteracy. People who are illiterate also happen to be very poor. It is demonstrated conclusively that the rural with the lowest levels of literacy are also the poorest economically. Women and children are especially vulnerable to the vicious circle of poverty and illiteracy.

Therefore there should be an inter-phase between literacy program in local languages, income generating groups (local languages) and Equivalency Program (Package A or B in Bahasa Indonesia). The introduction of awareness of the important of education through literacy program should be developed. There is a view of parents in the rural area that when their children become literates, they start wearing Jean, asking to have a walkman, watching more television program, valuing branded and western products and, most importantly, they do not want to work at home or becoming lazy and less productive at the household and their surrounding. The inter-phase can include empathy for the rural people's local cultures, enlightening of cultural norms and values in determining reading skills, information of global aspect and the needs to reduce consumerism, thinking skills, and mastery of Bahasa Indonesia. Furthermore, income generating skills, creativity, and innovation of utilizing local resources in agriculture setting, and valuing cultural values through the "empowerment" of individuals and communities can be more accepted and appreciated.

(d) The Access to Basic Education with Exposure to Agricultures and Aquacultures

The access to basic education is the site with the most potential for cultivating the awareness of having equal role in the community for both sexes and possible life skills that can be used in a more production of agricultures and aquaculture as the main resources of Indonesian archipelago. However, the basic education has been placed in a very awkward position. Better access to basic education in Indonesia is a significant achievement, but the relevancy and quality are problematic. People start to query the relevancy and quality of education in cultivating local needs to develop agriculture and aquaculture product, as well as to improve local identities, needs, values, and norms.

In reality, the identities of the locals are not singular. Rural is plural, and urban is complex. There are several identities within a locality: in neighborhoods, ethnicities, landscapes and religious followers. Daily skills and practices, groups of interests, occupations and professions, educational backgrounds, function and roles in local society, customs and traditions, and the values and belief system are all influencing the construction of the local identities. Urban, semi urban and rural areas are the settings for those multi-identities. However, globalization has threatened the heterogeneous cultures of the locals. It is clear that there is a mis-

matching view and expectation of the locals (rural) towards education. Education might be considered that has alienated the local cultural practices, values, and norms. This might be true if we carefully look at the system and the curriculum. The system provides a national standard that "Indonesianized" different local cultural practices, norms, values, and skills that are needed for the survival of rural people. Learning materials are often having more academic exposures rather than practical skills. Agricultural settings, contexts, manners and daily practices are less incorporating into classroom practices.

The curriculum reform of Competency-based Curriculum, actually has taken this issue into consideration. Localized content and learning management have been introduced. However, in practices school continued to have routine activities: teaching to the test and managing more academic life. In term of gender mainstreaming, it is still considered as the priority of the central office. Textbooks have a problem in bringing examples of equality for both sexes. Moreover gender inequality is produced and reproduced by classroom and cultural practices.

2. Inefficiency of formal education

Table 4 indicates an inefficiency of local education. In the school year 2003/2004, the number of drops-outs of PS and MI are 702,660 children and the graduates of PS plus MI who have no further schools are 542,258 children (see Table 4). The equivalency program of Packet A should this number especially of the drop-outs of grade IV, V, and VI that is about 350 thousands children. The drop-outs scatter in different sites of Indonesia archipelago. It should be noted that beside the drop-out there is also the number of graduates from PS/MI who have no further education for example in school year 2003/2004 is 542,258 children. This number actually has to be included in the Package B program of academic year 2004/2005. However, due to limited budget an capacity of the program, still not all of these children are participated the Package B. The drop-outs have their own characteristic and expectation to education.

Table 4 : Drop-outs of PS & MI

	2002-2003	2003-2004	2004-2005
DO PS + MI	851,232	702,660	685,967
a, PS	767,835	621,235	604,228
. Grade I	109,502	102,122	94,339
. Grade II	84,971	86,159	80,173
. Grade III	94,797	90,716	91,402
. Grade IV	173,587	118,353	117,045
. Grade V	128,798	111,809	108,753
. Grade VI	176,180	112,076	112,516
b, MI	83,397	80,831	81,739
No further school	560,323	542,258	495,261

Source : Susenas - BPS - 2003.

They lived in remote or isolated areas where SD/MI were far so that it is difficult for the children, they had financial problems and helped parents to earn money for their family, or their parent thought they have adequate education after they were able to read and write as shown by the table that most drop outs was from grade IV, V, and VI. Other causes of drop-out are resulted by social unrest or conflict and natural disaster.

Table 5 indicates that in the school year 2003/2004, the number of drop-outs of Junior Secondary School (JSS) and Madrasah Tsanawiyah (MTs) are 271,948 children. The equivalency program of Packet B has to include the drop-outs into the program.

Table 5 : Drop-Out of JSS & MTs

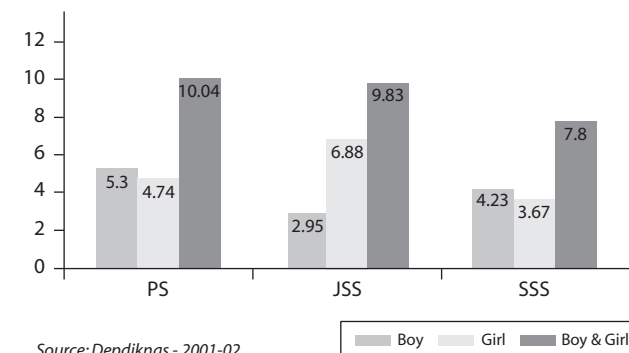
	2002-2003	2003-2004	2004-2005
DO JSS + MTs	277,112	271,948	263,793
a, JSS	188,303	180,043	171,376
. Grade I	25,918	25,556	24,196
. Grade II	53,757	52,737	50,024
. Grade III	108,628	101,750	97,156
b, MTs	88,809	91,905	92,417

Source : PDIP - Balitbang - Depdiknas - 2004.

Equal access for girls and boys is also taken into consideration. As indicated by Figure 2, in the school year 2001/2002, the highest percentage of Junior Secondary School was the girls. Meanwhile

the number of boys' drop-outs was higher than the girls in Primary and Senior Secondary School.

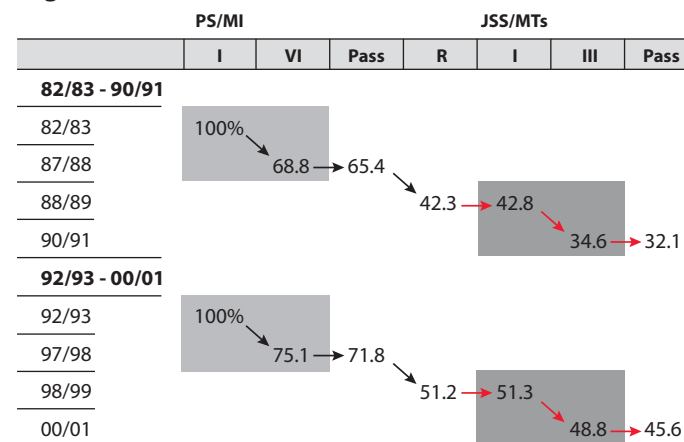
Figure 2 : Drop Out Rate (%) by School Level & Gender



Source: Depdiknas - 2001-02.

If we look at the cohort indicated by Figure 3, the graduates of nine years basic education who complete their school on time is 45,6%. Other students repeat their schools, or have completed primary school (PS) and Madrasah Ibtidaiyah (MI) but have no further education.

Figure 3

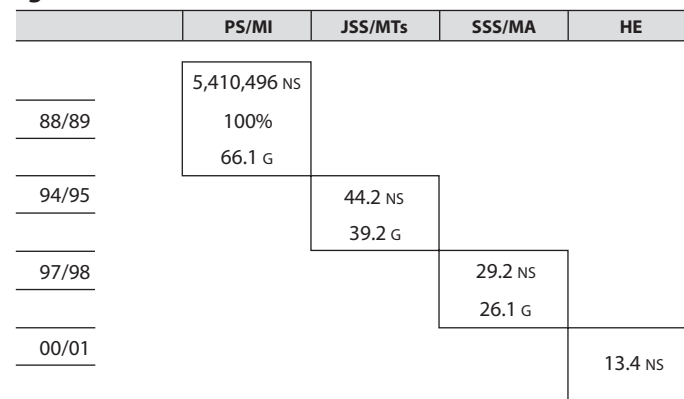


Completed on time (9 years): 45.6% - Other: repeater (need more time for completion) and DO (no completion) or graduating from PS/MI but not further education.

Figure 4 shows a low number of students who continue their education and complete their school in time. In 2000/2001, there were 66.1% were graduated in the school year of 1994/95 out of

5,410,496 students enrolled at grade one of PS/MI. This indicates that only 66.1% were completed six years PS/MI on time. Furthermore, only 44.2 percent were enrolled in JSS/MTs and after three years there were 39.2 percent students were graduated from JSS/MTs. The enrollment has further reduction into 29.2 percent in SSS/MA. There was only 13.4% out of 26.1 graduates of SSS/MA enrolled in their tertiary level.

Figure 4



Source: Educational Statistics in Brief - 2000-01.

NS: New Student - G: Graduate

There are several reasons expressed by the student of 7 – 18 years for not attending school. These can be seen in Table 6.

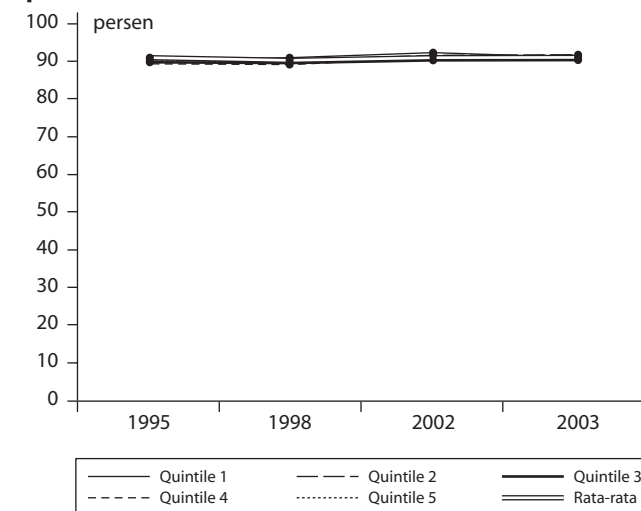
Table 6 : Reasons for Not Attending School of People of 7-18 Years, 2003

REASONS	RURAL	URBAN	RURAL + URBAN
Economy (no money)	71.0	65.1	67.7
Shy (don't like school)	3.7	5.1	4.7
Working	9.2	8.5	6.7
Married	1.8	2.9	2.6
Not Accepted	0.6	0.3	0.4
School Distance	0.3	3.2	2.3
Feel that has had adequate education	3.8	3.8	3.8
Not Accepted	1.3	1.1	1.2
School Distance	8.5	10.0	9.6
TOTAL	100.0	100.0	100.0

Source: Susenas - 2003.

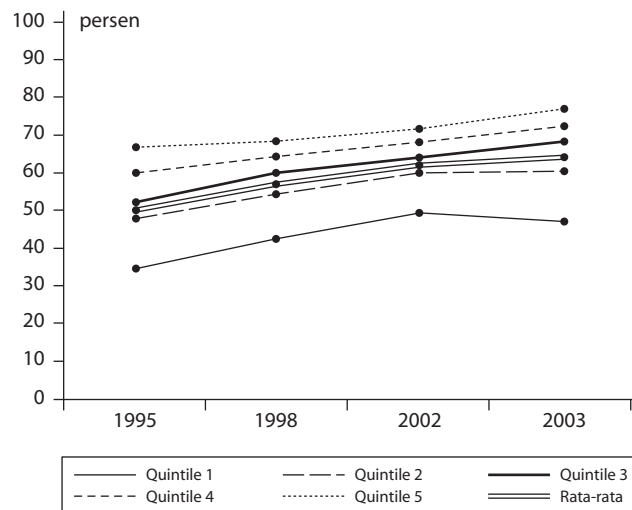
The most reason is economic factor (65% - 72%). This reason is strong where more some students responded that they have to earn money as a reason for not attending schools (7% - 9%). Other significant reason is that students did not like school or shy to attend school. Married and feel that they have had adequate education is contributing factors to hamper access to education. Thus, economic factor is the most significant reason for which is indicated by Figure 5 and 6.

Figure 5 : Education progress of PS/MI by level and Family expenditure



Source: Susenas - 2003 (Percentage - persen / Average - rata-rata).

Figure 6 : Education progress of JSS/MTs by level and Family expenditure 1993–2003

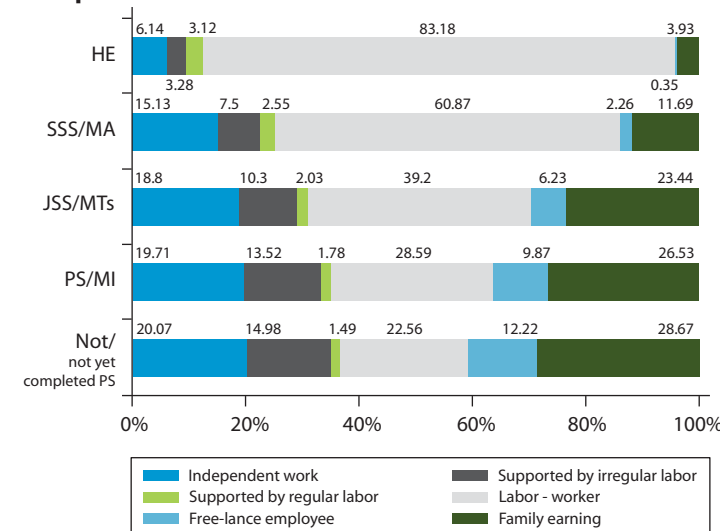


Source : Susenas - 2003 (Percentage - persen / Average - rata-rata).

Figure 7 shows that most employees in Indonesia work as a worker or a labor regardless the level of education. Around 83.38 percent of Indonesians graduated from Higher Education (HE) are worker; few of them work independently (6.14%) and work in the family business (3.93%).

Other are free-lance worker or work supported by labor. The pattern is repeated for Senior Secondary School (SSS) or Madrasah Aliyah (MA) graduation. However, most Indonesian youth who have not completed primary school (PS) or Madrasah Ibtidaiyah (MI) are working in the family business. The percentage of these groups who work independently is higher than the HE graduation. This pattern is repeated for graduation of PS/MI, and junior secondary school (JSS)/ madrasah tsanawiyah (MTs). Perhaps, it can be understood from the Figure that the lowest the education, the higher life skills (regardless the quality or complexities) of the employee.

Figure 7 : Percentage of Youth Employee by Type of Work and Completion of Education



Source: BPS - Susenas - 2003.

III. Equivalency education

A. Introduction

Education changes in Indonesia are highly influenced by decentralization policy in education. Law N° 22 of 1999 Local Governance is the legal basis for the decentralization of authorities in education. This law is articulated in Government Regulation No. 25 of 2000 which sets the shared authorities between central and district government. According to this regulation, the only authorities left in the central government in education are those related to setting of national policies for standards of competencies, national curriculum, education calendar and evaluation. A more operational and technical arrangements in educational implementation belong to the district or municipal government. Thus, central government is no longer regulating the arrangement of technical operation at central level, the government authorities that formerly lay in the central government were radically shifted mostly to the hands of district government.

Indonesia, has long been promoting non-formal education. However, it was not until the enactment of the Act of Republic of

Indonesia Number 20, Year 2003 on National Education System in 2003, that a lot of programs are significantly implemented to support the educational reform policy in non-formal education.

According to Education Law 2003, No° 20, non-formal education comprises life skills education, early childhood education, youth education, women empowerment education, literacy education, vocational training and internship, equivalency program, and other kinds of education aiming at developing learners' ability. This report attempts to explain the equivalency program which include Packet A (equal to Primary School), Packet B (equal to Junior Secondary School), and Packet C (equal to Senior Secondary School). The participants of the Package A, B, and C are school age children (drop-outs or no access to school) and adults for an alternative education. School age children are the priority for equivalency program to have nine year basic education through Packet A and Packet B programs.

This chapter will explain pertinent laws and policies, bearing on the non-formal education, analyzing the district educator capacity in serving basic education especially in non-formal education, the development of equivalency education, its achievements and shortcomings.

B. Pertinent laws and policies bearing on the non-formal education

Before 1999, Indonesian education was highly centralized system. The structure consisted of national, regional or provincial, district and sub-district levels that constituted an extended hierarchical form of managerial system. The central government decided policies of non-formal education program, curriculum, textbook, education personnel recruitment and promotion, and technical operation and management of non-formal education. Provincial level implemented these policies almost without much adaptation to any local condition. District and sub district levels were then implemented both national and provincial policies into school practices. In this situation the tutor and educational facilitators at the foot of the hierarchy had almost no power to adjust their program to their own needs and capacity.

However, the Law 22/1999 abolishes any hierarchical relationship between districts/municipals, Province and Central administration with regards to decentralized Authorities. The Law 22/1999

broadly outlines powers and responsibilities of each government level. Thus a kind of the new relations between the district governments and central government are established. This Regional Autonomy initiative is accompanied by decentralization of expenditure responsibilities, finances, assets and personnel. In education, the authority held by central government includes: developing minimum service standard for education, developing minimum competency standard for teachers, determine minimum teachers' qualification for each education level, as well as managing accreditation and certification.

In line with the implementation of the Law N° 22, 1999, and its Government Regulation N° 25, 2000, the legal products are being improved resulted in the amendment of 1945 Constitution and Education Law N° 20, 2003.

1. The important of education

The preamble of the amendment of 1945 directs all attempt to nation building that is "to advance general prosperity, to develop the nation's intellectual life, and to contribute to the implementation of a world order based on freedom, lasting peace and social justice" which based on *Pancasila* the five principles of the nation consisted of: "the belief in the One and Only God, on just and civilized humanity, on the unity of Indonesia and on democratic rule that is guided by the strength of wisdom resulting from deliberation/representation, so as to realize social justice for all the people of Indonesia".

Therefore, education according to the preamble of the Constitution plays an important role especially for developing the *nation's intellectual life*. This amendment resulted in recognition that education is a prime social institution that has to be supported by other social institutions includes law, social-culture, economics, and politics as the collective awareness. Education should also be responsive to the unbalance population structure, socio-economic gap, digital divide, and self-adjustment to the new values in the globalization era; and it should be directed to the nation character building.

2. The rights to education

The important of education is further elaborated in the Constitution, which explains the right to education as stated in the Article 28C, verse (1): "Every person has the right to self-realization through the fulfillment of his basic needs, the right to edu-

cation and to partake in the benefits of science and technology, art and culture, so as to improve the quality of his life and the well-being of mankind". The right to education is stated in article 31, (1) "Each citizen has the right to an education" and (2) "Each citizen is obliged to follow basic education and the government has the duty to fund this". In terms of budget system the Constitution strongly regulates that "the state shall give priority to the education budget by allocating at least twenty percent of the state's as well as of the regional budgets to meet the requirements of implementing national education" (Article, 31, verse (4)).

The rights to education are further articulated in the Education Law, N° 20, 2003, article 5:

- (1) Every citizen has equal rights to receive a good quality education.
- (2) Citizens with physical, emotional, mental, intellectual, and/or social deficiencies shall have the right to receive special education.
- (3) Citizens in the remote or less-developed areas and isolated areas have the right to receive education with special services.
- (4) Citizens who are proven intelligent and especially gifted have the right to receive special education.
- (5) Every citizen shall have the right to enhance his/her educational ability in the process of life-long education.

In order to fulfill citizens' rights to education, non-formal education should provide more access for children in less-developed areas, remote areas, children with social problem, child trafficking, and children in conflict areas.

The Education Law, 20, 2003, article 40, verse (1) and (2) regulates rights and responsibilities of education personnel that they are entitled to:

- a. Have respectable professional salary and adequate social welfare provision;
- b. Obtain recognition based on their duties and performance;
- c. Have opportunities to develop their career in accordance with the requirement for quality improvement;
- d. Have legal protection in carrying out their duties and the rights to intellectual property;
- e. Have access to educational facilities, equipment and resources to enhance the effectiveness and efficiency of their work.

Educators and education personnel have the responsibilities to:

- a. Create meaningful, joyful, creative, dynamic, and mutually interactive education environment;
- b. Demonstrate professional commitment to the improvement of the quality education;
- c. Be the role model and uphold the reputation of their institution, profession, and position in accordance with the trust deposited in them.

Based on these legal basis, it is expected that both central and district administrators are capable to achieve better management of non-formal education in order to develop nation's intellectual life as required by the Constitution and realize the right to of the citizens to enhance their skills in process of life-long education.

3. Non-formal education

According to Education Law, N° 20, 2003, Article 26:

- (1) Non-formal education is provided for community members who need education services which function as a replacement, complement, and/or supplement to formal education in the frame of supporting life-long education.
- (2) Non-formal education is aimed at developing learners' potentials with emphasis on the acquisition of knowledge and functional skills and developing personality and professional attitudes.
- (3) NFE comprises life skills education, early childhood education, youth education, women empowerment education, literacy education, vocational training and internship, equivalency program, and other kinds of education aiming at developing learners' ability.
- (4) A non-formal education unit consists of training centers and colleges, study groups, community learning centers, majelis taklim, and other education units of the similar type.
- (5) Training centers and colleges are provided for community members who are in need of knowledge, competencies, life skills, and attitudes to develop personality, professionalism, working ethics, entrepreneurship, and/or further education.
- (6) The outcomes of the non-formal education shall be recognized as being equal to the outcomes of formal education program after undergoing a process of assessment by an agency appointed by the Government or Local Government based on national education standards.

In order to realize the Education Law, the equivalency program has to be redesigned in terms of meeting the needs of the target learners and achieving the national education standards. Thus, the activities mainly include: improvement of curriculum and its guideline, and national examination, as well as professional development for tutors and implementers. Cooperation, collaboration and involvement of community are encouraged in non-formal education. The partner includes non-government organization (NGO), social-community organization (orsosmas), rural development specialists, and government institutions. Ministry of Home Affairs, Ministry of Agriculture, Ministry of Forestry, and Ministry of Marine and Fishery, Ministry of Religion Affair, and universities and also private sectors such as NIKE shoes, Beauty and parlor agency i.e. cosmetics, herbal medicine, and SPA involved in the life skills programs.

C. Capacity in serving basic education

Under decentralization a lot of achievements have been resulted. At one hand, decentralization has achieved democratization in non-formal education (NFE) through district-based management. On the other hand, this resulted in disparities in the NFE achievements between the most and the less capable districts in terms of capacity of human and provision of financial resources. The accountability of the changes in NFE as a result of educator's capacities includes participation, curriculum, learning materials, learning outcomes, education personnel, finance, management, and partnerships. For the purpose of the study, East Java is taken as an example of a province action plan.

1. Participation

East Java has reported provincial action plan to increase the participation rate in literacy and equivalency programs. In 2003, East Java proposed to combat literacy with the target of 100,000 out of the total number of 824,203. If this proposal has been achieved, it is expected then the targeted literacy education in 2004 is about 724,203 learners. The capital of East Java is Surabaya, a second big city after Jakarta. There are 19 districts/municipals out of 37 districts/municipals in East Java with the numbers of illiterate are about 10,000 people. Thus almost a half the district/municipal government has to increase participation rate of literacy program. In Surabaya, the only one big city which has 20,000 people who are illiterate, this is because it has large number of migrant with less education and employable skills. Sampang has

the greatest number of illiterate (128,426 people), Kediri has the smallest number of illiterate people which are only around 81 people, and Blitar has the best achievement in which all of the population are literate. Table 7 indicates that total number of illiterate of 10 – 44 years of age is 824,203. Female illiterate are greater than that male in each age group.

Table 7: Illiterate Number by gender and group age in East Java in 2002

NUMBER OF ILLITERATE	MALE	FEMALE	TOTAL
10-12 years old	28,108	33,075	61,183
10-15 years old	41,057	60,132	101,189
16-29 years old	94,274	104,558	198,832
30-44 years old	210,951	252,048	462,999
Total male + female	374,390	449,813	824,203

Source: East Java Base line survey - 2002.

Table 8: Target of combating literacy per year

YEAR	TARGET OF LITERACY	RESIDUE PER YEAR	TARGET OF REDUCING LITERACY	RESIDUE PER YEAR + A TENDENCY OF 10% ILLITERATE BACK
2002		824,200		
2003	100,000	724,203	100,000	806,624
2004	125,000	599,203	135,000	671,624
2005	125,000	474,203	135,000	536,624
2006	125,000	348,203	135,000	401,624
2007	125,000	224,203	135,000	266,624
2008	125,000	99,203	135,000	131,624

Source: Dinas Dikbud - Jatim - 2004.

East Java province has an action plan to combat literacy per year as shown by Table 8. The target of literacy education in East Java is taken from the data in Table 7 that focused on 10-44 years population (*Dinas Dikbud, Jatim, 2004*). According to the report, the total number of 10 – 44 years is 20,264,797 (10,017,581 male and 10,274,216 female), and the total of illiterate people in 2003 is 824,203 (374,390 male and 449,813 female).

Despite a careful and comprehensive planning to combat illiteracy, an inefficient practice might occur for not having older age

groups. The total number of illiterate in the age group of 45-54 years is 966,596 (BPS, 2003). It can be understood that the program is emphasized on the group of 10-44 years, with the reasons that the focus is the most productive ones. However, a greater number of the next group cannot be ignored because they could interact better in the family and community if they are able to write and read.

Although it is reported that the female population and illiterate people in East Java much greater than male in group age of 10 – 44 years (see Table 7), educational administrators did not directly draw a plan to provide a specific program for literacy. From the observation in East Java we noted that there were a lot of female participants in the study groups, however, this is occurred naturally, not by plan.

Participation of equivalency education can be seen in Table 9. East Java has a good performance of implementation of equivalency program. In 2003, there are 228,668 targets, out of this number 55,550 people has been participated. Therefore in 2004, there are 15,279 participants of package A, 177,725 of package B, and 35,664 of package C.

Table 9: Target and Realization of Equivalency Education

Nº	PROGRAM	NUMBER OF TARGET	REALIZATION IN 2003	NEXT TARGET
1	Package A	24,991	9,172	15,279
2	Package B	217,035	39,310	117,725
3	Package C	42,192	6,528	35,664

Source: BPPS Jatim Susenas - 2002.

The action plan to enroll all of the target for equivalency education through package A, package B, and package C is shown by Table 10. The province has planned to include in 2004 9,712 participants and the residue of 5,567 participants will be completed by year 2005. It is planned that package B will include 39,310 participants per years. Thus, if the is plan successfully implemented, so in year 2008 will be competed by the inclusion of 20,485 participants of Package B. Therefore the completion of nine year basic education for the NFE target will be achieved by 2008. Meanwhile the government provides less support for Package C. This is because the Package C is not yet part of compulsory education. Another significant reason is that adult Package C learners or parents of the package C learners are able to be involved by their own supports.

Table 10: Target of Equivalency education per year of Package A, B and C

YEAR	Participants of package A	Residue of P. A.	Participants of package B	Residue of P. B.	Participants of package C	Residue of P. C.
2003	9,712	24,991	39,310	217,035	6,528	42,192
2004	9,712	15,279	39,310	177,225	7,528	35,664
2005	5,567	5,567	39,310	138,415	7,528	28,136
2006	0	0	39,310	99,105	7,528	20,608
2007	0	0	39,310	59,796	7,528	13,080
2008	0	0	20,486	20,486	5,552	7,428

2. Curriculum

After decentralization, in the formal schools the teachers are encouraged to produce their own syllabuses based on their creativity to adjust to learners' needs and abilities, local conditions and resources, as well as cultural factors. Thus the teachers have greater freedom and autonomy to select learning content, teaching methods, and learning approaches. As it is required by the Laws, the central government provides national standards on curriculum. However, in equivalency education, the curriculum has not changed up to early 2004. This resulted in the production and reproduction of older version learning materials that were produced by early 1994. There is an attempt by a publisher to revise this version of learning materials adjusted to competency-based curriculum, but the content still relied heavily on the 1994 curriculum.

3. Learning outcomes

Table 11 shows that the percentage of graduate learners is relatively high, although the number of graduate is lower in academic year of 2003/2000 than that number in 2002/2003. This is because the standard of exit performance is higher than before.

Table 11: Percentage of graduates of equivalency program in East Java.

YEAR	PACKAGE A			PACKAGE B			PACKAGE C		
	learners	graduates	%	learners	graduates	%	learners	graduates	%
2000-01	3,771	3,301	87.54	9,272	8,409	90.59			
2001-02	881	821	93.19	10,433	9,797	93.90			
2002-03	813	774	95.20	7,214	6,951	96.35	1,325	846	63.85
2003-04	1,256	1,036	81.90	7,577	5,999	79.17	6,330	4,269	67.44

Source: BPPS Jatim Susenas - 2002.

4. Learning Material Provision

Unlike the availability of textbooks in formal education that are improved in terms of quantity and quality – although it is not quite satisfactory – provision, access and decision to select main learning materials are very limited. In compare to the practice in formal education, district NFE educators have less autonomy to choose their own learning materials, limited capacity to localize learning materials due to a shortage of local financial support on learning material development.

5. Education personnel

It can be noted from Table 12 that most tutors are available for Package B, which is important for the completion of nine year basic education. Small number of tutor for Package A is available because of a small target of the package A, however, mobilizing resources can be encouraged to have better number and better quality of tutors and educational personnel.

The number of education personnel can be seen in the Table 12.

Table 12: Number of NFE education personnel

Nº	CATEGORY	NUMBER OF STAFF
1	Monitoring Staff: a. Definitive Monitoring Staff. b. Non-Definitive Monitoring Staff.	542 77
2	Field NFE Staff (Tenaga Lapangan Dikmas)	659
3	Tutor: a. KF (Functional Literacy) Tutor. b. SD-Equivalency Package A Tutor. c. SLTP-Equivalence Package B Tutor. d. SLTA-Equivalence Package C Tutor.	3,321 118 6,534 138

Source: Dinas Dikbud of East Java - 2004.

6. Finance

Prior to decentralization, district governments used education fund comes from the central government through the provincial government. After decentralization, it has been replaced by direct transfer of grants to local governments with expanded revenue sharing. It is also allow that district or provincial governments to retain an increasing share of the revenues generated from local economic activities and natural resources. Extra funding can be obtained from the community especially parents for quality improvements of daily school activities, howev-

er, the budget for NFE program relies heavily on the government budget. The budget for Package A, Package B, and Package C can be seen in table 13, 14, and 15.

Table 13: Budget of Program Package A from 2004 to 2005

YEAR	TARGETED PACKAGE A	UNIT COST PER YEAR	BUDGET FOR YEAR
2004	9,712	822,000	7,963,264,000
2005	5,567	822,000	7,567,074,000
2006	completed	completed	0
Total	15,279	822,000	12,559,338,000

Table 14: Budget of Program Package B in East Java from 2004 – 2008

YEAR	TARGETED PACKAGE B	UNIT COST PER YEAR	BUDGET FOR YEAR
2004	3,972	950,000	37,344,500,000
2005	3,972	950,000	37,344,500,000
2006	3,972	950,000	37,344,500,000
2007	3,972	950,000	37,344,500,000
2008	2,929	950,000	19,460,750,000
Total	18,817	950,000	17,876,150,000

Table 13 and 14 that the budget for the completion of package A Rp 1,559,338,000 (rupiah) and the budget for the completion of package B is 17,876,150,000 (rupiah). Budget for Package C is 266,587,500,000 as shown by Table 15.

Table 15: Budget of Program Package C in East Java from 2004 – 2008

YEAR	TARGETED PACKAGE C	UNIT COST PER YEAR	BUDGET FOR YEAR
2004	39,310	1,500,000	58,965,000,000
2005	39,310	1,500,000	58,965,000,000
2006	39,310	1,500,000	58,965,000,000
2007	39,310	1,500,000	58,965,000,000
2008	20,485	1,500,000	30,727,500,000
Total	177,725	1,500,000	266,587,500,000

7. NFE Management and Community Participation

The NFE management aims at empowering community by establishing networking that improves accountability for the participants. The community now has more voices and direct involvement to improve greater access of literacy and equivalency program. Thus, decentralization is also a mechanism of better community empowerment. There are about 954 villages by which PKK (women family welfare association) is actively involved in literacy program. PKK is a structured and powerful organization led by the wife of governor/district head/head of village leader. Thus PKK is very potential to contribute to equivalency education. In addition Islam organization of Nahdatul Ulama and Muhammadiyah are able to promote their participation for both literacy and equivalency education as can be seen in Table 16.

Table 16: Participating organization/education unit in villages of literacy program

ORGANIZATION NAME	NUMBER OF VILLAGE
PKK	954
Muslimat NU (Nahdhatul Ulama organization)	498
Fatayat	82
Aisiyah (Women Association of Muhamadiyah)	145
Nasyatul Aisiah (Islamic women organization)	55
Pondok pesantren (Religion learning institution)	168
LSM (Non Government Organisation)	72
BPKB (Center for Learning Activities Development)	24
SKB (Center for Learning Activities)	20
Others	856

Source: East Java Base Line Survey - 2002.

IV. Current practice of equivalency education

A. Introduction

This chapter describes a current practice of equivalency education. This explanation is derived from an historical perspective and qualitative research findings. An historical perspective is used to understand the development of the program. Changes in certain period of equivalency education in policy and practice are

also described. Qualitative research findings are taken from interviews, observation and document analysis, followed by critical assessment of the current practice.

B. Historical perspective and the context of change

A summary of development of equivalency program can be seen in table 17.

Table 17: General Achievement of Equivalency Education

N°	PERIOD	EMPHASIS	ACHIEVEMENTS - PRODUCTS
1	Early post Independent Period 1945 - 1965	Combatting Illiteracy	<ul style="list-style-type: none"> All Indonesian know alphabet and can write their own name and understand simple sentences.
2	1966 - 1970	Eliminating Functional Literacy	<ul style="list-style-type: none"> Increased productivity of illiterate workers who worked in fishery, forestry, agriculture, industry, etc by teaching skills related to their job together with reading and writing skills.
3	1970 - 1990	The New Model for eliminating illiterate by introducing the First Packet A Program that equal to Primary School	<ul style="list-style-type: none"> Decreased number of illiterate people from 31,5 millions (1971) to 17,3 millions (1980), reduced further to become 13,5 millions (1985), and declined up to only 5,7 millions (1990). In 1989 out of school education was included in the 1989 Education Law.
4	1991 - 2004	Legalization of package A, package B, and package C to formal school	<ul style="list-style-type: none"> In 1991 Package A was legalized by Ministerial Decree together with Packet B (equal to Junior Secondary School), the Decree of the Minister of Education and Culture, Number 0131/U/1991 on Package A and Package B program was issued. In 1997 the first National Examination of Packet A & B were conducted. In 2001 the first Package C National Examination was conducted. In 2003 Non-formal education included in the Law of National Education Systems. In 2004 Ministerial Decree on Package C graduates was legalized, the Ministerial Decree Number 132/U/2004 was issued by October 2004.

1. Early Post-Independent Period (1945-1965)

In early period of independent (1945), there was only 3% of Indonesian who could get access to education while 97% of them illiterate. The Indonesian leaders together with community fig-

ures struggled to combat and eliminate the illiteracy among the people with their own methods. In year 1946 the Ministry of Education Teaching and Culture formed Community Education Section (*Bagian Pendidikan Masyarakat*) which later, in 1949, became Department of Community Education. The Government, through the struggle of the Department of Community Education, in a more organized way, conducted serious effort to combat illiteracy problem. In 1951 the government launched the "the ten years of community education" planning. The objective of plan was to eliminate the illiterate within 10 years. The program was not very successful and there was still 40% illiterate among young Indonesian people in year 1960. In 1960, the President issued a mandate. The mandate called Komando Presiden or President's command aimed at eliminating illiterate by the end of 1964. In 31st of December 1964 the government declared that there were no more illiterate in Indonesia. This declaration was only in fact, for introductory level; that all Indonesian know alphabet and can write their own name and understand simple sentences.

Eliminating illiteracy (*Pemberantasan Buta Huruf/PBH*) in this period was implemented in three levels; preparatory, basic, and intermediate. Preparatory level taught how to know alphabet and to understand simple sentences that often used in daily life. Basic level taught how to read well, to understand the text, and how to write through dictation. While intermediate level taught how to read and write better, how to make simple counting, and stimulated the learners on the importance of learning.

2. Between 1966-1970

Based on the recommendation of the World Education Ministry Congress in Teheran in year 1965 and UNESCO conference in year 1966, the Indonesian government in the period of 1966-1970 implemented what so called Eliminating Functional Literacy (*PBH Fungsional*), instead of traditional literacy. This was work-oriented functional literacy. The main target was not all people but those illiterate workers from many sectors. The objective was to improve illiteracy of the workers in order to increase their productivity. Tutors taught employable and job-related skills together with reading and writing skills. For smooth running of the Eliminating Functional Literacy programs the government and the implementers made cooperation with companies that possessed illiterate workers, and sectors that worked in fishery, forestry, agriculture, industry, and the like.

3. Between 1970-1990

In early 1970s, the government started introducing a new model for eliminating illiterate, known as Package A program. The program taught the learners the things around them and around their daily life, then their family and social life, and then their environment. This program used Package A1 to A100 textbook. Package A1-10 thought very simple and basic reading and writing skills, and then continued to Package A11-20 that taught different subjects or themes but for the same level of learner's competency. Furthermore, Package A21-100 was designed for functional skills for the learners with wider subject materials. This book used until 90s, without any revision.

The success of Package A program was known by all and recognized by the world. In year 1994 UNESCO awarded the President of Indonesia the "Avicenna Award" as symbol of recognition for his success in eliminating illiteracy. The program could reduce the number of illiterates as the following; in the year 1971 there were 31,5 millions, year 1980 there were 17,3 millions, year 1985 there were 13,5 millions while in year 1990 the number declined up to only 5,7 millions.

4. Current practice of equivalency education (1991-2004)

Based on the positive result of Package A program, the Ministry of Education and Culture issued Decree, number 0131/U/1991 on package A together with package B. The Decree mandated legal implementation and recognition of package A program as is equal to Primary School and package B program as equal to Junior Secondary School. In 22nd of June 2000, as demanded by the communities, Ministry of National Education declared the implementation of Package C program that is equivalent to Senior Secondary School. The declaration then became legal Ministerial Decree only in October 2004. The equivalency education of Package A, B and C program since 1991 until 2003 had played important role in non-formal education sector of the country. The first National Examination of Package A and B was conducted in year 1997 and the first National Examination of Package C was conducted in year 2001. Moreover, in order to strengthen legal status of no-formal education in the country the government in year 2003 included the non-formal education in the Act of Republic of Indonesia on National Education Systems.

However, the equivalency education of Package A, B and C program in this period of time is similar to formal school in many

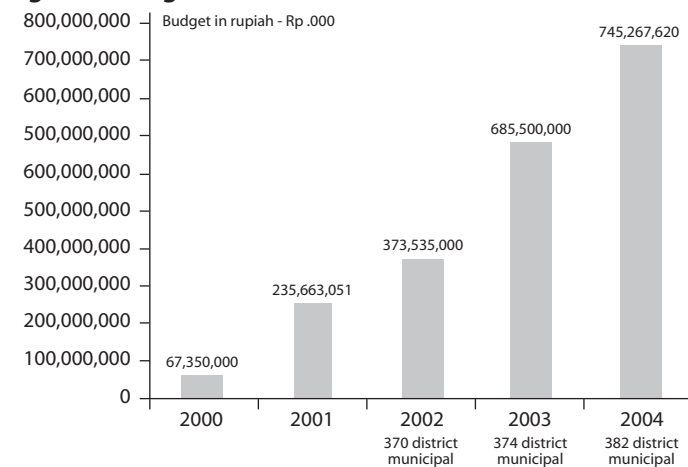
aspects. In the aspect of modules and learning materials were exactly like and based on formal school. They were very heavy content, academic oriented, and did not really serve for different needs and diverse backgrounds of the learners. While in the aspect of teaching and learning method, this equivalency education was more in tutorial. The method did not encourage them to be active, to be self-learners, and to be cooperative, and it could not give maximum results for the participants. Furthermore, Package C Program, together with the development of democracy in the country, has been becoming an important target for candidates of People Council legislatives who did not possess Senior Secondary School certificate. While the Senior Secondary School certificate constituted as one of important conditions of candidature, the candidates tried to get Package C certificate, in many ways, and some times without proper procedure and administration which then caused some people questioning the validity of Package C certificate and associating it with political issue.

C. Critical assessment of the current practices

As explained earlier, since early post-independent period (1945-1965), Indonesia has started to combat illiteracy. This resulted in the achievement that all Indonesian know alphabet and can write their own name and understand simple sentences. In 1966-1970, the attempt to promote functional literacy by teaching job related skills together with reading and writing skills was carried out and resulted in the increased productivity of illiterate workers who worked in fishery, forestry, agriculture, industry, etc. Furthermore in 1970-1990, the new model for eliminating illiterate was developed by introducing the First Packet A Program that equal to Primary School. The results of the program was a decreased number of illiterate people from 31,5 millions (1971) to 17,3 millions (1980), reduced further to become 13,5 millions (1985), and declined up to only 5,7 millions (1990). The most achievement of the period 1990 – 2004 was legal aspects of Equivalency Program. In 1991 Packet A and Packet B were legalized by Ministerial Decree 0131/U/1991. In July 2003, the non-formal education has been included in the Law of Republic Indonesia No 20 about National Education System which recognizes the outcomes of the non-formal education as being equal to the outcomes of formal education program after undergoing a process of assessment by an agency appointed by the Government. Finally, in 2004, the Packet C program has been legalized by Ministerial Decree Number 132/U/2004.

How does the achievement tell us? The achievement encourages better participation of the community and enthusiasm of government at all levels. In terms of participants, in 2004, the number of students participating in the Package A program has increased from 53,154 (2001) to 73,808. The number of students participating in Package B has increased from 279,444 (2001) to 343,972 in 2004. It is planned that in 2005, the number of Package B will be 403,647 with the integration of life skills through internship program and additional modules on work ethics, local economy, employable skills, and home management. Package C is not part of the 9 years compulsory basic education. The community and participants themselves fund the Package C program. However, every year the government provides limited budget to subsidize Package C participants. In 2004, the government subsidizes 32,599 participating students of Package C. In 2003, participation of Package C has remarkably increased, 60,126 participants enrolled for national examination, and 46,446 out of them had passed the examination. The graduates of equivalency programs can enroll in formal school or university. Many of Package C graduates had benefited for promotion in their jobs, even some of them become a member of regional or central parliament, very few of them accepted in university. The availability of the budget for overall NFE program has increased dramatically in the period of 2000 – 2004 (see Figure 8). This budget is not only for literacy and equivalency education, but also includes early childhood education, trainings, life skills, personnel professional development as well as personnel incentive for facilitators and tutors.

Figure 8: Budget increase from 2000 – 2004



At one hand the increased budget resulted in better achievement and participation. On the other hand, the increased budget was not followed by the increase of quantity and quality of NFE educational personnel. A senior central policy makers emphasize the issue of considerable less control that non-formal supervisors have over their tutor dealing with equivalency education:

A supervisor provides insufficient professional support to a tutor to have a better practices. However, the tutor has to meet the non-formal education supervisors' expectation either for administrative purposes or for learning activities and achievement of more graduates of the equivalency programs which are often incompatible with the tutor's ideas.

(a middle level bureaucrat at central office)

Clearly the target to achieve more graduates rather than more quality of the program becomes a problem of the tutors. In a shortage of educational facilities and learning materials, the tutor has to provide a short cut – that is drilling to the tests utilizing used exam papers rather than providing life skills.

Tutors were busy training participants for the national examination preparation, non-formal education facilitator (tenaga lapangan pendidikan masyarakat) was not empowered, non-formal education supervisors were busy with various administrative jobs.

(a senior staff at central office)

... Many of the appointed school supervisors have no PNF experiences because they are administrators who are in the role of school supervisors to postpone their retirement.

(a staff of district office)

Meanwhile the supervisors as well have received little support for their existence in NFE programs. Because of decentralization, the Head of district/municipal (bupati/mayor) has autonomy, therefore, the support is heavily relying on his/her decision to support NFE program. The most significant issue of the supervisors is their status at their posts. Many of them were not yet permanently appointed before decentralization. Therefore, under decentralization, their status is depending on the political will of the bupati/mayor to appoint them as NFE supervisors permanently.

In general NFE supervisors are anxious about their status, however, in East Java 65% of NFE are definitive

(a senior bureaucrat in East Java province).

Another issue is that a NFE supervisor is powerless to apply for more tutors. Often their inputs were not listened by lack-informed Head of District Education Office.

There are insufficient numbers of tutors in compare to the required; we have to satisfy by having limited tutors teaching two or three subject of the package B.

(a supervisor)

Reform on regional autonomy requires changes in individual education personnel behavior. In case of NFE tutors, they have few problems in changing their behavior if they can see a positive outcome. These positive outcomes may mean something which supports their values or their power in the system, or which helps them to fulfill personal goals or welfare. What is most important is that the individual can see meaning for herself/himself in being involved in the change effort (Dalin, 1978). However, the change from a more complex situation in compare to formal education teachers can be worsened by a patron-client relationship. The tutors view themselves as the lowest status employees of the educational authority. Respect to all superiors who are participating personnel in the ruler's or government's power is valued. The hierarchical structure of authority and power is quite stable in Indonesian society. Despite a little respect for the tutors, they were not able to express their feeling openly. They feel uncertain, insecure and not confident to make any decisions. Difficulties of the tutors were expressed in the following:

The modules (learning materials) always late, however, I am able to utilize school textbook, or even borrow from other study groups. The incentive for us (tutors) are often reduced for administrative cost...

(a tutor of Package B)

The item tests of the national examination were not valid, the test was not measured content and skills that participants had obtained in the learning process. It was also not relevant to learning materials of the participants.

(a tutor of Package C)

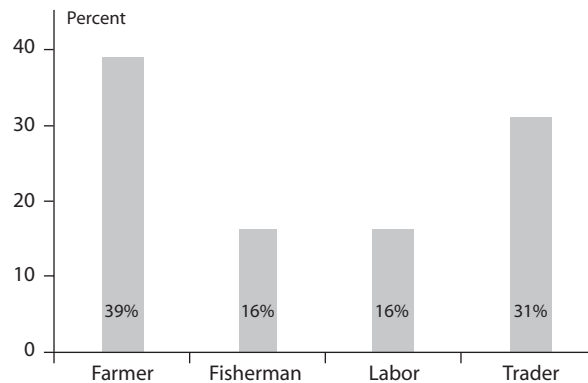
The weakness of the equivalency program is still implemented as a project-based. This resulted in other several weaknesses in relation to good governance, clean and transparent management, as well the quality assurance.

D. Survey findings

1. Package A

The respondents of participants of package A are female (70%) and male (30%). Most participants (77%) were within 13-15 years of age and the other (23%) were between 21 – 25 years of age. This indicates that the learners of Package A children are much older than those children in primary school (PS) or (MI). Almost all of the participants (85%) have attended formal school of (PS/MI) indicated that there is no participant who respond to the questionnaire coming from literacy program. It is interesting to realize the fact that there are also adult participants involved in the package A program. The data shown that 70% of package A learners are working, thus, some of the group age of 13 – 15 years are also working as seller in the traditional market, labor and fish catching. This is related as well to the occupation of their parents that can be seen in Figure 9. If we look at Figure A large number of parents of the participants are working as farmers (39%), this follows by traders (31%), fisherman (16%), and labor (16%). The participants take part in the program while there are also working with parents or by their own self.

Figure 9: Parent Occupation



The participants take part in the program with self motivation (85%) and with suggestion from parent (15%). The motive to take part in the program is to be able to become civil servant (39%), entrepreneurship (39%), and other various reason reasons (23%) such to have further education, to improve their quality of live, having more friends, learning new knowledge, and learning livelihood skill or even just to get a certificate.

The most popular skill activity is weaving (46%), sewing (40%), and maintenance (14%). Most of them are competent to weave (39%), some are able to sew properly (23%), household maintenance (15%), and mastering other skills of automotive, mechanic, computer, and glass painting (23%). The most favorite subject is social science (40%), mathematics (40%), and science (20%). According to the package A participants, discussion is the best method as considered by the learner (77%), while field work is also favorable (16%), however, only 7% of the learners interested in tutorial lecture. They responded to the questionnaire that the tutor mostly use discussion (54%), lecture (31%) and field work (15%).

An example of field work was illustrated by a package A tutor in one district of East Java. During Ramadhan (fasting month) in 2004, two learners were taught to cook a kind of snacks or cake. They receive 300 thousand rupiah or about US\$ 30 for buying the ingredients and US\$20 for equipment (electrical oven etc). A pair of learners then made the cake; other helped to pack and sell directly in the market and put some of them in the shop. Ramadhan is a time when Muslim people consume more sweets and cakes in the break of fasting or in celebrating Eids Fitri (Muslim Day). Within a week these learners had received Rp. 1.100.000,- or equal to US\$ 122. They returned the US\$ 50 to a tutor and had US\$ 70 profit that they may able to produce more cakes and share the profit between themselves. In terms of weaving as the most favorite activity, this may be related to their work in a craft factory.

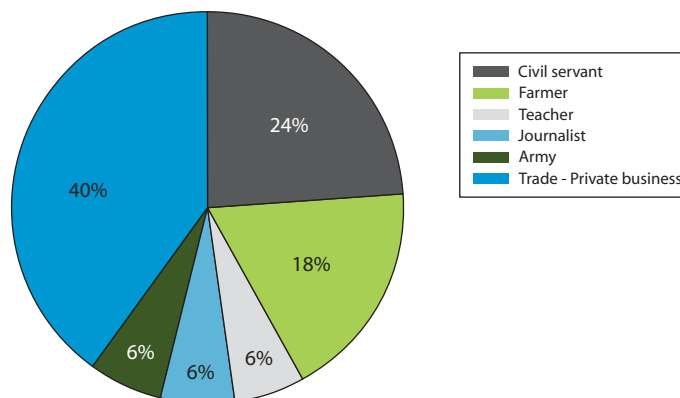
From this example, it is quite reasonable if the learners responded that they do satisfy with the support of their tutor (93%) because the tutors are kind, friendly, helpful, and praise on a good performance. More than 95% participants responded to learning hours as appropriate.

2. Package B

Interestingly, unlike the package A participant which have 70% female and 30 male participants, the participants of Package B shows an opposite pattern to those of package A. The female (31%) is less than male (69%) participants. Similar to the package A, most participants of Package B (82%) have had formal education background. Most participants (39%) were within 13-15 years of age and 16 – 20 years of age, 21 – 25 years of age (19%) and the other (3%) were between 26 - 30 years of age. Again, almost

all of the learners (82%) have attended formal schools, and 60% of them are workers. Parent occupation of Package B can be seen in Figure 10. This is quite different than the parent of package A participants which is mostly farmers and traders, many parents of package B are civil servants and operating small scale business or private enterprises.

Figure 10: Parent Occupation Package B



More than 66% of Package B participants are working. Despite more male participants in package B, activity skill of sewing is more popular (39%) than weaving (19%) and maintenance skills (4%). Moreover 38% of the participants are involved in the program of mechanic, automotive and computer.

Similar to the view of package A participants, the learner of package B agree that social science subject is more favorable than the others (66%), follows by mathematics (22%), and science (5%). Clearly that language subject is not popular enough. This should be taken into consideration by the curriculum designer, learning material authors, and tutors.

The package B participants also in favor of field trip as the best method considered by the learners (40%), while discussion is also favorable (37%), however, and 23% of the learners interested in tutorial lecture. By contrast, the tutor mostly use discussion (57%), lecture (31%) and field work (12%). Again learning method of field trip a kind of participatory method should be more implemented than the other. The learners explain that they gain better support from the tutor (40%) and fair support (54%). Those participants who are happy with their tutors expressed their reasons as follow:

The tutors

- . Relates the subjects to recent issues, development and applications
- . provide useful examples
- . generate active participation
- . encouraged to learn new things
- . make clear to the learner what and why they were expected to learn
- . serve individual differently and help slow learner
- . use references other than common textbooks
- . increase knowledge, insights, skills and experiences for the future life
- . maintain similar standard to formal school although is conducted in the evening
- . agree to select place that located in a strategic place and is easily accessible
- . provide clean, comfortable, and conducive learning environment.

On the other hand, those participants who were dissatisfied with the teaching-learning program said that:

- . Tutors always late to attend the class
- . Tutors discourage students from expressing their ideas and asking questions.
- . Lecturing is not interesting
- . having no preparation
- . Tuition fee is relatively high for our socio-economic class
- . Lack of experiment
- . No field trip
- . Lack of facilities for teaching-learning process
- . Too much to learn but too short time for it

Almost all participants take part in the program with self motivation (95%) and with suggestion from other (5%). The motive to take part in the program is to be able to become civil servant, entrepreneurship and other various reason reasons similar to the answer of package A participants such as to continue their study and to improve living conditions, or just to get the certificate.

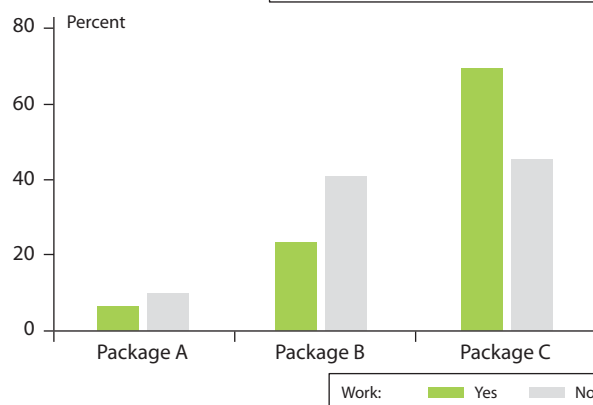
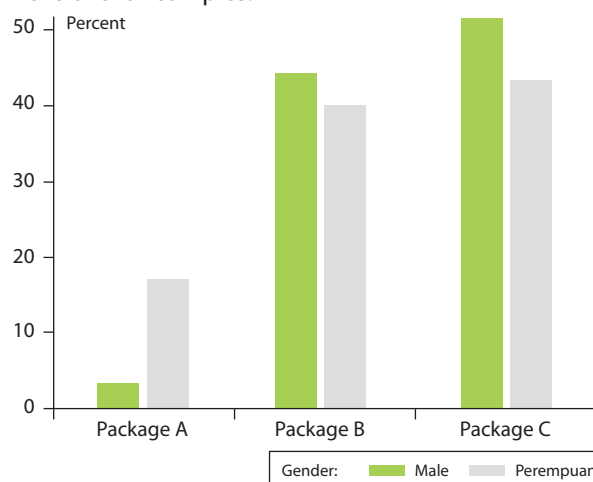
3. Package C

There are more male in package C (70%) than female (30%). The youngest participant of package C is 21 years and the eldest one is 45 years. Almost all of the participants (80%) have attended formal school (80%), few of them have not, and 70% of the participants are employees. The package C participants are more interested in household maintenance, mechanic, and automotive.

Other responses on learning methods, favorite subject and so forth are similar to that answer of package B participant, except more learners buy their own books in compare to the other. Learning materials are available 91% and sufficient (62%) however this means that they buy by their own (37%), and borrow (63%). Teaching materials are available and sufficient (75%), mostly the tutor borrows for teaching aids (69%). The test given by the tutors are relevant (93%).

All participants take part in the program with self motivation (100), the motive to take part in the program is to be able to become civil servant, employed by private company, and to get promotion in their work.

From the over all samples:



Tutor

The tutors' parent occupation consisted of civil servant (10%), farmer (11%), fisherman (7%), teacher (3%), and others 40%. (Figure 11)

More than half of the tutors (55.88%) never have attended any training program, while only 20.59% have attended training twice, 11.76% have attended training program once, 8.82% have attended training program for three times, and 2.94% have attended training program for more than three times. (Figure 12 A) Those tutors who have attended training program said that majority of them (80.0%) were involved in training program conducted at province level, while only 13.33% were involved in training program at central level and 6.67% at district or municipal level. (Figure 12 B)

The age of tutors ranged from 20 to 50 and above. More than half of the tutors (59%) fall between the age of 21 to 30 years, while 6% are 20 years old, 3% are between 31 to 40 years, 12% are between 41-50 years and 21% are more than 50 years. (Figure 13)

Around 68% of the tutors surveyed were engaged in other work and 29% were not engaged in other work and only 3% who run their own work. The kinds of work that the tutors were involved consisted of teaching (58.33%), private company (12.5%), army (4.17%) and other (25.0%). (Figure 14)

The findings also show that 20.59% of the tutors surveyed were involved in tutoring program A, while 23.53% were involved in either tutoring program B or C. About 14.71% were involved in tutoring program B & C, and 11.76% were involved in tutoring program ECE and only 5.88% were involved in tutoring program A & B. (Figure 15)

In term of educational background, more than half of the tutors (65%) graduated from university, while only 35% of them graduated from Senior High School. (Figure 16)

There were 38.24% of the tutors who have 1 to 2 years of tutoring experience, while 23.53% have 2 to 3 years of tutoring experience, 17.65% have 1 year of tutoring experience, 11.76% have 3-4 years of tutoring experience and only 8.82% have more than 4 years of tutoring experience. (Figure 18)

Figure 11: Parent Occupation

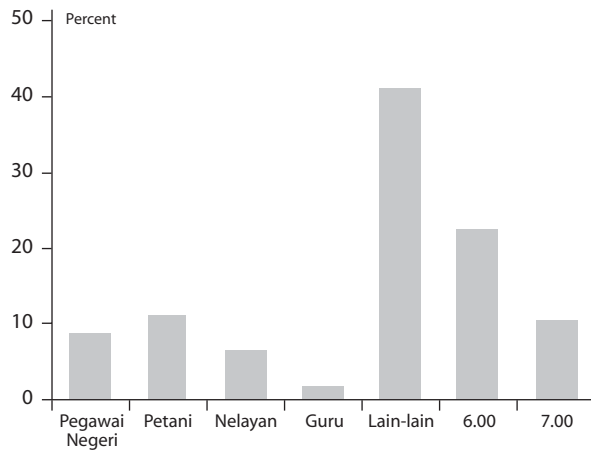


Figure 12 (A): Involvement in training

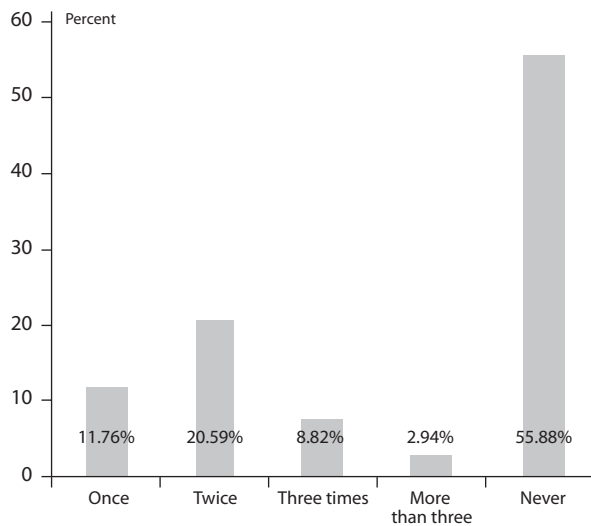


Figure 12 (B): Level of training

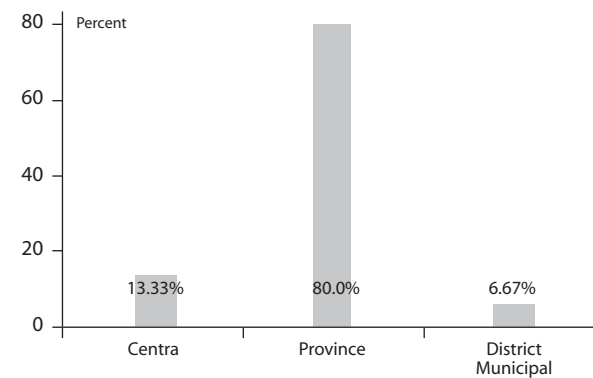


Figure 13: Percentage of age of tutors

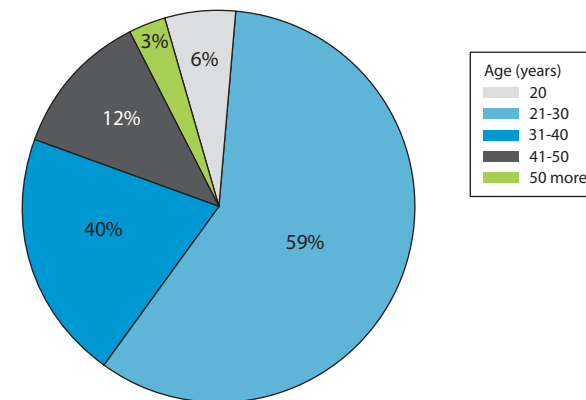


Figure 14: Tutors with work

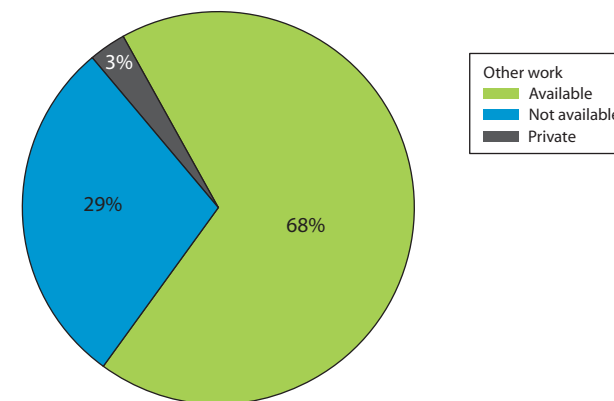


Figure 15: Other work

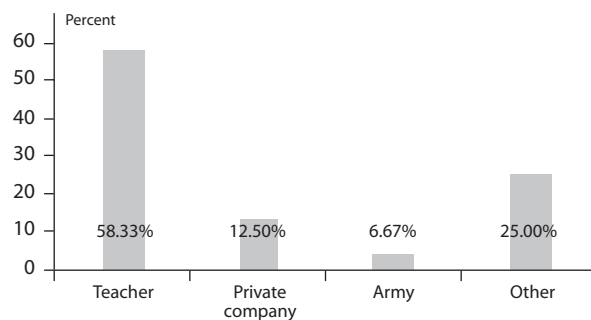


Figure 16: Tutoring program

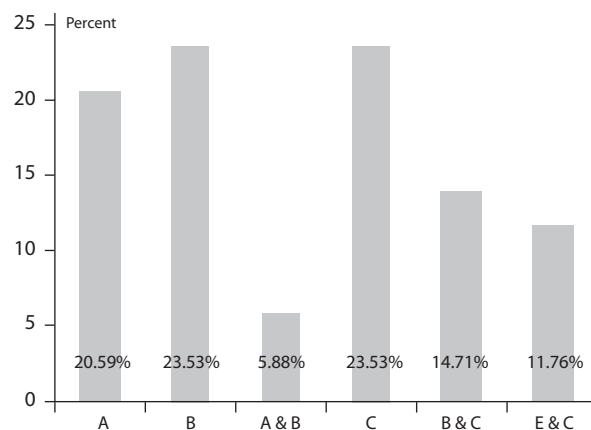


Figure 17: Tutors' educational background

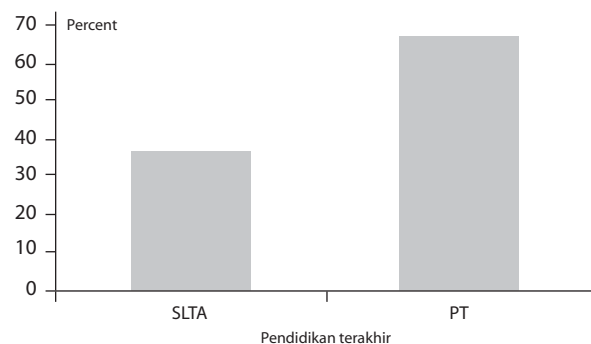
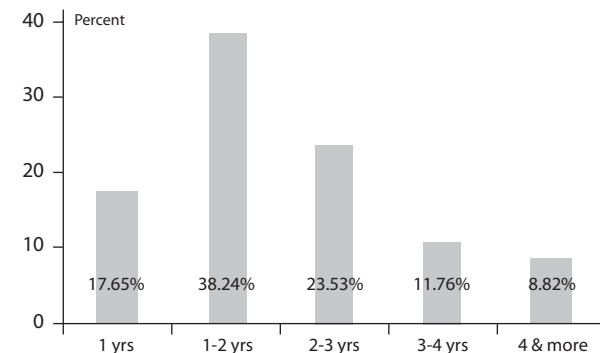


Figure 18: Tutoring experience



E. Outcomes and challenges of equivalency education

The number of drop-outs, and equal access for gender, and for learners with social and law problems are the challenges for the equivalency program. In 2003/2004, the number of drop-outs of Primary School (PS) and Madrasah Ibtidaiyah (MI) are 702,660 children and the graduates of PS plus MI who have no further schools are 542,258 children. In 2003/2004, the number of drop-outs of Junior Secondary School (JSS) and Madrasah Tsanawiyah (MTs) are 271,948 children. The equivalency program has to include these drop-outs into the program while budget is relatively limited. Equal access for girls and boys is also taken into consideration. In 2001/2002, the highest percentage of Junior Secondary School was the girls (girl: 6.88%, boy: 2.95%). Meanwhile the number of boys' drop-outs was relatively higher than the girls in Primary School (boy: 5.3%, girl: 4.74%) and Senior Secondary School (boy: 4.23%, girl: 3.67%).

Reaching street children, child-labors and children living in prison are also the challenges for the equivalency program. The challenges are greater after decentralization, especially in the district that pays less attention to non-formal education. Furthermore the survey findings also give general ideas for urgent need of improvement of many aspects and orientations of the current practice of equivalency. The following chapter will explain in detail suggested ideas for improvement of Equivalency education in the country.

V. Suggested improvements of equivalency education

As explained in earlier, Indonesia has long been promoting equivalency program. However, it was not until the enactment of the Act of Republic of Indonesia Number 20, Year 2003 on National Education System in 2003, that the equivalency program is significantly implemented to support the educational reform policy (see article 26).

Article 35

(2). National educational standards are used as a guideline for the development of educational personnel, provisions of facilities and equipment, management, and funding

(3). The development, monitoring, and reporting on the achievement of the national education standards are organized by a quality assurance body.

Article 36

The development of curriculum is based on national education standards for the pursuit of national education goals

The curriculum at all educational levels and types of education is developed according to principles of diversification, adjusted to the units of education, local, and learners potential.

Therefore, in order to realize the Education Law, the equivalency program has to be redesigned in terms of meeting the needs of the target learners and achieving the national education standards. However, it has been explained in the above chapter, that the existing model of equivalency education should be developed and improved. This chapter will elaborate in detail suggested orientations and ideas for improvement of equivalency education, which cover; the definition, policy supports, target learners, curriculum, guidelines, education personnel and examination of equivalency program.

1. Defining the equivalency education

To promote the equivalency education among all people and to avoid their confusion between the equivalency education and other systems of education in the country, there is a need to have clear definition of equivalency education. Thus the equivalency education is defined as follows:

a. Equivalency education

Equivalency education is part of the non-formal education system and consists of Package A, Package B, and Package C Programs. Package A is equivalent to Primary School, Package B is equivalent to Junior Secondary School, and Package C is equivalent to Senior Secondary School. The program caters to the education needs of those community members who have no access to education due to poverty, those who are school drop outs, those of productive age who wish to improve their knowledge and skills, those who require particular educational services in order to be able to cope with improvement in welfare and changes brought about by science and technology.

b. Package A program

Package A program is a non-formal education. It is designed for those community members who cannot attend Primary School and its equivalence because of social, cultural, psychological, economic, time and geographical factors. The outcome of the program has right to get a certificate that is equivalent to the Primary School certificate.

c. Package B program

Package B program is a non-formal education. It is designed for those community members who cannot attend Junior Secondary School and its equivalence because of social, cultural, psychological, economic, time and geographical factors. The outcome of the program has right to get a certificate that is equivalent to the Junior Secondary School certificate.

d. Package C program

Package C program is a non-formal education. It is designed for those community members who cannot attend Senior Secondary School and its equivalence because of social, cultural, psychological, economic, time and geographical factors. The outcome of the program has right to get a certificate that is equivalent to the Senior Secondary School certificate.

2. Policy support mechanism

The national equivalency program which is in the form Package A, Package B, and Package C programs is supported by legal national policy, as below:

1. The Indonesian Constitution of 1945.
2. Act of the Republic of Indonesia Number 20 year 2003 on National Education System
3. Act of the Republic of Indonesia Number 22 year 1999 on Local Government
4. The Government Regulation Number 25 year 2000 on rights and responsibilities of the central government and province as district of autonomy
5. The Government Regulation Number 73 year 1991 on the Out of School Education
6. The Decree of the Minister of Education and Culture, Number 0131/U/1991 on Package A and Package B
7. The Declaration of the Minister of National Education on 22 June 2000 on implementation of Package C.
8. The Decree of the Minister of National Education, Number 0132/U/2004 on Package C.
9. Memorandum of Understandings with other ministries on the implementation of Equivalency Education Programs.

In the practical level, there are some complains questioning the validity and legality of equivalency education certificates, especially for Package C certificate that is equivalent to Senior Secondary School certificate. To solve the problem the Directorate should actively socialize and disseminate these legal policy supports to all offices of education in all levels and to all related agencies.

3. Objective

The objective of equivalency education should be widened to cover the following aspects:

1. Providing educational services as substitute for, addition to and/or supplement to formal education for those school age and adults who cannot get access to education because of economic, personal, social, cultural, psychological, law, geographical, demographical, time and other factors and reasons.
2. Giving academic equivalency to the participants with certificate of Package A that is equivalent to Primary School, Package B that is equivalent to Junior Secondary School, and Package C that is equivalent to Senior Secondary School, by which they could continue their study or get job.
3. Developing personal, social, and intellectual skills of the participants to enable them utilizing and subjecting the resources

and potentials surrounding them for the benefit of upgrading their life standard.

4. Target learners

The participants of the Package A, B, and C programs are two groups; first is school age children who have limited or no access to formal education, and; second is adults who need education at primary and secondary levels. The numbers of drop-outs from primary and junior secondary schools are large enough, therefore, starting from next year (2005) the priority for equivalency program is nine year basic education through Packet A and Packet B programs. The criteria of selection the target learner are; number of dropouts, gender consideration, and reasons for not having a school such as psychological, geographical, time, social and cultural.

a. Target Learners of Basic Education

1) Condition of Learners: the dropouts and who have no further school

In the school year 2003/2004, the number of dropouts of Primary School (PS) and Madrasah Ibtidaiyah (MI) are 702,660 children and the graduates of PS plus MI who have no further schools are 542,258 children. The equivalency program of Packet A will look after the dropouts of grade IV, V, and VI that is about 350 thousands children.

2) Criteria of Target Learners

Based on the above data, service priority of equivalency education Package A, B, and C is given to the participants with the following criteria:

The participants of Package A (equivalent to Primary School) are:

- . School age children with the priority of 7-12 years old children who have not attended at Primary School and its equivalence.
- . The dropouts of Primary School and its equivalence.
- . Those who cannot attend any formal school because of geographical factor; the school is far from their residence, time factor; the formal school schedule is not suitable for them, or because of economic, law, social and cultural reasons.
- . Equally from both male and female (without gender bias).

The participants of Package B (equivalent to Junior Secondary School) are:

- . Graduates of Package A / Primary School and its equivalence.
- . The dropouts of Junior Secondary School and its equivalence.

- . Those who cannot attend any formal school because of geographical factor; the school is far from their residence, time factor; the formal school schedule is not suitable for them, or because of economic, law, psychological, social and cultural reasons.
- . Equally from both male and female (without gender bias).

The participants of Package C (equivalent to Senior Secondary School) are:

- . Graduates of Package B / Junior Secondary School and its equivalence.
- . The dropouts of Senior Secondary School and its equivalence.
- . Those who cannot attend any formal school because of geographical factor; the school is far from their residence, time factor; the formal school schedule is not suitable for them, or because of economic, law, psychological, social and cultural reasons.
- . Equally from both male and female (without gender bias).

As explained in chapter II, The data shows that the most important reason people (between 7-18 years old) not attending school is because of problem of economy (67%), while personal, social, cultural and psychological problems are in between 0,4 to 9,6%. They constitute as the unreached of school age children. Therefore the target learners of equivalency education for school age children are those children with problem of economy who live with poor family of agriculture community, children of poor fishermen, and poor people of the city, and those of the unreached school children because of personal, social, cultural, psychological, law, geographical, demographical, and time problems. Among them are: religious school children, street children, and child laborers.

b. Adult Target Learners

Data from BPS indicates that in year 2003 there was still 15.533.571 people age 10 years old upward cannot get access to education, and become illiterates. The data further indicates that 4.4 millions of them were between 10 to 44 years old, and most of them were females, 3,9 millions of them between 15-44 years old, and 11,2 millions those who are 45 years old and upward. The data also indicates that they are scattered in the nine provinces possess the biggest number of illiterates; East Java, Central Java, West Java, South Sulawesi, Papua, Nusa Tenggara Barat, Nusa Tenggara Timur, West Kalimantan and Banten. The reasons of

being illiterates and unreached by education can be referred to table 1 as mentioned above. The data indicates that the most important reason of not attending school is because of problem of economy followed by personal, social, cultural and psychological reasons. Therefore the target learners of equivalency education for adults are those peoples with problem of economy that concentrated in agriculture community, fishermen, and poor community of the city, and those of the unreached adults because of personal, social, cultural, psychological, law, and time problems. Among them are: prisoners and ex prisoners, prostitutes and ex prostitutes, and ethnic minorities.

Equivalency education for adults, through andragogy approach, should focus on life skills or employable skills and moral building. Life skill and employable skill education; such as home management, local economy, livelihood, and work ethics, can make their life better and guarantee better future for them. While moral building of young generations that given through moral building oriented subjects will save guard them from drug and HIV and other personal and social problems.

c. Number of Target Learners Reached by the Equivalency Education in 2004

Table 18: Number of Package A, B, and C Participants year 2004

N°	PROVINCE	LEARNERS			TOTAL
		PACKAGE A	PACKAGE B	PACKAGE C	
1	Aceh	2,910	5,600	1,000	71,860
2	North Sumatera	2,690	7,560	930	13,630
3	West Sumatera	3,160	11,740	550	16,580
4	Riau	1,860	8,920	580	13,300
5	Jambi	1,740	11,750	820	15,850
6	South Sumatera	1,080	8,120	820	13,010
7	Bangka Belitung	1,945	4,092	350	7,927
8	Bengkulu	1,540	7,680	410	12,670
9	Lampung	1,160	4,297	750	9,437
10	Jakarta	340	7,440	780	11,180
11	Banten	5,442	7,857	600	23,079
12	West Java	5,060	34,340	1,640	59,000
13	Central Java	1,660	36,140	2,000	54,570
14	Yogyakarta	1,040	11,736	640	15,186
15	East Java	2,580	31,041	2,000	64,021

16	Bali	620	11,626	880	15,816
17	Nusa Tenggara Barat	2,200	6,180	1,720	21,210
18	Nusa Tenggara Timur	4,240	9,490	1,780	21,210
19	West Kalimantan	2,640	10,190	920	19,750
20	Central Kalimantan	4,100	11,160	2,820	19,220
21	South Kalimantan	1,880	12,300	1,280	17,850
22	East Kalimantan	1,730	9,750	420	13,280
23	North Sulawesi	1,375	9,990	630	12,765
24	Gorontalo	905	3,844	320	5,669
25	Central Sulawesi	2,970	10,110	860	15,270
26	South Sulawesi	3,480	15,128	1,580	30,268
27	South East Sulawesi	2,360	5,440	1,110	11,760
28	Maluku	3,092	6,340	700	11,182
29	North Maluku	2,140	8,720	480	12,740
30	Papua	3,820	15,980	27,400	28,920
TOTAL		71,759	344,561	32,110	601,020

Source: Dikmas - 2004.

The 4.4 millions illiterates (between 10 to 44 years old) is serious challenge for the country. It has been hoped that the equivalency education Package A program could cater the dropouts of grade IV, V, and VI of PS and MI that is about 350 thousands children (as indicated by Table 1), while Package B program could cater the dropouts of JSS and MTs that is about 271,948 children (as indicated by Table 2). The data from the Directorate of Community Education (as in Table 3) indicate that Package A program, in 2004, serves only 71,759 learners, while Package B program can serve 344,561 learners.

Package A and B programs are sponsored fully by the government while Package C program is self-sponsored and subsidized partly by the government through the Directorate of Community Education. The number of learners shown by the above data is based on the Directorate budget allocated for the learners. However, based on our survey and interview with the implementers of equivalency education in many places found that the budget given by the Directorate in some cases is shared and used by more number of learners than what is targeted by the budget. According to Shahib, the education officer in District of Gresik, East Java, that the budget given by the Directorate for 20 learners in Pondok Pesantren KH Khalil and in other Community Learning Centers in the District is used for 25 learners and more.

Priyana, the Director of DM (Dewan Masjid/ Masjid Council) West Java, also states that he can use and manage the budget allocated for 50 learners to be for 75 learners. With the assumption that the budget allocated by the Directorate could be used for more participants so the real participants of equivalency education can be more than the number shown by the above data.

5. Curriculum

The existing curriculum of equivalency education, as stated in the above, is revised version of curriculum year 1994, which based on formal school curriculum. It is not competency based curriculum. Further more the curriculum is more academic in its nature. The diversity of backgrounds; economic, social, psychological, and different competencies and ages require contextualized, customized, academic and skill oriented curriculums. Thus, the Directorate has been designing new academic curriculums, updating the existing curriculums and making them relevant to the non-formal education, and formulating competency standard of Package A, B, and C programs. The Directorate also has been designing new life skill curriculums: livelihood, home management, local economics, and work ethics. The updated and new curriculums realized different ages and diverse backgrounds and urgent need of learners.

The curriculum is designed based on the local conditions and potentials and relevant to the needs of the target learners and groups. It includes 40 percent of life skills through work-oriented program consist of household and local economy, income generating skills, entrepreneurship, work ethics, and career guidance. The curriculum consists of the followings:

1. Moral building and academic oriented subjects that equivalent to minimal competency that has to be achieved by primary and secondary education that include: Religion, Citizenship and Social Sciences, Indonesian language and its literature, English, Mathematic, Science of Physic.
2. Life skill oriented subjects that stress on abilities to create one's own work or to develop business enterprise for oneself and for others. The subjects consist of: Work Ethics, Home Management, Local economics, Livelihood (optional, based on local potentials), Art, and Physic Education.

The structure of equivalency education, package A,B,C programs in detail is as in the following tables:

Table 19: Curriculum Structure for Package A

SUBJECTS		TIME ALLOCATION (CONTACT HOURS/YEAR)	
		CLASS: I, II, III	CLASS: IV, V, VI
Moral building and academic oriented	Religion	Functional Literacy Thematic with emphasis on reading, writing and counting.	45
	Citizenship Education and Social Sciences		91
	Indonesian Language		91
	Mathematic		91
	Science of Physic		91
Life Skill Oriented	Art		45
	Physic education		60
	Home management		30
	Local economics*		60
	Livehood/Local Potentials		45
	Work Ethics*	30	
TOTAL CONTACT HOURS		536	680

Note: * is given to the adults participants of package A.
For the school age participants they learn Home Management and Income Generating Skills instead of Local Economic and Work Ethics.

Table 20: Curriculum Structure for Package B

SUBJECTS		TIME ALLOCATION (CONTACT HOURS/YEAR)
		CLASS: VII, VIII, IX
Moral building and academic oriented	Religion	51
	Citizenship Education and Social Sciences	51
	Indonesian Language and Literature	77
	English	77
	Mathematics	102
	Social Sciences	102
	Physic Sciences	102
Life Skill Oriented	Art	51
	Science or Health and Physic	51
	Home management	34
	Local economics	68
	Livehood*/Local Potentials	68
	Information/Communication Technology	51
Work Ethics	34	
TOTAL CONTACT HOURS		918

Table 21: Curriculum Structure for Package C
Package C Majoring in Social Sciences

SUBJECTS		TIME ALLOCATION (CONTACT HOURS/YEAR)
		CLASS: X, XI, XII
Moral building and academic oriented	Religion	51
	Citizenship Education and Social Sciences	51
	Indonesian Language and Literature	102
	English	102
	Mathematic	102
	History	76.5
	Sociology	76.5
	Anthropology	76.5
	Geography	76.5
	Life Skill Oriented	Art
Physic Education		30
Home management		30
Local economics		42.5
Entrepreneurship		67.5
Information/Communication Technology		55
Work Ethics		30
TOTAL CONTACT HOURS		969

Package C Majoring in Language

SUBJECTS		TIME ALLOCATION (CONTACT HOURS/YEAR)
		CLASS: X, XI, XII
Moral building and academic oriented	Religion	51
	Citizenship Education and Social Sciences	51
	Indonesian Language and Literature	102
	English	102
	Mathematic	102
	History	76.5
	Sociology	76.5
	Anthropology	76.5
	Foreign language	76.5
Life Skill Oriented	Art	30
	Physic Education	30
	Home management	30
	Local economics	42.5
	Entrepreneurship	67.5
	Information/Communication Technology	55
	Work Ethics	30
TOTAL CONTACT HOURS		969

Package C Majoring in Science of Physic

SUBJECTS		TIME ALLOCATION (CONTACT HOURS/YEAR)
		CLASS: X, XI, XII
Moral building and academic oriented	Religion	51
	Citizenship Education and Social Sciences	51
	Indonesian Language and Literature	102
	English	102
	Mathematic	102
	Science of Physic	102
	Chemistry	102
	Biology	102
	Life Skill Oriented	Art
Physic Education		30
Home management		30
Local economics		42.5
Entrepreneurship		67.5
Information/Communication Technology		55
Work Ethics		30
TOTAL CONTACT HOURS		969

6. Redefining life skill

Based on the current condition of Indonesian people; their needs, cultural, and social backgrounds and their geographical potencies, the Directorate is redefining and developing life skill into 4 important aspects, i.e.: Work Ethics, Home Management, Local economics, and Livelihood. Work Ethics is defined as moral and behavioral skills that should be mastered by the learners. It covers building motivation, self-esteem and effective communication, Home management teaches; responsibilities of family member, family education, heal and clean life, nutrition, and management of family financial. Local economics covers; learning local economic resources, studies on local economic institution, and entrepreneurship. While Livelihood skills cover all vocational skills that generate daily life incomes. These life skills should be put practically into curriculum for equivalency education. Thus, the Directorate has been focusing on formulating and designing curriculum of these four aspects of life skills. It has completed agriculture and fishery based curriculum, and livelihood curriculum.

This life skills program is in the process of redesigning through voucher system and the provision of block grant for life skills and income generating skills.

7. Guidelines

The existing equivalency education does not have enough guidelines. For the purpose of improving efficiency and professionalism of service the Directorate has been updating Service Guideline, and Operational Procedure and Guideline of National Exam. For improving quality of teaching-learning process and curriculum the Directorate has been designing several guidelines, mainly: Curriculum Guideline for equivalency education, Guideline on Pedagogy and Andragogy, Completeness Learning Guideline, Guideline for Tutor Recruitment, and Guideline for Tutor Training Workshop.

8. Learning materials

Learning materials are suggested in the form of competency-based modules. Modules contain objectives, expected learning outcomes, activities, practices, and evaluation; they are presented as an integration of academics principles and best practices, customized to potencies, diversified, more relevant to real needs and based on experiences from day-to-day life. The Directorate has completely upgraded modules, i.e. modules of Grade 4 for all of the subjects in Package A, modules of Grade 7 for all of the subjects in Package B, and modules for grade 10 for all of the subjects in Package C. The Directorate also now in process of designing life skill modules, mainly agriculture based and fishery based modules. Schoolbooks and other sources of learning materials such as printed media, multi media services and resource persons are also used, for the purpose of enrichment.

9. Methodes of teaching-learning

Method of teaching and learning should not only tutorial in nature as what has been going on in the existing model. Andragogy and Pedagogy Guideline together with Teaching and Learning Guideline will guide tutors to master different teaching and learning methods. The different backgrounds and characteristics of the learners in equivalency education require divers methods of teaching-learning process. Thus, the teaching-learning methods in equivalency education are varieties; constructive,

cooperative, interactive, experiment, tutorial, discussion, demonstration, simulation, assignment, and individual learning, and apprenticeship.

10. Delivery system

The system of delivery should focus on the needs and potencies of local communities, using efficient and flexible learning materials, and offers a menu allowing for a variety of choices. Since learning activities are delivered in the form of modules, under the guidance of tutors the learners should comprehend the objectives, competencies, and the learning results that must be achieved, including the time available for each competency and all modules. Learning periods should be more flexible. Group of learning should be smaller. The learners also should have consultation during the tutorial sessions and extra consultation hours out of tutorial sessions to improve their performance.

11. Active co-operation of partners

For the purpose of widening the access and mobilizing synergies and resources for the betterment of equivalency education programs, the Sub Directorate of Equivalency Education in The Directorate of Community Education, the Directorate General of Out Of School and Youth Ministry of National Education actively has been making cooperation, collaboration and involvement with partners includes non-government organization (NGO), social-community organization (orsosmas), rural development specialists, universities and government institutions and private sectors such us NIKE shoes, Beauty and parlor agency i.e. cosmetics, herbal medicine, and SPA. The Directorate General of Out Of School and Youth Ministry of National Education also has signed MOU with Ministry of Home Affairs, Ministry of Agriculture, Ministry of Forestry, and Ministry of Maritime, and Ministry of Religion Affair.

12. Equivalency education institutions

The program is implemented by developing potentials of communities through opening access for their participation in education services in line with the principle of community education that is by, from, and for the people, through institutions carrying out community-based non-formal education activities. The government, in this case the Department of National Education plays the role of a facilitator, meaning doing everything possible to

make it easier for local organizations and or community groups to play their role as implementers of the program. Among of the implementers are:

a. PKBM (Pusat Kegiatan Belajar Masyarakat/Community Learning Centers)

PKBM is a place or center for community learning. It is non-formal educational institution belonged and managed by social organizations, religious institutions and other community organizations. The role of the Directorate of Community Education is as facilitator. It is established for empowering community's potencies for economic, social and cultural development. PKBM as center for learning, which is from and for benefit of communities, is neutral and flexible in its nature. It is open for all kinds of communities to learn all their needs and demands and under guidance of tutors they can, freely, set their learning subjects. PKBM serves many programs, among them are; early child education, functional illiteracy, equivalency education of Package A, B and C program, vocational courses, etc. Currently there are 3.064 PKBM scattered in cities and villages in all over 400 districts of the country, some are transmigration community based, agriculture community based, street children based, prisoners and ex prisoners based.

b. BPPLSP (Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda/ Center for developing of out of school education and youth)

BPPLSP (Center for developing of out of school education and youth) is a unit of technical service owned and managed directly by the Directorate General of Out of School Education and Youth, Department of National Education. It is responsible to develop a model for implementation of non-formal education. Currently there are 5 BPPLSP, each in province level; Semarang (Central Java), Bandung (West Java), Surabaya (East Java), Medan (North Sumatra), and Makasar (South Sulawesi). The unit conducts research studies and non-formal education programs, including equivalency education of Package A, B, and C program.

c. BPKB (Balai Pengembangan Kegiatan Belajar/ Center for Learning Activities Development)

BPKB (Balai Pengembangan Kegiatan Belajar/ Center for Learning Activities Development) is a unit of technical service owned and managed by Department of Education in province level. Now, there are 23 BPKB in 23 different provinces in Indonesia. As BPLSP it develops a model for implementation of non-formal education

by conducting research studies and programs on non-formal education activities, including Package A, B, and C programs.

d. SKB (Sanggar Kegiatan Belajar/ Center for Learning Activities)

SKB (Sanggar Kegiatan Belajar/ Center for Learning Activities) is a center for learning activities, owned and managed by Department of Education in district level. Now, there are and 277 SKB spread in 400 districts of the country. As a center of learning activities, it provides different kinds of non-formal education programs for communities, including Package A, B, and C programs.

e. Pondok Pesantren (Religious boarding schools)

Pondok pesantren is the earliest educational institution in Indonesia. It began together with the coming of Islam in the country 13 centuries ago. It has been playing very important role in spreading the religion of Islam and in the development of religious educational system in the country. Today there are 14.000 pondok pesantrens in Indonesia. Most of them are in villages and rural areas. Most of their learners are poor children of agriculture and coastal communities. Pondok pesantren, which are under supervision of the Ministry of Religious Affairs, provide formal and non-formal education. With the signing of MOU between Directorate General of Out of School Education and Youth Ministry of National Education and Directorate General of Islamic Education and Institution Ministry of Religious Affairs, many pondok pesantrens serve equivalency education of Package A, B and C program.

f. Religious and social organizations

Among the biggest religious organizations in Indonesia are Muhammadiyah and Nahdlatul Ulama. The two organizations possess thousands of education institutions, mosques and religious circles (Majlis Taklim) spread in all over the county. Some of these thousands of education institutions, mosques and religious circles provide equivalency education programs. Other than these two Islamic organizations there are also organizations belonged to the Christian, Catholic, Hindu and Buddha that serve the same programs.

g. Community Organizations

Community organizations (LSM) are encouraged to work for non-formal education programs. Many community organizations established PKBM then serve equivalency education, and some of them server the program without establishing PKBM.

13. Education personnel

Table 19: Education personnel year 2004

N°	PROVINCE	LEARNERS			TOTAL	TLD	FDI
		PACKAGE A	PACKAGE B	PACKAGE C			
1	Aceh	146	1,122	150	1,653	300	40
2	North Sumatera	135	1,512	138	2,030	242	50
3	West Sumatera	158	2,346	84	2,701	300	40
4	Riau	93	1,782	90	2,159	104	60
5	Jambi	87	2,352	126	2,719	104	60
6	South Sumatera	54	1,626	126	2,719	152	60
7	Bangka Belitung	97	816	54	1,121	18	10
8	Bengkulu	77	1,536	60	1,077	82	10
9	Lampung	58	858	114	1,353	78	20
10	Jakarta	17	1,488	120	1,887	40	0
11	Banten	272	1,572	90	2,852	151	20
12	West Java	253	6,870	246	9,165	373	120
13	Central Java	83	7,230	300	9,090	561	120
14	Yogyakarta	52	2,346	96	2,671	78	8
15	East Java	129	6,210	300	9,479	664	160
16	Bali	31	2,328	132	2,760	77	30
17	Nusa Tenggara Barat	110	1,236	258	2,715	124	80
18	Nusa Tenggara Timur	212	1,896	270	3,229	297	80
19	West Kalimantan	132	2,040	138	2,910	132	30
20	Central Kalimantan	205	2,232	426	2,977	121	44
21	South Kalimantan	94	2,460	192	2,985	249	60
22	East Kalimantan	87	1,950	66	2,241	81	60
23	North Sulawesi	69	1,998	96	2,240	89	20
24	Gorontalo	45	768	48	921	34	20
25	Central Sulawesi	149	2,022	132	2,436	95	40
26	South Sulawesi	174	3,024	240	4,446	300	200
27	South East Sulawesi	118	1,086	168	1,657	86	30
28	Maluku	155	1,266	108	1,634	36	30
29	North Maluku	107	1,746	72	1,634	45	40
30	Papua	191	3,198	414	4,441	150	40
TOTAL		3,590	68,916	4,854	92,619	5,163	1,582

Source: Dikmas - 2004.

Education personnel in equivalency education in Indonesia consist of; tutor and NST (Nara Sumber teknis/ skill-based resource persons), FDI (Fasilitator Desa Intensif/ intensive village facilita-

tor), TLD (Tenaga Lapangan Dikmas/ field staff of Directorate of Community Education), and Penilik (supervisor). They are people who meet predetermined criteria, have commitment, motivation and capability of teaching, mentoring, tutoring, and facilitating learning activities.

(i) Tutor or NST (Nara Sumber Teknis/ skill-based resource person)

Tutor or NST is education personnel in equivalency education of Package A, B, and C programs. Tutor / NST is recruited from community members by the office of National Education in province and district levels with cooperation with the implementers of equivalency education and other related agencies. Tutor/ NST is required to have personal, social, academic and vocational competencies. Formal school teacher with adequate experience is given priority. Among the responsibilities of tutor/ NST are:

- To guide and facilitate learners in acquiring and mastering subjects and learning materials and life skills.
- To make evaluation and report the results of evaluation.
- To design further actions and programs.

Currently there are there are 92,619 tutors hired by the Directorate of Community Education (see Table 19). They are dedicated educators implementing very big responsibilities with very small salary, only Rp 120.000 / month. Even, it is found in some areas, the said amount is still deducted by the officer with administrative reason. The real number of tutors /NST in the field can be more than the number shown in the above table, because based on our meeting and interview with the implementers and education workers in many places, we found that there are many volunteer tutors and implementers involving and conducting Package A, B and C programs without receiving any payment from the governments. The survey we conducted indicates that tutors need training in order to upgrade their tutoring competency.

(ii) FDI (Fasilitator Desa Intensif/ Intensive Rural Facilitator)

FDI (Fasilitator Desa Intensif/ Intensive Rural Facilitator) is education personnel for intensive rural education development. They are now 1,582 facilitators distributed for the 700 hundred rural areas (see Table 19), consisting of science and non-science backgrounds. The responsibilities of the facilitator are:

- a. Collecting data for situation analysis and program planning,
- b. Designing program for non-formal education based on the collected data,
- c. Collaborating and cooperating with education stakeholders and village community,
- d. Facilitating learning groups based on the needs of rural people.
- e. Proposing budgeting plan,
- f. Mobilizing resources for the provision of educational facilities and learning materials,
- g. Generating and motivating community learning center,
- h. Monitoring and evaluating learning activities,
- i. Documenting progress and successful ideas,
- j. Disseminating successful achievement, and
- k. Reporting.

The incentive for the facilitators includes honorarium, transport, operational cost, and pre-departure training. The contract is for 9 month per year. The recruitment of facilitators is carried out at provincial levels based on the proposal of district levels. Interviews and paper test are conducted in the recruitment processes. Pre-departure training is available for basic statistics, sociology of rural, economy, andragogy, pedagogy, and non-formal education.

(iii) Penilik (Supervisor)

Penilik is a government officer of education in sub district. Among of his responsibilities are:

- a. Monitoring and developing non-formal education programs in sub district levels
- b. Figuring out data of tutors, facilitators, and implementers of non-formal education programs.
- c. Reporting.

(iv) TLD (Tenaga Lapangan Dikmas/ Field Staff of Dikmas)

TLD (Tenaga Lapangan Dikmas/ Field Staff of Dikmas) is an education personnel assigned to help Penilik in implementing his responsibilities. TLD is recruited and hired by the Directorate of Community Education on contract basis. There are 5,163 TLD distributed in 30 provinces of the country (Table 19).

14. Evaluation system of equivalency education

There are two kinds of evaluation of learning outcomes in equivalency education, namely, authentic assessment and final examination.

The authentic assessment can be carried out independently by answering and solving the exercises integrated in each module. Learners can measure their performance by comparing their responds to problems posed in the exercises to correct responds given in the key answer book. The learners can also complete the learning activities provided in the modules for example in the form of experiment, project, and products. After completing all the requirements of each module, learners can move on the next activities. Tutors carry out the evaluation of the learners through observation, discussion, work assignment, tests, product evaluation, portfolio of the learners during the tutorial process, and final evaluation at the completion of each module. Tutors in report cards document evaluation results.

National examination organized by the Assessment Center, Office of Research and Development, Department of National Education for Package A, Package B, Package C.

National examination for equivalency education

The Education Act, N° 20, 2003, has clearly stated that "The outcomes of the non-formal education shall be recognized as being equal to the outcomes of formal education program after undergoing a process of assessment by an agency appointed by the Government or Local Government based on national education standards". And the Decree of the Minister of National Education N° 114/U/2001 on the Evaluation of Learning Outcomes at National Level, stated that evaluation at the completion of the programs is carried out through a national examination organized by Assessment Center, Office of Research and Development, Department of National Education. Thus, at the end of the Package A, Package B, and Package C program sessions, national examination is held as one of the efforts at quality control. The purpose is to authorize the equivalency of qualifications of graduates from non-formal education with the qualifications of graduates from the formal education system. This National Exam gives the graduates from equivalency education programs recognition and equivalent civil effects, i.e. graduates of Package A equivalent to graduates of Primary School, graduates of Package B equivalent

to graduates of Junior Secondary School, and graduates of Package C equivalent to graduates of Senior Secondary School.

The implementation of national examination system includes development of examination problems, computerized answer sheets, selection of examination sites, determination of passing grades, etc., is decided by Assessment Center, Office of Research and Development, Department of National Education. To ensure that the implementation of the national examination for Package A, Package B, and Package C meets the standards for quality control, a Standard Operation Procedures for the Implementation of National Examination for Package A, Package B, and Package C, is issued by the Education Evaluation Center, in cooperation with the Directorate of Community Education, Directorate General of Out of School Education and Youth. The Standard Operation Procedures describes in detail the steps for implementing the national examination, from its preparations at the national level to its administration at the sites of examination. Monitoring of the implementation of the examination is carried out in a thorough and controlled manner.

a. Schedule of National Examination

National Examination is held twice every year, in April-May and in October. Schedules can be adjusted to, in the event the schedule overlaps Muslim fasting month (Ramadhan).

b. Qualifications for Participation in National Examination

Examinees of national examination are learners of Package A, Package B, and Package C programs who meet the following administrative requirements:

- Registered as member of learning group and registered in master registration book.
- Owner of letter of completion of learning/certificate/affidavit equivalent to the letter of completion of learning from learning unit one level lower, with the year of issuance at least two years prior to the year of the holding of the national examination concerned.
- Attending class VI for Package A, class III (class IX) for Package B, and class III (XII) for Package C. In addition, they must have completed all modules or learning program, certified by evaluation results in the form of progress reports or report cards.
- At the time of examination are at least 12 years old for Package A, 15 years old for Package B, and 18 years old for Package C.

c. Passing grades

Minimum passing grades for all examination subjects are as follows:

Package A	22,5
Package B	28,5
Package C (Social sciences)	28,5
Package C (Exact sciences)	33,25

d. Certificates

Examinees of national examination who meets the criteria for passing the national examination are given the predicate "Successful". On the other hand, those who have not succeeded in meeting the criteria are given the predicate "Unsuccessful". National examination results are used entirely as the basis for determining successful completion of the examination. Successful takers are provided with a Letter of Successful Completion of Examination, issued and signed by the head of Education Evaluation Center, and with a certificate issued by the Directorate of Community Education, Directorate General of Out of School Education and Youth, and signed by the Head of Education Services Office of the relevant district/municipal government.

VI. Conclusion and Recommendation

Since early post-independent period (1945-1965), Indonesia has started to combat illiteracy. In 1966-1970, the country promoted functional literacy by teaching job related skills together with reading and writing skills. Furthermore in 1970-1990, Indonesia started introducing equivalency education Package A program as new model for eliminating illiteracy. The program resulted a decreased number of illiterate people from 31,5 millions (1971) to 17,3 millions (1980), reduced further to became 13,5 millions (1985), and declined up to only 5,7 millions (1990). In between 1990-2004, the equivalency education had been developing in very significant way. The most achievement of that period was legal aspects of Equivalency Program. In 1991 Packet A and Packet B were legalized by Ministerial Decree 0131/U/1991. In July 2003, the non-formal education has been included in the Law of Republic Indonesia N° 20 about National Education System that recognizes the outcomes of the non-formal education as being equal to the outcomes of formal education program after undergoing a process of assessment by an agency appointed by the Government. Finally, in 2004, the Packet C program has been legalized by Ministerial Decree Number 132/U/2004.

Thus, the equivalency education has very special place in Indonesian educational system. It has been playing very significant role in Indonesian education development. However, based on our study we find that there are shortcomings, obstacles and problems in many aspects of equivalency education. We then offer suggested ideas for improvement of many aspects of equivalency education in the country. Our study, even though uses limited samples (Gresik in East Java, Jakarta and West Java) but our findings are general in their nature; constituting ideas, criteria, conditions and characteristics of equivalency education in Indonesia in general. Based on our findings we suggest the following recommendations:

1. Curriculum

The diversity of backgrounds (economic, social, cultural and psychological) and different competencies and ages of learners in equivalency education require contextual and customized curriculums. It must be relevant to the non-formal education, be based on local conditions and potentials and relevant to the needs of the target learners and groups. It must be moral building, academic and life skill oriented. While the most important life skills should be developed are: livelihood, home management, local economics, and work ethics.

2. Methodology

The diversity of backgrounds and different competencies, ages and experiences of learners in equivalency education need also different teaching-learning methodology. The teaching-learning methodology of equivalency education must be constructive, cooperative, comprehensive and interactive. Pedagogy and Andragogy approaches should be seriously applied. Tutorial is not too much encouraged because it does not stimulate learners to be active and to be self-learners. While discussion that mostly used by the tutors (as indicated in our survey) must be followed by other methods, such as experiment, demonstration, simulation, assignment, individual learning, and apprenticeship.

3. Tutor Training

The survey indicates that most of the tutors do not have enough tutor training experience. Tutor training is needed for them; for building their competency, capacity and professionalism.

4. Socialization

Socialization of policies, regulations and programs of equivalency education must be done in more active and professional way by utilizing all possible and available channels; government agencies, related organizations and all kinds of media. Thus, people will not misunderstand legality of equivalency education certificates, or more people can understand MOU made by the higher-level officers, or more people will have better understanding about equivalency education in general.

5. Lifting project-based management

The weakness of the equivalency program is still implemented as a project-based. This results several weaknesses in relation to good governance, clean and transparent management, as well the quality assurance.

6. Implementing MOU

For widening the access of equivalency education, the Directorate General of Out of School Education and Youth Ministry of National Education has made cooperation and signed MOU with other directorates of other ministries. However the cooperation and MOU signed by the higher-level officers have not given significant results because they have not been really implemented by the officers in the grass root level.

7. National Examination

The quality service, professional procedure and moral commitment in implementation of national examination of equivalency education must be adhered and adopted.

APPENDIX 1
REFERENCES

Dalin, P. - [1978] - *Limits to Educational Change*. New York: S' Martin Press.

Dikmas - [2004] - Direktori PKBM: Masyarakat yang Cerdas, Trampil, dan Mandiri. Direktorat Pendidikan Masyarakat. Jakarta.

_____ - [2004] - Direktori PKBM: Profil Direktorat Pendidikan Masyarakat: Menuju Masyarakat yang Trampil dan Mandiri. Direktorat Pendidikan Masyarakat, Jakarta.

Fullan, M. - [1991] - *The New Meaning of Educational Change*. London: Cassel.

GOI. - [1945] - Certified translation of the 1945 Constitution of the Republic of Indonesia

GOI. - [2003] - Data Buta Aksara Propinsi dan Kabupaten Seluruh Indonesia, Tahun 2003 Departement Pendidikan Nasional. Direktorat Jenderal Pendidikan Luar Sekolah dan Pemuda. Direktorat Pendidikan Masyarakat. Jakarta.

GOI. - 2004 - Action Plan Education for All East Java Province Republic of Indonesia 2004 – 2008. Dinas Pendidikan dan Kebudayaan Jawa Timur.

Jalal, Fasli dan Ekodjatmiko, Editor - [2003] - Keaksaraan Fungsional di Indonesia, Konsep, Strategi dan Implementasi. Jakarta: Mustika Aksara.

Ministry of National Education of the Republic of Indonesia - [2003] - Law of The Republic of Indonesia Number 20, 2003 on The National Education System

Sihombing, U. - [1990] - PLS Kini dan Masa Depan, Kiat dan Masa Depan. Jakarta: PD Mahkota.

Yulaelawati, E. - [1997] - *The Implementation of Educational Change in Indonesian Primary School*. In M. Goss, K. Moni, and J. Knight (eds.) (pp.92 – 98). **School in Context: Prospect and Transition**. Brisbane Post Pressed.

Yulaelawati, E. - [1998] - *Struggle for Local Heterocultures: A Lesson from Indonesian Education Reform*. In B. Baker, M. Tucker, C. Ng (eds.) (pp.86 – 104). **Education's New Time Space**. Brisbane: Post Pressed.

Yulaelawati, E. - [2002] - *Education Reform in Indonesia: Contexts and Challenges in New Times*. In **Situational Analyses of the National Curricula for Basic Education in East and South-East Asia**. Geneva, UNESCO IBE, Bangkok UNESCO APEID.

Yulaelawati, E. - [2002] - *Living Together for Indonesian Heterocultural Society: Contexts, Content, and Teaching Strategies*. In Education et Vivre Ensemble, Swiss: Geneva

APPENDIX 2 QUESTIONNAIRE

I. Respondents: Learners of Equivalency Education Package A, B, and C Programs.

1. Name: _____

2. Sex: _____

3. Age: _____

4. Name of CLC/ place of learning: _____

5. Program: _____

6. Have you ever been in formal school? _____

- Ever
- Never

7. What is your parent's occupation/ what is your family background?

- Government officer
- Farmer
- Fisherman
- Teacher
- Other, please specify _____

8. Besides having class, do you work?

- Yes
- No

9. Who asked you to join this program?

- My own choice
- My parent
- Teacher
- Other, please specify _____

10. What is your expectation from this program?

- To be government officer
- Can work in private sectors
- Can be entrepreneur
- Other, please specify _____

11. What kind of life skill do you like more?

- Sewing
- Carpentry
- Plait
- Other, please specify _____

12. What kind of life skill have you learned in this program?

- Sewing
- Carpentry
- Plait
- Other, please specify _____

13. What academic subject do you interest more?

- Social sciences
- Science
- Mathematic
- Other, please specify _____

14. What method of learning do you like more?

- Tutorial
- Discussion
- Practicum
- Other method, please specify _____

15. What method of learning frequently applied by your tutors?

- Tutorial
- Discussion
- Practicum
- Other method, please specify _____

16. What is your opinion about the followings?

a. Service of equivalency education:

- Excellent
- Good
- Average
- Poor

b. Tutors' method of teaching

- Very satisfied
- Satisfied
- Les satisfied
- Dissatisfied

c. Schedules of learning:

- Suitable
- Les suitable
- Not suitable

d. Learning fee:

- Suitable
- Les suitable
- Not suitable
- Burden

17. What is your opinion about sources of learning?

a. Modules /learning materials

- Available
- Not available

b. If available, are these learning materials enough for all learners?

- Yes
- No

c. If not available, how do you get?

- I buy with my own money
- I borrow from others

d. Teaching-learning medias:

- Available
- Not available

e. If available, are these teaching-learning medias enough in number for teaching-learning process?

- Yes
- No

f. If not, how do your tutors teach?

- Without any media
- They borrow from other schools.

18. How do you find the evaluation questions, have your tutors taught them all?

- Yes
- Not yet

19. Are you satisfied with this Equivalency Education?

Yes. Mention your reasons:

No. Mention your reasons:

20. Please write your suggestions for improvement of Equivalency Education:

2. Respondents: Tutors of Equivalency Education Package A, B, and C Programs.

1. Name _____

2. Program supervised: _____

3. Subject taught _____

3. Sex:

- Male
- Female

4. How old are you now?

- < 20 years
- 21- 30 years
- 31- 40 years
- 41- 50 years
- > 50 years

5. Besides being a tutor, do you have any other job?

- Yes
- No

6. If yes, what is your job?
- Teacher
 - Army
 - Government officer
 - Private officer
 - Other, please specify _____

7. What is your last academic qualification?
- Primary School
 - Junior Secondary School
 - Senior Secondary School
 - University
 - Other, please specify _____

8. How long have you been as tutor?
- < 1 year
 - 1-2 years
 - 2-3 years
 - 3-4 years
 - 4 years

9. Have you ever attended any tutor training?
- Never
 - 1 (once)
 - 2 (twice)
 - 3 times
 - >3 times

10. Where was the said tutor training held?
- In Jakarta
 - In Province
 - In District

11. Do you think that tutor training you attended could positively support your profession as a tutor?
- _____
- _____
- _____

12. What are the obstacles and problems you face in implementing your duties as tutor and how do you solve them?
- _____
- _____
- _____

13. Write your suggestions for improvement of Equivalency Education?
- _____
- _____
- _____

14. Please write your sweet and bitter experience as tutor:
- _____
- _____
- _____

**EQUIVALENCY
PROGRAMMES
IN THAILAND**

The Office of Non-Formal
Commission - Ministry of Education
Thailand - 2005

GENERAL INDEX I
ANNEXES INDEX I
INDEX I
HELP I

1.4
THAILAND
EQUIVALENCY
PROGRAMS

PRINT I

Abstract

The Office of Non-Formal Education Commission, Ministry of Education, was supported by UNESCO - Asian and Pacific Regional Bureau for Education, to conduct a research on Models of Equivalency Programmes for the Promotion of Life-Long Learning. An aim was to identify a strong link between formal and non-formal education, based on case studies from various countries which have equivalency programs. The research then would be presented for other countries to study with a view to adopt it as a model for the region. Thailand's equivalency programmes were a model, according to UNESCO's definition, of equivalency programmes that is implemented nationwide.

The research employed 2 major research methodologies: one methodology was documentary investigation which explored non-formal or adult education – as it was called before 1979; before the inception of Adult Education Division; in order to see the evaluation of equivalency program in various dimensions and components; access of the learners to the program; the government's support; and its problems and accomplishments. The second methodology used is field study. In this part, the program's graduates were studied as the program's products. They were studied in the focus groups and in-depth study. The subjects studied now work as industrial workers, personnel in business and service sectors, hill tribes, homeless children (teenagers) in Bangkok, conscripts, prisoners, the crippled and people in general. Additionally, knowledgeable persons and administrators were also studied by interviewing them; investigating their policy implementation; and giving orders – to predict planning and development of equivalency program trends.

The findings were:

1. The non-formal general education which has been the model of equivalency program according to the UNESCO's definition, has been long started even before the inception of Adult

Education Division in 1940. Then, individuals studied by themselves or in coaching schools and sat for examinations which were held annually for people who wanted their general education accredited. However, adult education classes were started in 1943. Few years before 1968, Adult Education Division organized adult education classes as primary classes (equivalent to Grades 2 and 4 classes), lower-secondary classes (equivalent to Grades 7 and 10), and pre-university class (equivalent to Grade 12). Improvements have been made by adding more details and running the whole scheme as "education for outside-the-school-population". In 1987, the non-formal general education was developed. It identified 3 learning methods: classroom-type; distance education; and self-studying. It also allowed credit transfers between the 3 learning methods. The equivalency program which is operated presently is based on Non-Formal Basic Education curriculum (2001) which is the core curriculum. All the programs organized by any organization has to rely on this curriculum. However, Department of Non-Formal Education has improved its standardization in order to make it more suitable to the target groups. The curriculum outlines subject areas in each level (primary, lower and upper secondary education) as 3 subject areas: fundamental (Thai, Mathematics, Science and Foreign Language); experience oriented (Social and Community Development, Life-Skills Development I, II and Vocational Development); and life-quality development subject areas. The learner has to register for the whole course which cover 4 terms. Each term is 20 weeks. The learner learns by studying in a group; self-studying; tutorials; and practical works. No matter the learner takes any method of learning or is evaluated, it is regarded as equivalency program in all aspects.

2. This form of education has been very useful to the outside-the-school - population. The learners are from various backgrounds such as industrial workers, people in business and service sectors, hill tribes, homeless children (teenagers) conscripts, prisoners, the crippled and general people. The learners utilized the knowledge in self-development. From the certification obtained, they can further their education in local higher education institutes; or study in an open university. Some gain more education in certificate; Diploma, Bachelor's and/or Master's Degree levels. They can develop their education, vocation and careers at individual, local and national levels. However, the program also has problems and limitations which are caused by the learners themselves who have to be responsible for their fami-

lies, have little time and have to work hard; the teachers or the instructors; and the limited budget which affects its quality.

3. The trends of equivalency education in this country have been a tilt towards teaching/learning improvement. Based on information gained from the target groups, the field workers and the high-level administrators' policies, formats of the program will inevitably be revised. The revision will be in the ways such as the curriculum will be adjusted to make it more suitable to the target groups; or integrated curriculum will be provided for particular areas/target groups; more time will be allotted for basic education and will be taught by the subject experts/specialists; and the evaluation will be strengthened. The planned change will need more money which the government is expected to allocate more budget in particular the expert, instructors' or facilitators' remuneration.

Acknowledgements

This research project has been accomplished due to excellent cooperation of the research team which comprised Dr. Sawat Tichuen, the Project Consultant; Dr. Chaiyos Imsuwan, the Chief Researcher; and the team members; Dr. Sunthorn Sunanchai, Dr. Suchin Petcharaksa, Dr. Tosaporn Sariyanta, Dr. Wisnee Siltrakool, Ajarn Wilaipan Somtrakool, Ajarn Suthinee Ngamlett, Ajarn Anong Chuenon, Ajarn Somchai Titiratanaaswa, Ajarn Yaowarat Komtrong and Dr. Thawee Nakabutr who the Office of Non-Formal Education Commission wishes to thank all the above-mentioned persons.

The research project also has utmost cooperation from administrators and their staff in providing convenience in collecting data and information. They are Mr. Somyos Permpongsachareon, Director of Lopburi Non-Formal Education Provincial Centre; Mr. Ekachai Wasikasiri, Director of Nakorn Patom Non-Formal Education Provincial Centre; Mr. Somporn Siangproh-Director of Rachburi Non-Formal Education Provincial Centre; Mr. Akom Tiptiangtae-Director of Suanpung Non-Formal Education District Service Centre, Miss Nuchree Sankapong-Director of Muang Lopburi Non-Formal Education District Service Centre; Mr. Yuwanit Prasongsook-Director of Patumwan Non-formal Education District Service Centre; Mr. Kanong Butr-on, Chief of Education and Mental Development, Tawee Suksa School in Lopburi Central Jail; Miss Pojane Sawasdiratana- a Service Office of Kamphangphet Non-Formal Education Provincial Centre; and Mrs. Monta Buasiri- an officer of Phetchaburi Non-Formal

Education Provincial Centre. The Office of Non-Formal Education Commission owes its in-depth gratitude to all of them.

The researchers wish to thank the high-level administrators of Ministry of Education who have given policies, useful advice and opinions to the team.

Such policies, advice and opinions have been subsequently used to formulate models of the program as suggested in the report.

The research team owes its special thanks to the instructors and learners of the hilltribes community education centre at Nong Ta Dang; workers of Tep Padung Porn Coconut Co., LTD.; workers of S&P Co.; workers of Ayudha Grand Hotel; The Woman Blind Group of Sam Pran resort; conscripts of the 11th Artillery Royal Guards Battalion; 1st Field Medication Battalion; detainees of Tawee Suksa Adult School in Central Jail; business groups of Patumwan Non-Formal Education District Service Centre; homeless children from Centre for Development and Rehabilitation for the Young, Lumpinee Park; and the learners in general who gave information and advice which were crucial to curriculum development, teaching/learning organization; personnel development; and policy formulation which are essential to the development and improvement of the equivalency program.

Last but not least, the research team wants to express its most sincere thanks and gratitude to UNESCO-Asian and Pacific Principal Regional Office, for its most needed support in providing budgets, academic backup and suggestions which are vital to the research.

**EQUIVALENCY
PROGRAMMES
IN THAILAND**

The Office of Non-Formal
Commission - Ministry of Education
Thailand - 2005

GENERAL INDEX I

ANNEXES INDEX I

INDEX I

HELP I

1.4
THAILANDEQUIVALENCY
PROGRAMMES

PRINT I

I. Introduction

Development of a nation, be it presently or in the future, has to be human-centred; particularly when entering "knowledge-based economic society" which knowledge and information are essential parts. It has been so in order to ensure quality growth. It is thus inevitable that all countries have to give precedent importance in human development in all aspects with an aim to gain a competitive edge. UNDP¹ has ranked Thailand in this domain as 76 ; compared to Malaysia (61), Republic of Korea (31), Singapore (24) and Japan (9). Thailand However, ranks better than People' Republic of China (99) and Vietnam (108). The factor which helps accelerate effective competitive edge is education because education helps equip people with knowledge; competence and ability in creative thinking and analysis; solve problems wisely; and further their knowledge by investigating more on their own. The situation is even more crucial for the population in productive states. They can be enormously developed as to be more effective in production. Additionally, education helps people to be aware of health matters; know how to protect themselves; and look after their environment which will ultimately lead to sustainable development.

Thailand gives a high priority in education and uses it as means for human and social development. The 2004 report of Thailand's fifth decade development goals² states that Thailand has to expand its basic education services from 9 years to 12 years as stipulated in the constitution. Presently it is anticipated that almost every Thai already has received primary (6 years) education.

The government thus is giving importance to expand the compulsory education to encompass lower secondary education, and regards the elevation of education quality as the focal point in human development and the nation's competition ability. Equally important is learning outside classroom, particularly life skills inculcation. The same report also identifies sub-goals of Thailand's educational indicators that within 2005 all boys and girls must

complete elementary education; within 2006 all boys and girls must complete lower secondary education; and within 2015 all of eligible boys and girls must complete upper secondary education. However, the sustainability rate has to be also taken into account specially. Latest information indicated that 86% of primary school students remain in schools until they finish Grade 6. However, only 63 and 42 percent proceed until they finish Grades 9 and 12 respectively. It means in essence that less than half of the students who began their education in Grade 1 could continue until they finished Grade 12. Additionally, literacy rate of 15-22 year-old population is 98%.

The above-mentioned data point to the fact that there are still those who are "dropped" from the system and cannot continue to accomplish appropriate levels of education. The problems may be manifold such as : lacks of family support; poverty; trans-migration with parents constantly seeking employment; poor health; lacks of motivation; and inaccessibility to schools. Nevertheless, these people are lucky in a sense that they still have non-formal education should they want to resume education. By non-formal education, they can upgrade themselves by taking the equivalency program. As for Thailand, the endeavor in organizing this program is as long as the history of the Office of Non-formal Education Commission itself. An aim is to render a second-chance education to the less privileged and those who want to finish education at a level they have dreamed of. The equivalency education is thus important and becoming an alternative of the existing education system³. Thailand's non-formal education offices have organized the equivalency program is a form of "general or basic education" for a long time. An in-depth study in this program could yield enormous benefits in Thailand's efforts in education development so as to reach the goal of mass education and for other countries in the region to adapt it for their suitability.

1. Research Objectives

The general objective is to form a strong linkage between formal and non-formal education.

The specific objectives are to:

1. Identify strategies which are innovative and effective means in equivalency education.
2. Evaluate the effectiveness of equivalency education in promoting accessibility and justice in education services.

3. Give advice in policy formulation; curriculum development; educational mechanism; and personnel development in order to foster strengths of the linkage between formal and informal education.
4. Determine and suggest measures in organizing effective equivalency education.
5. Conclude and document relevant processes, from the beginning to the present, in all aspects and steps of the equivalency education development which is regarded as the major product of the research work.

2. Scope and Methodology of the Research

The research employs 2 research techniques:

a. Documentary Study

To study the organization of equivalency education since the inception of Adult Education Division (in the Department of General Education) in 1940 to the present, The documents concerned will be collected and analyzed. Rough estimation has been that such endeavors can be classified into 6 periods; based on the task characteristics in each period. This is to highlight its evolution in the dimensions of equivalency education; its accessibility; support mechanism; problems and obstacles; and successes. The information will be analyzed by using "content analysis" techniques for descriptive information. Quantitative information will be treated by statistical analysis; in order to shed the light on the equivalency education comparatively in quantitative and qualitative terms.

b. Field Study

A number of equivalency education graduates will be identified for interviewing. The study will be treated as project's products; by using group and in-depth interviewing techniques. The target groups include the graduates from various types of organization such as industrial workers, workers in service and business sectors, hill tribes, homeless juveniles, conscripts, prisoners, crippled persons and the people in general.

A number of knowledgeable persons and high-level administrators will be interviewed in matters and trends of equivalency education in the policies future. Opinions on past activities; policies and suggestions on means to improve the program will also be studied from work delegation, orders and policies given will also

be analyzed. The qualitative information will be analyzed by "Content Analysis" techniques.

3. Research and Data Analysis Tools

In documentary study, the research team has proceeded according to the research framework that the team helped specify. As for the analysis, the team relied on interpretation of meaning and conclusion construction, based on each major initial researcher. However, the statements may be changed when they are presented to the team.

As the research is a fieldwork and qualitative in nature; therefore the most disposal effective research tool is the researcher her/himself⁴. However, the research team has identified the issues that have to be clarified as follows:

Issues regarding the learners of equivalency program:

- . Reasons and innovation in taking the program.
- . Places where learning/teaching takes place, levels of education, learning/teaching methods, instructional media, facilitators and facilities.
- . Challenges, problems and obstacles.
- . Successes; impacts to the learners, family and community; and so forth.
- . Advice/suggestions for the program organization.

Issues regarding the knowledgeable persons and hi-level administrators.

- . Policies in equivalency education program organization.
- . Ideas, thoughts and means in development of the equivalency education program quality.

4. Definition of Terms

The educational terms used in this report are defined according to the National Education Act (1999)⁵ which give the definitions of the following terms:

- . **Formal Education:** A form of education which specifies objectives; means of study; curriculum; length of evaluation as certain conditions for course completion.

4. Supank Chantawang Qualitative Research Bangkok: Chularongkorn University Press, 2000.

5. Department of Non-Formal Education. National Education Act (1999) Bangkok: Prigwarn Graphic Co.,LTD., 1999.

• **Non-formal Education:** A form of education which is flexible in objective identification; means of education organization; length of studying; means of evaluation which is essential conditions for studying completion; and the content and curriculum have to be suitable and relevant to problems and needs of each group of learners.

• **Informal Education:** A form of education which each learner can undergo their study by oneself according to interest, potentials, readiness and opportunities. The individuals can study from persons, experiences, community, environment, media and/or other learning sources.

• **Equivalency Program:** The program is operationally defined as an alternative education to the existing education⁶.

• **Equivalency** basically⁷ means the application of levels of education completed, i.e.

1. Equivalency for some rights such as to enter the Public Service, ordain, campaign in politics, etc.

2. Equivalency for all rights, means the application for all matters including to further one's education. forms of education which are considered to be equivalent to each other need not have the same curricular or means of organization.

• **Approval of Rights and Privileges:** The approval means the Ministry of Education's announcement that the certificates of all adults equivalency schools have the same rights and privileges to those of formal schools by citing the reasons that the curricular of all levels of education in the adults equivalency schools have the same standards as those of the formal schools. The approval was made in 1969⁸.

• **Fundamental Functional Adult Education:** It means literacy education which upon completing the learner can utilize it for her/himself it is aimed to help solve the learner's daily-life problems which are blockades to the learner's wellbeing. Instructional means is to urge the learners to study a group; participating in the seek studying process, discussion and means to solve given situations/problems⁹.

• **Education Organization** According to Primary Education Curriculum (1988): organization of education at an early stage which aims to enable the learners to have fundamental knowl-

edge and competencies; sustain their reading, writing and numeracy skills; have favourable attitudes towards vocational undertaking; be able to develop their vocation/occupations suitable to the economic situations, the persons' situations and their community; and lead their life as good citizens in the monarchy constitutional system.¹⁰

5. Benefits of the Research

i. The obtained analytical information on the equivalency program will be useful to offices or institutions which are concerned with non-formal education for it reflects work conditions, transitional points, strengths and weaknesses which ultimately benefit future operation.

ii. Quantitative and qualitative information which results from Thailand's endeavors in organizing and developing education will reflect uneven status or gaps between formal and non-formal education which in all in education for the mass. The yielded product will greatly benefit educational planning.

iii. Countries in Asian and Pacific Region can learn from the Thai model so they can adjust it and/or use it in developing their equivalency programs in their countries.

II. Development of equivalency program in Thailand

The Presentation in this chapter is divided into 2 parts:

Part one: Background of Equivalency Program. The part entails essential points of the equivalency program adopted in Thailand.

Part two: Studying the Development of Equivalency Program in Thailand. The report divides development of Thailand's equivalency program into 6 stages:

Phase one: Thai Literacy Equivalency Program (1940-1945)

Phase two: The Equivalency Program Post World War II – First National Socio-Economic Development Plan (1945 – 1961)

Phase three: The Equivalency Program during the first and third National Socio-Economic Development plans (1961-1976)

Phase four: The Equivalency Program during the fourth and sixth National Socio-Economic Development Plans (1977-1990)

6. UNESCO/APPEAL ALTP-CE VOLIII Equivalency programme Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1993.

7. Sunthorn Sunanchai. Adult Education in the Past (A Lecture in a Seminar on Equivalency Programme at Ayoudhya Grand Hotel during June 29-July 3, 2004)

8. Ibid.

9. Department of Non-Formal Education. A Cyclopeda of Life Long Education (Vol.I) Bangkok: Kuru Sabha Lad Prao Press, 1995, 6.

10. Ibid.

Phase five: The Equivalency Program during the seventh and eighth National Socio-Economic Development Plans (1991-1998)

Phase six: The Equivalency Program after the Declaration of the National Education Act (1999-1998)

Studying of the equivalency program in each stage will be focused on fact findings and their analysis in the 3 following issues:

- i. Components of the Equivalency Program which entail objectives, curriculum structure, program organization, target groups, curriculum and instructional media development, teaching/learning organization, evaluation, accreditation between formal and non-formal learning outcomes.
- ii. Service Accessibility. The program's turn over value, curriculum quality; its application, success conditions and application of certification on the graduates' part will be discussed.
- iii. Support Mechanism, Obstacles and Problems in Organizing the Equivalency Program. Topics on the state policies, budget, the learners' expenditure per head; personnel; materials and facilities; and the academic undertaking such as curriculum, teaching media, teaching methods, program administration, monitoring and production control.

The Details are discussed as follows:

Part one: Background of the equivalency program

Firstly, it is essential to understand the meaning of equivalency program¹¹. As already mentioned, UNESCO PROAD has defined the equivalency program as an alternative education program equivalent to existing formal or vocational education (1993:1). Based on this definition, the equivalency program is thus an alternative education program which is organized for those who missed or cannot enter the formal schooling system. It enables such people to be educated on a par with those in formal schooling system so they can have education equivalent to the programs given in general and vocational education schools.

Thailand is an example of a country which has provided opportunities to people outside the schooling system to have certificates in education from the equivalency program for a long time.

11. Sunthorn Sunanchai. Development of Equivalency Education A Seminar Paper presented at Ayoudhya Grand Hotel during June 29-July 2, 2004.

Back in the past-before Adult Education Division was set up in 1940, the Ministry of Education had given chance to people outside the schooling system to earn their certificates by either studying by themselves or joining a coaching school; then sat for the examination in 3 levels: primary, lower and upper secondary education. The examination was held annually. The certificate obtained in this way could be used to apply employment or other purposes except to future their formal education. It shows that in the past certification of the equivalency program has been highly recognized though such a recognition was limited to some certain areas.

After the inception of Adult Education Division in 1940, the Division set up adult classes on a trial basis in 1943. Such classes were for individuals who wanted to pursue lower secondary education of that time (Grade 7) in one year. Then the learner sat in the accreditation examination which was administered by Ministry of Education. In 1950, there were totally 43 adult schools which organized lower secondary education classes for adults, and there were 2,033 learners in that year.

In 1952, secondary education for adults was split into 2 levels: lower secondary education (Grade 7) and upper secondary education (Grade 10).

Each level required one year to complete, for the adult learners, before being allowed to sit in the examination. The examination was called the "accreditation exam" for it was administered throughout the country and any adult was eligible to sit in, provided his/her age was a legitimately adult, no matter he/she was a registered learner in a school or not. In 1955, there were 43 adult schools and 3,896 learners.

For the primary education schools for adults, the Division set up schools for lower primary education (Grade 2) and upper primary education (Grade 4) learners. The schools administered their own exams. The Ministry thus did not organize the accreditation examination for this level of certification.

It can be well concluded that before 1968 the Division organized the equivalency program for Grades 2-10 adult learners. However, it did not yet organize Grade 12 education in the equivalency program.

It is interesting that by this time, Department of Special Educational (then was responsible for secondary education) also organized an

accreditation program for the people who did not study with the formal education students, since 1958. The outside people sat in the exam with the students on an each-subject basis. The criteria for passing the exam were that they must have scored at least 33% in each subject, and the total average score must be at least 50%.

From 1972, the accreditation examination was transferred to be under the Department of Curriculum and Instruction. The Department annually organized the accreditation exam for those who wanted to be knowledge-accredited in Grades 6, 9 and 12. The people who were eligible for the exam were the learners who registered with adult schools, students of private coaching schools and adults who conducted their own studies and a large number of the last group were students from many formal education establishments.

1. The Administration of Accreditation Examination by Non-Formal Education Organizations:

It began in 1963, when Adult Education Division revised the "General Education Adult Education" curriculum, to make it correspondent to the National Education Scheme (1960). The revised curriculum then classified primary education for adults as having 3 levels: level 1 (equivalent to Grade 2); level 2 (equivalent to Grade 4) ; and level 3 (equivalent to Grade 7). Department of General Education, under which Adult Education Division was a part, delegated each province to administer the accreditation exams in their precincts. In 1969, Ministry of Education made an announcement which stipulated that the certificates issued in the accreditation program had the same rights and privileges as those issued by the formal schools. The given reason was that the curricular of adult education in all levels had the same standards as the other curricular developed in the Ministry.

Later on, Adult Education Division prepared the curriculum of level 4 adult education equivalency program, which was equivalent to Grade 9 in formal schooling. The learners in this program required 1 ½ years to complete the program. The program was divided in 3 terms; each term covered a period of 6 months. In each term, the learner was to take up 2 subjects. They would thus complete 6 subjects in 3 terms (Thai, Social Studies, Mathematics, English and Health Education). The Ministry approved the trial of this curriculum in 1965. It was then adopted as a regular curriculum since 1970. For level 5 Adult Education Equivalency Program (equivalent To Grade 12) has

been in use since 1981. The curriculum specifies the learner to take up 4 compulsory subjects (24 units). They are Thai, Social Studies, Physical Education and Science). They also have to take up 4 fundamental vocational subject (12 units). They are Industrial Mechanics, Agriculture, Arts and Crafts and Public Health; Including 48 units from selective subjects such as foreign languages etc.

Adults who register as learners in schools or learning centres supported by Adult Education Division no longer need to sit in the accreditation exams annually organized by Department of Curriculum and Instruction. Adult Education Division (became Department of Non-formal Education in 1979) organizes its own exams for its learners. The certificates bear the same rights and privileges as those in the formal education. They can also be used to continue their education in a formal education establishment.

2. Improvement of Accreditation Examination by Using a Format of Non-Formal Education for outside the School Population.

In 1983, Ministry of Education entrusted the Department of Non-Formal Education (Formerly Adult Education Division) to inherit the accreditation examination from Department of Curriculum and Instruction and improved it. The improvement resulted in some modifications such as the learners were required to have group meetings and activities for civic purposes. Department subsequently issued a regulation for organization of non-formal education for outside school population (1983) on November 21, 1983. Item 5 of the regulation stipulates that: A secretariat will be set up to organize non-formal education programs for outside school population. The secretariat is responsible for management, administration and organization of education activities under condition and control of Department of Non-Formal Education. And Department of Non-Formal Education may request other organizations or education establishments within the Ministry to help organize the education program of this type.

Department of Non-Formal Education therefore cooperated with Department of Curriculum and Instruction and Department of General Education to operate the equivalency program for outside school population by having the learners accumulating the score of each subject until it met the academic requirement. Then

the learners were considered as having passed a level. According to the new regulation, the learners had to undergo the studying by themselves. However, they were required to have group meeting and conduct public work activities once per week.

An apparent change has been that a potential learner has to register as an "out-of-school" learner at the beginning of the term. Then, he/she has to join a group for group activities and regularly meet the group facilitator (in the group). In effect, the learner is not left to study alone. He/she is subject to meetings within a group and the group facilitator. This is to foster development in various areas; favorable attitudes; and consult his/her problems with the facilitator.

3. Three Methods of Learning and Credit Transfer.

Started in 1987, the adult learners in the equivalency program were introduced to 3 types of learning: distant learning; classroom type; and self-study which has been the latest mode. Therefore, a learner automatically registered in all 3 types of learning. The credits earned in each type of learning can be transferred, vice-versa. The program revision has resulted in more flexibility. However, evaluation of each type of learning may be different. It may effect standardization of the learner who opted for "self-study" mode.

However, no matter what type of learning a learner takes and is evaluated, adult (non-formal) education conducted presently can be well regarded as an equivalency program in all types.

4. Organization of Basic Non-Formal Education According to the 2001 curriculum.

The curriculum which was developed in 2001 for non-formal basic education is a core curriculum. All schools and learning centres organizing non-formal basic education use this curriculum. Conditions attached to it have been that the Permanent under-secretary of Ministry of Education is authorized to change or cancel anything concerning the curriculum; including learning standards and organization means. (Department of Non-Formal Education: 2003)

Based on the above-mentioned curriculum, the learner has to register all through the course which cover 4 terms. Each term covers 20 weeks.

Learning in each level (primary, lower secondary and upper secondary levels) comprises 3 subject areas: fundamental subject area (Thai, Mathematics, science and Foreign Languages); experience oriented subject area (Thai, Mathematics, Science and Foreign Languages); experience subject area (Community Development, Life-skills Development 1- 2 and Occupation Development); and quality of life development activities which are carried out in group meetings.

The learning methods may be shifted between learning from the group (in the group meetings: at least 3 hours per week); in self-study mode; from tutorials of the facilitator; and from practicum.

Part two: Studying the development of equivalency program in Thailand

I. Phase 1: Thailand's First Literacy Campaign (1940-1945)¹²

Prior to 1871, education in Thailand was in a non-formal manner. Interested people studied in Buddhist monasteries, houses of knowledgeable persons or of their own and palaces. The first school in the western sense was set up in that year in the palace, by King Rama V, for butters. It was the first time that ordinary persons were employed as teachers. The school had its precise precinct; and the students were taught precisely according to the schedule. The subjects taught were Thai, Foreign Languages and others which had never been taught in any ancient schools. Such a school became the model of schools in compulsory education set up by the first Primary Education Act (1921), in the reign of King Rama VI. Since then, Thailand have had schools and compulsory education in a western sense.

1. Political Objectives of Education

After the revolution in 1932 which resulted in the change of ruling system from an absolute monarchy system to a constitutional monarchy one, the ruling junta at the time declared 6 principles in running the country. One of them was "to give education to the people in our fullest ability". The first constitution, which was passed in the same year, stipulated 2 types of parliament members: the first type being those elected by the commoners and the latter were appointed by the junta. The proportion between the two parties was half and half. A significant condition laid down by the constitution was that whenever half of the country's population completed Grade 4 education, the second

12. The information on this part is based on interviews given by Dr. Soonthorn Sunanchai, former and last Director of Adult Education Division on June 30, 2004 and his 2 article: "Whole Perspective of Adult and Non-Formal Education Organization in Thailand" and "Back to the Beginning : Adult Education in First Phase (1940-1945)" in Evolution of Adult and Non-Formal Education (1939-1990) Bangkok: Department of Non-Formal Education, 1990.

type of parliament members would no longer be appointed by the ruling junta. Instead, they would be directly elected by the commoners. This was a clear example of political development being tied-up with educational development.

2. An Organization Responsible for Adult Education

By the Primary Education Act (1921), children in each sub-district (Tambol) were gradually coerced to enter education. As a result, there were approximately 100,000 children each year who were left out. Besides, the children who finished the compulsory education each year were less than 50% of the whole children who had been conscripted. Therefore, there were more and more illiterate adults.

The population census in 1937 revealed that then Thailand had a population of 14.44 million. The illiterate population who were 10 years and over accounted for 6.88 million or 47.6 per cent of the total population. In order to smooth the way for democracy development, one approach realized was to increase the proportion of literate population. Therefore, Adult Education Division was set up on August 6, 1940. Its missions were to teach literacy and democracy to adult population. The Division reported directly to the Secretariat of Ministry of Education. Additionally, its working style was to secure cooperation and joint responsibilities with other organizations, governmental and private alike.

3. The Beginning of the Country's Equivalency Program.

During 1940-1941, the Division began its literacy campaign model development which was thought to be suitable to adults. It was trialed until it was satisfactory. The campaign was expanded in 1942 and continued until 1945. Although at that time Thailand was caught up in the second world war, it suffered economic hardship, it still managed to continued the campaign. As a result, a number of 1.4 million literate population was increased or it accounted was for one fifth of the total illiterate population, which the highest, compared to the past operations.

During 1940-1945, the literacy campaign was conducted as follows:

. Objective:

To enable the people to read and write and make them realize duties of the citizens in the constitutional monarchy system.

. Means of Operation:

They began with local surveys for illiterate population. in an area of village or sub-district, there were at least 20 people, a literacy

class or an adult school would be set up, by using a local village school, municipal school or other government offices. The literacy instructors were recruited from in-service teachers and volunteers. They were later on trained on how to teach literacy to adults. The adult classes/schools were open 3 days/week. It took 1-2 hours/day. In some cases, the classes or schools were open only on Sunday or Buddhist day.

The instructors were paid 2-3 baht/learner/term (3 baht/head for the first part of the curriculum and 2 baht/head for the latter part). However, when the campaign was more expanded and the government suffered financial shortages, the instructors were no longer paid.

The curriculum was divided into 2 parts or levels. Each part took 6 months to finish. The first part was equivalent to Grade 2 and the second part was equivalent to Grade 4.

The first part had contents on Thai (reading, hand writing, writing and essay writing) Mathematics (arithmetic and instant arithmetic) and miscellaneous ones such as civic responsibilities, Geography, History and Health Education. The learners were required to learn Thai 50 per cent of the total schedule in each week. Teaching how to read by remembering words and spelling simultaneously began in this period.

The last part of the curriculum had contents on Thai, Mathematics, Civic Responsibilities, Geography, History and Health Education. The contents of Thai, however, occupied 85 per cent of the total time in each week.

There was a special curriculum for the population who did not use Thai in their daily living. They were the people living along the borders.

Learning Texts:

A primer was prepared specially for adults. In this, approximately 1,000 keywords were identified to be learned in 4 books for the first part of the curriculum. For the second part, each book was developed for a particular subject.

Teachers Training:

A 3-7 day block training was given to the adult literacy instructors to make them acquainted with adult education policies and

history, administration, teaching methods, Thai, how to teach miscellaneous subjects, curriculum and work regulations.

Measurement:

In each term, there would be measurement responsible by provincial adult education officers who would appoint examination administrators (who did not teach in the same schools); write the test items; carry out necessary arrangements with the schools; and report to the Ministry. The examination in the first term comprised reading and writing tests and other subjects. For the second part, there were oral tests for other subjects. There were written tests for reading and writing, and arithmetic. The passing criterion was to have at least 50 per cent of average score. However, the learners must not score less than 50 per cent in Thai.

Outside people could sit for the examination by applying for themselves at the schools. The idea was to allow those who under went self-study to have evidential as well.

The government formulated a policy in the literacy campaign to pool cooperation among various governmental offices. The matter was not regarded as Ministry of Education's responsibility. It was the duty of all Thai citizens to lend their hands. Therefore, it was ordinary that schools and monasteries gave their full support in the campaign.

On the part of Ministry of Education, it gave orders to provincial governors. The governors gave order to the provincial education superintendents who would use officials in their offices to perform the tasks. From this point, they would send orders to various districts. The districts ordered the principals of schools to also act as principals of adult schools. Therefore, the principals delegated their teachers to act as adult instructors. The teachers in primary schools have been trusted to teach adults right from the start.

Convincing the people to join the adult classes was done in a number of ways such as announcement on radio and newspapers and through government offices. A prominent method was to create political will that "being born as Thai; must know Thai literacy". The government also issued a decree in 1943 requiring Thai citizens aged between 20-45 years old to be literate. Should be fail to do so before January 1 of any year, he/she would be

fined for an amount of 5 baht (12.5 US. cents) until the person was able to read and write. However, the decree was not enforced for it was during the wartime. People already suffered hardship, and the government would appear very unpopular. Instead, the government kept on pressuring by other means such as government workers needed to be literate; a male had to be literate before being ordained as a priest; the family members of a public servants had to be literate or risking to lose their tenure in government housing welfare; and there were literacy classes in barracks and prisons. All of these seemed to be sufficient as stimulants.

It was estimated that in 1943 approximately 10,000 schools organized adult literacy classed; there were approximately 1.1 million learners. Approximately 69 percent of them passed the literacy test. However as the war intensified, the numbers of schools, learners and those who wanted to have literacy tests dwindled rapidly.

II. Phase 2: Equivalency Program after World War II - Before First National Socio-Economic Development Plan (1946-1961): Development of Adult Education and Fundamental Education

After the government had set up Adult Education Division in 1940, there were continuous efforts to make more Thais literate. However, after a short while of such endeavors, the Great East Asian War (Japan VS France in Asian colonies) broke out. The situation resulted in difficulties to organize teaching in a manner that communications were disrupted in all regions; rail ways and roads were bombed. Despite bad omens, Field Marshall P. Piboonsongkram, Prime Minister declared "Thai state Doctrine" which had in part "Being born as Thai; must know Thai literacy". The statement well served as a stimulus from the state that the concerned officials had to work harder to have more adult learners in literacy classes.

After the world War II, there was a global trend for literacy campaign. Thai Ministry of Education also followed the trend. It started by conducting a survey. It was subsequently found that there were approximately 80 per cent illiterate out of the total population. As a result, Adult Education Division and a number of adult schools were set up. Teaching at that time was confined to in-service teachers of primary schools. Some might render home services but rather scarce. Teaching in this manner employed one-teach-one method. The instructor would be given a reward after-

**Table 1:
Analysis of Equivalency Program - Phase I (1940-1945)**

OBJECTIVES	CURRICULUM STRUCTURE	EDUCATIONAL PROCESS ORGANIZATION	TARGET GROUP	INSTRUCTIONAL MEDIA DEVELOPMENT	LEARNING TEACHING AND EVALUATION PROCESS	ACCREDITATION BETWEEN FORMAL AND NON-FORMAL EDUCATION
<ul style="list-style-type: none"> Acquisition of Thai Literacy. Realization in civic Responsibility of Citizens in Democratic Rule. 	<ul style="list-style-type: none"> Two levels of curriculum: first and second terms: each learn covers 6 months. Special curriculum for individuals who did not use Thai in daily living. 	<ul style="list-style-type: none"> Conducted surveys: class set up where 20 or more illiterates found. Training for in-service teachers and volunteers. Teaching Provided 3 days/week; 1-2 hours/day; or teaching organized on Sunday or Buddhist day. Teacher received 3 baht per head per term in first part of curriculum; 2 baht per head for term in second part of curriculum learning. 	<ul style="list-style-type: none"> Illiterate Thais throughout the country. 	<ul style="list-style-type: none"> Curriculum and instructional media developed by Adult Education Division individuals who did not use Thai in daily living. 	<ul style="list-style-type: none"> Teaching organized in primary schools. Exercises texts/exams organized in each term-writing and reading tests-written tests for arithmetics Oral tests for other Subjects. In second term written tests required for all subjects. Passing criterion was 50 per cent average. Scoring in the Thai subject had to be 50 per cent or over. 	<ul style="list-style-type: none"> First term completion accredited as Grade 2; Second term accredited as Grade 4. Outside people may apply to sit in the exam to have their knowledge accredited.

**Table 2:
Analysis of Equivalency Program - Phase I (1940-1945)**

OBJECTIVES	CURRICULUM STRUCTURE	EDUCATIONAL PROCESS ORGANIZATION	TARGET GROUP	INSTRUCTIONAL MEDIA DEVELOPMENT	LEARNING TEACHING AND EVALUATION PROCESS	ACCREDITATION BETWEEN FORMAL AND NON-FORMAL EDUCATION
<ul style="list-style-type: none"> Acquisition of Thai Literacy. Realization in civic Responsibility of Citizens in Democratic Rule. 	<ul style="list-style-type: none"> Two levels of curriculum: first and second terms: each learn covers 6 months. Special curriculum for individuals who did not use Thai in daily living. 	<ul style="list-style-type: none"> Conducted surveys: class set up where 20 or more illiterates found. Training for in-service teachers and volunteers. Teaching Provided 3 days/week; 1-2 hours/day; or teaching organized on Sunday or Buddhist day. Teacher received 3 baht per head per term in first part of curriculum; 2 baht per head for term in second part of curriculum learning. 	<ul style="list-style-type: none"> Illiterate Thais throughout the country. 	<ul style="list-style-type: none"> Curriculum and instructional media developed by Adult Education Division individuals who did not use Thai in daily living. 	<ul style="list-style-type: none"> Teaching organized in primary schools. Exercises texts/exams organized in each term-writing and reading tests-written tests for arithmetics Oral tests for other Subjects. In second term written tests required for all subjects. Passing criterion was 50 per cent average. Scoring in the Thai subject had to be 50 per cent or over. 	<ul style="list-style-type: none"> First term completion accredited as Grade 2; Second term accredited as Grade 4. Outside people may apply to sit in the exam to have their knowledge accredited.

ward. The instructors in schools had little remuneration. Most of them were volunteers. Most of the learners were male. Women accounted for a small fraction. The instructional media or texts of that time had no illustrations. Later on, they were made into large posters which had illustrations and large-sized alphabets. Literacy class attendance of that time was compulsory though there was no punishment. Uses of public relations were means to motivate which the task was often entrusted to priests. Gradually, people have seen more importance of literacy and there were less and less illiterate adults for most had passed away and the younger generations gave more attention to literacy. The educators of that time, however, thought that literacy should not be stressed in any adult education programs but the people should be taught more to know various conditions/situations in the society and vocational undertaking so as to enable them to live in the society together happily.

Adult education activities which were organized during World War II (1940-1945) eventually died down as result of economic hardship caused by the war. The number of learners which used to shoot up to nearly one million in 1943 dwindled to only approximately 700,000 learners in 1944, and shrank to a little more than 60,000 learner in 1945. Problems which lingered in the beginning still remained. The economic depression spread continually. People suffered scarcity in almost everything. Their morale was rather low for learning literacy. Only in 1947, Ministry of Education revitalized adult education after quiet years. Its purposes were expanded to cover more operation. Adult education in this period was to serve the following purposes:

1. To promote literacy.
2. To promote people's vocational undertaking.
3. To promote civic responsibilities in the democratic system.
4. To promote people's livelihood.
5. To promote people to spend leisure time productively.

Also, in 1947, Ministry of Education saw that the hardship caused by the war had subsided. It realized the need to revitalize adult education. Therefore, it issued a declaration to start "an adult education renaissance" in a form of fundamental education introduced by UNESCO. As it was a UNESCO supported, program countries all over the world organized it. Thailand saw it appropriate to follow the trend.

Development of adult education in Thailand during 1950-1961 was notable in the Thai history of adult education because it marked Thailand in an international arena, and Thailand clearly developed its cooperation with other countries. Its effort well responded to a UNESCO's worldwide survey on literacy situation which revealed that there were approximately 1,200 million of illiterate population. As to solve this illiteracy problem, all countries would face a big complicated problem. It envisaged that fundamental education which would better the people's overall livelihood would eventually solve problems of poor health, ineffective agriculture and industry and other social problems. UNESCO firstly experimented this approach in Haiti, in 1941. The result was satisfactory.

III. Phase 3: The Equivalency Program during the first and third national socio-economic development plans (1961-1976)

The period saw a crucial development of non-formal education because a number of ideas and approaches have been devised in this period. They were:

1. Formulation of first Thai philosophy of adult education.

During this time, a philosophy known as "Khit Pen" was formulated to guide adult education activities. Its essence was that the ultimate goal of all human-beings in life is happiness. Such state of happiness can be attained only through a state of harmony between the individual and the environment which triggers adjustments between the former and the latter. In some cases, if the problem is not cumbersome, the environment may be adjusted. If the problem is another way around, the individual will have to adjust him/herself, both or simply escape to another environment. In order to get an idea of what to do and the extent to which to strive, one needs to equip him/herself with information or knowledge on him/herself, academic matters and the environment, including the society.

"Khit Pen" philosophy was initially used with the fundamental functional literacy program. Later on, it was also used with the continuing functional education, wall newspaper, population education and others.

It can be well regarded that "Khit Pen" philosophy has laid down essential foundations of Thai adult or non-formal education, because it has been a blue-print of non-formal education organi-

zation in the spears of curriculum and instructional development, facilitation methodology and means to organize the activities.

2. Radio and correspondence Program.

This program was started in the last stage of the period. An aim was to rapidly expand non-formal education to meet the need of learners in sparse, remote areas. The program has been fully implemented since 1977 to the present.

3. Non-formal Education for the Hilltribes.

The aim of this program was to render non-formal education to the hilltribes who have different cultures and livelihood different from the other country's fellow population. The program was started in 1976 in cooperation with Department of Social Welfares and, later on, USAID.

4. Walking Volunteers Project.

Teaching in a classroom type as conventionally practiced could not solve a problem of which learner living sparsely in difficult inaccessible areas. The facilitator could not put together at least 20 learners in order to form a class. Therefore, an idea of having walking teachers who were volunteers to "walk" to 2-3 groups of learners each day sparked. The requirement was that by doing so a volunteer must teach at least 30 adults per day. The project was started in Education Regions 2, 8 and 10. The first 52 volunteers applied for the project in 1974 and the teaching started in 1975 in 5 provinces: Chiangmai, Chiangrai, Nan, Ubol and Pattani. This project was later on expanded to be for the fundamental functional education for the hilltribes and fundamental functional education in other provinces which had the same conditions.

It is notable that although at a later stage the volunteers were asked to perform other duties such as coordinating other adult/non-formal education activities, their main responsibility is to teach literacy.

5. Non-Formal Education in the Perspective of Lifelong Education.

In the last stage of this period (1961-1976), there was an attempt to organize non-formal education along the line of lifelong education by grouping the teaching/learning activities as:

1. Basic Education

It is fundamental education prepared as an initial tool for individuals to use for acquisition of further knowleage. Besides litera-

cy, knowleage and experiences which are essential for happy livelihood are included. Therefore, education in matters of hygiene, nui-trition, family planning, civic responsibilities, environment and the like are considered as basic education as well. The activities of this type are fundamental functional education and continuing functional education.

II. Skills Education

It is an education to foster aptitudes in using practical skills. The persons can actually put their hands on doing a particular thing in their vocation/occupational undertaking in order to earn their living. The activities of this type are various vocational skills training programs.

III. Information Services

The program attempts to give news and information to the individuals who may have passed basic education so they have knowl-edge for self and/or environmental adjustments and further their knowledge for progress through out their lives. The activities of this type are public libraries, village reading centres and mass edu-cation services (exhibitions, film shows, puppet shows, etc.). According to the Thai concept, the three pillars of education: basic knowledge, skills and information will endlessly and continually fulfill and reinforce one another.

IV. Phase 4: The Equivalency Program during the fourth and Sixth National Socio-Economic Development Plans (1977-1990)

Each of the development had points connected to education as the following:

- . Fourth National socio-Economic Development Plan (1977-1981) has stated a policy to expand services in non-formal education to cover all areas of the country. The services as such have to be based on principles and means which are congruent with local needs; and coordinate with other agencies-be it governmental and non-governmental, in organizing the services; and utilize mass media for formal and non-formal education activity organization.
- . Fifth National Socio-Economic Development Plan (1982-1986). The plan had a policy to promote all types and levels of education, both in formal and non-formal education to gain an appropriate proportion suitable to the national socio-economic devel-

opment. All organization concerned had to coordinate to one another in program operation.

- Sixth National Socio-Economic Development Plan (1987-1991). The plan had a policy to promote individuals' life-long education according to their needs and necessities, to promote equality in educational opportunities and quality.

Background of Phase 4 - Equivalency Program:

Based on the above policies, contexts and rapid socio-economic development, development of non-formal education was rather fast in a way that it could be well regarded as the "golden" period of the non-formal education equivalency program. Its ultimate aim was to respond to the policy of equality in educational opportunity for all. Therefore, Department of Non-Formal Education was created to replace Adult Education Division, to meet this challenging task.

Under the new department, the equivalency program has been modified to have contents, curriculum and activity organization diversity, to make it suitable to various target groups. Most notable of all has been that in all of above mentioned forms of equivalency education, the learners' grade results in any course of any type of learning is accredited and can be transferred to any program, formal or non-formal.

During 1977-1981, the Department experimented the radio/correspondence program from all 4 regional NFE centers (then the NFE regional centre for the Eastern Region was not yet set up). The experiment was to study the program feasibility; instructional media development, supervision and evaluation; and development of concerned personnel.

1. Adult Functional Radio/correspondence Education Program

1.1 Rationale

The Adult Functional Radio/Correspondence Education Program was an open, distance learning in nature. It was the first equivalency program which utilized mass media (radio and mail) to help expand the opportunities to the disadvantaged and those who missed the first chance education. The project enabled them to develop their basic knowledge, necessary vocational skills and improve their livelihood to catch up with social and economic changes, environment, science and technology.

This form of equivalency program gave the learners choices of learning modes according to their abilities for self-directed learning by using multi-media together with a group process. The target groups thus were fostered self-directed learning skills and were geared to think critically in order to solve their own and community problems wisely.

1.2 Curriculum

The levels 3-4 (Grades 6-9) of the radio/correspondence program used Functional Education Levels 3-4 (1979). In order to complete the course, the learner had to finish 2 subject areas:

- Compulsory Subject Area curriculum.

This area comprised subject pertaining to bodies of knowledge and essence necessary to the learner's livelihood and vocational undertaking. They were:

- Compulsory Thai
- Life-Experience Enrichment
- Compulsory Vocation subject

- Elective Subject Area.

This area comprised subjects which the learner might use to apply as tools to acquire further knowledge or to continue their education in a higher level. They were:

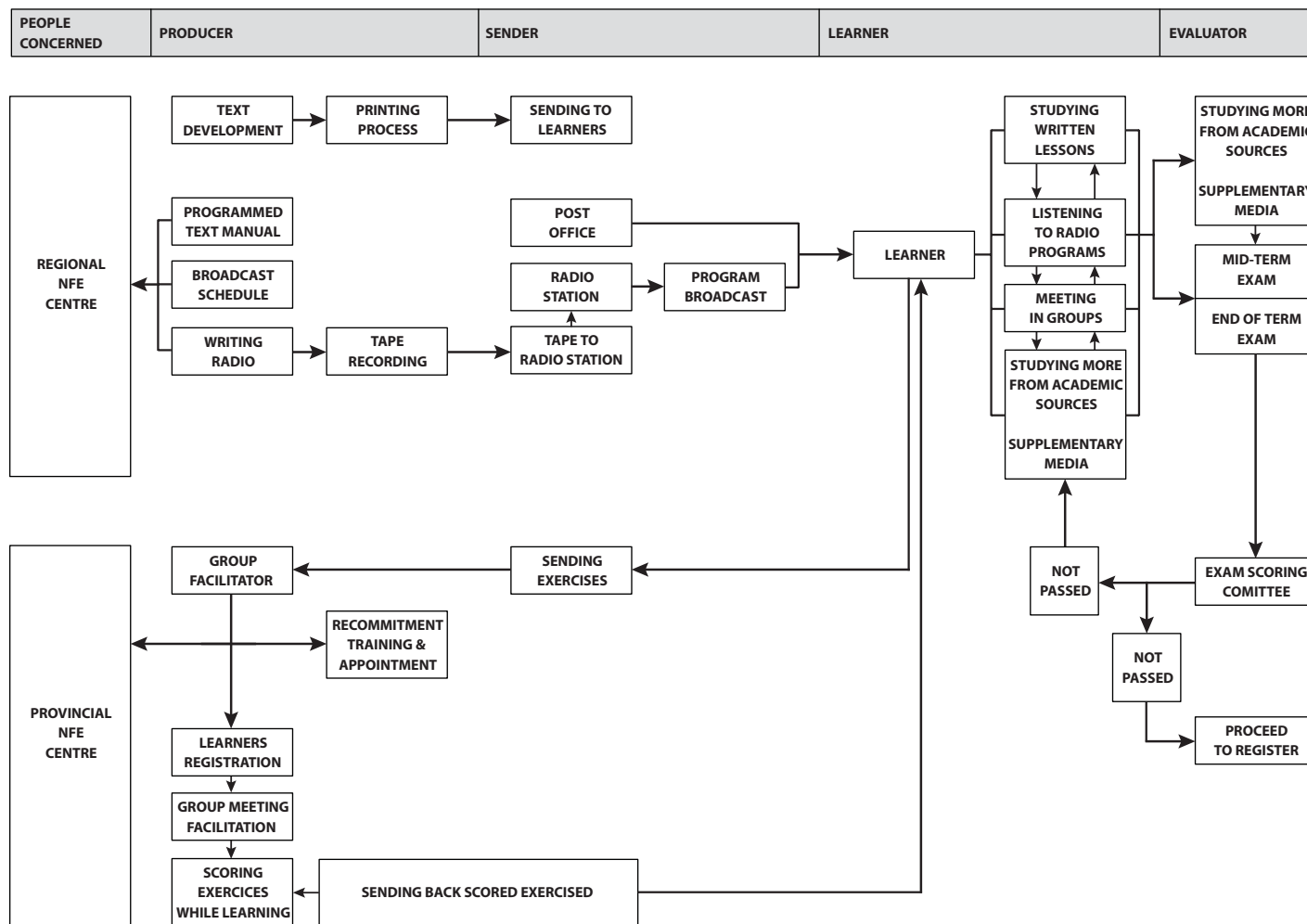
- Elective Thai
- Mathematics
- Science
- English
- Elective Vocation Subject

1.3 Instructional Media

The instructional media used in this program were multi-media, i.e. prints, radio, supplementary texts and human media who were group facilitators. The group facilitators gave advice or helped the learners solve problems arising from the self-study means which the learners might not be familiar.

The teaching/learning process was as follows:

Figure 1:
Adult Functional Radio/Correspondence Education Project



Source: Department of Non-Formal Education - 1984-87.

V. Phase 5: The Equivalency Program during the seventh and eight National Socio-Economic Development Plans (1991-1998)

This was only a "golden" period for non-formal education, because there have been a large number of organizations supporting non-formal education which was on the rising, such as provincial NFE centres, district NFE service centres, science education centres, border vocational promotion centres, ThaiCom Distance Education Centre, Special Target Group NFE Centre, adult, education schools, examination administration centres and public libraries. These organizations were set up throughout the country. NFE development of adults continuing education, however, was more equivalent to each level of formal education.

Outstanding activities in this period were as follows:

1. General Education for Adults

During this period, general education programs for adults have been well received by the public. Adult continuing education in all levels namely, fundamental functional education (literacy level), primary education level, lower secondary education level and upper secondary education level. The classes were expanded more and more. The curriculums of general education for adults prepared by Department of Non-Formal Education were as follows:

(i) Primary Education for Adults Curriculum (1988)

The curriculum integrated all subject contents into situations. Therefore, it is thought to be suitable to adults working lives. This has been its outstanding point. The curriculum identified 2 subject areas and 250 situations as:

Fundamental Experience Subject Area 1-4.(compulsory):

The subject area presented 190 situations. The contents were integrated from life quality promotion contents, vocation, skills in the Thai language and mathematics.

Supplementary Experience Subject Area (Elective):

The learner had to choose to study 60 situations from Thai, Mathematics, Quality of Life Promotion, Foreign Languages and Vocational Skills. The total time required was 1? years. If there were unit/credit transfers, the learner might finish the course faster. The curriculum was a legend of genuine NFE curriculum because the learning topic arrangement was based on actual daily life situations.

(ii) Secondary Education for Adults Curriculum (1987)

This curriculum was modified and improved to make it more equivalent to the formal school's lower secondary education curriculum (1978).

The curriculum required the learner to take up 7 subject areas. Among these subject areas, the learners had to choose 4 compulsory subject areas: Thai, Quality of Life Promotion, Mathematics and the World of Vocation/Occupation; and 3 elective subject areas from the following: Thai, Quality of Life Promotion (1-5), Mathematics (1-2), Science (1-2), English and Vocational/Occupational Practicum (1-3). The course length was not less than 4 terms (2 years)- excluding summers. However, the learners could complete the course shorter than 2 years if they had credit transfers.

(iii) Non-Formal Upper Secondary Education Curriculum (1987)

The learners could register 3 modes (methods) of learning: classroom type, distance learning and self-study. The curriculum required the learners to take up 5 compulsory subject areas. The learners also had to take more elective subject areas from the former ones: Thai for Quality of Life, Fundamental Religions, Village Public Health Volunteers, Visions in Vocational Development, Vocational Relations, Foundation of Particular Vocations /Occupations, English for Continuing Education, Intensive English, English for Quality of Life, Potential Development, Sub-district Local Administration, Science and Technology for Quality of Life, Vocational/Occupational Opportunity Study, and Vocational/Occupational Skills Training. The learners must study for at least 4 terms (2 years) to finish the course unless they had credit transfers.

(iv) Non-Formal Upper Secondary Education Curriculum (1997 and 1998)

The curriculum was modified from the upper secondary education curriculum (1987) by adding more elective subject areas and making it more responsive to the people's way of life, needs and socio-economic changes.

The curriculum still had 5 compulsory subject areas. The learners could register in all learning methods and bring the results obtained in each method to be evaluated together. The unit/credit could be transferred between formal and non-formal school systems. The curriculum had 3 study plans for the learners to choose from:

Plan A was for those who wanted to study further.

Plan B was for those who only wanted to develop their quality of life.

Plan C was for those who wanted to apply the knowledge in their occupation.

2. Non-Formal Education Organization for Occupation Development.

The activities are another means of non-formal education undertaking which attempt to more respond to the people's different needs. They are 4 types of activities:¹³

1. Vocational Short-course Skills Training
2. Interest Group
3. Vocational Training (1990)
4. Vocational certificate Training (1996)

The details of each activity is given below.

(i) Vocational Short-course Skills Training

The programs are provided for those who may feel that an interest group program is too short (1-30 hrs.); impossible to find others to join the same course; and other course are not relevant to their needs. This type of training in various skills such as electric wiring, motor-cycle mechanics, metallic welding, and the like may be suitable for the people who want to improve their livelihood. The courses are offered during office hours; in the evening; or on weekend. Their lengths are between 31-150 hours. The learners pay only for the practical materials cost. They will receive certificates of achievement upon completing the courses. Should they want more knowledge and skills in the same area, they can apply for a course with more hours.

(ii) Interest Group

The program is aimed to respond to needs and problems of the people who want to learn something which is not against national stability and morality. The program stresses the cultural and vocational aspects of the people, environment and livelihood. The course can be from 1-30 hours.

(iii) Vocational Certificate (1990)

This is a choice for people who want to pursue continuing education and conducting productive vocational skills at the same time. It is designed for rural young people who do not want to

leave their locality. It is also to strengthen the community. The learners have to study 2 subject areas: (1) vocational subject area; and (2) life-quality promotion subject area.

(iv) Vocational Education Certificate (1996)

The course is for the lower secondary school learners who are workers and want to pursue their education while working. It is aimed to organize it in factories and it is a distance education in a manner. The workers will be trained in a particular skill. The curriculum entails 3 subject areas: general subjects; vocational subjects (specialized, related and practical ones); and free elective area.

VI. Phase 6: Equivalency Program after the Declaration of National Education Act (1999 – present)

The government had to push for reform of all types and levels of education in order to systemize them into the National Education Act (1999). In 2003, Ministry of Education regulated criteria and organization means of non-formal education according to the basic education curriculum (2001). It is generally known as "Non-Formal General Education (Newly Modified)" which is based on the basic education curriculum (2001). However, the standards for primary, lower and upper secondary education levels are adjusted in the areas of course lengths, instructional and evaluation means in order to make them more suitable and coincide with the learners who are outside the formal school system. The essence of this curriculum can be summarized as follows:

1. Rationale

The organization of non-formal education according to the 1999 basic education curriculum is as follows:

- . It is for individuals whose age is beyond compulsory education
- . It is for individuals who missed the first-chance education; are deprived of formal education; or are in areas where 12 years of education is available.
- . It stressed "Khit Pen", solving-problem and practical abilities. The learning is integrated and congruent with daily living. They can apply the knowledge or instantly use it in vocational undertaking.
- . It aims to develop the learners' potentiality so as to realize in self-value and self-confidence which will eventually lead them

13. Division of Non-Formal Education Development, DNFE. Experiences of Non-Formal Education Organization from Past to Present Bangkok: Rangsee Press, 1999.

to self-reliance and acquisition of knowledge for self –development and developing their community continuously.

- It values knowledge, experiences and vocations of the learners by accrediting them and transferring them as learning results.
- It encourages individuals, organizations and community to participate in educational endeavors.

2. Objectives

To organize education, based on the Basic Education Curriculum (2001) which aims to develop learners to be perfect human-being, intelligent, happy Thais potential in vocational undertaking; and lead their lives productively. Therefore, it identifies the desirable characteristics of the curriculum graduates as people who:

- See self-value and have self-discipline; conduct themselves according to the religion they have faith in; they have morality and ethics; and favorable values.
- Have knowledge and understanding in Thai history, community and their locality. They are proud of being Thai; use the language appropriately; can pass on Thai culture, sports and wisdom; and conduct themselves as good citizens and attach themselves to the constitutional monarchy system.
- Love the country and locality; and are oriented to community’s benefits and well-being.
- Have visions and abilities in thinking, analyzing, self-problems and community problems by employing “Khit Pen” process in solving the problems.
- Have creatives and abilities in acquiring further knowledge and building bodies of knowledge; skills in leading their lives; and are keen in life-long learning.
- See values in and know how to choose local wisdom and technology in developing bodies of knowledge in order to catch up with development and change of the world.
- Have favorable skills and attitudes in vocational undertaking; are a model or leader in vocational development for self-development and quality of life.
- Are keen in physical exercises; keep themselves healthy; and have favorable and aesthetic personality in leading their lives.
- Are able to develop their community so as to strengthen it and ready for competition peacefully.
- Are effective producers and consumers; and prefer to be producers rather than consumers.
- Have conscience in preserving natural resources and sustainable developing environment.

14. The information was extracted from interviewing of Dr.Sunthorn Sunanchai on June 30, 2004 by Suchin Petcharaksa at Ayoudhya Grand Hotel.

3. Curriculum Structure

The structure is based on Basic Education Curriculum (2001). It classifies the contents into 2 subject areas:

Figure 2: Curriculum Structure According to Criteria and Means of Non-Formal Education Organization in Each Level

PRIMARY EDUCATION LEVEL		
BASIC SUBJECT AREA	BASIC SUBJECT AREA	QUALITY OF LIFE
1. Thai (5) 2. Math (5) 3. Science (5) 4. Foreign Language (5)	1. Social + com development (7) 2. Life Skills development 1 (7) 3. Life Skills development 2 (7) 4. Vocational development (7)	Activity Development (not less than 100 hr.)
LOWER SECONDARY EDUCATION LEVEL		
BASIC SUBJECT AREA	BASIC SUBJECT AREA	QUALITY OF LIFE
1. Thai (6) 2. Math (6) 3. Science (6) 4. Foreign Language (6)	1. Social + com development (8) 2. Life Skills development 1 (8) 3. Life Skills development 2 (8) 4. Vocational development (8)	Activity Development (not less than 100 hr.)
UPPER SECONDARY EDUCATION LEVEL		
BASIC SUBJECT AREA	BASIC SUBJECT AREA	QUALITY OF LIFE
1. Thai (7) 2. Math (7) 3. Science (7) 4. Foreign Language (7)	1. Social + com development (12) 2. Life Skills development 1 (12) 3. Life Skills development 2 (12) 4. Vocational development (12)	Activity Development (not less than 100 hr.)

Note: The curriculum structure in the figure can be classified as follows:
 1. In all levels, the learners have to register in 4 basic subject areas; 4 experience-related subject areas; and join at least 100 hours of Quality of Life Activity Development.
 For Upper secondary education level, in Basic Subject Area and Quality of Life Activity Development Subject Area, the learners can register more subject(s) in addition to the minimum required.
 2. Other specific target groups need to study subjects and necessary skills the facilitators can find appropriate contents thought suitable to the target groups, in all experience-oriented subjects.

VII. Strengths and Weaknesses of the Studied Project¹⁴

The Office of Non-Formal Education Commission organized a workshop on Thailand’s equivalency program during June 29 - July 2, 2004 at Ayudhya Grand Hotel, under UNESCO APPEAL project. The following is the analysis of the project made by Dr. Soonthorn Sunanchai, a former Deputy-Director of Department of Non-Formal Education.

1. National Literacy Campaign (1940 – 1945)

Strengths:

- (i) It had a strong political support.
- (ii) It had legitimate measures, i.e. an enactment of literacy promotion law and a declaration of a state policy.
- (iii) There were administrative measures to motivate and persuade people to join the program.
- (iv) The program was reinforced by a nation-building sentiment.
- (v) The curriculum had contents on citizen and national development, and the achievement was accredited with the formal education levels.
- (vi) The teaching method was teaching words and sentences. It enabled the learners to progress fast. Besides, spelling and word generation were also added.
- (vii) The use of commissioned primary school teachers made the instructor availability evenly possible.
- (viii) The learners used literacy to benefit more in their daily lives.

Weaknesses:

- (i) It was an attempt by the state and it was virtually forcing.
- (ii) There was little people's participation and the people could be only responsive.
- (iii) It was only worsening the hardship in all aspects during World War II.
- (iv) The instructors were recruited from primary school teachers. Therefore, their teaching method was essentially child-oriented.
- (v) A majority of population did not see its importance. They were reluctant to participate for they saw that studying literacy was for children.

2. Fundamental Education (Adult Education for Community Development)

Strengths

- (i) It was a model of education for self-development and community development which later on became the prototype of Thai community development.
- (ii) There were experts in each area in a team such as literacy, hygiene, agricultures and social welfare.
- (iii) The people who operated in the field were well trained, i.e. they spent 2 years on training after the diploma education level.

- (iv) In learning literacy, there was support in all matters concerned. Therefore, there were clear results and concrete impacts.
- (v) There was a high level of readiness in instructional media and equipment because the project had support from the outside.

Weaknesses:

It required large budget and sophisticated technology. Therefore, after the sponsorship expired, it could not be fully run as a regular routine program.

Community development had been executed by a number of departments. It was thus inevitable that when a department was fully mature for the task, it was eventually transferred from Ministry of Education.

3. Adult Education Functional Literacy Program

Strengths:

- (i) "Khit pen" philosophy which was used as guiding philosophy was humanistic and encouraging the learners to maneuver for their own decisions. The teachers' role was only to facilitate the process.
- (ii) The curriculum was problem-oriented. The problems were gathered from the field. In the teaching/learning context, there was no content presentation. But rather cases which directly affected lives were introduced instead.
- (iii) Each region had its own curriculum. Also there were curriculums for specific groups such as Southern Muslims, hill tribes. So there were 2 types of curriculum: area specific and situation specific types.
- (iv) The instructional media got along well with the curriculum. Teaching/learning Thai was well related to situations presented in the curriculum.
- (v) The facilitators were recruited from a number of professions, e.g. in-service teachers, college students, walking volunteers, soldiers and others; They were trained to be acquainted with the "Khit Pen" method. The training process was real teaching/learning simulation.
- (vi) It stressed knowledge applicable in daily living such as "edible" house fences, family planning, disease prevention, community development and the like.

4. Non-Formal Radio/Correspondence Distance Education Project

Strengths:

- (i) It was individual self-learning, based on each person's learning plan, supported by a distance education program which was the first of its kind.
- (ii) The project had prints, radio programs, mailing correspondence and group facilitators to back up the learning.
- (iii) The teaching/learning in this way was not limited to distance and geographical areas as long as coordination and mail services existed.
- (iv) After the inception of local non-formal education centres, they put a stop to the mailing correspondence activity. However, it did not affect the program.
- (v) Meeting in groups enabled the learners to exchange ideas, information and use what had been learned to solve problems and stimulate interactions among the learners.
- (vi) The distance education gave a chance to people who could not further their education by conventional means.
- (vii) Group facilitator created a number of favourable effects, e.g. giving advice, reinforcing learning, coordinating in most matters, monitoring and preventing possible dropping out.

Weaknesses:

- (i) Having a number of supporting mechanism such as group facilitators, prints and radio media and forth triggered heavy expences. The project cost too high as may be felt by an international experience
- (ii) Although sustaining and success rates were high, it might be resulted from flexible and relaxed means of evaluation which cannot be accepted by many people.
- (iii) Efficiency of this mode of learning is not tested with the learner (who undergoes self-studying at home) alone, rather it still relies on the group facilitator or coordinator, in the Thai contexts.
- (iv) The mailing correspondence was put to an end because of its high running cost. Should it still remain, it may help as a control mechanism for the learning activities and of the field facilitator.

5. Community Education Centres for the Hilltribes Project.

Strengths:

- (i) The project had a rather clear community participation in decision-making and implementing.

- (ii) Its curriculum was linked with the formal education therefore each level of learning can be transferred and has learning contents which equivalently accredited.
- (iii) The curriculum had a prominent characteristic in its integration nature of the contents and local environment such as culture, geographic setting and vocational aspects.
- (iv) The instructional media were for self-study learning
- (v) The learning evaluation was based on achievement on each learning objective.
- (vi) The curriculum was based on the learners life circle. Therefore, in some seasons the learners could take a break from attending the group, but proceed on their own on a self-studying mode.
- (vii) It was a low-cost investment; compared to the formal school system.
- (viii) The project employed volunteers as a large proportion of the facilitators. It gave on effect that there was a strong commitment to help the disadvantaged.
- (ix) Although, in the last year, the product was rather low, the learners' quality was fairly high.

Weaknesses:

- (i) There was a large number of drop-outs. Thus, it can be regarded as "failed" in giving this kind of basic education.
- (ii) High-cost investment in media production, compared to other projects.
- (iii) The project needed considerably good and continuing logistics,
- (iv) The facilitator drop-outs also posed as a persisting problem.

6. Functional Education levels 3-4 Equivalency Program

Strengths:

- (i) There were attempts to utilize life problems as contents of the curriculum, similar to the functional literacy curriculum.
- (ii) It was a linkage for the disadvantaged to further their education to secondary education.
- (iii) In leaching/learning, if it could be done as in the functional literacy level, it could be said as a success.

Weaknesses:

- (i) At the secondary education level, there were a large number of contents. Integration of subjects was thus difficult.
- (ii) Identification of problem at a higher level trended to focus on academic problems rather than problems of the community.

- (iii) The facilitators were still keen in teaching in the conventional method; thus ignoring the newly introduced "Khit Pen" method.
- (iv) The instructional media were not congruent with the "Khit Pen" method.
- (v) The facilitators' training was not intensive enough in a way that it did not stress the "Khit Pen" method like the training in the functional literacy program.

7. Primary and Secondary Non-Formal Education (1987) Curriculum (Modified Version)

Strengths:

- (i) It systemized all types of learning methods (classroom, distanced and self learning) to be in the same curriculum. Therefore, it reduced over-lapping and administrative difficulties.
- (ii) It allowed easy credit transfers among the three types of learning.
- (iii) There was accreditation of vocational experiences to be used as part of the learning success.
- (iv) There were 3 learning plans for people who might have different aims in life: further educational plan; education for quality of life plan; and education for vocational undertaking plan.
- (v) There were various instructional media including multi-media which the learners could proceed on their self-studying.
- (vi) It had human media, i.e. group facilitators and outside resource persons.

Weaknesses:

- (i) Putting all learning methods in the same curriculum resulted in a way that some effective points had to be abandoned. The points such as in basic or fundamental function education which essentially employed Khit Pen concepts. Now we can say that all those good things have been washed away. Distance Education and Education of Outside People curriculums were experiencing the same fate.
- (ii) Although 3 learning methods were theoretically provided, in reality it could not be executed for the expense has been too high.
- (iii) No research work has been done to determine its standards. The evaluation so far has been virtually internal.
- (iv) Using extra resource persons has been very important for major subjects, because the group facilitators had no nec-

essary basic knowledge. However, a lack of budget ruled out that possibility to hire extra resource persons.

- (v) The fact that the learners had a lot of choices in selecting subjects in the course had caused them to finish education without knowledge in necessary foundation subjects. The learners would encounter problems when they wanted to study higher in the future such as they did not have enough English proficiency.

VIII. The Learner's Access to the Equivalency Program

At the time of educational reformation, the government gave a top priority to cover all areas and target groups. It says in Article 10 of the National Education Act (1999) that people will have equal rights and opportunities in having at least 12 years of basic education. The education as such must be evenly distributed and of high quality. It is the state's commitment to organize education according to the stated objectives. However, the effort has become a limitation for the people to have access to education. The discussion below attempts to compare the present situation with the period prior to the present.

1. Curriculum-wise

1.1 The Curriculum Diversity

Non-formal education after the educational reformation has been less diversified. That is, presently in the basic or general education stream, there was only on national core curriculum (2001). Likewise, in non-formal education vocational training, there is only one vocational certificate training curriculum (2002; modified in 2003). Prior to this period, there were diversified curriculums developed for various target groups who were in different contexts such as Adult Functional Education; levels 1-2 for adults living in plain lands; Adult Functional Education for the Hilltribes Curriculum; and Vocational Certificate Education Curriculum, etc. Fewer choices result in less suitability that non-formal education can cater for the target groups. Almost all of them virtually have to take the lessons generated from the same curriculum.

1.2 Curriculum Rigidity

The Basic Education Curriculum (2001) rigidly laid down its structure as having 8 subject areas. The learner is to take only the prescribed 8 subject areas if they want to complete the course and graduate. A follow up by Office of Academic Development of

Table 3: Non-Formal Education Curriculum for the Crippled based on Basic Education Curriculum.

CURRICULUM OBJECTIVES	CURRICULUM STRUCTURE	EDUCATIONAL ORGANIZATION PROCESS	TARGET GROUPS	MEDIA AND CURRICULUM DEVELOPMENT	EVALUATION	ACCREDITATION
A Basic Education Curriculum for the Cripple.	<p>There are 2 types of learning organization:</p> <ul style="list-style-type: none"> - Type I is for the crippled people who have brain damages or learning problems. - Type II is for the individuals who have ordinary brains but suffer other impaired functions. <p>There 2 types of organizations divides the contents into 3 subject areas and 1 activity:</p> <ol style="list-style-type: none"> 1. Rehabilitation and life skills subject area. 2. Basic education subject area which are Thai, Mathematics, Science and Foreign Language (English). 3. Experience-oriented subject areas. They are Social and Community Development; Life-Skills Development 1; Life-Skills Development 2 and Vocational Development 4. Quality of Life Development Activities <p>Type I Curriculum divides learning into 4 levels:</p> <ul style="list-style-type: none"> Level 1: Grades 1-3. Level 2: Grades 4-6. Level 3: Grades 7-9. Level 4: Grades 10-12. <p>Type II Curriculum divides learning into 3 levels:</p> <ul style="list-style-type: none"> • Primary Education (Grades 1-6). • Lower Secondary Education (Grades 7-9). • Upper Secondary Education (Grades 10-12). 	<p>The learner is the focus of learning activity; encourages the learner to develop himself naturally; and to the fullest of his potentiality. Individual education program (IEP) is used. The learner is stimulated to learn/develop in various aspects: and learning how to live in a society. Activities in diversity are organization to stress realistic situations linking learning with reality. Family members have to accept crippling characters of the learner and take part in developing him.</p>	Brain crippled group and organ crippled group.		<p>Evaluation is conducted in 3 subject areas and rehabilitation and life skills subject area. The evaluation also takes into account the development of desirable characters, reading, thinking, writing and quality of life development activities.</p>	<p>The individuals who complete the program will be awarded a certificate similar to those who complete basic education of the Basic Education Curriculum 2001.</p>

Table 4: Non-Formal Education Curriculum for Thais Living Overseas, based on Basic Education Curriculum, 2001.

CURRICULUM OBJECTIVES	CURRICULUM STRUCTURE	EDUCATIONAL ORGANIZATION PROCESS	TARGET GROUPS	MEDIA AND CURRICULUM DEVELOPMENT	EVALUATION	ACCREDITATION
For overseas Thais to study in basic education.	<p>The curriculum structure is based on Basic Education Curriculum, 2001 as frame of reference. It aims to organize learning in 2 subject areas and 1 activity.</p> <p>Subject Area 1. The area stresses of how to be Thai. It comprises the Thai language, Social and Community Development and Life-Skills Development 2 which is compulsory-cannot be accredited from other experiences.</p> <p>Subject Area 2. The area is experience-oriented. It comprises Mathematics, Sciences; Foreign Languages; Life-Skills Development 1 and Vocational Development which promotes the learner's skills in Thai and attitudinal. Development; Thai arts and culture; Thai way of Life and Thai Prides</p> <p>The learner has to participate for at least 30 hours in practical activities per term.</p> <p>The course is divided into levels:</p> <ul style="list-style-type: none"> Level 1: Grades – 1-3. Level 2: Grades – 4-6. Level 3: Grades – 7-9. Level 4: Grades – 10-12. 	<p>It is organized in 2 manners:</p> <ol style="list-style-type: none"> 1. Distance Means : The learner under goes self-studying from learning packages or tutorial activities. 2. Group Meeting. The learner undergoes his self-studying meets in his group for interactions for at least 150 hours per term. 	Thais living or working overseas.		<p>The learner is evaluated along with the Basic Education Curriculum 2001 in 4 areas:</p> <ol style="list-style-type: none"> 1. Learning achievements in 8 subjects. 2. The learner's abilities in reading, writing, analyzing and writing. 3. Desirable characters. 	<p>The individuals who complete the program will be awarded a certificate similar to those who complete basic education of the Basic Education Curriculum 2001.</p>

Educational Standards found that¹⁵ a standard of each subject area in each level is not suitable to the target group, particularly in Mathematics, Sciences and English. Notably, the primary education core curriculum is not suitable to the target group. Prior to the reformation period, Ministry of Education allowed each department to develop the curriculums for its own target groups because each department best knows their clients and the operational contexts. Therefore, there was diversity in curriculums of all natures, ranging from literacy level to Grade 12 level; and from a cultural group in the interest group project to short-course vocational skills training. The training in each area was thus related to the learner's interest and background. Accreditation from experiences and unit transfers were possible and frequently happened. While in the Basic Education Curriculum (2001), though it allows the same accreditation and transfers, in reality it is rarely requested.

2. Budgeting

Presently, there has been a change in budget allocation procedures. Each school or NFE learning centre prepares a list of learners; each learner has his/her 13 digit citizen number accompanied. The list is submitted to Bangkok each term. Then, the budget is allocated down the stream, based on the following criteria¹⁶:

Table 5: Budget Allocation Criteria

LEVEL	LEARNERS (BATH/PERSON/YEAR)		NOTE
	NON-FORMAL	FORMAL	
1. Primary Education	452	1,100	
2. Lower General-Secondary Ed.	1,162	1,800	
3. Upper General-Secondary Ed.	1,162	2,700	
4. Lower Vocational Secondary Ed.	4,440		
5. Upper Vocational Secondary Ed.	4,240		
. Industrial Stream		2,320	
. Commercial Stream		1,520	
6. Home Economics		1,970	
7. Arts		2,470	
8. Reformed Agriculture		4,570	
9. Fishery		2,070	

The budget allocated is used for remuneration, social insurance, materials, logistics and others related to the teaching facilitation.

We will see that the budget for non-formal education is comparatively low because it included remuneration for the facilitators, though it is low remuneration. After calculating the budget set aside for the remuneration, there is a little sum left for instructional materials; additional media; and other extra-curriculum activities such as camping and outside learning in various places. The on-going situation fits well with the report of NFE Office of Academic Development and Educational Standards That the received budget does not facilitate the administration of sufficiently teaching/learning organization effectively. Therefore, there should be a review of the allocation of budget in real terms, i.e. separation the remuneration from the learners' expenses per head¹⁷.

Besides, comparing the expenses per head allocated for formal students and non-formal learner, it appears that a large gap exists. For example, at the primary education level, while a formal school student receives 1,100 baht per year, a non-formal education learner receives only 495 baht per year. The same situation prevails in all levels of education administration. Taking out the remuneration, it is clear that the budget left for materials, equipment, administration, library maintenance and so forth is far from equality. Although equal rights and opportunities are guaranteed by Article 10 of the National Education Act (1999), the non-formal education still suffers short comings. A question, thus, remains "How we can organize high quality education for all geographical areas?"

3. Quality of Equivalency Program

It can well be said that during the education reformation, quality of the equivalency program has been similar to that of formal school system, because it used the same national core curriculum, i.e. Basic Education Curriculum 2,001. The NFE administration Office employs the same standards and instructional frame works. Only instructional means is adjusted to make it more suitable to the outside-the school learners. Also during this period, learning activities have been more clearly developed by emphasizing a process of thinking, doing, remembering, solving and developing skills. The aim is to foster these traits in non-formal education learners so as to make them to be inquiry-mined continually and reduce rote memory learning. This is essential because truth cannot hold true over time, but with an inquiry mind, they can always update their knowledge which is more suitable to them.

In the "Non-Formal Education Towards the Future" held during June 9-11, 2004 at Songpanburi Hotel, there was a discussion on quality of non-formal education. A demand has been that the quality of non-formal education has to be clearly defined. However, non-formal education cannot be compared to formal education without conditions because the former is essentially for working adults who may not want bodies of knowledge in a strict sense as those in the formal schooling. In contrast, skills in critical thinking, problem solving, knowledge acquisition means and how to choose solutions to problems are more crucial to these people. In addition, these people enter into the learning groups to seek opportunities to interact ideas, views, problem solutions and certification for job application, higher promotion and further education.

III. Results of equivalency program operations

The chapter presents the results of the equivalency program or called in Thailand "Non-formal General Stream Education". The details presented are both quantitative and qualitative and will be in the following format:

Part 1: Quantitative information which is a presentation in statistics related to the equivalency program organization.

Part 2: Qualitative information which is a presentation and discussion on the information regarding the equivalency program organization. It will be in two parts:

- (i) An analysis of impacts on the learners' part which is obtained by documentary analysis.
- (ii) A field study of the program which is the education on results of the equivalency program operation. In the study, qualitative means of data collection was used. The techniques employed were non-participant observation; in-depth interviewing; and focus-group discussion with NFE learners and administrators.

The details are as follows:

Part one: Quantitative information

In order to acquire a proper understanding in equivalency program operation in the past, related statistics are presented as follows:

Table 6: Numbers of Secondary Education Adult Schools and Learners during 1956-1960¹⁸

YEARS	N° OF SCHOOLS	N° OF STUDENTS
1956	30	3,846
1957	32	3,839
1958	28	3,982
1959	28	3,652
1960	48	3,777

Table 7: Information on Adult Vocation Education during 1956-1960¹⁹

YEARS	1956	1957	1958	1959	1960
N° of Stationary Schools	90	107	111	111	111
N° of Learners	5,691	6,226	6,820	6,234	3,885
N° of Mobile Schools	1	1	3	3	7
N° of Learners	293	349	375	398	n. a.

Table 8: The Number of Public Libraries during 1956-1960²⁰

YEARS	1956	1957	1958	1959	1960
Stationary Libraries	285	286	287	288	307
Mobile Libraries	12	12	12	12	12

Table 9: Percentage of illiterate Population in 2000; classified by age and sex²¹

AGES (Yrs)	% AGE OF ILLITERATE MALE	% AGE OF ILLITERATE FEMALE	N° OF ILLITERATE POP.
6-11	52.1	47.9	1,626,288
12-14	53.5	46.5	46,360
15-17	50.2	49.8	52,426
18-21	47.3	52.7	88,697
22-24	45.6	54.4	72,442
25-29	43.6	56.4	151,216
30-34	40.3	59.7	200,295
35-39	37.8	62.2	227,722
40-44	35.1	64.9	254,729
45-49	33.4	66.6	258,957
50-54	32.5	67.5	250,901
55-59	31.9	68.1	273,253
60-64	31.5	68.5	351,694

18. Sunthorn Sunnachai "Adult Education Renaissance After world was II" in Evolution of Adult Education and Non-Formal Education During 1939 – 1990. Bangkok: Department of Non-Formal Education, 1990, p.33.

19. ob.,cit.

20. ob.,cit.

21. National Statistics Bureau. Reports of Population and Households Census, 2000. Bangkok: National Statistics Bureau, 2002.

AGES (Yrs)	% AGE OF ILLITERATE MALE	% AGE OF ILLITERATE FEMALE	N° OF ILLITERATE POP.
65-69	31.7	68.3	324,194
70-74	29.9	70.1	302,736
75-79	27.7	72.3	248,572
80-84	27.3	72.7	181,143
85 and over	25.6	74.4	148,553

Table 10: The Literacy Rate of 14-50 Yr. Old Population During 2000-2001²²

REGIONS	N° OF 14-50 Yr. OLD SURVEYED POP.		N° OF POP. KNOWING THAI LITERACY		% OF POP. KNOWING THAI LITERACY	
	2000	2001	2000	2001	2000	2001
Central	4,622,948	7,789,313	4,592,828	4,762,659	99.4	99.4
North-Eastern	9,062,981	9,272,502	9,004,753	9,210,343	99.4	99.3
Northern	4,759,494	4,869,669	4,493,747	4,594,938	94.4	94.4
Southern	3,758,932	3,137,204	2,988,711	3,077,055	97.7	98.1
TOTAL	21,504,355	22,068,688	21,080,039	21,644,995	98.0	98.1

Table 11: The Literacy Rate of 15-60 Yr. Old Population in 2002²³

REGIONS	N° OF 14-50 Yr. OLD SURVEYED POP.	N° OF POP. KNOWING THAI LITERACY	% OF POP. KNOWING THAI LITERACY
Central	4,263,302	4,219,850	99.0
North-Eastern	8,786,662	8,710,112	99.1
Northern	4,420,158	4,194,417	94.9
Southern	2,852,514	2,793,962	97.9
TOTAL	20,322,636	19,918,341	97.7

Table 12: Estimation of Population classified by age eligible for formal education during 2005-2016²⁴

YEARS	NUMBERS OF POPULATION (THOUSAND)			
	3-5 yrs. old	6-11 yrs. old	12-14 yrs. old	15-17 yrs. old
2005	2,936	5,852	2,930	2,878
2006	2,883	5,872	2,915	2,910
2007	2,832	5,889	2,895	2,927
2008	2,784	5,889	2,881	2,927
2009	2,738	5,863	2,885	2,912
2010	2,695	5,816	2,898	2,892
2011	2,654	5,713	2,953	2,878

22. The information obtained from the Basic Minimum Needs Surveys in 2000, 2001 and 2002.

23. The information obtained from the Basic Minimum Needs Surveys in 2000, 2001 and 2002.

24. National Education Commission

25. Ibid.

26. Ob.cit.

YEARS	NUMBERS OF POPULATION (THOUSAND)			
	3-5 yrs. old	6-11 yrs. old	12-14 yrs. old	15-17 yrs. old
2012	2,616	5,615	2,980	2,881
2013	2,581	5,521	2,984	2,896
2014	2,548	5,432	2,929	2,949
2015	2,518	5,349	2,877	2,977
2016	2,492	5,270	2,826	2,982

Table 13: Rates and Estimation of Enrolments, Graduation of Students in Primary Education Level; and Continuation to Lower-Secondary Education and Upper-Vocational-Secondary Education Levels During 2005-2016²⁵

YEARS	PRIMARY EDUCATION LEVEL		LOWER SECONDARY ED. LEVEL	UPPER VOCATIONAL SECONDARY ED. LEVEL
	New Enrolments Rates	Graduation Rates	Continuation Rates	Continuation Rates
2005	1.00	0.99	0.88	0.40
2006	1.00	0.99	0.88	0.40
2007	1.00	0.99	0.89	0.40
2008	1.00	0.99	0.90	0.40
2009	1.00	0.99	0.91	0.40
2010	1.00	0.99	0.92	0.40
2011	1.00	0.99	0.92	0.40
2012	1.00	0.99	0.92	0.40
2013	1.00	0.99	0.93	0.40
2014	1.00	0.99	0.93	0.40
2015	1.00	0.99	0.94	0.40
2016	1.00	0.99	0.95	0.40

Table 14: Sustaining Rates of Students; classified by levels of education, academic year 2002²⁶

LEVELS OF EDUCATION	SUSTAINING RATES
1. Primary Education (Grades 1-6)	88.4
2. Lower-Secondary Education (Grades 7-9)	91.5
3. Upper-Secondary Education (First Year of Lower Voc. Ed. Cert. - Last Year of High Voc. Ed. Cert. and Grades 10-12)	80.9

Table 15: Proportion of Students to Population; classifies by levels of education, academic year 2002²⁷

LEVEL OF EDUCATION	AGE GROUPS YRS. OLD	ACADEMIC YEAR 2002		
		POPULATION	STUDENTS ²⁸	%
Pre-Primary Ed.	3-5	2,960,930	2,682,835	90.6
Primary Ed.	6-11	5,819,773	6,096,715	104.8
Lower-Secondary Ed.	12-14	2,880,829	2,368,457	82.2
Upper-Secondary Ed and Vocational Ed.	15-17	2,841,550	1,556,394	54.8
Total of Secd. Ed.	12-17	5,722,379	3,924,851	68.6
TOTAL	3-21	18,723,566	13,861,102	74.3

Table 16: Number of Non-formal Education Students; classified by level and type of education academic year 2002²⁹

LEVELS OF EDUCATION	N° OF STUDENTS
Fundamental Functional Education	74,762
Primary Education	284,982
Lower-Secondary Education	982,612
Upper-Secondary Education	789,542
Vocation Ed. Learners of NFE Office, Dept. of Vocational Ed. Bangkok Metropolis and Dept. of Private Ed.	1,972,619
TOTAL	4,104,517

Table 17: Numbers of Non-Formal Education Students Enrolled with Office of Non-Formal Education: classified by target groups, fiscal year 2002

CURRICULUM	TARGET GROUPS							Total
	Prisoners	Conscripts	Crippled	Old aged	Local leaders	Subdistrict Adm.	General	
Primary Ed.	13,493	2,447	4,258	1,755	5,546	2,514	159,611	189,624
Lower Secd. Ed.	19,477	35,225	2,472	3,845	16,623	9,980	839,676	927,298
Upper-Secd Ed.	16,170	45,978	2,274	2,441	12,760	8,217	690,014	777,854
Fund. Func. Ed	1,036	256	114	1,855	549	207	70,745	74,762
Func. Ed. Hilltribes					225		95,133	95,358
Vocational Cert.		72	47	1,569	1,164	419	52,043	55,314
Vocational Ed. Cert.							11,688	11,688
Short Course Skills Training	24,971	3,119	6,133	11,087	9,263	6,576	577,143	638,292
Interest Groups	2,862	666	943	10,746	8,975	5,329	344,636	374,157
TOTAL	78,009	87,763	16,241	33,298	55,105	33,242	2,840,689	3,144,347

27. National Education Commission

28. Not including students of Open Universities and Rajbrat Universities From reports of National Education Commission.

29. National Education Commission

30. Suthorn Sunanchai "Back to the beginning: Adult Education in First Phase (1940-1945) in Evolution of Adult Education and Non-Formal Education During 1939-1990". Bangkok: Department of Non-Formal Education, 1190, p.52.

31. Department of Non-Formal Education. 108 Outstanding Alumni of 23 Years of DNFE. Bangkok: Express Transport Service Press, 2002.

32. Ibid.

Table 18: Numbers of schools and students in Fundamental Education Curriculum; 1956-1960³⁰

YEARS	N° OF SCHOOLS	N° OF STUDENTS
1956	419	21,680
1957	419	19,436
1958	419	18,495
1959	235	16,420
1960	245	13,822

Part two: Qualitative information

The discussion on this part is presented as follows:

1. A Synthesis of Impacts Incurred to the Learners

The presentation in this part is an analysis from a source: "108 Outstanding Alumni of 23 Years of DNFE"³¹ The text was prepared on the occasion of 23rd anniversary of departmental status of Department of Non-Formal Education. In the text, Athorn Chantawimol³² elaborated that the department has contributed to the education reformation greatly and has caused betterment of education in the following aspects:

- (i) Reformation of Basic General Education Curriculum. This has been undertaken by adjusting and modifying the details in the core curriculum developed by Department of Curriculum and Instruction to make it suitable to andragogical principles or for the people outside the school system.
- (ii) Reformation of Learning Sources. Department of Non-Formal Education has taken enormous efforts in improving the public libraries- at sub-district, district and provincial levels; education radio; and education television.
- (iii) Reformation of measurement and evaluation. The Department aims to develop higher quality and standards for all areas of NFE. Therefore, it has developed evaluation tools, based on such quality and standards, which result in the ability to measure and evaluate right to the quality and standards required.
- (iv) Reformation of Operation Means. In order to reach the deprived target group who may be in remote, inaccessible, sparse and difficult areas, as being guided by their motto: we will reach you no matter where you are in Thailand.
- (v) Reformation of Learning Centres. There are approximately 6,000 learning centres set up in the villages throughout the

Table 19: Number Learners in Programs of Departement of Non-Formal Education - 2000 - classified by target group.

PROGRAMS	Child labours	Orphans	Homeless children	Abused children	Miscon-ducted children	AIDS infected children	Risk woman groups	Local leaders	Prisoners	Religions practi-tioners	Conscriptis	Labours	Farmers	The aged	The crippled	Hilltribes	Thai Muslims	Slum dwellers	Sea people	Sub district Local Admin.	Health volunteers	Constructs labours	Others	TOTAL
Primary Ed.	284	152	40	9	50	5	481	1,324	4,752	538	757	13,346	25,489	295	963	5,045	2,501	34	4	1,610	578	658	4,803	63,718
Lower Secd.Ed.	1,910	227	324	157	167	96	3,000	3,291	7,265	4,762	10,867	70,568	79,499	858	1,226	5,600	6,849	362	270	2,350	2,833	2,017	29,880	234,378
Upper-Secd Ed.	379	233	701	75	17	13	2,688	2,969	5,496	1,490	12,243	71,320	47,794	1,749	868	3,244	2,901	128	273	1,718	3,890	2,512	22,643	185,004
Fund.Func.Ed	114	8	136	124	192	88	209	601	780	248	530	6,031	15,089	838	133	5,967	815	34	2	182	246	158	839	33,364
Func.Ed.Hilltribes	426	173	0	0	0	0	0	191	2	28	1	849	7,003	68	149	67,895	0	0	0	165	110	25	157	77,242
Vocational cert.	20	7	0	0	8	0	34	676	637	86	484	8,320	24,232	692	37	312	802	9	8	284	660	171	852	38,331
Vocational Ed.cert.	14	16	0	0	0	0	2	51	0	7	114	9,318	743	0	103	1	133	10	0	121	109	42	1,066	11,850
Short Course Skills	7,974	299	85	150	1,573	166	6,268	7,968	11,463	1,891	2,995	199,763	298,150	8,719	1,670	6,838	9,679	2,171	916	4,738	9,973	6,251	46,669	636,369
Interest Groups	6,483	324	82	13	267	19	1,265	4,714	1,435	213	771	115,166	189,519	6,420	460	5,365	5,242	2,255	513	3,400	6,894	2,194	20,724	373,738
TOTAL	17,604	1,439	1,369	528	2,274	387	13,947	21,445	31,830	9,263	28,762	494,681	687,518	19,639	5,609	100,267	28,922	5,003	7,986	14,568	25,293	14,028	127,633	1,653,995

Table 20: Number Learners in Programs of Departement of Non-Formal Education - 2001 - classified by target group.

PROGRAMS	Child labours	Orphans	Homeless children	Abused children	Miscon-ducted children	AIDS infected children	Risk woman groups	Local leaders	Prisoners	Religions practi-tioners	Conscriptis	Labours	Farmers	The aged	The crippled	Hilltribes	Thai Muslims	Slum dwellers	Sea people	Sub district Local Admin.	Health volunteers	Constructs labours	Others	TOTAL
Primary Ed.	527	167	213	47	141	30	1,170	5,748	10,945	898	1,157	47,784	96,192	1,311	3,825	6,151	5,366	244	147	3,241	3,364	1,747	21,262	63,718
Lower Secd.Ed.	4,146	901	758	349	1,027	479	6,962	16,156	19,234	7,248	37,776	258,577	393,247	6,148	3,508	6,890	15,835	1,895	679	10,108	10,663	10,077	95,917	211,677
Upper-Secd Ed.	520	455	334	138	358	182	5,051	10,589	13,578	3,686	39,467	254,418	185,263	2,725	2,393	3,470	7,421	1,139	1,442	6,524	5,371	8,388	77,976	938,580
Fund.Func.Ed	11	97	87	0	15	0	308	497	605	114	450	6,115	15,427	757	243	6,707	2,601	0	7	354	235	165	1,502	630,888
Func.Ed.Hilltribes	275	6	0	0	0	0	9	295	10	12	21	925	4,534	54	136	89,926	694	0	0	133	205	19	1,324	36,297
Vocational cert.	39	15	0	0	28	142	140	822	3	12	23	5,855	35,492	720	63	275	2,632	116	33	431	915	334	1,462	98,578
Vocational Ed.cert.	0	2	0	0	0	0	41	70	36	9	140	6,349	1,106	1	131	0	144	16	1	52	93	25	1,730	49,552
Short Course Skills	6,313	299	61	63	2,381	273	4,921	8,756	15,178	793	4,718	145,660	350,215	13,072	5,270	6,719	12,795	1,782	252	5,683	11,236	5,738	70,262	9,946
Interest Groups	3,751	493	78	0	549	43	1,163	12,458	3,412	590	2,156	92,130	305,018	11,284	4,044	6,333	6,823	1,622	799	7,128	12,213	2,782	36,582	672,440
TOTAL	15,582	2,435	1,531	597	4,499	1,149	19,765	55,391	63,001	13,362	89,908	847,813	1,386,494	36,072	19,613	126,471	54,311	6,814	3,360	33,654	44,295	29,275	308,017	3,159,409

Table 21: Data on MDG and MDG+ During 1990 - 2002.

MDG AND MDG+ INDICATORS	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
1. Proportion of Net Primary Ed. Students to the same age group population (%)	0	0	70.1	0	70.8	0	77.1	0	80.4	0	0	0	0
2. Proportion of total Primary Ed. Students to the same age group population (%)	0	0	99.2	97.3	93.8	103.4	103	103.1	102.6	102.4	103.2	103.8	104.8
3. Proportion of Net Secondary Ed. Students to the same age group population (%)	0	0	31.3	0	35.9	0	48.1	0	0	0	0	0	0
4. Proportion of Total Lower Secondary Ed. Students to the same age group population (%)	0	0	50.6	57.1	63.4	73.1	78.2	81.8	83.5	114	82.8	82.2	82.2
5. Proportion of Total Upper Secondary Ed. Students to the same age group population (%)	0	0	26.9	30	33.7	39.2	44	49.3	55.3	12	57.3	59.3	54.8
6. Literacy rate of 15-24 years old population (%)	98.2	0	98	0	98.6	0	0	0	0	12	98	0	0

country. The majority of these learning centres organizes basic general non-formal education and offer services in presentation of VIDEO; vocational classes and reading materials.

Results of such efforts have been that the Department can service the target population better; the people can utilize the basic general education programs; and enroll in of number a vocational skills training courses. These programs are expected to be better.

An account stated in the text has been that they have succeeded in tracing 108 outstanding former students of NFE 6 areas, i.e. agricultural leaders, social welfares, business/entrepreneurs, politics and civil services. The research team has analyzed the equivalency program products extracted from the 108 NFE graduated and able to come up with the following results:

(i) Levels of education obtained in the equivalency program

- . Primary education graduates: 5
- . Lower-Secondary education graduates: 17
- . Upper-Secondary education graduates: 84
- . Vocational certificate graduates: 2

(ii) Benefits gained from the equivalency program

a. The graduates use their benefits gained in conducting their lives and/or developing social and community as:

- . In self-development, a number of them stated that they used the knowledge in progressing their business such as from a small enterprise to become a partnership business; from radio V.J. to have his own record facilities, and so forth. Notably of all were the owner of stone mill factories; resort hotel; and construction equipment and materials.
- . Social and community development. Most of them have assisted in developing Buddhist monasteries as centres for the public; organizing educational parks; campaigning against drug abuses; organizing youths activities, being board members of commercial chambers; and the like.

b. The benefits gained in the program have resulted in having been selected, elected and/or appointed as follows:

- . Individual Level. A large portion of them have been elected/recognized as "outstanding fathers" ; "good" citizens; moral citizens; models of vocational initiative persons; chair-persons of

university student organizations; chair-persons of communities; outstanding farmers; and a vice-chair-person of a farm co-op.

. Local Level. They have been elected/appointed as local development leaders; village chiefs; sub-district chiefs; first female sub-district chief of a province; chair-persons of women groups; board members of social development funds; chair-person of a journalists association; mayors; board members of basic education; chair-persons of sub-district local administration organizations; assistant-chair persons of provincial commerce chambers; workers in telephone organizations; members of sub-district local administration organizations; chair-persons of mushroom culture groups and funds; advisors to the governor of Bangkok Metropolis Administration; chiefs of election commissions in various provinces; and so forth.

. National Level. A sizable number of them have been elected and/or appointed as counterpart judges in youths and juvenile courts; members of parliament; and advisors to the Prime Minister.

c. Awarded Graduates:

Some of the graduated of the equivalency program who have elected and/or appointed in the above-mentioned positions have performed so excellently that they were awarded in the following prizes or titles: Outstanding Lady; A Model Farther; Pra Dee Sri Patumvatana; Local Wisdom Honour; Progressive Profession; Golden Pin (for sub-district leaders); Determined Lady Prize (from the Prime Minister); Honourable Doctorates; and so forth.

d. Resource Person Invitation

A number of the persons graduated from the NFE equivalency program have been invited to teach in universities as specialists or experts in particular professions/areas. They are also skills trainers of Department of Skilled Labor Training. Some of them are in the teaching career; being from plain teachers to high-positioned academic personnel and administrators.

(iii) Continuing Education

After graduating from the NFE equivalency program, the 108 persons have furthered their education until they have reached the following levels of education:

- . Diploma (18)
- . Bachelor's Degree (17)
- . Master's Degree (4)

2. Field Study

Apart from the information obtained by statistical tabulation and documentary investigation, the research team feels that information gained in the field is also important. For this purpose, in-depth interviewing, focus group discussion and non-participant observation have been employed in the field study, to back up the information from other sources.

In this respect, the data gathering have been carried out in 23 occasions with 23 informants who were learners and instructors of the NFE equivalency program. The details of the outcomes are presented as the following:

2.1 The Learners

They comprise of rural students³³, hotel personnel, students living on the Thai-Myanmar border, blind students, workers in a food factory, business persons, soldiers and prison detainees.

In the focus group discussion, 5 principal questions were asked. However, there are minor questions-stemmed from the principal ones, which are varied to situations and groups. The 5 principal questions are:

1. Why did they choose to study in the equivalency program instead of the formal school system?
2. What are motivations in choosing to study in the basic general education?
3. What are strengths or good points of non-formal education?
4. What are weaknesses of non-formal education with respect to instructional media, facilitators, teaching/learning processes, measurement and evaluation, schedules, and so forth?
5. Suggestions for the improvement of the program.

2.2 The Facilitators

In this group, we also add the NFE administrators at district and provincial levels into the informants group. The questions asked are similar. They are:

1. Who are the learners of the NFE basic general education curriculum program?
2. Why do they choose to study in this program instead of studying in a formal school?

3. What are strengths, good points or benefits the learners gained from the NFE basic general program?
4. What are weaknesses of non-formal education with respect to instructional media, facilitators, teaching/learning processes, measurement and evaluation, schedules and the like?
5. Suggestions for the program improvement.

The results of the "Content Analysis" are summarily presented as follows:

1. Reasons to choose the NFE basic general education, i.e. the equivalency program, are:

- 1.1 To increase their academic background, knowledge and develop themselves.
- 1.2 To use the certification in job application
- 1.3 To promote positions
- 1.4 They move frequently; unsuitable to formal schooling.
- 1.5 To use the knowledge in teaching their off springs.
- 1.6 Poverty and have a lot of children.
- 1.7 To give way to other family member for formal schooling
- 1.8 Formal schools are too far; hard to grasp the concepts; and laziness.
- 1.9 Want to read and write.
- 1.10 Used to study in formal schooling but gave up halfway.

2. Weakness of NFE Basic General Education:

- 2.1 So little time provided; only on Saturday and Sunday; it should be on everyday.
- 2.2 No need to attend the class.
- 2.3 Insufficient instructors.
- 2.4 Teaching Math and English of NFE is not enough intensive.
- 2.5 The facilities are not enough, improper nor suitable.
- 2.6 Insufficient libraries and facilities for further inquiries.
- 2.7 The examination is far too difficult.

3. Strengths of the NFE Basic General Program:

- 3.1 Can study by themselves as adults.
- 3.2 Inexpensive cost.
- 3.3 There are activities and projects to do away with.
- 3.4 No body is too old to learn. Anyone can learn.
- 3.5 Have chances to meet friends of different ages; and professions which they can exchange opinions and help each other.
- 3.6 It does not require a long time to finish the program.
- 3.7 They gain more confidence in expressing themselves.
- 3.8 The instructors are helpful in all matters they can.

33. When we addressed them "students", it means their status as students of the equivalency program. (Researcher).

- 3.9 The learning/teaching is flexible.
3.10 There are a lot of books to borrow; they are useful in every way.

4. Problems, Obstacles and Suggestions:

- 4.1 No time to read
4.2 English is far too difficult; due to lacks of foundations.
4.3 Sometimes, employers step in the way.

IV. Trends of model development for equivalency program

The consequences of the non-formal education equivalency program as it is today have led to a number of criticisms and suggestions as to improve its quality, particularly in the teaching/learning matter. The Minister of Education (Mr. Adisaya Bhotharamic) has given a policy in the national meeting of NFE administrators in October 2004, in Chiangmai, to improve the teaching/learning of the 4 subjects, namely, Thai, Mathematics, English and Science by commissioning formal school teachers or specialists to teach the subjects in questions.

To respond to such a policy, Office of Non-Formal Education Commission has organized a workshop to consider and map out strategies and the measures have been adopted as follows:

1. In organizing a learning group, organize the learners in 3 separated levels, i.e.

- (1) Primary Education Level
- (2) Lower-Secondary Education Level
- (3) Upper-Secondary Education Level

(Formerly, the instructor/facilitator organizes all learners in a group in order to make 80 learners in the group, or he/she cannot be paid for the instruction)

2. The curriculum set out to have 2 major subject clusters:

- (1) Fundamental Subject clusters which as 4 subject areas:
 - a. Thai
 - b. Mathematics
 - c. Science
 - d. Foreign Language(s)

- (2) Experience-Oriented subject clusters which, has 4 subject areas:
 - a. Social and Community Development
 - b. Life-Experience Development 1
 - c. Life-Experience Development 2
 - d. Vocational Development

3. Each level learner must accumulate at least the following required units/credits:

- (1) Primary Education Level (48 units/credits)
 - . Fundamental subject cluster: 20 units/credits
(Each subject area has 5 units/credits)
 - . Experience-oriented subject cluster: 28 units/credits
(Each subject area has 7 units/credits)
- (2) Lower-Secondary Education Level (56 units/credits)
 - . Fundamental subject cluster: 24 units/credits
(Each subject area has 6 units/credits)
 - . Experience-oriented cluster area: 32 units/credits
(Each subject area has 8 units/credits)
- (3) Upper-Secondary Education Level (76 units/credits)
 - . Fundamental subject cluster: 28 units/credits
(Each subject area has 7 units/credits)
 - . Experience-oriented cluster area: 48 units/credits
(Each subject area has 12 units/credits)

4. Teaching/learning towards quality

- (1) Each group of learners is approximately 40.
- (2) The school or learning centre is responsible for finding teachers, instructors, facilitators or specialists in fundamental subjects to teach such subjects. The instruction mode is learner-centered.
- (3) Each learner must submit a project each term which is integrated or based on a particular subject. The project has an effect of being passed or in passed for the learner.
- (4) Each learner must also submit a quality of life development project based on criteria of the school or learning centre. The project has effect in having the learner passed or in passed.

5. Course Length

- (4) The learner must spend at least 2 years (4 terms or 20 weeks) in each level; except in a case which there is a credit transfer.

(2)The learner must spend at least 2 hours per week in studying each subject area, in the fundamental subject cluster, with the instructor.

(3) In the experience-oriented subject cluster, the learners spend at least 2 hours per week in studying together in a group with has the NFE facilitator as the activity organizer.

(4) The learner must undergo doing the quality of life development activities every term. The accumulative hours for the whole level must not less than 100 hours, to ensure the continuing development of desirable characters of the learner.

6. Measurement and Evaluation

The ratio of formative and summative (between a term and end of a term) evaluation is 60 : 40.

7. Conditions for Success

(1)There are experts or specialists for all fundamental subject clusters.

(2)The NFE facilitators are responsible only to learning organization of experience-oriented subject clusters and coordination work with the experts or specialists in organizing the fundamental subject clusters.

(3)The government must support by allocating more personnel for administrative work; to do the admission, guidance, registration, documentation, etc.

(4)The timing and places for learning or group meeting must be suitable and safe.

APPENDIX 1
REFERENCES

Basic Education Commission. *Means to Collect Fees for Basic Education Expenses* (Mimeographed). Bangkok : n.d. pp.13-14

Department of Non-Formal Education. *108 Outstanding Alumni of 23 Years of DNFE*. Bangkok: Express Transport Service Press, 2002.

Department of Non-Formal Education. *A Cyclopedia of Life Long Education (Vol. I)* Bangkok: Kuru Sabha Lad Prao Press, 1995, 6.

Department of Non-Formal Education. *National Education Act (1999)* Bangkok: Prigwarn Graphic Co., LTD., 1999.

National Economic-Social Development Board. *Report of Development Goals in the 2004 of Thailand*. National Education Commission

National Education Commission. *Strategies Development for National Compleitive Capability*. Bangkok: Pimdee Press, LTD, 2002 B.

Office of Non-Formal Education Commission. *Suggested Means in Using Criteria and Organization Methods of Non-Formal Education According to Basic Education (2001)* Bangkok: n.p. 2004, p.3

Sunthorn Sunanchai. *Adult Education in the Past* (A Lecture in a Seminar on Equivalency Programme at Ayoudhya Grand Hotel during June 29-July 3, 2004)

Sunthorn Sunanchai. *Development of Equivalency Education*. A Seminar Paper presented at Ayoudhya Grand Hotel during June 29-July 2, 2004.

Sunthorn Sunnachai "Adult Education Renaissance After world was II" in *Evolution of Adult Education and Non-Formal Education During 1939 – 1990*. Bangkok: Department of Non-Formal Education, 1990, p.33

Supank Chantawang *Qualitative Research* Bangkok: Chularlongkorn University Press, 2000.

Sunthorn Sunanchai "Back to the beginning: Adult Education in First Phase (1940-1945) in Evolution of Adult Education and Non-Formal Education During 1939-1990". Bangkok: Department of Non-Formal Education, 1190, p.52.

UNESCO Equivalency programme APPEAL Training Materials for Continuing Education Personnel (ALTP-CE) Bangkok: UNESCO principal regional office for Asia and the pacific, 1994.

UNESCO/APPEAL ALTP-CE VOLIII Equivalency programme Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1993.

Division of Non-Formal Education Development, DNFE. *Experiences of Non-Formal Education Organization from Past to Present* Bangkok: Rangsee Press, 1999.

National Statistics Bureau. *Reports of Population and Households Census, 2000*. Bangkok: National Statistics Bureau, 2002.

OPEN BASIC EDUCATION PROGRAMMES IN INDIA

Executive Summary

The present study has been undertaken by UNESCO's Asia Pacific Programme of Education For All (APPEAL) under a project entitled Equivalency Programmes for the Promotion of Lifelong Learning. The objective of the study is to identify models of equivalency programmes that enable out of school persons to access basic and continuing education. This study attempts to identify best practices that can be replicated in other countries.

As a part of this project, the National Institute of Open Schooling, India was entrusted the study of the Open Basic Education (OBE) Programme. The OBE programme is an equivalency programme providing primary and upper primary education through open and distance learning methodology. The programme targets both children and adults and is also offered under the continuing education scheme of the National Literacy Mission for adults neo-literates. The OBE programme has three levels A, B, and C which are equivalent to formal school Class 3, 5 and 8 respectively.

The present study was carried out in the state of Rajasthan where the OBE programme is being implemented in collaboration with the State Literacy Mission Authority (SLMA). The four districts chosen for the study were Ajmer, Bharatpur, Sikar and Tonk. The size sample was two hundred learners comprising fifty learners from each of these districts. Both men and women were included in the sample. The sample was selected randomly from all the learners who had passed the OBE level .A. examination in December 2003.

A research tool was developed to seek information from learners about their opinion on curriculum, materials, learning processes and learning assessment. The tool was pilot tested before being administered. Besides this, information was also taken through focus group discussions, semi structured discussions and consultative meetings. A questionnaire was also developed for the Coordinators of the OBE programme who are responsible for implementation of the programme for seeking information about admission processes, material development, conduct of classes, evaluation and community involvement.

Open Basic Education Programmes Equivalency Programmes for the Promotion of Lifelong Learning 10 Report: Open Basic Education Programme The study was carried out between July and December 2004 by trained investigators and the data was analysed by a special software developed for this purpose. The data showed that most of the learners were female (71%). Both men and women belonged to the age group 21 to 30 years of age and were from disadvantaged groups. 86% were married and 44% were engaged in agriculture. Only a very small percentage (4%) were self employed.

The study showed that most learners preferred course delivery through printed course materials which according to them were handy and most easily excisable. Most learners expressed lack of awareness about non-print mediums such as television. The learners felt that the teaching learning methodology of the study center was interactive and the contact classes gave them an opportunity to discuss issues of common interest. Most learners felt that the OBE programme had increased their confidence and helped them to think positively. Across the districts there was a strong demand for development of vocational skills. Learners wanted economic upliftment through continuing education. Most of the learners (44%) wanted household industries, which could be set up with minimum infrastructure requirement.

According to the learners the certificate provided under the OBE programme made a difference to their lives. For most women it increased their knowledge component while for the men it enhanced their social status. Both men and women agreed that the OBE programme as an equivalency programme gave them an opportunity to complete their education. The study of the OBE as an equivalency programme revealed that the demand for education exists, but the level aspired for is different for men and women. While most women expressed desire to study up to middle school i.e. - class VIII, the men wanted to study much further. With respect to Open Schooling, both men and women appreciated the flexibility in the programme. According to them the most like innovation was the self-instructional material, which allowed them to study on their own and at their own time and place.

The study was an opportunity to revisit many issues. Some of the lessons learnt from this study are as follows:

- In countries where resources are limited, open schooling can be an appropriate means by which the synergy between formal

and non formal education systems can be used to further the aim of Education for All.

- Most persons in interior rural areas, migratory populations, minority groups are yet not reached due to lack of information about available alternative systems of educations. Equivalency programmes need to make use of the well laid out network of Continuing Education Centres and formal schools to reach these groups. A strong advocacy programme needs to be conducted to reach those in difficult areas.
- In the delivery of course the component of non-print media needs to be strengthened and more importantly facilities need to be created by which radio and television programmes can be easily made accessible to the learners.
- Oral skills as compared to written skills of the neo literates are much stronger. Support material to strengthen written skills needs to be developed.
- The role of the family as a support system for providing motivation to the learner needs to be recognized.
- A clear understanding of their responsibilities helps stakeholders of the programme to better implement the programme.
- The Open Basic Education Programme as an Equivalency programme is built upon the concept of resource sharing. The processes of curriculum development, material development and evaluation utilize academic resources from the formal school system. The implementation involves both government and non government organizations as well as the physical resources of the formal schools. This enables the system to make use of the synergy of the systems.

The study also resulted in some recommendations being reached for the promotion of education for all and lifelong learning. These included:

- There is a need to be move from a single, monolithic formal system to a flexible open system, which will cater to the large population and ultimately lead to the growth of a knowledge society.
- The open and distance education system should be used for universalisation of education. The ODL with its inherent flexibilities may be used to address the learning needs of people in different and difficult circumstances.
- The use of ODL for accessing girls and women, tribal persons, migratory populations, disadvantaged groups like SCs, STs, OBCs, minorities may be expanded so that issues of equity and gender disparity may be addressed

- All persons engaged in acquiring basic education need to strive to achieve self-directed lifelong learning so that they are equipped to deal with the demands of the new knowledge society. In view of this OBE curriculum and materials need to be reflective to these new learning skills.
- There is a need to develop graded materials for learners with such different competencies even within the same level.
- There is a need to develop support materials that strengthen learner's writing skills, as many learners though otherwise confident, could not pass the written examination.
- According to policy makers, education must play a key role in raising the economic status of the population. The input of vocational education which offers opportunities for self enterprise needs to be encouraged so that education can make an impact upon poverty reduction.
- The learning systems for the OBE need to be a multi-modal schooling system, which makes use of different delivery systems. Besides print, satellite and/or TV and ICT based learning needs to be encouraged.
- Teacher training and capacity building using ODL may be planned so that large numbers can be accessed.
- The education imparted under OBE should be indicative of a competency learnt. Like all education programme it too should set standards and be of quality.
- Monitoring at different levels must be strictly regulated so that no compromises are made to the set educational standards. This monitoring should extent to both learner achievement as well as programme processes. The detailed regulatory system should extend to all aspects of the programme.
- Collaboration and partnership needs to be central to the success of the programme. The involvement of the community needs to be increased so that there is greater community ownership.

I. Background to the study

The World Conference on Education for All at Jomtien in 1990 marked the beginning of a new resolve of the world to provide basic education for all and to overcome illiteracy. The World Declaration on Education reaffirmed the commitment of nations to meet the basic learning needs of all our people by expanding learning opportunities ... and working for a fully literate society.

The World Education Forum in Dakar in 2000 reviewed the progress made by nations in their pursuit for achieving Education

for All. The Dakar Framework for Action enunciated the six EFA goals to be achieved by each nation and also set a definite time frame for their achievement. An international commitment was made for ensuring that every child is in school, adult illiteracy is halved, learning needs of young people are met, gender disparities are removed and quality education is provided. The Millennium Development Goals reiterated the target for achieving universalisation of primary education and elimination of gender disparities.

The present study is a part of a larger study undertaken by UNESCO's, Asia Pacific Programme of Education for All (APPEAL) under the project, Equivalency Programmes for Promotion of Lifelong Learning. The studies undertaken under the project will identify Models of Equivalency Programmes across different countries of Asia. This study is an attempt to examine the Open Basic Education Programme (OBE) initiated in India by National Institute of Open Schooling (NIOS) as an equivalency programme for primary and elementary levels.

This study focuses on the adults in the 15 + age group who have registered in the OBE programme. Most of them are neo literates either from the National Literacy Mission's literacy campaigns or formal school or non-formal education dropouts.

The rationale for the study lies in that the structures of higher education including secondary level education have been successfully functioning in India and so has the literacy programme. But there was no opportunity for a neo literate to access secondary education in a graded manner through open schooling. The OBE programme filled that gap and in that sense completed the continuum of providing open education from basic to senior secondary level education to those who could not access it otherwise. This study examines the learners' response to the new teaching-learning methodology, as well as gives suggestions for the implementation for the OBE programme.

It was felt that an assessment of the efficacy of this programme would also help to suggest models for equivalency programmes that could be replicated not just in other Indian states but also in the Asia Pacific region.

1. Objectives

The objectives of the study as determined by UNESCO APPEAL were as follows:

- To identify innovative strategies and effective approaches of the model equivalency programme;
- To assess the effect of the model equivalency programme in promoting access and equity of educational services;
- To make recommendations for synergy focusing on policy formulation, curriculum development, delivery mechanisms and capability building of personnel to strengthen the synergy between the formal and nonformal education;
- To determine and suggest measures for replication of effective equivalency programmes;
- To capture and document the processes involved from the start to present covering the different areas and developmental stages of equivalency programmes as the core outcome of study.

2. Conceptual Framework

OBJECTIVE	SAMPLE	METHOD	TOOLS
To review literature related to equivalency programmes in the Indian context.		Review	UNESCO documents, government policy statements, NIOS and NLM documents, State Open School reports.
To study the effect of OBE programme in promoting access and equity of educational services.	Learners	Quantitative	Questionnaire regarding socio-economic profile of learners.
To describe opinions of learners related to: - programme relevance - life skills - evaluation - attitudinal change.	Learners	Quantitative	Questionnaire interview, personal discussions, focus group discussions.
To find out how the ODL methodology can be used in CE especially with respect to synergy between formal and non formal systems: . To document process of implementation for possible replication. . To describe the settings in which equivalency programmes are conducted and the process for the same. . To identify gaps in the programme.	Coordinators of Accredited Agencies/ District officials.	Quantitative	Interview, questionnaire, observation, photographs, video documentation of conversations with Learners, pretests, district officials, personal communication, letters.

OBJECTIVE	SAMPLE	METHOD	TOOLS
To ensure smooth functioning of programme including trainings/ monitoring/recognition of certificate/future thrusts etc.	NLM/State government officials/SLM A/SRC	Quantitative	Interview.
To plan NIOS strategy for the continuing implementation of OBE programmes for expansion to other districts/states.	NIOS officials.	Quantitative	Interview.
To provide recommendations for strengthening the OBE programme for achieving EFA.	National/ state/district and other field level funtionaries.	Quantitative	Consultation meetings.

II. Research methodology

1. Development of Tools

This study is based on on the survey of learner who had successfully completed the Open Basic Education Programme. Its studies their perception about the programme and also covers the processes and practices of this programme.

In order to meet the objectives of the study, data wad collected by different methods. The following **tools** were developed.

- Questionnaire for learners
- Questionnaire and Interview Schedule for OBE coordinators and district officials.

Besides this, sources of information used in the study were as follows:

- Focus group discussions with learners on different issues.
- Semi-structured discussions with learners and facilitators
- Personal discussions with community leaders, teachers
- Consultative meetings with experts and district state and national level officials
- Video recordings of processes at field level
- Narrative reports including recorded data from government and non government agencies.

The research tools were developed by a group of experts in meetings organized by NIOS. The objectives of the study were kept in mind. The tools were developed in Hindi language.

The questionnaire for learners was pilot tested at Sikar district. Four investigators were involved in the pilot testing. 20 learners from village Thikariya, Panchayat Samiti Khandela and village Sri Madhopur were administered the tool. All the learners were women. The questionnaire was given to each learner. The investigators and the learner went through the questionnaire item by item. Each question was tested from the point of view of comprehension of concepts, clarity of language, sequence of items. The length of the questionnaire and the time taken to administer it were also noted.

The pilot testing revealed that the terminology of some concepts were difficult to comprehend. For instance while the learners easily understood ideas of growth of self-confidence, capacity building, decision-making, they did not understand the term "life-skills". The question related to development of life skills had to be modified accordingly. In some questions, the language related to certain concepts was found difficult. Few of the words in Hindi had to be converted into simpler local dialect.

Following the pilot testing, the questionnaire was modified and printed. It consisted of 8 pages with 25 items in five sections and 14 items related to Socio-economic background. Each questionnaire was to be signed by both the learner and the investigator. The description of the questionnaire is as below:

- Section 1.** Socio-economic background/personal details of the learner
- Section 2.** Learner.s opinion on curriculum, course content, its relevance, opinion about the teaching learning methodology
- Section 3.** Opinion on life skills [including parenting], vocational educational component with respect to skill enhancement and attitudinal change
- Section 4.** Opinion related to learning assessment, certification as well as evaluation process
- Section 5.** Views related to the open schooling system / methodology / implementation process

A questionnaire was also developed to find out about learners. admission status as well as process for the implementation of the OBE programme. This questionnaire was administered to the OBE coordinators and district officials who were looking the programme in the district. This questionnaire was in 5 sections and sought information on the following areas.

- Section 1.** Admission process and data management
Section 2. Study centers/process for selection/location/facilities, breakup of organizations involved in the actual management of the CECs (e.g. NGO.s, charitable trusts)
Section 3. Process of material development and conduct of classes
Section 4. Evaluation process (conduct/collaboration with formal school)
Section 5. Community involvement + difficulties in implementation/ suggestions for strengthening programme

2. Sampling

At the time when this programme was conducted, the OBE programme was running as an equivalency programme in 7 districts of Rajasthan. These districts were Ajmer, Sikar, Pali, Tonk, Bharatpur, Banswara and Dungarpur. Out of these, 4 districts were selected for the purpose of this study. In each of the district a sample of about 50 learners was randomly selected. The total number of completed questionnaire was received from 201 learners. These learners comprised those who had passed the OBE Level. A examination in December 2003.

The sample population from Sikar belong to villages Palsana (Piprali Panchayat Samiti), Reedmal ki Dhani, Kalba, Kripa Ram ki Dhani (Laxmangarh Panchayat Samiti), .

In Tonk the sample group belonged to Ward No-11 (Tonk city), Village Jhirana (Tonk Rural), Chandsain (Malpura Panchayat Samiti), Nimbaheda (Tonk)

In Bharatpur, learners belonged to the villages Harnagar, Beediyari, Pardi (Bayana Panchayat Samiti), Deeg (Deeg Panchayat Samiti).

In Ajmer the learners were from village Narsingh Pura (Beawar Panchayat Samiti) Jawaja, Balard (Jawaja Panchayat Samiti), Dilwada (Srinagar Panchayat Samiti), Kharwa (Masuda Panchayat Samiti).

3. Data Collection

The data was collected in September 2004. The investigators were those with a research background and past experience of data collection. The investigators were also familiar with the local dialect. Both male and female investigators were used. The total number of investigators was 16. The investigators were given one

day training in which they were oriented about the OBE programme, objectives of the research study as well as familiarized with the research tool.

The data collection was done with the formation of teams of investigators for each district.

4. Data Analysis

The data was analyzed keeping in mind the objectives of the study. Special software was developed to analyse the data. Each item of the questionnaire was analyzed.

Besides the questionnaire administered to the learners the questionnaires of the OBE coordinators/district officials were also analyzed and salient aspect of their responses have been included in the report.

III. Educational context summary

India, since Independence, has been committed to the spread of education. Education is considered an essential component of nation building. The Constitution of India through its Article 45 commits to provide free and compulsory education to all children upto the age of 14 years. Every Education Commission has reiterated this concern.

Although a lot of progress has been made, yet there continue to be many challenges that act as impediments to the spread of education. Poverty and a growing population threaten the resources of the nation. Large populations especially those in rural areas and some social groups remain outside the fold of education.

India, which is a signatory to the Dakar Framework for Action, framed its National Plan of Action 2003, according to which a multi-pronged strategy to address the regional, social and gender disparities has been framed. The NPA has identified priority areas, which include special attention to socially disadvantaged groups like Scheduled Castes / Scheduled Tribes and to low literacy districts. The implementation of the Continuing Education Programme for neo literates, which includes Equivalency Programmes, is also one of the strategies for achieving Education for All.

The educational situation in India shows that since Independence, the country has taken considerable strides. The data shows that:

- The literacy rates has gone up from 52.21 % in 1991 to 65.38% in 2001.
- The number of primary schools has increased from 0.21 million in 1950-51 to 0.642 million in 1999-2000.
- The number of upper primary schools has increased from 13,600 in 1950-51 to 1,98,000 in 1999-2000.
- The Gross Enrolment Ratio (GER) for primary has increased from 42.6 % in 1950-51 to 94.90 % in 1999-2000.
- The Gross Enrolment Ratio (GER) for upper primary has increased from 12.7 % in 1950-51 to 58.79 % in 1999-2000.
- The drop out rate for primary classes has decreased from 65 % in 1960-61 to 40.25% in 1999-2000.
- The drop out rate for upper primary classes has decreased from 78 % in 1960- 61 to 54.53 % in 1999-2000.
- The percentage of education-related expenditure to GDP has increased from 0.68% in 1951 to 3.91% in 2000.

The Census 2001 shows that 562 million people in the 7+ age group India have become literate. For the first time since Independence, the absolute number of non-literates has gone down by 31.96 million in spite of the increasing population while the number of literates has gone up by 203.61 million.

The male literacy rate has increased to 75.85% which shows an increase of 11.72%. The female literacy rate of 54.16% has increased at a much faster rate of 14.87%. The male-female gap with regard to literacy has narrowed from 24.84 % in 1991 to 21.70 % in 2001.

As regards Rajasthan, were this study was conducted it has recorded the highest increase in the literacy rate amongst the states and Union Territories. The literacy rate has increased from 38.55% in 1991 to 61.3% in 2001. The decadal female literacy rate for Rajasthan is also significant, as it has increased from 20.44% to 44.34%.

1. Policy Initiatives

The eradication of illiteracy has been reflected in many policies since independence. The National Policy on Education (1986) and the Programme of Action (1992) resolved to ensure that free and compulsory education of satisfactory quality is provided to all

children up to 14 years of age before the 21st century. As a manifestation of this national commitment, many educational programmes were launched. These included National Literacy Mission (NLM), District Primary Education Programme (DPEP), Non Formal Education (NFE), Integrated Child Development Services (ICDS). Programmes such as those focusing on girls and women like Mahila Samakhya (MS) were also launched. Formal education systems were strengthened through resource institutions like SCERTs DIETs, DRUs, BRUs, and grassroot level centers for adult neo literates were also set up.

The open learning system at the school level got a boost with the setting up of the National Open School (now renamed as National Institute of Open Schooling) in 1989. Earlier in 1985, the Indira Gandhi National Open University was set up to promote open and distance education at university level

Recently in order to support the government in its endeavour to achieve EFA, a number of innovative programmes have been launched. National Programme for the Education of Girls at the Elementary Level (NPEGEL) have been taken up as prioritised programmes. Since 2000, the Sarva Shiksha Abhiyan is attempting to improve the school system and provide quality elementary education in the mission mode. This programme is a holistic and convergent programme targeted at primary and upper primary classes.

2. Equivalency Programmes - Concept and its Relevance

According to the UNESCO APPEAL Training Manual, an Equivalency Programme is defined as an alternative educational programme equivalent to existing formal general or vocational education. (UNESCO 1993)

The rationale for the development of equivalency programmes is the growing acceptance of the notion that the formal school system does not have the resources to meet the needs of the out-of-school population. In most developing countries, which have high populations, low literacy rates and scarce resources, an alternate system has to be found. The important issue is that the system must be at par i.e. must be equivalent to the formal school system so as that the same quality of education can be provided. The rationale behind this thinking is that the development of the individual has to be the core concern of education and not

the means by which the education is transacted. Moreover such programmes reach out to a larger group . a group that constitutes those for whom the doors of the formal schools have been closed due to different constraints. Equivalency programmes constitute an important part of Continuing Education as they enable adults to engage in lifelong learning.

As per the UNESCO Manual, the characteristic of an Equivalency Programmes is that:

- 75% content is equivalent to formal education but 25% may be replaced by work experience.
- Allows for possibility of further study and work.
- Courses may be different but legally considered equivalent to formal programme.
- Usually "open" - admission, age, place and pace.
- Delivery system may be personal contact classes through face to face learning or distance education mode.
- Teachers more facilitators rather than managers of learning.

3. Background of Equivalency Programmes through Open Schooling in India

The beginnings of Equivalency Programmes must be seen in the backdrop of national and international happenings in the world of education. The decades of the seventies and eighties were those when winds of change were blowing. There were loud protests against the tyranny of the formal school system. The school system was pronounced as the cause of many crisis in the world. In India too, the search for alternative educational systems gained strength. Non-formal education was strongly advocated to reach out to the diverse sections of society.

One such move was that of providing education through an open learning system. It was felt that open schooling as an alternative was needed to make education relevant, purposeful, lifelong and accessible. Following elaborate discussions, in 1979 the Open School was set up as a project of the Central Board of Secondary Education (CBSE) with the aim of providing "a non formal alternative to formal schooling with the objective of extending the opportunity of education to out of school learners, working adults, housewives and learners of disadvantaged sections of society living in remote areas of the country". The necessity of an Open School came about to meet the educational needs of the

large numbers who could not be accommodated in the formal school system as well as to take care of the imbalances relating to education distribution amongst girls, SCs, STs and other disadvantaged groups.

It is however significant to point out that the programmes offered by Open School were at levels equivalent to Secondary (Class X) and Upper Primary (Class VIII) and initially from 1979 to 1989 these were certified by the formal school Examination Board only. From 1989 onwards, the NIOS (then NOS) was authorized by the Government of India to conduct examinations for secondary and senior secondary examinations that are equivalent to other Boards and recognized for higher education. In 1993, NIOS began debating upon the need for open schooling that was equivalent to the primary and middle school levels. A proposal for the Open Basic Education Programme was developed for the initiation of a open schooling programme that would offer education equivalent to Class 3, 5 and 8 levels of formal school system.

This resolve to begin equivalency programmes for basic education was strengthened by the first ever EFA summit hosted by India to carry forward the pledges made at Jomtien. The EFA Summit of Nine High Population Countries held in December 1993 adopted the Delhi Declaration in which a specific resolution on distance education was made. The E-9 countries agreed on a Joint Initiative on Distance Education to work in collaboration "...to better reach neo-literates and marginalised groups...". The identified priority areas for EFA included consolidation of basic education efforts as well as eliminating disparities of access, improving management of resources and promotion of the E-9 nation initiative to collaborate in the development of distance education.

The Delhi Declaration

The Delhi Declaration recognized the need to "...consolidate efforts toward the basic education of youth and adults ... improving and expanding our literacy and adult education programmes within the context of an integrated strategy of basic education for all our people".

In India a two-pronged approach for universalisation of elementary education and universal adult literacy was adopted. District specific programmes were evolved in both primary education and adult education. In 1993-94, the District Primary Education Programmes (DPEP) was launched with the objective of achieving universalisa-

tion of elementary education (UEE). While on one hand the programme focused on enhancing girls enrolment, on the other it emphasised continuous teacher training and capacity building.

As regards adult education, the National Literacy Mission began focusing on its Continuing Education Programme. Earlier in 1989, in a significant departure from existing practices, the district of Ernakulam successfully adopted the campaign approach for imparting literacy. This resulted in the Total Literacy Campaign (TLC) across the country. A large number of persons voluntarily became a part of the literacy movement. In fact it acquired the hue of a mass movement. People of different backgrounds and social and economic status came together in a unique spirit of volunteerism to fight the battle against illiteracy.

In recognition of the changing scenario, NIOS began ratification of its Open Basic Education Programme. In 1994 a Round Table Conference for Continuing Education for Neo Literates was organized by NIOS in collaboration with UNESCO, New Delhi. The recommendations of the Conference gave directions about the academic content as well as implementation of the OBE programme. The Conference dealt with issues of curriculum for adults and children, regional languages, state and NGO collaboration and other important concerns.

In 1995, the National Literacy Mission launched its Continuing Education Scheme. This scheme was largely based upon the UNESCO model and six different programmes were a part of the CEP. Equivalency programmes was also one of them. According to the Scheme of CE, most neo literates cannot access the formal school system due to its rigidities of age, prior educational status, and barriers of geography, social restriction especially for girl, education, lack of infrastructure etc. Since the aim of the EPs is to find a mechanism by which neo literates can acquire basic education, the open learning system emerged as a possible viable option.

The Open Basic Education programme of the NIOS was a programme that could be easily be offered as an equivalency programme under the Continuing Education. The target group for both programmes is common i.e. adult neo literates who had successfully completed the Total Literacy and Post Literacy Programme.

The programme is being offered by both government and non-government agencies who are accredited to NIOS.

Legal Mandate of OBE Programme

The NIOIS has been authorised by the Ministry of Human Resource Development, Government of India to provide education up to pre-degree level to those who for one or the other reason could not make use of the formal education system. Since 2002, the Government of India has recognized the Open Basic Education Programme as a programme equivalent to the formal school. The NIOS is the first and at present only institution in the country to offer programmes from primary to senior secondary levels through open schooling.

4. Equivalency Programmes in other States

The use of open learning for reaching the unreached is being undertaken by the state of Andhra Pradesh. The Andhra Pradesh Open School was set up in 1991 with the mission of taking education to the doorstep of millions of children who have dropped out from the formal schools as well as to reach neo literates. The APOS conducts equivalency programmes for Elementary Level.

The target group of these programmes are dropouts of formal school, neo literates from the continuing education centers of adult education. These courses are equivalent to class 4, class 6 and class 7 of the formal school system. The programmes of APOS are offered through Government and Government aided schools as well as through centers set up by the community. The state education department has adapted the curriculum. In most cases however, formal school textbooks of state education department are used for APOS programmes. The certifying body is the Andhra Pradesh Open School. Flexibilities of credit accumulation are offered for three years. One admission and one examination is held every year.

Other State Open Schools such as Ravindra Mukta Vidhyalaya, West Bengal offer courses in Upper Primary Education (Class VI to VIII). SOSs such as Madhya Pradesh State Open School (Madhya Pradesh) are planning to offer open basic education programmes soon.

IV. Main content of equivalency programme

1. National Equivalency Programme

The government has in different documents stressed the need for providing an alternative channel, which is equivalent to the formal school levels. There is enough evidence to show that the present formal system of education is not able to meet the demands of the growing and varied population. The Open Basic Education Programme has been developed to fulfill this need of primary and upper primary education through open schooling.

2. Target Learners

The target group of the OBE programme is children and adults who are literate. They maybe children who dropped out of school, or participated in the NFE programme. In the case of adults, the OBE caters to neo literates from TLC and PLP of the National Literacy Mission, school dropouts. The age group is both 6- 14 and 15+.

OBE priority groups include the disadvantaged such as women, scheduled castes, scheduled tribes, daily wage earners, those living below the poverty line, first generation learners.

Openness and Flexibility offered under OBE Programme

The Programme offers the following features of openness

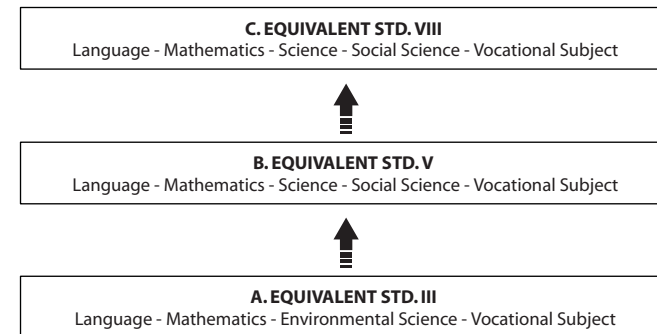
- Registration period of each learner for each level for a maximum of five years.
- A choice of Hindi, English or Regional Language as medium of study.
- No upper age limit.
- Learning package consisting of Language(s), Mathematics, Science, Social Science as academic subjects and one vocational subject.
- Examination two times a year.
- Credit accumulation.

3. Levels Offered

The Open Basic Education programme has three levels. Level A is equivalent to standard III, Level B is equivalent to standard V and Level C is equivalent to standard VIII of the formal school system.

4. Development of Curriculum

The OBE curriculum developed by NIOS is competency-based. Certain key competencies have been identified in each subject area. A learner has to acquire proficiency in these competencies in order to qualify for a certificate. The curriculum is text free and allows itself to be adapted to local situations. It prepares the learners to deal with practical life situations.



While on the whole the curriculum for children and adults is comparable, yet certain specific areas have been included for adults. One such is that of good parenting. Since a major percentage of the target group are parents, issues of responsible parenthood, reproductive health, good habits and values have been included.

Another set of competencies that have been included in the curriculum for adults are those related to vocational education. The OBE prepares adults for undertaking economic enterprises through its vocational education component. The curriculum includes vocational skills and values such as dignity of labour, equal wages for sexes, entrepreneurship, and business ethics. The flexibility in the system allows agencies to identify their own local specific vocational trades and offer these to their learners. A vocational course has the same weightage as an academic subject. Some of the OBE Vocational Courses include Preservation of Fruits and Vegetables, Health and Beauty Care, Cutting and Tailoring, Basic Computing, Horticulture . Growing Roses. More courses keep getting added on to the list as per demand.

Inclusion of Vocational Subject in OBE Programme

Tonk is traditionally famous for nagina (gemstones) work. Large parts of the population are engaged in grinding and polishing of gemstones, which are then set in jewellery. The literacy rate of Tonk

in the 2001 Census was 52% with women's literacy at 32.2%. In 1991 the literacy rate was 33.67% with women's literacy at 15.24%.

According to the District Literacy and CE Officer, the question which most learners ask is, 'why should we study? Will we earn something?' Najmunissah, Nodal Prerak at Ward N° 11, Tonk says that most of her learners are Muslim girls, who belong to poor families. For them earning their daily wages is more important than attending a literacy class. However with persistent efforts, things have changed. Today girls who have become literate aspire to continue their education. However the need for vocational education is voiced by most across the state. There is a demand for opening of centers for sewing, tailoring, embroidery, and diary management, making of rugs.

The NIOS curriculum of OBE for adults offers a mix of academic and vocational subjects. Out of the 4 subjects at level A and 5 subjects at Level B and C, one subject has to be a vocational subject. The choice of the vocational subject to be offered is decided in consultation with the accredited agency as per the local need. The NIOS has at present accredited NGOs as its study centers including the Jan Shikshan Sansthan, which specialize in Vocational Courses. The OBE curriculum also has space for recognition of talents and virtues. Talents include dance, singing, motif making, and poetry recitation.

The challenge of the open basic education curriculum lies in that it aims at providing for the holistic development of an individual at his/her own pace, own place and based on a curriculum that is competency based, and studying from materials that are in his/her own cultural context.

5. Development of Teaching Learning Materials

Under the OBE programme, the materials are developed in a decentralized manner with the objective of making them locally specific. For instance in the case of Rajasthan, the curriculum was provided to the district level agencies. After identifying its needs, each district developed its own set of course materials for every subject. The ZSSs identified local subject experts who were trained for writing self-instructional materials.

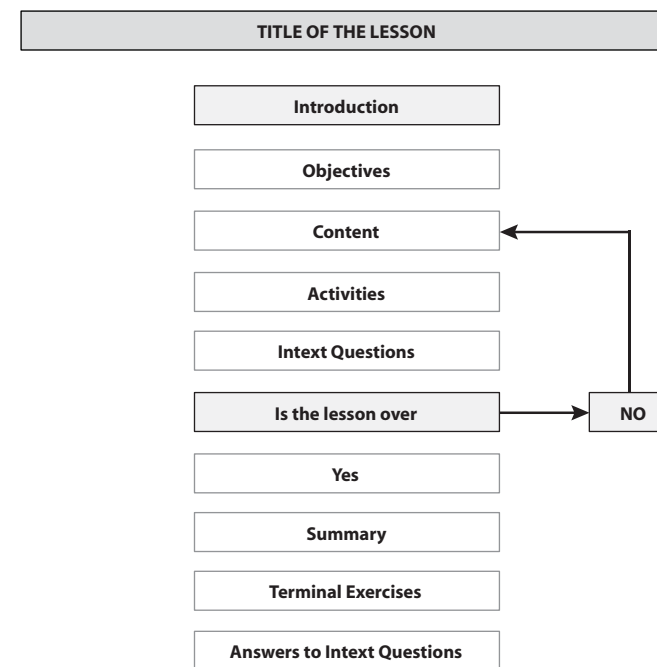
Workshops were organised in collaboration with the state and district level agencies to decide the content through which the competencies would be transacted.

The construction of the curriculum and its transaction into teaching learning materials is always a challenge. Certain innovations were carried out in the pilot project implemented for two districts .Ajmer and Sikar. In order to reduce the educational load and recognizing that literacy ability of the neo literate was still fragile, the competencies of two subjects were integrated. Hindi language was taught using issues from Environmental Science. One common book was developed for both subjects.

Synergy between the Formal and Open Learning System

Like at the secondary level, at the primary and upper primary level too, the open schooling system works in collaboration with the formal school system. No separate physical structures have been set up for this programme. There is a great deal of resource sharing in all areas. The course materials are written by local school teachers from different districts. The buildings of the formal schools are used for the conduct of the examination. The formal school teachers serve as invigilators as well as evaluators.

OBE lesson format



Since the programme uses distance education methodology, the books have been written in self-instructional technique. A house style was specially developed for this course material with use of user-friendly key words. Access devices to focus attention on key concepts have been used. The books are liberally illustrated in two colours and printed on good quality paper. The convergence of the different agencies is reflected in the fact that the course materials in Rajasthan have been developed jointly by the ZSS, SLMA, State Resource Centre and NIOS.

6. Capacity Building of Personnel

Under the CE programme, training is an integral part of human resource development. A number of different categories of personnel are involved with the OBE programme. At one level there are the policy makers, at another are the teachers and preraks/facilitators. Besides these, there are lesson writers, evaluation experts, paper setters, answer script examiners. The task of capacity building is carried out by three main agencies, the SLMA, SRC and NIOS. The SLMA organizes training to ensure the effective implementation of the programme, the SRC designs and conducts training programme for different levels of functionaries including preraks and district officials. The NIOS organizes training workshops for capacity building of lesson writers as well as evaluators.

Presently most of the training is done in face-to-face sessions. However with the launching of the Educational Satellite (EduSat), virtual interactive sessions would be possible. Plans for this are currently underway.

SHG and Equivalency Programmes

The innovative feature of the Ajmer Open Basic Education/Equivalency programme is that most of the registered learners are also members Self Help Groups (SHGs). Ajmer has a total of 7150 SHGs formed and registered with the total membership of 95,500. More than Rs 10.16 crore (101.6 million) has been received as loans from banks for opening individual enterprises and to purchase buffalos, buy sewing machine, opening hair cutting shops or buying fodder. The groups are also engaged in vocational activities such as chalk making, which is in turn bought by the local schools. The convergence of the SHGs with the equivalency programme has helped learners to build their entrepreneurial skills and the award of the certificate has further built their confidence. In 2004 the Satyen Maitra Memorial National Literacy Award 2004

was presented to Zila Saksharta Samiti, Ajmer for their outstanding contribution to the continuing education programme.

7. Teaching Learning Process

In order to reach the learners close to their homes, the Study Centres for the OBE programme have been located at the already familiar Continuing Education Centres. Under the CE Programme, the CECs conduct a number of other educational activities such as library, group discussion, vocational training, sports. The CEC facilitator is also responsible for the Equivalency Programmes.

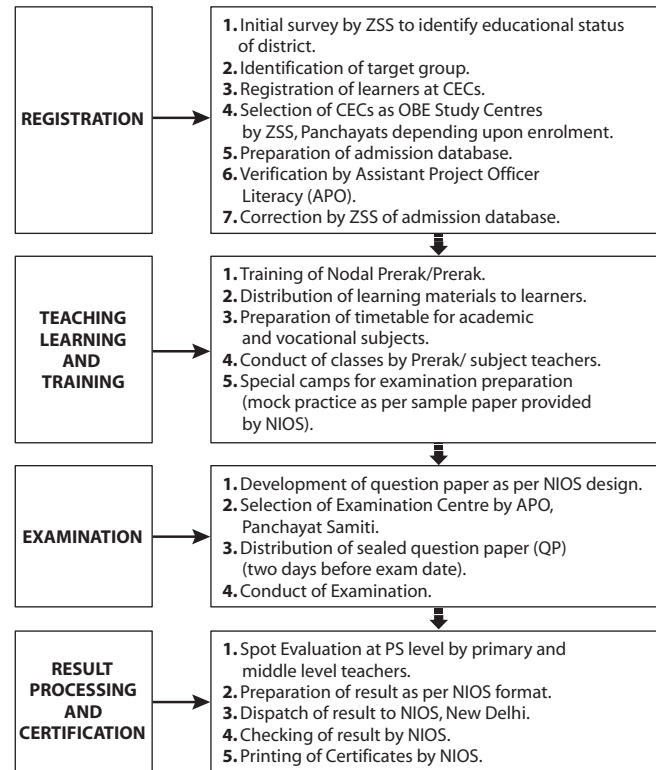
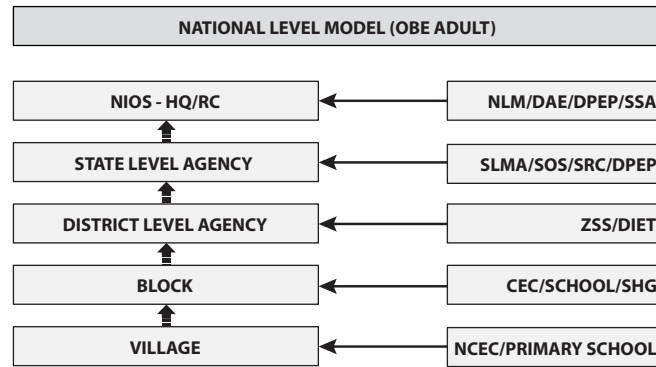
Since the OBE programme is essentially a distance education programme, the emphasis is on flexibility and freedom to learn by the learner. As per the curriculum, each subject has a study time of one hundred hours. Of this, fifty hours are for guided learning while fifty hours are for self-learning. Contact classes are conducted at the Continuing Education Centers. The learners are free to come and solve their difficulties. The books are distributed by the ZSS. It is expected that retired teachers, educated youth would contribute to the teaching of the learners of class five and eighth.

Reaching out through Technology

In 2004, the Indian Space Research Organisation (ISRO) has launched a satellite (EduSat), which is completely dedicated to the telecast of educational programmes. Different educational agencies such as IGNOU, NIOS, NCERT have been given telecast time on this medium to reach out to their target audiences. The EduSat will provide an interactive platform by which persons setting in remote places will be able to communicate with others. The NIOS plans to develop educational programmes to reach the neo-literates of the Open Basic Education programme through EduSat.

8. Delivery Mechanism

The implementation of the programme is carried out with the help of national, state and district level government and non-government organizations. These are accredited to NIOS as Accredited Agencies (AAs.) The role of the AAs is to provide academic guidance such as counseling, teaching difficult concepts, solving difficulties, preparing for examinations. Non-academic functions such as registration of learners, maintenance of admission and examination records are also carried out by the AAs. In some states, nodal



state level agencies have been identified to act as the linking agency as well as to monitor the programme. In the case of Rajasthan, the state nodal agency is the State Literacy Mission Authority (SLMA), which is the agency responsible for running the adult literacy programmes in the state. In Haryana, the state nodal agency is the Haryana Prathamik Shiksha Parishad Pariyojna (HPSP), which is running the DPEP in the state.

9. Certification and Learning Assessment

The flexibility of the OBE programme has been provided to enable a learner to take the examination when he/she is prepared for it. The examination schedule is decided by the agency and NIOS. At the Level A, the evaluation process has two components—written and oral. Grades are awarded and certificates given only when the learner had completed the required number of subjects. The examination may be answered in Hindi, English or the regional language.

In order to maintain standards, the NIOS develops a sample question paper, which is supplied to the accredited agencies. The agencies in turn develop their own question papers and administer them. In the case of Rajasthan, the SLMA, which is the state coordinating agency, sets the examination schedule for the entire state.

Learners are required to register for the examination. The number of examination centers is decided depending upon the number of candidates from a particular area. The conduct of the examination is done in close collaboration with the formal school system. The certificate provided under OBE programme is a joint certificate issued by the concerned accredited agency and NIOS.

Recognition of OBE Certificate

The certificate of the OBE programme of NIOS has been recognized by the Ministry of Human Resource Development Government of India for purposes of higher education and employment. As a result of this certificate learners in the younger age group have been able to find a place in the formal schools while some others have been able to find jobs.

V. Outputs of the research

The objective of this research was to identify key findings both in qualitative and quantitative terms so that good practices could be recognized and if required be replicated.

This chapter attempts to analyse the data from the research so that the situation on the ground can be recorded. Recommendations for strengthening the quality of the programme emerge from this analysis.

The questionnaire was divided into five sections. The outputs are given below.

1. Section 1

This section dealt with the background information of the learners.

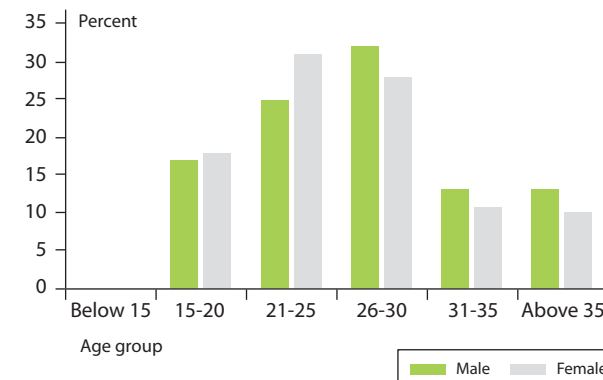
1-1 Age Profile

Table 1.1 Percentage Distribution of OBE Equivalency

AGE GROUP	DISTRICTS								TOTAL (%)		
	AJMER (%) N = 53		BHARATPUR (%) N = 46		SIKAR (%) N = 50		TONK (%) N = 52		N = 201		
	M	F	M	F	M	F	M	F	M	F	Total
Below 15	0	0	0	0	0	0	0	0	0	0	0
15-20	0	11	7	16	6	25	30	28	17	18	18
21-25	0	32	27	35	17	38	30	16	25	31	29
26-30	0	25	40	23	33	38	26	36	32	29	30
31-35	0	19	13	13	22	0	7	8	13	11	12
Above 35	0	13	13	13	22	0	7	12	13	10	11
TOTAL	0	100	100	100	100	100	100	100	100	100	100

The data shows that most of the neo literates are in the 21-30 age group. While 32% of the men are in 26-30 age group, 31% women are in the 21-25 age group. In the case of Sikar and Tonk there is also a sizable percentage in the 15-20 age group. The age group has implications for the aspirations of the group as well as the nature of the overall programme. The type of courses offered, and nature of content would have to be tailored to meet the needs of this group.

Figure 1.1 Age wise Profile



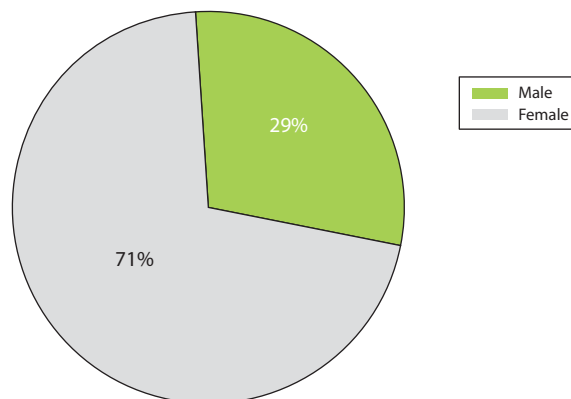
1-2 Sex Profile

The number of women participating in the OBE equivalency programmes was more than two-third of the group participating in this study in every district other than Tonk. Although here too, they constituted almost 50% of the group. This is also true in terms of the actual enrolment for the OBE programme as women constitute a larger majority of the learners. This is further a reflection of the trend seen during the literacy campaigns where women formed 61% of the beneficiaries. In Rajasthan while the overall literacy figure has gone up from 38.55 in 1991 to 61.03 in 2001, the figure for women's literacy has gone up from 20.44 to 44.34% for the same period.

Table 1.2 Percentage Distribution of OBE Equivalency - Participants in terms of Sex

SEX	DISTRICTS				TOTAL (%) N = 201
	AJMER (%) N = 53	BHARATPUR (%) N = 46	SIKAR (%) N = 50	TONK (%) N = 52	
Male	0	33	32	52	29
Female	100	67	68	48	71
TOTAL	100	100	100	100	100

Figure 1.2 Sex Wise Profile



1-3. Category Wise Profile (Social Status)

The OBE is aimed at reaching out to marginalized and disadvantaged groups. In India many such persons are those who belong to Scheduled Castes (SCs) and Scheduled Tribes (STs) as well as those from designated Other Backward Castes (OBCs). In Rajasthan, as per the 2001 Census, SCs constitute 17.15% of the total population while STs are 12.56%.

These SC/ST were evenly distributed in Sikar. In two of the districts, Ajmer and Bharatpur close to 50% of the subjects belonged to the OBC category; in Tonk it was the SC group that accounted for close to 50%. A total of 76% of the group belonged to the SC disadvantaged groups.

Table 1.3 Percentage Distribution of OBE Equivalency Programme - Participants in terms of Social Status

SEX	DISTRICTS				TOTAL (%) N = 201
	AJMER (%) N = 53	BHARATPUR (%) N = 46	SIKAR (%) N = 50	TONK (%) N = 52	
SC	19	33	24	48	31
ST	6	2	22	6	9
OBC	45	50	28	23	36
Gen.	30	15	26	23	24
TOTAL	100	100	100	100	100

1-4 Occupational Status

In this case the occupational status indicated the occupational status of the family of the neo literate. When the group was considered as a whole, it was seen that over 40 % had indicated being involved in agricultural activities. However, there was a variation across the districts. As can be seen in Table 1.4 in Bharatpur, this number was over 70% as far as the female subjects was concerned and accounted for all the men in Sikar participating in this study. Service was also indicated as the occupational activity by many of the respondents, accounting for all the men in Bharatpur. Service indicated those who were doing a job for others, maybe private operators, working in a shop, or as guards in factories, and getting a salary. In Tonk most of the male subjects were daily wagers earning on a day-to-day basis in construction sites, gemstone grinding outlets, road repair works. The women were mostly engaged in job work related to embroidery on saris and dupattas for which they were paid on per piece basis.

Table 1.4 Percentage Distribution of OBE Equivalency Programme - Participants in terms of Occupational Status

Occupational status	DISTRICTS								TOTAL (%) N = 201		
	AJMER (%) N = 53		BHARATPUR (%) N = 46		SIKAR (%) N = 50		TONK (%) N = 52		M	F	Total
	M	F	M	F	M	F	M	F	M	F	Total
Agriculture	0	19	0	72	100	25	0	48	50	41	44
Self employed	0	6	0	0	0	0	0	24	0	7	4
Service	0	51	100	8	0	50	0	24	10	33	25
Household	0	23	0	15	0	6	37	4	15	15	15
Daily Wager	0	2	0	5	0	19	63	0	25	5	11
TOTAL	0	100	100	100	100	100	100	100	100	100	100

1-5. Economic Status

Over 2/3rd of the the respondents from Ajmer (79%) and Sikar(66%) districts were below the poverty line. In Rajasthan the Below Poverty Line defined as those persons whose monthly income is Rs.465. Such persons are issued BPL Identity cards and are eligible for benefits from the government.

Table 1.5 Percentage Distribution of OBE Equivalency Programme - Participants in terms of Economic Status

ECONOMIC STATUS	DISTRICTS				TOTAL (%) N = 201
	AJMER (%) N = 53	BHARATPUR (%) N = 46	SIKAR (%) N = 50	TONK (%) N = 52	
APL	21	72	34	75	50
BPL	79	28	66	25	50
TOTAL	100	100	100	100	100

1-6. Marital Status

In India the legal age for marriage for male and female is 21 and 18 years respectively. In the present study although most of the learners were married in 3 districts, over 25% in Tonk were not. In Sikar the gender break up showed that all the women were married while 68.75% of the men were married, even though the age profile of the women shows that as many as 25% were in the 15-20 age group. The marital status of the group has implications both for course content as well as for delivery. In personal discussions, most women spoke of the paucity of time for studies due to their household responsibilities. The daily routine of the average woman began at day-break and continued till sunset and left her with little time for herself.

Table 1.6 Percentage Distribution of OBE Equivalency Programme - Participants in terms of Marital Status

MARITAL STATUS	DISTRICTS				TOTAL (%) N = 201
	AJMER (%) N = 53	BHARATPUR (%) N = 46	SIKAR (%) N = 50	TONK (%) N = 52	
Married	94	87	90	73	86
Unmarried	6	13	10	27	14
TOTAL	100	100	100	100	100

1-7 Educational Status

In the present study it was found that neo literates accounted for an overwhelmingly large number of the learners across the districts. As many as 95% were those who had become literate in the literacy campaigns of the National Literacy Mission. Quite clearly a large group of persons exists who having become literate and want to remain literate and in fact want to continue their studies.

The educational status of the learners has implications about the type of equivalency programmes that need to be planned indicated that they wanted a system that allowed them to study without compromising on their existing commitments. "How can we sit and study with children?" was a comment heard in Bharatpur. In a related question regarding the open learning system as many as 95% found it useful. Only 4% found it less useful and 1% gave no response.

The socio economic status data shows that most of the neo literates are more young than old. A majority are women and disadvantaged. As adults they have commitments and family responsibilities for which studies have to be sometimes sacrificed. There is however a desire to reach somewhere. The issue then for the policy planners is that whether they can deliver that what is needed.

2. Section 2

The second section of the research tool pertained to learners' opinion on curriculum, course content, its relevance and teaching-learning methodology.

2-1. Subject Rating - Most Liked

The study shows that most liked subject is language, which accounts for high number of preference ratings amongst both men and women. As adults, most learners claimed to find reading stories interesting. Many felt that they could relate to incidents written in the books. The importance of mathematics and vocational education were acknowledged. Interestingly performing simple mathematical operations was a competency that many could demonstrate mentally but actually solving arithmetic problem on paper was more difficult. In personal discussions a need for vocational trades to be taught at Level A was expressed. At present the Level A curriculum of OBE comprises general knowledge about vocational education. A vocational trade is offered at Level B ie equivalent to Class V.

Table 2.1. Percentage Distribution of OBE Equivalency Programme - Participants in terms of Subject Rating - Most Liked

PREFERENCE	DISTRICTS								TOTAL (%) N = 201		
	AJMER (%) N = 53		BHARATPUR (%) N = 46		SIKAR (%) N = 50		TONK (%) N = 52				
	M N = 0	F N = 53	M N = 15	F N = 31	M N = 16	F N = 34	M N = 27	F N = 25	M N = 58	F N = 143	Total N = 201
Language	0	91	20	26	0	70	48	56	28	66	55
Maths	0	8	0	3	0	24	11	28	5	14	11
Environment Sc	0	2	0	0	0	3	22	4	10	2	4
Household	0	0	0	3	6	3	19	4	10	2	4
Daily Wager	0	0	80	68	94	0	0	8	47	16	25
TOTAL	0	100	100	100	100	100	100	100	100	100	100

2-2. Course Delivery

Across districts, learners indicated their preference for the print medium. In discussions most felt that due to their limited time, printed course materials were most easily accessible and very handy. However this may be also be attributed to limited awareness and/or access to other sources/modes of delivery. For instance, for all the learners watching television for educational programmes was completely absent. In most villages televisions were available only in the select places such as Continuing Education Centres. Moreover with electricity supply being erratic, there was no guarantee that viewing television is a possibility. Most learners expressed lack of awareness about educational programmes on television. Radio found a comparatively better response. Some learners said that they would like to watch television, if it could fit into their schedules.

Table 2.2 Percentage Distribution of OBE Equivalency Programme - Participants in terms of Learners Preference for Medium of Delivery

PREFERENCE	DISTRICTS								TOTAL (%) N = 201		
	AJMER (%) N = 53		BHARATPUR (%) N = 46		SIKAR (%) N = 50		TONK (%) N = 52				
	M N = 0	F N = 53	M N = 21	F N = 26	M N = 14	F N = 36	M N = 28	F N = 24	M N = 64	F N = 136	Total N = 201
Print course Material	0	100	100	92	81	100	93	100	93	99	96.5
Radio	0	0	0	8	13	0	7	0	6	1	3
TV	0	0	0	0	0	0	0	0	0	0	0
Computer	0	0	0	0	6	0	0	0	1	0	0.5
TOTAL	0	100	100	100	100	100	100	100	100	100	100

2-3. Quality of Lesson Content

As regards the quality of the lesson content, irrespective of the district, learners seemed to be evenly distributed in terms of their opinion about the usefulness of lesson content with more or less equal numbers indicating that it was useful, while the other half seemed to indicate that it was .very useful.. Negligible percentages indicated that the content was not useful. In some case the women found the ideas of "good parenting" reflected in the course content useful in bringing up their children. Commenting on health and hygiene in the lessons, one woman said, "Now I comb my daughter's hair everyday".

2-4. Relevance of Lesson Content to Local Environment

Most learners felt that the materials were relevant to their environment and to their lives. This then appears to be strength. However in Ajmer and Bharatpur some learners (23% and 13% respectively) did not find the material locally relevant.

Material Development through Subject Team Porcess

In the present process of material development for Open Basic Education, a subject team is followed. A subject team is formed of local writers from a particular district for each subject. This team is supported by national level subject experts. The team is trained in writing selfinstructional materials. In the first preliminary meeting, the subject team discusses the curriculum and plans the content for the course. The division of the curriculum into lessons is also done here. The local writers are provided the lesson format and they begin the task of lesson writing. The second review meeting is held after a specified period of time. Here all the lessons are read by the entire team and discussed. Lesson authors are then required to make the necessary changes. A third meeting is held for the final review of the lessons. The entire team responsible for the final product. The writers being from the districts are encouraged to draw upon local examples and stories so that the learners are able to rclate with the materials.

2-5. Teaching Methodology at Study Centre

The method of teaching at the Study Centre shows that there is a considerable amount of interactive learning going on. Across the districts there was general high response to ideas of tutorials and group learning. This may be explained as a legacy of the literacy campaigns where *charcha mandals* (discussion groups) in the literacy centers were the norm. The teaching learning methodology was one where learners would sit together and discuss various

issues of common interest. In the present set up the Prerak (facilitator) is not a "trained" formal school teacher and hence not familiar with the traditional classroom lecture methodology. In many cases, the preraks were much younger than the learners and hence the relationship between the teacher and taught is different. This probably explains why the sessions are more interactive.

Table 2.3 Percentage Distribution of OBE Equivalency Program - Participants in terms of Teaching Methodology at Study Centre

TEACHING METHODOLOGY	DISTRICTS				TOTAL (%) N = 201
	AJMER (%) N = 53	BHARATPUR (%) N = 46	SIKAR (%) N = 50	TONK (%) N = 52	
Lecture	2	7	0	40	12
Tutorials	89	17	4	60	44
Group learning	9	76	84	0	43
Any other	0	0	2	0	0
TOTAL	100	100	100	100	100

3. Section 3

The third section of the questionnaire related to learners' opinion on life skills and vocational educational component with respect to equipping them for outside responsibilities. According to the WHO, life skills are defined as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

3-1 Development of Life Skills

One of the objectives of the OBE programme is to help the learners to strengthen their self-confidence and also develop positive thinking skills. Learners were also asked whether the course had influenced their ability to take decisions in times of stress as well as raise knowledge levels. 56% of the learners felt that their confidence had been strengthened of which 59% were female and 49% were males.

However some learners stated that there was a greater need to help them cope with their daily lives, both emotionally as well as in real terms. In Tonk one learner stated that she had lost her husband and lived with her five children and had no financial support. In such situations she wanted "concrete" output from the equivalency programme - at the end of the programme she should be able to earn for her family.

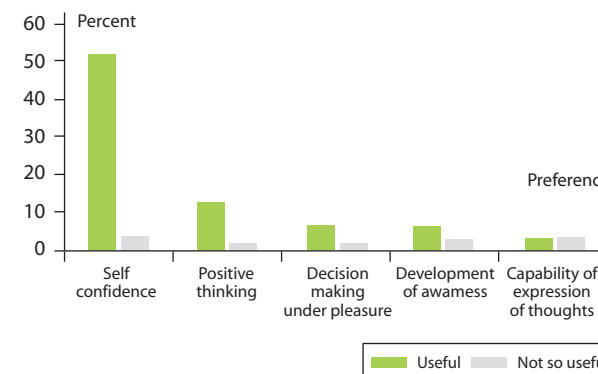
3-2 Attitudinal change towards Social Concerns

The learners also felt that being in an educational programme kept them aware of other common social issues. In Tonk, some girls belonging to the minority community said that their parents now realized the importance of their education and allowed them to come to the study centers. For the women the usefulness of the EP was that it dealt with three issues were most important: women's empowerment (65%), abolition of dowry and equality of gender. For the men, the three important issues were abolition of dowry (34%), equality of gender (30%) and knowledge of environment (29%). Both men and women felt that the programme did not fully address issues of development of scientific temper.

3-3 Preference of Vocational Area

Across the districts there was a very vocal demand for vocational trades. In personal discussions with different groups of neo literates, a common strain was the need to be financially secure. Education was seen as an end that meant a better economic status and vocational education was means to achieving it. Most of the learners (44%) opted for a household based industry, which could be set up with minimum infrastructural requirement. In Tonk the women stated that most of the embroidery and handcraft work done by them was for middlemen who then sold it to bigger manufacturers of larger towns. In the case of Ajmer the women felt that forming Self Help Groups had helped them to have access to ready finance for setting up their own household units. In Bharatpur the learners spoke of the need for running a diary.

Table 3.1 Percentage Distribution of OBE Equivalency Program Participants in terms of Preference of Vocational Area



4. Section 4

In section 4 of the research tool, learners were asked their opinion related to evaluation, certification and learning assessment.

4-1 Attitude towards evaluation and examination

In general the learners found the aspect of self-evaluation useful. Most of the self-evaluation was done in the form of self-check exercises given within the lessons themselves. As regards the public examination, which was conducted on some designated days throughout the state, the attitude ranged from nervous, excited, hesitant and confident. In Sikar the women came dressed in their best clothes to appear for the examinations. Most were enthusiastic at the testing of their skills. In order to facilitate the learners, in Tonk the district officials provided the learners who came to appear for the examination with pencils and erasers, which could be taken back home. In personal discussions most learners said that taking the oral examination was easier than the written one. As many as 81 % felt that taking an examination increased their confidence.

4-2 Facilities at the examination center

As regards the facilities at the examination center, it was stated that the facilities were good. Facilities in this case indicated drinking water, toilets, pucca buildings, light and fresh air. In the case of Rajasthan, all the examination centers were located at either the government formal primary schools or the Continuing Education Centres. The formal school Principal was in-charge of conducting the examination and schoolteachers undertook invigilation duties and conducted the oral examination.

4-3 Access to examination centers

Most learners (except in Sikar) felt that the examination centres were too far from their homes. Too far in this case was anything beyond two-three kilometers. Most learners had to either walk or come in a tractor or camel cart.

Table 4.1 Distance from Home to Examination Centre

VOCATIONAL AREA	DISTRICTS								TOTAL (%) N = 201		
	AJMER (%) N = 53		BHARATPUR (%) N = 46		SIKAR (%) N = 50		TONK (%) N = 52				
	M	F	M	F	M	F	M	F	M	F	Total
Agriculture based	0	15	0	45	0	53	32	5	16	29	25
Household industry	0	40	73	29	0	47	42	90	39	47	44
Technology related	0	0	7	13	19	0	6	5	10	4	5
Handycraft	0	45	20	13	81	0	19	0	35	20	25
TOTAL	0	100	100	100	100	100	100	100	100	100	100

4-4 Effect of the OBE Certificate

95% of the learners felt that the OBE certificate made a difference to their lives. While 5% felt that it made no major difference. The gender variation is that overall effect of the Certificate are interesting. For the men the most important effect was that it raised their social status(38%) while for the women the fact that it enhanced their knowledge was most significant(28%). For both men and women , it was important that the OBE programme gave them an opportunity to complete their education.

5. Section 5

The fifth section of the questionnaire opinion related to the open schooling system/methodology and its possible implications for the programme. On the whole the learners felt the face-to-face component remained important. Some learners stated that they would like special camps arranged before examinations so that they could get better practice for examinations.

5-1 Equivalency Programmes through open schooling

In a related question regarding the open schooling system, as many as 80% of the learners found open learning more suitable to their circumstances. In Sikar, however, the ratio was evenly divided between 50% and 46% vis e vis the formal and open school system respectively. This may be attributed to the fact that many of the learners (25%) in Sikar belonged to a younger age group (Table 1-1) and preferred the regular class room based instruction system.

Table 5.1 Percentage Distribution of OBE Equivalency Program - Participants in terms of Opinion about Prerak

DISTANCE	DISTRICTS				TOTAL (%) N = 201
	AJMER (%) N = 53	BHARATPUR (%) N = 46	SIKAR (%) N = 50	TONK (%) N = 52	
Too far	87	98	38	88	78
Not too far	13	2	62	12	22
TOTAL	100	100	100	100	100

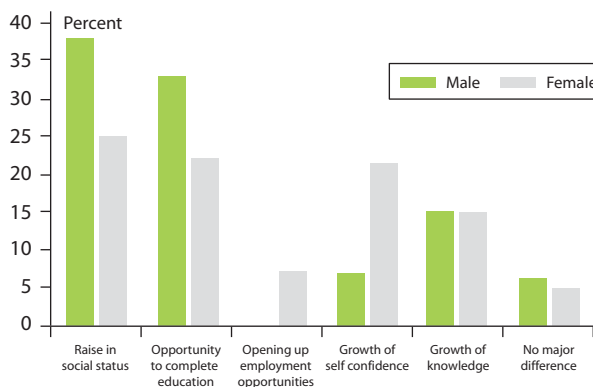
5-2 Support from Facilitator /Opinion about Facilitator (Prerak)

The Prerak who in the open schooling system acts as a tutor/facilitator was appreciated by the learners. 86% learners felt that the teaching learning methodology adopted by the Facilitators was interesting. The learners felt they were able to approach the facilitator with their problems without fear and hesitation. The fact the facilitator treated them with respect was an issue that mattered to most learners. In video recorded interviews, learners also attributed their registration in the equivalency programme to the pursuance of their prerak. However many felt that mathematics needed specialized teaching. Also most learners wanted work centers with specialized teachers for vocational courses.

5-3 Motivation and Support

Research on open schoolers shows that many learners experience the problem of isolation. Since there is no regular classroom system and learners participate in the activities of the Study Centre only to solve their problems, there is often a need for support system that is beyond the facilitator.

Table 5.2 Percentage Distribution of OBE Equivalency Program - Participants in terms of Support from Other Groups



As regards support for their studies, most learners placed their own families as the most major support. The profile of the learners showed that all women were married. (Table 1.5). In discussions, women gave credit to their husbands stating that their support helped them to study after marriage. In a few cases, some women were motivated by their own children and acknowledged that their school going children even helped them in their studies.

5-4 Desire for Further Education Through Equivalency Programme

Table 5.3 Percentage Distribution of OBE Equivalency Programme - Participants in terms of Desire for Further Education Through Equivalency Programme

DISTANCE	DISTRICTS				TOTAL (%) N = 201
	AJMER (%)	BHARATPUR (%)	SIKAR (%)	TONK (%)	
Respect for learners	42	76	88	67	68
Interesting teaching methods	85	78	92	88	86
Problem solving	57	87	92	60	73
Cooperative	28	39	90	50	52
Community mobilisation	17	26	76	42	40
TOTAL	100	100	100	100	100

The equivalency Programme begins at Class 3 level and is offered upto senior secondary level through the NIOS. Graduation and post graduation studies are offered through the national and state level open universities like IGNOU. A study of the data showed that learners have a desire for further education. But gender differences indicate different cut offs for men and women. Most women (55%) across the districts indicated that they would like to study till Middle level, which is class Eighth. As against this 72% men want to study further than Middle School.

5-5 Innovative Practices

In order to find out best practices from the learners point of view, the innovations introduced in the Open Basic Education Equivalency Programme were examined. Learners were asked to indicate one feature that they found most useful to their learning. 47% called their first choice and the flexibility of the program came in second accounting for 26%. Many learners felt that they would have preferred to give multiple choices, as it was difficult to account for just one answer.

Table 5.4 Percentage Distribution of OBE Equivalency Program - Participants in terms of Most Liked Innovation**VI. Lessons Learnt and recommendations****1. Lessons Learnt****Reaching the Unreached**

While the OBE programme has been successful in reaching the rural areas of Rajasthan, yet there are still some difficult groups that remain outside. These include the migratory populators of the desert areas and the tribal groups. Provision for their schooling through mobile centers, both for teaching learning and examination purposes need to be planned out. The flexibilities of Open Learning is to be explored to provide education for these groups.

Curriculum, Material Development and Local Input

The study of the OBE programme in the four districts revealed significant results. While in some cases there were strengths, in others there was scope for improvement. The most significant aspect was that all the participants - whether learners, preraks and programme coordinators - had an opinion. The questionnaires were answered confidently, suggestions made, deficiencies pointed out and questions asked.

As regards the curriculum, at A Level there emerged a need for greater flexibility in adapting it to make it more state specific. Perhaps some specific issues related to state need to be incorporated in the curriculum as well as new subjects introduced depending upon requirement. For instance with regard to locally specific material which was in local languages, some learners commented that as adults they desired to learn that which was "beyond their village". One remarked, "Teach me English. It will help me get a job".

It is seen that learners are dependent largely upon the printed course materials. Access to non .print is almost nil. Some efforts to develop programme using Radio and Television need to be taken. Moreover the quality of print materials would have to be consciously maintained, as this is the master medium for most learners.

The response from the target group shows that most women one interested in studying only upto a particular level, in this case

Middle School. Most women felt that they needed to have basic educational skills to teach their children and to get by in life. This maximum interest was in educational programmes related to vocational training. Across the districts, there was a demand for income generating vocational centers to be set up at the CECs.

Initially the vocational component at level A was developed as a general course. However, most learners in their discussions stressed the needs for special trades even at level A.

In order to address issues of quality of the curriculum, there is a need to ensure that the curriculum remains relevant and balanced. The contribution of local input is what would make the curriculum meaningful. Unfortunately often this is a difficult exercise. With targets to be met, there is often a tendency to "adapt" hastily without actually researching the real local needs. Core competencies are mistaken for uniform competencies and guidelines as orders leading to repetitive materials. In situations where print is the master medium there is an urgent need to periodically stop and take stock to see whether the quality is being maintained.

Teaching learning

In many cases, the learners continued to need greater face-to-face support. The role of the study centre and the facilitator then becomes more important. Moreover, since women have busy household schedules and often many are not able to find the time to study at home, a timetable that offers regular teaching at the Study Centre may have to be followed.

There is also a need for specialist subject teachers at the study centre level. A provision has to be made within the programme for payment of honorarium to these teachers. At present the Prerak is the only paid facilitator at the CEC. There is also a greater need to monitor this aspect of the programme. Some remain CECs remain closed as learners do not come to solve their difficulties. The facilitator has to adopt a pro active role and the coordinators have to ensure that the academic requirements of the programme are met.

Support Systems

The role of the family is most important. Unless the learners have support from their homes, pursuance of higher education is difficult. The programmes for advocacy of educational programmes especially for rural women should ensure that the importance of

education is understood by the entire family. In some cases the male neo literates are completely left out from the Equivalency Programmes.

The facilitator was also an important motivator. In centers where preraks were active and resourceful, learners attended classes regularly. In other cases Centres were limited to places for reading newspapers by the villagers.

Evaluation

Obtaining a certificate is undoubtedly an elevating experience. The growth in self-esteem and raise in Social Status of the learners make the certificates valuable. However, the written examination as compared to oral is still a difficult task. Written skills of many learners at Level .A. remain weak.

From the administrative point of view, conducting an examination across the state on the same day has its strengths and its difficulties. Monitoring of examination is huge exercise. However the discipline with which the examination was conducted in the state was commendable. In every district the district machinery was put in place to ensure that a smooth and fair examination was conducted- the formal primary schools were designated as examination centers in most districts, primary school teachers were appointed an invigilator and for taking the oral examination, the rooms for examination were designated and the enrolment number of every learner was marked out on the floor.

Convergence of Agencies

In this case the main stakeholders were the State Literacy Mission Authority and the State Resource Centre, which represented the state, and the National Institute of Open Schooling, which was the national level body. At the district level the Zila Saksharta Samitis were the main implementing agency.

As the programme spreads and the number of learners' registration increases, large administrative machinery would be needed to handle them. At the SLMA level, the closer collaboration between the formal and open learning system remains vital as the physical infrastructure and human resource for this programme are borrowed from the formal system. At the NIOS level too, the timely declaring of result and certification, would need to involve greater management of human and physical resources.

Sustainability

The most fulfilling fact was that for the first time a new path for adult neo literates to continue their education had been pioneered through the OBE programme. However it was felt that the programme would be better appreciated if a token fee was taken from the learners. Since the programme is totally free, preraks commented that learners did not take it seriously. According to District Literacy Officials at Sikar a lot of time was spent by the ZSS in motivating persons to come to the CEC. Once people start coming to the CEC themselves, then that would be the true success of the programme.

Quality

One of the larger concerns is the issue of maintenance of quality. Often in the hurry to meet targets, processes are cut short and quality gets compromised. Further the OBE is a Schooling Programme and certain standards have to be maintained. As in the case of formal schools, in OBE too qualified subject teachers would have to be hired to teach at different levels. The agencies running the programme would bear the responsibility for this and the community must ensure that only teachers with the necessary experience are associated with the programme.

Funds

The NLM has a budget for its CEC programme of which Equivalency Programme are one component. However unlike other CE programmes, in this case there is a need to make provision for hiring to teachers, conduct of examination, evaluation of student response sheets. The NIOS provides financial support for development of course materials but the major expense of printing of course materials is borne by the agencies themselves.

Role of Government and civil society

The government is committed to the achievement of EFA. To meet that, government support in their policy, legal mandate, financial support has to be strong and continuous. The state has to take the leading role and cannot pass this responsible to other players. However at the same time the involvement of non governments agencies is important. A balance has to be maintained so that there is space within the system for both experimentation and quality maintenance.

Impact of Education

It was also seen that the educational process has made the women more empowered. In the sense that they are more self-confident. For instance, the linkage with the Self Help Group has given women a platform to interact as well as contribute financially to the family income. Respect within the family, normally reserved for the earning male has come their way too. However there is still a long way to go.

2. Recommendations

The 21st century is the century of a knowledge based society. The cornerstone for a better quality of life shall be knowledge. In such a situation it would be the endeavour of nations, governments, individuals and society at large to aim to make every individual knowledge equipped. In the case of India this realization has led to new initiatives. If the Open Basic Education Programmes is to contribute to the national efforts then certain recommendations are placed below for its strengthening.

- In the new age, there needs to be a move from a single, monolithic formal system to a flexible open system, which will cater to the large population and ultimately lead to the growth of a knowledge society.
- The open and distance education system should be used for universalisation of education. High population countries like India cannot afford to set up top-heavy infrastructure based institutions. The ODL with its inherent flexibilities may be used to address the learning needs of people in different and difficult circumstances.
- The use of ODL for accessing girls and women, tribal persons, migratory populations, disadvantaged groups like SCs, STs, OBCs, minorities may be expanded so that issues of equity and gender disparity may be addressed
- The flexibility of curriculum, materials and evaluation systems within the ODL may be used to encourage persons to remain within an educational system at their own pace rather than be pushed out, so that the issue of retention is addressed
- All persons engaged in acquiring basic education need to strive to achieve self-directed lifelong learning so that they are equipped to deal with the demands of the new knowledge society. In view of this OBE curriculum and materials need to be reflective to these new learning skills.

- In the present literacy and continuing education scenario, there is a gap between the expected levels and the actual levels achieved. For instance a learner may have passed Primer 3 but at the time of entry to the OBE programme, his/her actual literacy competency may have relapsed to Primer 1. There is therefore a need to develop graded materials for learners with such different competencies even within the same level. The flexibility of the OLS will enable such learners to get evaluated at different times depending upon their readiness.
- Periodic review of the materials is required so that the latest information can be provided in them. Revision on a regular basis needs to be done, as materials tend to get outdated and hence lose their relevance.
- There is a need to develop support materials that strengthen learners' writing skills, as many learners though otherwise confident, could not pass the written examination.
- Field-testing of the materials to ensure that they are appropriate to the lives of the learners needs to be undertaken.
- According to policy makers, education must play a key role in raising the economic status of the population. The input of vocational education at all levels is being offered as an option in the OBE programme. This vocational education component needs to include areas of self-enterprise. Hands on training that teaches learners To Do needs to be encouraged. The vocational component should contribute to poverty reduction.
- The learning systems for the OBE need to be a multi-modal schooling system, which makes use of different delivery systems. The teaching learning may be through print and satellite or TV based. There is however a need to make learners more aware of the new mediums as source for their learning.
- The use of ICTs both for learning and teaching, training, communication needs to be explored. Presently most television programmes dealing with educational content are given slots that are inappropriate for the concerned target audience. There is a need to conduct a study to find out appropriate learner viewing timing for neo literates especially women. The use of the dedicated educational Edusat needs to be planned so that larger numbers can be reached using technology.
- Further options need to be explored on dedicated educational television channels such as Gyan Darshan and on the educational satellite Edusat so that larger numbers can be accessed using technology.
- Training of teachers in the use of open education learning material and methods needs to be conducted on a large scale.

Training programmes to enhance the teaching learning skills of the teachers build the motivation of preraks, as well as training in new methods of teaching learning, use of ICTs innovative methods need to be taken up.

- For the programme to be successful, the path of implementation has to be one of collaboration and partnership. No one agency can do everything. Specialised tasks must be given to specialized institutions. Sharing has to be inbuilt part of any OBE programme whether it is between formal or non-formal school systems, or NGOs and GOs.
- Establishment of open schooling networks through intra and inter state linkages may be considered. Sharing of experiences of different Indian states would enrich the quality of the programme.
- Education must set standards. The case with learning through the Open Basic Education system should be no different. A standard set must be indicative of a competency learnt.
- The recognition of the NIOS OBE certificate as an equivalent certificate deserves attention. While the certificate is recognized as equivalent to the formal school at the national level, individual state governments need to be pursued to recognize the certificate so that learners can easily crossover from one system to the other and mainstreaming of the programme is possible.
- Monitoring at different levels must be strictly regulated so that no compromises are made to the set educational standards. The detailed regulatory system should extend to all aspects of the programme. The learners achievement must be equivalent to that of a formal school learners. Besides that standards must be set for quality in curriculum and materials development, teaching learning and examination processes as well as in processes for accreditation.
- There is a need to exercise caution in the selection of agencies to be accredited by NIOS. Good educational institutions within the formal education system should be selected as act as Study Centres. Only centers, which fulfill the necessary criteria, should be accredited.
- Involvement of NGOs and officials from other government departments in monitoring the programme should to be strengthened.
- The involvement of the community needs to be increased. At present the programme like other education programmes is perceived largely as a government funded programme. The CECs continue to be under the Zila Sasksharta Samiti. There is a need to hand over the running of some of the CECs to NGOs/educational trusts and community in order to move towards community ownership of the programme.

APPENDIX 1
REFERENCES

Anzalone, S.[2004] Multichannel Learning in M. Mukhopadhyay (ed), *Educational Technology Knowledge Assessment*, New Delhi: Shipra.

Chatterjee, B.[2004], *EFA in South Asia Analytical Study on Dakar Goals, Goal 4 Adult Literacy*, New Delhi: UNESCO.

Dave, R.H. [2001] Quality issues in Assessment, evaluation and testing for Education for All through Open Learning Systems in *Open Basic Education-Quality Issues-A Report of the International Conference on Quality Issues in the Delivery of Education for All*, NIOS-COL: New Delhi.

Dewal, O.S. [1994] Open Learning in Indian School Education, in M. Mukhopadhyay, and S. Phillips,(eds) *Open Schooling: Selected Experiences*, Vancouver: The Commonwealth of Learning.

Government of India [1992] *Programme of Action on National Policy on Education* [1986], New Delhi: Ministry of Human Resource Development.

Government of India [1994] *Open Schooling in India: Situational analysis, need assessment, strategy identification*, New Delhi.

Government of India [2002] *Education for All - India A Status Paper*, New Delhi: Ministry of Human Resource Development.

Government of India [2003] *Census of India 2001*, Final Population Totals-Rajasthan, Jaipur: Directorate of Census Operations, Rajasthan.

Government of Rajasthan, Status of TLC/PLP/CE districts [2004], *Monthly Progress*, Jaipur: Report, Directorate of Literacy and Continuing Education.

Government of Rajasthan,[2004] *Samarth .A Report of the Equivalency Programme*, Jaipur: Directorate of Literacy and Continuing Education.

Joshi, Hemlata [2003] *Educational Development Index- Rajasthan Spatio-Temporal Appraisal at PanchyatSamiti/Block Level [1991-2000]*, Institute of Development Studies, Jaipur: University Book House(P) Ltd.

Kunnunkal, T.V.[1990] *Education Through Open Learning*, New Delhi: National Open School.

Mitra, S. [2004] *State Open Schools. A Situational Analysis*. Paper presented at the National Meet for Promotion/Strengthening of Open Schooling Programme, Bhopal: NIOS.

Mukhopadhyay, M. [2004] Open Schooling in J.S.Rajput (ed) *Encyclopedia of Indian Education* vol II, New Delhi: National Council of Educational Research and Training, pp1262-1271

National Institute of Open Schooling [1994] *Alternate Schooling and Continuing Education of the Neo Literates. A project on Universal Basic Education*, New Delhi.

National Institute of Open Schooling [1994] *Report of the Round Table Conference for Continuing Education for Neo Literates*, New Delhi.

National Institute of Open Schooling. [2003]. *Open Schooling at the Primary Level- A Report of the Pilot Study of Equivalency programmes in Ajmer and Sikar*, Jaipur: NIOS.

Priyadarshini, A. & Roongta, A. [2003] *Sustainability of Continuing Education Programme in Rajasthan*, Paper presented at National Conference on Improving Implementation and Sustainability of the Continuing Education Programme, New Delhi: National Literacy Mission & Directorate of Adult Education.

National Literacy Mission, *Scheme of Continuing Education for Neo Literates*, New Delhi.

Perraton, H.(ed) [1982]. *Alternative Routes To Formal Education: Distance Education For School Equivalency*, Baltimore: John Hopkins University Press.

Srivastava, R. [1995] *Open Schooling in India: Socio-economic Analysis*, unpublished document, New Delhi: National Open School.

State Open Schools in India (2004) *Status Reports and Profiles*,
Background papers for the National Meet for Promotion/
Strengthening of Open Schooling Programme, Bhopal: NIOS

UNESCO (1993) *Equivalency Programmes Vol III, APPEAL Training
Materials for CE Personnel (ATLP-CE)*, Bangkok

UNESCO *Innovations in Non Formal Education .A Review of Selected
Initiatives from the Asia Pacific Region*, ARTC, Bangkok

UNESCO (1994) *Education for All Summit of Nine High Population
Countries: Paris*

UNESCO (2003) *EFA Global Monitoring Report 2003/4 Gender and
Education for All: Paris*

Yates, C. & Tilson, T. (2000) *Basic Education at a Distance: an intro-
duction* in C. Yates, and J. Bradley, (eds.) *Basic Education at a
Distance*, London & New York and Commonwealth of Learning:
Routledge

Zila Saksharta Samiti, (2004) *Report of the Continuing Education
Programme*, Ajmer Website : Govt. of India, MHRD

Abbreviations

AAs	Accredited Agencies
APOS	Andhra Pradesh Open School
BPL	Below Poverty Line
BRU	Block Resource Unit
CBSE	Central Board of Secondary
CEC	Continuing Education Centres
CEP	Continuing Education Programme
DIET	District Institute of Educational Training

REGIONAL REPORT CREATING SYNERGIES BETWEEN FORMAL AND NON-FORMAL EDUCATION IN ARGENTINA, BRAZIL, CHILE AND MEXICO: WHAT IS AT STAKE?

Carlos Milani

I. Introduction

More than half of the four hundred million Latin American people do not have their basic needs satisfied, and there are more than one hundred two million people who live under the poverty line. According to household surveys, the richest 10 percent of individuals receive between 40 and 47 percent of total income in most Latin American societies; while the poorest 20 percent receive only 2–4 percent. These differences are substantially higher than in OECD countries, Eastern Europe, and most of Asia. Moreover, the most distinctive attribute of Latin American income inequality is the unusually large concentration of income at the very top of the distribution. By way of comparison, the richest 10 percent in the United States receive 31 percent of total income, and in Italy they receive 27 percent; even the most equal countries in Latin America (Costa Rica and Uruguay) have significantly higher levels of income inequality. Inequalities with respect to education, health, water, sanitation, electricity, and communication are also typically large and correlated with differences in income. For example, differences in average years of education between the top and bottom income quintiles ranged between 5 and 9 years for 31–40 and 51–60 year-olds across the region. Standard surveys do not provide comparable material on inequalities of power or influence within a society, but a wealth of political, historical, and sociological information attests to both their salience and association with wealth in Latin America¹.

It is widely acknowledged that the levels of inequality prevailing in Latin America are clearly costly for both individual and collective well-being, and has direct implications on economic development itself. Grosso modo, one could recall three broad reasons for concern. First, higher inequality, whether in income or other dimensions of well-being (access to education and health services, employment and housing) means more poverty at any given

point in time. High inequality also implies a lower dynamic impact on poverty from development, unless significant redistribution takes place. For example, according to studies undertaken by the Brazilian Institute of Applied Economic Research (IPEA), Brazil could reduce poverty to half in ten years with 3 percent growth and an improvement of 5 percent in the GINI coefficient²; it would take the country 30 years to achieve the same objective with 3 percent growth and no improvements in income distribution.

Secondly, one should recognize that inequality can slow the overall development process. In contrast to some earlier strands of development thought, most economists and social scientists now acknowledge high inequality within any given society as a potential drag on development for a variety of reasons: unequal access to credit implies missing highly profitable investment opportunities for the economy as a whole; unequal educational opportunities restrict the potential contribution to society of some of the most talented individuals; distributional conflicts are heightened, especially in the context of managing adverse shocks; crime and violence increase; cities tend to become the scenario for increased security and military measures; and, under some conditions, the institutional underpinnings for growth become weaker, for example with respect to property rights.

Third, according to surveys from *Latinobarómetro*, the public opinion survey organization, high inequality is widely disliked: in almost all countries surveyed, some 80–90 percent of citizens consider prevailing levels of income inequality to be unfair or very unfair³. These figures and concerns, particularly the third one, show that Latin America is currently marked by an extraordinary paradox.

On the one side, the continent can look back with great pride on the end of military dictatorships, and more than two decades of democratic re-construction. It is true that the process of democracy-building in Latin America is not linear, and has (since the beginning of the eighties- known severe drawbacks in several countries. From another perspective, the region faces a growing social crisis, and social situation in Latin America is increasingly critical: radical social inequalities remain entrenched, serious levels of poverty still prevail, and economic growth has been unequally distributed. We can say that structural poverty is nowadays a combination of growing inequality and a severe crisis in social cohesion. According to the Economic Commission for Latin

1. Source: Statistical Appendix Tables A.2 and A.3, World Bank Development Indicators Database, edited by The World Bank (Washington DC).

2. The GINI coefficient is the most common measure of income inequality; it measures inequality of income distribution. Zero indicates perfect equality, with every household earning exactly the same, whereas one implies absolute inequality, with a single household earning the country's entire income. For IPEA's publications and data, see: www.ipea.gov.br.

3. *Latinobarómetro* is an opinion and a set of annual studies based on 19 thousand interviews in 18 countries. *Corporación Latinobarómetro*, a Latin American NGO based in Santiago de Chile, is the publisher responsible for data production, analysis, and dissemination. *Latinobarómetro* publications include data on democracy development, economic development, attitudes, behaviour and practices in Latin America. The first annual report was published in 1988 (Argentina, Brazil, Uruguay and Chile). More information is available at <http://www.latinobarometro.org>.

America and the Caribbean (ECLAC, Santiago de Chile), around 44% of the total population are poor people in Latin America; 20% of the total population currently live on less than 1 USD a day; the regional GINI coefficient is 0,57.

All these factors combined can result in profound dissatisfaction with democracy: according to opinion polls published by *Latinobarómetro*, the proportion of Latin Americans who would be willing to sacrifice a democratic government in exchange for real social and economic progress now exceeds 50 percent. As a result, manifests and widespread popular unrest have been growing in many countries, often with deeply destabilizing consequences. This unequal social order calls for a thorough review of educational policies and strategies aiming to ensure equal access to knowledge.

II. Section 1: Education in Latin America, recent history and general current trends

In Latin America education is directly connected with social, cultural, economic and political inequalities. Inequality in terms of access to and quality of education is a key issue in order to understand the complex relationships between education and social (in)justice in the region. In Brazil, for, instance, if you are black, if you live in the Northern regions of the country, if you live in rural areas, your educational opportunities are far behind those of a citizen who is white, live in the Southern or South-eastern areas. This means that, on the one hand, poverty no longer stems from an economic scenario of crisis and inflation but is the result of growth strategies rooted in structural adjustment programmes and unequal economic development regional distribution. On the other hand, social inequality in Latin America cannot solely be approached from the poverty standpoint given the broad range of non-economic factors that unleashed social exclusion in the region over recent years.

It is true that the divide between rich and poor in the region has considerably widened. Wealth distribution is still central to any analysis of social exclusion. Persistent escalating poverty levels and serious social exclusion in a period of economic stability or growth can only be ascribed to changes in wealth distribution patterns which benefit the better off, allowing some to enjoy one of the highest standards of living in the world. Another process

that has intensified in recent years, due to insecure labour relations, is the growing vulnerability of the urban middle-income sector. Nevertheless, one cannot ignore cultural and social factors of inequality related to race, ethnicity, education levels, and gender. Thus, it is the combination of economic and non-economic factors that better explains the situation of social exclusion in the region.

In face of such a complex situation of inequality and economic growth, it is true that national governments in the region have now largely accepted the importance of education in the several steps of the national and regional development processes. During the first half of the nineties, for instance, most Latin American countries implemented far-reaching educational reforms, designed to promote strategies to meet the goal of quality education for all. Figures on the table hereafter illustrate this quantitative move in favour of the massive expansion of education programmes in the region.

	LATIN AMERICA AND CARIBBEAN	ARGENTINA	BRAZIL	CHILE	MEXICO
Expenditure per student, primary (%of DGP per capita - 1999)	12.9	12.4	10.7	14.3	11.8
Pupil-teacher ratio, primary - 2000	25.8	20	23	32.2	27.3
School enrolment, primary (% gross - 2000-01)	128.7	119.6	148.5	102.7	110.3
School enrolment, secondary (% gross - 2000-01)	89.4	99.6	107.5	85.5	73.5

Source: World Bank Education Data for LAC - 2002.

The educational reforms of the 1990s, which focussed on equitable access to knowledge, were brought about at a time of relative optimism concerning the region's economic and social prospects. The structural adjustment policies recommended by the International Monetary Fund, and implemented by local economies then seemed to promise a return to economic growth and social recovery after more than a decade of recession and crisis – the so-called lost decade of the 1980s. Alas, this was all but an economic illusion...

More than a decade has gone by, and today's social situation in the region has nevertheless not improved and the impact of edu-

cational reform in terms of equity has been so far minimal. In particular, the recent massive expansion of basic education appears to be associated with new forms of inequality, in particular those associated with high variance in quality, and with the fact that elites have the financial means to opt out of public systems. More equal education has potentially multiple influences on more equal outcomes and practices. In addition, it has two important advantages as a strategy: its distribution can be improved without the need to redistribute it away from someone else, and improvements in its distribution (which go hand-in-hand with increases in overall mean levels of education) are good for efficiency and growth.

Despite widespread experimentation, the magic raise of educational quality is difficult to be found in Latin America⁴. Education programmes have achieved a significant quantitative jump in coverage across the public school system at both primary and, in particular, secondary levels. However, regional learning in both primary and secondary education is considered to be inadequate by international standards:

- The implemented curriculum is outdated and poorly matched with labour market needs;
- Teachers have inadequate subject knowledge, poor pedagogy, and are often unmotivated;
- Learning materials are scarce and inadequate;
- Schools rarely have a sense of mission and identity, and school directors usually have little authority and recognition.

These problems are complicated by the increasing numbers of students entering secondary education with far different social backgrounds and needs, compared to those who previously participated in a relatively elitist system. Furthermore, the poor, especially those in rural areas, are grossly underrepresented, and large numbers of young adults are still in secondary education, mainly a result of repetition at earlier levels and in secondary schools. It is very true that educational quality has many, sometimes conflicting definitions. How can one define quality in education is not a simple question to be answered. Quality can be best defined as the extent to which children learn the basic skills and knowledge necessary to function in a modern society and utilize these skills in their life. Since this is difficult to measure, numerous factors are used to qualify what education quality means (the table below presents some of these factors).

4. This part of the paper draws on analyses undertaken by WOLF, Laurence & DE MOURA CASTRO, Claudio. *Secondary Education in Latin America and the Caribbean, the challenge of growth and reform*. IDB (Washington, DC), Sustainable Development Department, Technical paper series, January 2000.

In general, we can speak of four critical areas for improving the quality of education in Latin America. Many of these are similar to both primary and secondary education. The first critical area is to focus on increased learning of higher order skills in mathematics, communications, and language and to measure progress toward learning goals. At the same time traditional academic competencies must be complemented by a wide variety of other skills, such as civic responsibility in a democratic society, creativity and innovation, cooperative problem solving and teamwork, an understanding of the role of technology in society, and environmental awareness. Secondly, attracting higher qualified teachers into secondary education will be fundamental, since secondary school teachers have many more labour market options than primary school teachers. Teacher training institutions and faculties need to receive special attention since they are essential for each country's economic future. They need especially to focus on increased subject matter knowledge. Third, public school management reform will need to focus on giving the school director authority and adequate remuneration, responsibilities and means of implementation, ensure that he/she is qualified, and provide feedback as well as rewards on the basis of performance. Fourth, technology appropriately used can improve the quality of education.

Factors to help defining quality in education

1) Output quality: The most fundamental definition of quality is that of the extent to which children attain the knowledge and skills which society wishes to impart to them. These knowledge and skills are not simply academic skills (they are also linguistic, logical-mathematical, bodily-kinaesthetic, spatial, musical, interpersonal, and intrapersonal skills).

Implications for Latin America: Latin American education systems are not educating the citizen-worker of the twenty-first century. Nor is the region providing adequate mathematics and reading skills.

2) Quality as Value Added: Quality may be defined in relation to "value-added". In this definition a high quality school or school system is one which increases the learning of students relative to their status at the beginning of their schooling period.

Implications for Latin America: There is not enough awareness of this issue in among Latin American political

leaders and the general public. Chile has recognized that low performing schools need special help, and is providing incentives for improved performance.

3) Quality as high standards: Quality may also be defined as "high examination and promotion standards". This definition is useful if it is accompanied by a commitment that all children and adolescents can achieve these standards, but is counter-productive if adequate resources are not provided and most children fail.

2) Implications for Latin America: There is evidence that teachers are using "high standards" to fail children in first grade since they are unable to read by the end of the first year. But this approach does not take into account different learning styles as well as children's impoverished backgrounds and is counterproductive. At higher grades, while the national curriculum can be clear and modern in its objectives, teachers pay little attention to it and learning is inadequate. The "standards" movement at the eighth grade level requires realistic curriculum expectations and a commitment of adequate physical resources and school processes so that all, or nearly all, children can achieve at the desired level. Brazil is moving in this direction.

4) Quality of school inputs: Quality is often defined in relation to physical and other inputs, such as school buildings, textbooks, computers and number and educational levels of teachers. A high quality school would be one with good physical facilities, adequate equipment and educational materials, and well trained teachers. It is assumed that input quality will lead to better achievement and retention, and there is a fair amount of research seeking to measure this relationship.

2) Implications for Latin America: School inputs (e.g., expenditures per student, teacher qualifications) are inadequate in rural schools and often in urban slum schools as well. Northeast Brazil is an extreme example of this problem. A review of research has identified textbooks, teacher subject knowledge, time on task, and school snacks as inputs that have an impact on achievement. However, contrary to popular belief, lower student/teacher ratios are not effective in raising achievement. Teacher qualifications, as measured by number of years of formal training, have also been found to have a weak impact, if any, in student learning, probably due to the fact that years of training is a poor proxy for quality teaching.

5) Quality in School Processes: Quality may also be considered in relation to schooling processes. In this case quality refers to good school management; well coordinated, modern classroom pedagogical practices; flexibility to revise or change processes as needed; and dedicated teachers working together as a team to achieve specific goals. Good school processes are often the missing element necessary to ensure that school inputs lead to increased learning and retention. They can be measured mainly through systematic observation (qualitative research). There is increasing interest in this element of schooling.

2) Implications for Latin America: The "typical" school has a director selected by central authorities on the basis of bureaucratic criteria; teachers often have two or more jobs, rarely remain in the school building when classes are over, work in isolation, and are inadequately supervised. But there are many efforts in the region to change school processes (e.g., Escuela Nueva in Colombia, EDUCO in El Salvador, community involvement in schooling in Minas Gerais in Brazil, teacher learning circles in Uruguay, among others).

Source: Adapted from WOLF, Laurence & DE MOURA CASTRO, Claudio. Secondary Education in Latin America and the Caribbean, the challenge of growth and reform. IDB (Washington, DC), Sustainable Development Department, Technical paper series, 01 - 2000.

One can say that there is no specific institutional blueprint for a deep strategic and structural change in the region's education policies. Nevertheless, some successful actions are trying to involve mechanisms to increase the accountability of teachers and schools. These may be take the form of incentives for results (as is the case with Chile's school contests and vouchers), special funds to supplement school budgets (as with Brazil's FUNDEF programme – Fund for the development of basic education), or greater participation by local communities (as with El Salvador's EDUCO approach). Such supply-side measures can be complemented by demand-side incentives that encourage kids to stay in school, as with *Oportunidades* (previously Progresá) in Mexico and Bolsa Escola in Brazil. All these experiments will have to be accompanied by ongoing evaluation of which approaches have the highest impact on student learning, in order to guarantee an efficient use of education spending.

How can the particular situation in Argentina, Brazil, Chile and Mexico be briefly featured? What have these countries recently decided in terms of formal and non formal education programmes?

Firstly, according to UNESCO, Argentina's recent main goal in the field of education has been to improve learning processes and delivery to initial and primary education programmes. Within this context, priority has been given to literacy with the purpose to encourage schools and regional Departments of Education (in each province of the country) in order to design and implement integral literacy school projects. Teachers, principals and supervisors received training on initial and advanced literacy; language professors have received further training and support. "The best school for those who need it" (*La Mejor Escuela para Quienes la Necesitan*) is a programme presented by the Ministry of Education in November 2003 in order to promote equal opportunities for all children and adolescents. It is implemented in coordination with the Ministries of Health, Labour and Social Development, and is designed to attend 1,000 schools in the poorest urban areas. Its main objective is to enhance the idea of equality of capacities and the teacher's role as a facilitator of learning processes.

Secondly, the Brazilian education system can be described according to three main features, as follows:

- The extremely decentralized nature of primary and secondary education, with pre-school (kindergarten), compulsory schooling (1st to 8th grades) and secondary (9th to 11th grades) under the responsibility of the federate-states (27 federate-states in total) and the municipalities (5,560 municipalities in total);
- The heterogeneity of the various educational structures and systems managed by the states and municipalities, which reflects regional and intra-regional socio-economic inequalities, as well as the large degree of autonomy, given to them by law in the organization of their respective education systems;
- The role of the central government in primary and secondary education is mainly redistributive and supplementary. The federal government provides financial and technical assistance to the states and municipalities so as to guarantee equality of educational opportunities and minimum quality standards⁵.

5. These characteristics of the Brazilian education system are directly related to the country's political and administrative structure. The 1988 Constitution guarantees autonomy to the states and municipalities to carry out their educational responsibilities.

The year 2000 marks the inauguration of the UNESCO programme entitled "Opening Schools: Education and Culture of Peace", whose main objective has been to keep schools open during the week-ends, thus ensuring social spaces for the practice of sports, dance, and cultural activities. This program that is implemented by a group of governmental and non-governmental institutions; the communities and the younger generations are key partners in the capacity-building and art performance activities. Men and women can also come to the open schools as volunteers in order to give English classes, a workshop of "capoeira", etc. People from the community and elsewhere are invited to participate on a voluntary basis. In this framework, the school is considered as a central *locus* for deeper community participation and social exchange: the physical infra-structure is of course very important, but the participation of the director and teachers in non-formal education activities during the week-ends also helps creating another relationship between the younger generations, the community, the school staff, and the volunteers.

Pioneer projects have so far been set up in Bahia, Minas Gerais, Pernambuco, Piauí, Rio Grande do Sul, Rio de Janeiro, and Sao Paulo. Only in Rio de Janeiro, 70 schools have followed the programme and more than 120 thousand students per month benefit from the week-end workshops and cultural activities. Until 2004, there have been 360 schools and more than 360 thousand students in Pernambuco, and 57 schools and around 50 thousand students in Bahia. Program results have shown that schools can play a determinant role in fighting against social exclusion through non-formal activities that may take place within its physical borders. According to evaluations undertaken in the several federate-states involved and published by UNESCO-Brasilia, this program has so far produced the following results: cultural goods are more accessible to poorer people where schools have been open during the week-ends; a more frequent dialog among teachers, parents and students develop a better mutual knowledge and understanding of their respective differences and similarities; students have a concrete leisure option and a place where they can make new friends; teachers and students acknowledge that the programme helps reducing violence within the school, the family, and the community. This programme shows in a very concrete way that the formal system of education and non-formal education projects can definitely be hand in hand when it comes to producing social welfare and community quality of life.

In January 2003 the Ministry of Education created the Extraordinary Secretariat for the Eradication of Illiteracy (*Secretaria Extraordinaria de Erradicaçao do Analfabetismo*), which is responsible for the elaboration and implementation of public policies to eradicate illiteracy. The goal is to attend 20 million illiterate youth and adults until 2006. In September 2003, the Secretariat launched the Brazil Literate Program, in order to plan, guide and coordinate literacy activities. The program is being implemented through joint projects at federal, state and municipal level, with private enterprises, NGOs, international agencies and the civil society. To support and guide the implementation of the program, the Ministry of Education has appointed a National Literacy Commission, assigned to advise, monitor, improve and promote the Brazil Literate Program, and a National Reading Commission. Brazil Literate gives financial support to educational institutions that attend youth and adults of the age of 15 years and above. The incentives require a previously approved project proposal. They are a key instrument to promote literacy initiatives and set guidelines for their implementation, contents and quality. In 2003, Brazil Literate trained 87,700 literacy workers and attended more than 3,136,000 illiterates, which is about 20% of all illiterate youth and adults of the age of 15 years and above. Concerning the ratio of internal and external funds, about 1,963,000 persons were attended through the Ministry of Education and 1,173,000 through other funds.

Several smaller projects support the literacy program: *The Reading Project* guarantees that new-literates maintain their acquired skills through the use of written language. The Reading Project uses the following strategies:

- (1) "It's Only the Beginning" – to produce and distribute a collection of simplified interesting literature.
- (2) "Reading Agents" – a joint project with the Ministry of Communication, involves postmen who distribute the collection's books to the readers and re-collect them after a two-weeks reading time.
- (3) "Illustrated Basket" – to include books into the lists of basic goods applied in public and non-governmental social programs.
- (4) "Home-Libraries" – to install 100,000 micro libraries in the poorest urban areas; and finally.
- (5) The "First Book" – to give to every newborn child a book as a present, as a welcome into a literate world.

6. Source: Chilean Ministry of Education at website: www.mineduc.cl.

Thirdly, in the case of Chile, in 1980, when the country was under the control of a military government (from 1973 to 90), the national Ministry of Education launched a profound, market-based, education reform. Its objective was to promote greater efficiency through administrative decentralization, capitalisation-based financing, labour deregulation and open competition between public and privately administered schools. Ten years later, the first government of the democratic transition adopted a new education strategy aimed at reorienting public investment towards greater quality and equity while maintaining most of the previous administrative and funding framework. This focus has been sustained and deepened in recent years through the introduction of the Full School Day reform in 1996. These reforms, all recognized as cutting-edge at the time they were adopted, are being implemented in a country which, while at the doorstep of the OECD, is still in many ways, a traditional, highly structured and inequitable society.

Chile's basic education system comprises eight years of primary school (compulsory) plus four years of secondary school (non-compulsory). The average number of years of formal education is 9.7.2; by comparison with other middle-income countries, Chile is at a relatively advanced stage of educational development: universal coverage was practically achieved in the mid-1960s in basic education; the enrolment ratio³ today is 30.3 percent for pre-school, 87 percent in secondary education and 26 percent in tertiary education.

The Chilean education system features a high degree of private sector participation. Out of a total 10,600 schools (1998), parents have the option of placing their children in (a) public schools managed since 1980 by the municipalities (55.1 percent of 1998 enrolment); (b) private schools subsidized by the government on the basis of enrolment (34.1 percent); (c) fully private schools (9.2 percent); and (d) private technical-vocational schools run by private businesses or corporations (1.5 percent)⁶. Since 1990 the Chilean government has considered education as a priority and has significantly increased its funding for the sector. In 1997 real public spending on education was equivalent to 160 percent of the 1982 level, up from 73 percent in 1990.

This compares favourably with most OECD countries. The Full School Day initiative announced by President E. Frei in May 1996 has pulled a collection of loosely articulated modernization pack-

ages into a cohesive reform. It also generated social demand for greater impact, efficiency and sustainability for which the Ministry of Education and the system were not fully prepared. The challenge today is modernizing the ministry and other sectoral agencies so as to institutionalize the new school culture (i.e., deepening it and bringing it to scale), while simultaneously responding to evolving societal expectations. Institutional modernization is essential in order to maximize benefits from nearly a decade of growing public investment in human capital.

In a further effort to enrich the school and to modernize the curriculum, a nationwide school computer network, ENLACES ("Linkages") was installed. The network's objectives are to create a broader learning community through exchange of experiences, promote technology-based innovation and provide teachers and pupils with opportunities to learn differently, and interactively, via technology. The government's goal is to connect all 1,300 secondary schools and 50 percent of primary schools by the year 2000. So far coverage has been concentrated in urban areas, and the use of computers has been of a more personal than educational nature. The road to reform in Chile has been neither straight, nor smooth or painless. But the result is one of the most innovative, cost-effective and comparatively equitable education systems in the developing world. Far-reaching changes have been introduced in what is taught and how education is delivered. Most of the instruments of a modern education system—transparency, student assessment, a flexible curriculum, targeting, investment in quality inputs, attention to classroom processes, continuous professional development and school autonomy—are present in Chile's system and have been present longer than in most other countries, including some OECD countries.

The key lesson from the Chilean story is that, ultimately, to be successful—to have an impact on learning for all, go to scale and be sustainable—reform requires linking macro-level instruments (incentives, financing and governance structure) with the micro level (school and classroom processes). Recognition that no single set of tools will do was the de facto agenda of the 1996 FSD reform. Dealing with the complex challenges of quality, equity and efficiency in education requires pragmatic solutions: developing what works and dropping what does not, always guided by objective measures of progress and performance.

Reinventing education systems to meet the needs of 21st century global challenges requires results-oriented bipartisanship and innovative use of both formal and non formal education programmes. Three examples of synergies between current non formal education and formal education programmes in Chile are: a) the programme on sociability within families and sexual education for teenagers; b) the environmental education programme that deals with attitudes and values on students concerning their relationship with nature and the environment; c) the programme on civic education and citizenship training for adolescents.

Fourthly, in the case of Mexico, in 2002 the Secretariat of Public Education (SEP) has launched the National Reading Program for pre-primary, primary and secondary schools. The long-term goal is to create a society of competent readers and writers and a dynamic literate environment. New literates are to be given the opportunity to develop their acquired skills as the key instrument for lifelong learning, personal and community empowerment, and national development.

The National Reading Program's aim is to change the reading habits of students and teachers, as well as to improve the four key communication skills (reading, writing, speaking and listening) and the teaching methodology linked to them. Activities are centred in the school itself and involve all educational actors of the public school system (from students, teachers, principals and other experts to local, federal and state authorities).

As a main strategy, the Reading Program provides training for teachers, principals and librarians and fosters local, regional and national networking. Through a collection of school literature, distributed to all schools, and simultaneous promotion of the contents through TV, radio, print and electronic media, knowledge about the national cultural patrimony is being promoted. Schools are being supported in the creation, improvement and implementation of physical spaces for libraries and reading classes, and follow-up support and advisory is offered for schools' technical and pedagogical staff. First research projects focus on reading habits and access to written national patrimony, as well as the systematic elaboration of data already available. An important goal is to promote national and international synergies between different sectors of the society.

In the area of youth and adult literacy programs, during the last few years the Mexican Institute for Adult Education (INEA) has developed and implemented a flexible modular programmes for persons older than 15 years and with low or null school levels, denominated the Educational Model for Life and Work (MEVyT). The Educational Model for Life and Work is organized at three levels and promotes the integration of what traditionally has been denominated literacy, primary and secondary education. It articulates the educational actions with personal, familiar, community, social, environmental and cultural demands.

Based on the descriptions presented above, our first argument is that social practices being implemented and continuously re-elaborated at the local and grassroots levels are of vital importance in the building and dissemination of NFE programs. This is what we analyse in the next part of this report. However, we strongly believe that, albeit innovative and transformative in their results, these practices need to communicate with the political processes of national policy formulation in the field of education. More than that, as section 3 presents, the experience cumulated in Latin America in more than thirty years shows that synergies must be enhanced with formal education programmes and the national policy debate.

II. Section 2: The central relevance of local social and educational practices

It is true, as the previous section shows, that Latin American countries have moved forward in a significant attempt to improve their education policies, mainly in the aftermath of military dictatorships. However, based on the examples of the hundreds of non formal education experiences being implemented in the region and the analysis of the sixteen experiences summed up in the previous report, it is possible to affirm that today's factory-schooling and some national literacy programs may in the region still suppress many diverse forms of human learning and expression. Non formal educational practices can challenge the monopoly of the culture of schooling and its institutions of thought-control. Also, they help denounce the so-called Freire's *banking education* – for instance, the dominant curriculum and pedagogy of classrooms and campuses for credentials, careers, and social upgrade⁷. Formal education programmes that still adhere to such principles can come under the critical scrutiny of social practitioners.

In fact, local and grassroots social and educational experiences in Latin America are crucial because they can contribute to generate meaning critiques to expose, transform or even dismantle existing models of Education (with "E") and Development (with "D"). As pure products of modernity, Education and Development can directly contribute to erasing differences and identities. For example, in trying to define normative models of behaviour and attitude for children and adolescents formal education programmes may contribute to discriminatory practices against minorities and groups of identity.

Non formal education practices can help communities to reclaim control over their own learning and development processes. Moreover, non formal education practices can also foster the elaboration (in a continuous way, that is, a continuous process of re-elaboration) by the communities of their own complex shared visions and practices.

Social practices can make room for what Shanin calls "vernacular revolutions": in opposition to cosmopolitan revolutions, vernacular in Shanin's view means native, indigenous, not of foreign origin. In his opinion, non-vernacular revolutions tend to be artificial and subtle, moved by experts and leaders, have an official character, and pretend to have a universal and scientific profile. Vernacular initiatives, such as the social practices and experiences related in the previous report, do not follow the "official program of education", and could be considered by traditional modern writers as parochial, and fundamentalist⁸. However, as Foucault has brightly proved, they show a whole corpus of practices enshrined in what he called the "insurrection of dominated knowledge"⁹.

Non formal education practices can make room for the world of orality (oral communication): orality is the domain where the oral affirmation and said words constitute the social fabric of human interactions. This tradition is far removed from the modern textual mind, where the text gives the sense to speeches, lives, histories, and the possible social change. They collaborate to recover and regenerate people's minds, currently trapped and embedded in texts and alphabets.

Freire advocated that, in a new education system, theory and practice should be based upon authentic dialog between teachers and learners. True dialog would unite subjects together in the cognition of a knowledge object which mediates between them.

7. FREIRE, Paulo. *Pedagogy of the Oppressed*. New York: Continuum. 1996 (First published in 1970).

8. SHANIN, Teodor. *Late Marx and the Russian Road*. Berkeley, CA: University of California Press, 1982.

9. FOUCAULT, Michel. *Microfísica do Poder*. Sao Paulo: Ed. Graal, 1996.

Becoming literate, Freire would say, means more than learning to decode the written representation of a sound system. Illiteracy is conceived of by Paulo Freire in a broad perspective and as a "poison herb" that intoxicates and debilitates persons who cannot read or write¹⁰. Of course that this broad perspective should also include within literacy processes the relationships of men and women with their world and differences. These processes of relationship are the basis for a re-transformed vision of literacy which must at the end relate *speaking the word to transforming reality*.

III. Section 3: The need for synergies between NFE and national education policies

In fact, as many education policy analysts acknowledge, Paulo Freire revealed to us the horrors of modern oppression. He was inspired himself by the revolutionary ethos stimulated by Fidel Castro and Che Guevara in the 1960s. The alternative to guerrilla and terrorism was, in Freire's view, revolution through enlightened literacy. Education should emancipate and liberate people. Since Freire rejected the use of violence for seizing political power, a form of pedagogy was needed to conceive and implement such intervention – the pedagogy of the oppressed¹¹.

However, can people be led to emancipation without a typical civilisational process? Is it possible to "emancipate people" without somehow oppressing? That is a serious question that many education specialists ask themselves when trying to understand Freire's notion of "conscientisation". Would conscientisation be a definite step, an end of a human being's process of education and development? Illich and Sanders, for instance, two thinkers who have in this respect greatly criticised Freire's approach, call conscientisation all professionally planned and administered rituals that have as their purpose the internalisation of a religious or secular ideology. They remind that conscientisation consists of the colonisation and standardisation of vernacular probity and honour through some "catholic" (that is universally human) set of institutional rules¹².

Can we suppose that the oppressed (or, better saying, those who are in our view oppressed, according to our own value judgements of oppression and emancipation) are disabled to get involved and promote any process of social transformation? Do they need the mediation of a social agent that is external to their

own reality? It is true that Freire's thinking is based on the need of mediators or agents of change: the agents of change would be critical educators, revolutionary leaders, social workers, or to use Gramsci's terminology "organic intellectuals". The agents of change would devote their time and intellect to the liberation and emancipation of the oppressed¹³. One issue that should not be neglected is that some of these mindsets and change models can also be found in many of the non formal education practices in the Latin America. Very often social practices that are illiberating or "emancipating" the other may fall into the trap of patronising him or her. Politically and socially speaking, these expressions of relationships based on a "liberator-to be liberated" dichotomy may even assume the format of populism and clientelism. This may be particularly true in Latin America where the tradition of national political cultures is still under the influence of the character of a "Governor-father" This feature of the political culture may influence social relationships and the implementation of some social practices. One question that should be formulated to social practices is the following: is it not necessary to avoid relationships rooted in dependency and heteronomy when critical learning processes are being lived?

In the analytical framework that was proposed to understand and describe the sixteen practices in Latin America, there was one set of issues, formulated as follows:

. The experience as a learning process: How has the experience confronted oppressions and dominations (without falling into other mechanisms of oppression and domination)? How has the experience promoted individual and collective emancipation? How has the experience helped to construct alternative models of development? How has the experience helped in the collective construction of knowledge?

Mainly because of the timetable, these questions were not developed in depth in the analysis of the experiences. The dialogue around these issues could be a good beginning for the network in the future. Because it is obvious that in the origin of the reasoning behind the process of Education – wherein there is a need for an external social agent of change – lies in the history of modernity: Hegel had affirmed that people cannot govern themselves, thus someone needs to govern them. Can anything happen without mediators in the framework of modernity? What is one's right to intervene in other people's lives? How to avoid dubi-

10. FREIRE, Paulo. "Education: domestication or liberation". In Prospects, volume II, N° 2, summer 1972.

11. STUCUL, Dana; ESTEVA, Gustavo Esteva & PRAKASH, Madhu Suri. *From a Pedagogy for Liberation to Liberation from Pedagogy*, mimeo, 2003.

12. ILLICH, Ivan & SANDERS, B. *The Alphabetization of the Popular Mind*. San Francisco, CA: North Point Press, 1988. See also ILLICH, I. *Celebration of Awareness*. New York: Doubleday, 1970.

13. GRAMSCI, A. *Prison Letters - Lettere dal Carcere*. A selection translated and introduced by Hamish Henderson. London: Zwan Publications (in association with the Edinburgh Review), 1988.

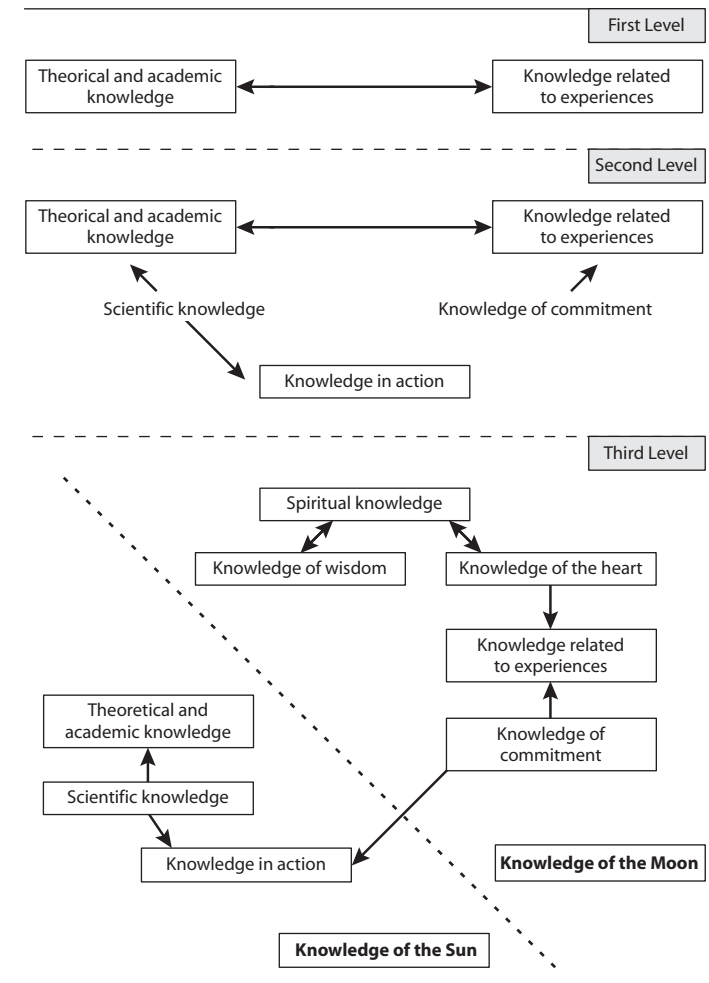
ous forms of intervention? Freire defended intervention on behalf of liberation; this defence has also served the purpose of development (and also, one should recognise the abuse of development in many countries in Latin America).

This criticism may lead many people abandon the idea of D/development and E/education, and indeed can be the basis for a dangerous interpretation of a "no-action frame" of behaviour and practices. Nevertheless, it may also serve the cause of a renewed **education as learning**: because **Education** can also be a sort of intervention, education may be thought of as a deeper learning movement creating synergies between formal and non formal programmes. Because traditional forms of Education can be an expression of colonisation, because Education is a central and integral part of a conservative modernity, learning should be a moment for re-uniting the two classes of people created by modernity: the Educated and the un-educated, the Literate and the illiterate, I and you, the Western and the non-Western.

This may result in a profound re-thinking of our Western frames of mind. It may lead us to abandon implicit hierarchies between different forms of knowledge. As recalls Paul Taylor (see figure hereafter), there is a first level of the existing hierarchy between the theoretical knowledge and the knowledge related to experiences. On a second level, one can find knowledge of action, which put in motion (motion meaning contact with social relations, contact with groups and individuals) the two previous forms of knowledge. From this movement and contact result two other forms of knowledge: scientific knowledge and knowledge of commitment. At a third level of hierarchy there are forms of spiritual knowledge that also relate to theoretical knowledge and knowledge related to experiences (creating the knowledge of wisdom, and the knowledge of the heart). The hierarchy is established between these forms of knowledge according to their respective importance and legitimacy in social in terms. Some of these forms of knowledge are considered to be objective and verifiable; they shine under the protection of the sunlight. Others are subjective and cannot be quantified; they are Moon forms of knowledge that appear in the night, when there is no sun to make them shine. Men and women know these forms of knowledge, however they cannot write them in textual terms or explain them in a rational fashion¹⁴.

14. TAYLOR, Paul. *The Texts of Paulo Freire*. Buckingham: Open University Press, 1996.

The Sun and the Moon Sides of Knowledge



This metaphor on the sun and the moon, and the hierarchies between the different forms of knowledge can help us understand how synergies ought to be developed between FE programmes and NFE practices in Latin America. Indeed, non formal education and social practices can inform Education in the redesign of the whole learning process: learning is an act of knowing that implies the existence of two interrelated contexts. One is the context of authentic dialogue between learners and educators as equally knowing subjects. This is what the schools

should be – the theoretical context of dialogue. The second is the real, concrete context of facts, the social reality in which men exist.

Learning – acknowledging the interdependence between and mutual influence of FE programmes and NFE practices – is an act of knowing through which a person is able to analyse critically the culture that has shaped him or her, and to move towards reflection and positive action upon his or her own world. The basic condition for learning is that man and women must be full subjects in their lives and contexts. It implies both self-knowledge and knowledge of the world. This man and this woman can therefore transform, produce, decide, create, and communicate. These features are in fact very similar to Anthony Giddens's reflective action: *consciousness of and action upon* influence each other directly and constantly¹⁵.

Concretely speaking, the combination could follow (and be adapted according to each context) the scheme presented below. Of course that each context of political, cultural and social relationships should be the first step of adaptation or even re-thinking of possible schemes of combination between FE programmes and NFE practices. Some of the experiences analysed in the previous report have indicated ways and means for creating these synergies between these two ways of conceiving E/education and learning. Synergies cannot be thought of exclusively on the basis of a macro-regional reality; local contexts are crucial in this necessary endeavour in Latin America today.

One concrete example is the Program for the Eradication of Children's Work in Brazil (*Programa de Erradicação do Trabalho Infantil*, PETI). In Brazil around 560 thousand children and adolescents (until 18 years of age) work as domestic employees, according to the International Labour Organization. Approximately 30% of them are not paid. Brazil has a total population of around 180 million; 61 million are youngsters under 18. Brazil has signed all international treaties and agreements concerning the rights of the children and the adolescents, and its domestic laws guarantee their rights, formally! Brazil's de jure situation is far removed from its de facto reality. "Today, the rights of 23% the Brazilian children and adolescents are totally violated", says Renato Roseno (Coordinator of the Centre for the Defence of Children and Adolescents, CEDECA, a renown Brazilian NGO fighting for the human rights). These 14 million young people correspond to the 9 million families who live with less than 25 per cent of the national minimum salary.

15. GIDDENS, Anthony. *The Constitution of Society: Outline of the Theory of Structuration*. Los Angeles: University of California Press, 1986.

Matches between FE Programmes and NFE Pedagogies

TRADITIONAL ARRANGEMENTS OF FE PROGRAMMES		INNOVATIVE ARRANGEMENTS OF NFE PRACTICES	
ACTION	PEDAGOGY	ACTION	PEDAGOGY
1. Passive order-taking in a hierarchical fashion; heavy supervision to control workers.	1. Teachers as experts convey knowledge to passive learners.	1. People are expected to take responsibility for identifying and solving problems and for adapting to change by learning.	1. Under teacher support and guidance, students assume responsibility for learning, in the process developing knowing-how-to-learn skills.
2. Emphasis on limited responses to limited problems and on getting a task done.	2. Emphasis on facts and getting right answers.	2. Men and women deal with non-routine problems that have to be analysed and solved.	2. The focus is on alternative ways to frame issues and problems.
3. Focus on the specific task independent of organizational context or broader cultural context.	3. What is to be learned is stripped of meaningful context	3. People are expected to make decisions that require understanding the broader context of their lives and their individual and collective priorities.	3. Ideas, principles and facts are introduced, used and understood in meaningful context

Source: Adapted from Golladay, Frederick, et al. 1996. *A Human Capital Strategy for Competing in World Markets. In Towards the Twenty First Century: A Long-Term Development Strategy for the Middle East and North Africa*. Washington, D.C.: The World Bank.

In this context, PETI is one example of concrete partnerships and policy synergies created between the continuous work of grassroots associations in Brazil, and the national government's social programs addressed to poor children and adolescents. In the North-east of Brazil (known as the *nordeste*), the semi-arid region is the main geographical focus for this program. The semi-arid region concentrates unbelievable socioeconomic inequalities, and can be considered as one of the worst Brazilian scenarios in terms of social injustice and human dignity. According to UNICEF's regional adviser Ruy Pavan (for Bahia and Sergipe), the principal objective of PETI is to improve the quality of life of around 11 million children and adolescents who live in the semi-arid region. ASA (the Articulation for the Semi-Arid region) federates 1,050 associations, cooperatives, development agencies, and NGOs, including the MOC. Brazil's semi-arid region is composed of 1,400 towns from eleven federate-states. The diversity of the population living in this area is the photograph of the country: black, coloured, white, and indigenous people compose the diversity of the Brazilian semi-arid. Besides, of a total population of 26.4 million inhabitants, 11

million are between 1 and 17 years old. Around 75% of the children and adolescents live in families whose revenue per capita is below the national minimum salary (that is, less than 100 dollars US monthly). In 95% of the municipalities of the semi-arid, the children's mortality rate is higher than the national average. More than 43% of the adolescents do not know how to write and read. More than 390 thousand children between 10 and 14 years of age do not go to school. One among six children between 10 and 15 has to work. The PETI and its activities that have increased the journey of children in schools are a good example of partnership between the national government in Brazil, some NGOs and the local communities. The MOC (one of the sixteen experiences analysed) is one of the main UNICEF partners in this endeavour.

IV. Concluding remarks

We know that if we want to change the world, we need to be aware of the direction of the global change we think is needed... Education reforms can be one way; however, we believe that context-led synergies between FE programmes and NFE practices should go beyond these reforms. Make the classroom space more friendly, equip it, change some methods, and train the personnel... Change the decision-making process, and adopt local educational governance schemes trying to promote teachers, parents and the community as central decision-makers in defining the curricula, and the methods of education... Use new information technologies and transform classroom spaces into open public spaces for remote teaching and learning... These are the well-known recipes for change in FE programmes. They are part and parcel of Education packages that are disseminated globally. Through these packages, knowledge (some of its Sun forms...) is sold and bought as any other commodity. This kind of "reform", protected by some international agencies and the intellectual property rights system, aims at the integration of Economy and Education within the total market. These "reforms" contribute to the "economisation of education"... Based on these sixteen experiences, this kind of reasoning for framing learning within Education and Economy would not pave the way for the creation of synergies between the social NFE experiences that we briefly analysed, for instance, and the FE programmes in their respective countries. One of the central messages that these sixteen experiences send to us is neither globalization nor localism, but **localisation** can be an answer to be explored and developed if context-led synergies are to be steered between FE and NFE in Latin America.

SYSTEMATIZATION OF SIXTEEN SOCIAL PRACTICES CREATING SYNERGIES BETWEEN FORMAL AND NON FORMAL EDUCATION IN ARGENTINA, BRAZIL, CHILE AND MEXICO

Carlos Milani

I. Introduction

This report has two main objectives:

- a. To present and discuss the methodology used in the analysis of the sixteen selected experiences creating synergies between formal education (FE) and non-formal education (NFE) in four Latin American countries (Argentina, Brazil, Chile and Mexico);
- b. To present the summary descriptions of each of the sixteen experiences in view of their publication by UNESCO as social practices enabling synergies between FE and NFE.

II. Acknowledgements

This research was commissioned by UNESCO/Paris to a team composed of one senior researcher and three junior researchers from the Federal University of Bahia (UFBA, Salvador/Bahia, Brazil). The team included Carlos Milani (coordination), Diana Aguiar, Karine Oliveira and Sheila Cunha. In each of the countries project managers from local organizations could take part in the research process. Other researchers within Universities, NGOs, and Research Centers from Argentina, Chile, France, and Mexico were also key partners in this project.

In the case of Argentina, experiences were selected with the support of Françoise Garibay (Independent researcher, France/Mexico), Hugo Munafó, and Jéssica Banda (Solidarity Foundation, Argentina). The summaries presenting each experience were prepared based on documents sent by the Organizations, analyses made by partner researchers, and interviews undertaken by email.

In the case of Brazil, apart from secondary data, semi-directive interviews were undertaken and field trips were organized in

Salvador, and the countryside of Bahia. All the analyses produced on the four Brazilian experiences have been developed within the Center for Analyses on Power and Local Organizations (NEPOL) of the Federal University of Bahia. Our special thanks to Claret (APAEB), Gil (MOC), Harley Henriques do Nascimento (GAPA-Bahia), Jerônimo and Gil (MOC), Naiana Guedes (junior researcher, UFBA), Rafael Issa Portinho (junior researcher, UFBA), Shiniata and Mynuska (Terra Mirim), and Tacilla Siqueira (M.A. candidate, UFBA).

In the case of Chile, the experiences were selected and developed with the support of Henryane de Chaponay (*Centre d'Etudes et Développement d'Amérique Latine/CEDAL*, France), Consuelo Undurraga (Catholic University, Santiago de Chile), Patricio Scaff (M.A. candidate, Institut d'Etudes Politiques, Sciences-Po, France), and Sebastián Cox (from the Organization FORJA).

In the case of Mexico, Françoise Garibay (France, Mexico), Luis Ramirez (*Patronato Nacional de Alfabetización y Extensión Educativa*, PNAEE), Félix Cadena (Colegio de Tlaxcala), Germán Solinís (UNESCO, Paris), and Gabriel Rojas (EDNICA) were essential partners; they sent documents and research papers of their own without which this final compilation would not have been possible.

Many of these colleagues and friends have been part of a larger project entitled "Circle of Emancipatory Pedagogies", initiated by Henryane de Chaponay, Marie-Renée Daitch-Bourget (*Maison pour un Développement Solidaire*), and Claire Héber Suffrin (*Mouvement des Réseaux d'Échanges Réciproques de Savoirs/MRERS*) in France in the aftermath of Paulo Freire's death.

I address my acknowledgements and personal thanks to all these colleagues and friends in Argentina, Brazil, Chile, France and Mexico.

III. Applied methodology

This report is based on qualitative research methods. The research is primarily rooted in secondary data analyses. The sixteen experiences and social organizations were selected in view of their historical background and well-known project development capacities in the field of education. Moreover, the main criteria which have guided the research team in the selection of these experiences were:

A. Concerning Local History and Social Practices:

- . Experiences should be embedded in a history of local social practices and share the principles of an emancipatory pedagogy;
- . Local cultures and needs should be taken into account in the design and development of these experiences;
- . Experiences should avoid the trap of an external-internal relationship wherein project managers ("we") relate to beneficiaries ("the others");
- . They should build their history and results in close connection with local social actors who are also, themselves, managers of the experience.

B. Concerning the links between Education and Social Transformations:

- . Experiences should recognize the critical role of both formal and non-formal education programs in achieving social justice and sustainable development;
- . They should consider education in its broader sense, including functional literacy, learning related to enhancing livelihood, and lifelong learning;
- . They should stimulate alternative communication and media channels such as community radio, street theatre, and TV;
- . They should enhance local development practices related to indigenous knowledge and spirituality;
- . They should foster a conception of society that brings marginality to the forefront: the experience develops its learning system also based on the views and practices of the marginal groups (such as women, street children, ethnic minorities, socially excluded populations, HIV-positive individuals, and many other social groups who are traditionally kept at the outskirts of society).

C. Concerning their views on Local Policies and Global Politics:

- . Experiences should avoid localism, and search for partnerships with other organizations (either for technical support, learning and exchange or for financial aid and political networking);
- . Experiences should value a pluralistic approach of democracy, meaning that social organizations share the idea of political participation without refusing the complementarities with representative democratic institutions;

1. See, for instance, FLYVBJERG, Bent. *Making Social Science Matter, why social inquiry fails and how it can succeed again*. Cambridge: Cambridge University Press, 2001, 204 p. NICOLESCU, Basarab. *O Manifesto da Transdisciplinaridade*. Coleção Trans. 2001. 120 p.

- . Experiences should be recognized for their achievements by local, national and international partners, including UNESCO and other UN agencies;
- . Through values, history of practices, national and international networking, experiences should be able to build sufficient critical mass in favor of an ideal of education as a global common good.

Project managers and researchers received an analytical framework (Annex 1) in order to prepare the description and presentation of each experience. This framework attempted to help the systematization of local development practices, particularly those related to formal and non-formal education. As a guide, it was obviously subject to debate and deserved some adaptation according to the history of each experience. Context has mattered also in the way experiences were analyzed and presented.

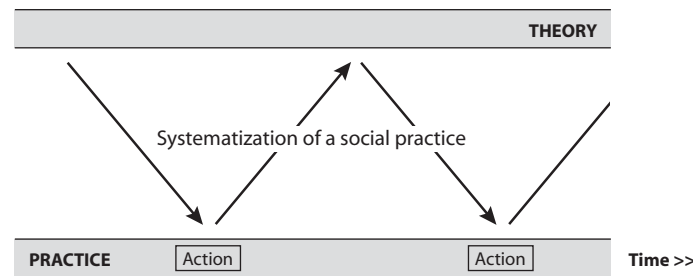
Through the analytical framework, it was also possible to contribute to the understanding of the systematization processes of social practices. Indeed, systematization implies the building of the memory of a given social practice. It is about disseminating knowledge related to these practices (lessons, experiences, errors, technologies) and stimulating the exchange and the confrontation of ideas. It is also about a contribution to constructing integrated visions of social intervention processes. Moreover, it is related to the myth and belief of development. Philosophically speaking, the idea of systematization of social practices also seeks to give some responses to the challenge of a critical reconstruction of development ideals: How to construct new universal ideas without disrespecting the diversity of contexts? How to avoid the imposition of ethnocentric standards? How to conceive knowledge production processes starting from the "citizen expertise" itself? Nowadays, such questions are central in debates on knowledge production and the social role of social sciences¹.

It is necessary to keep in mind that a member of a social movement and an agent of a non-governmental organization can him/herself systematize the social practice to which he/she is related. The systematization can also be done by an external agent (for example, someone from the University or an International Organization). The complete experience itself can be systematized: for example, with the purpose of construct-

ing knowledge about the developed practice, redefining the orientation of an action, building awareness of those actors involved in such experience (in the process of self-formation of actors) or still (in)forming those who monitor the experience. Moreover, groups of experiences can be systematized into a synthesis that represents the intervention (what we call the social practice).

In the case of this research, the systematization was undertaken by external agents. Thus, there are some obvious limits in the narratives and analyses related to knowledge and belonging. Alas, the knowledge of those who lived these sixteen experiences is less present in this report. These experiences belong to them and so does the knowledge that they have developed through their participation. This does not mean that no analysis is possible in the absence of these "real actors"; it just means that this report is based on one side of the story, trying to be as close to reality as possible. Retelling the "real" story of sixteen experiences in four Latin American countries takes a lot of time! Unfortunately we did not have all that time!

Nevertheless, the systematization of social practices undertaken in this report can allow the dialectics between theory and practice, between individual and collective action. Therefore, it has a strong potential to build theory based on practice² and to inform the practice itself³. There is one fundamental issue: when it sets up a dialogue-based relationship between theory and practice, systematization can be a central element in the definition of a pedagogy of emancipation, as figure 1 shows:



2. Theory is itself considered a social practice. Theory is here related to the field in which the actors and agents are situated.

3. The systematization can bring into light the necessary critical questions concerning the practice itself.

IV. List of experiences

The following experiences have been selected and analyzed:

COUNTRY	EXPERIENCE
Argentina	Foro Argentino de Radios Comunitarias - FARCO Centro de Comunicación Popular y Asesoramiento Legal - CECOPAL Servicio Habitacional y de Acción Social - SEHAS Fundación Solidaridad
Brazil	Grupo de Apoio à Prevenção cintra a AIDS - GAPA Bahia Fundação Terra Mirim - FTM Associação dos Pequenos Agricultores do Município de Valente - APAEB Movimento de Organização Comunitária - MOC
Chile	Centro de Investigación y Desarrollo de la Educación - CIDE Formación Jurídica para la Acción - FORJA Programa Economía del Trabajo - PET Programa Interdisciplinario de Investigaciones en Educación - PIIE
México	Educación com el niño callejero - EDNICA Learning to Manage a Business: Permanent Workshops on Popular Economy Gender and Community Development in <i>El Tepehuaaje</i> - Morelos Promoting Intercultural Community High Schools - Oaxaca

V. Report on Experiences in Argentina

The four experiences selected are the following:

1. Foro Argentino de Radios Comunitarias - Farco - Buenos Aires

FARCO [www.farco.org.ar] is a non governmental organization which pulls together the efforts of 87 community radio stations and communication networks in Argentina whose main mission is to facilitate the access of local communities to information and knowledge. Directed by Néstor Busso [nbusso@radioencuentro.org.ar], FARCO aims to develop a national network that permits inter-communication between more popular segments of society and the political participation of social organizations in the national radio broadcasting system. Its main objectives can be summarized as follows:

- To provide news, information and forums for discussion and exchange on community radio;
- To give advice and guidance on social practices for community radio development;
- To raise awareness and to strengthen the engagement of community radio in civil society in Argentina;
- To mobilize the community radio movement in campaigns for peace and social justice, against poverty and discrimination, for

the rights of women, children, minorities and indigenous peoples, for health, food security and for a better environment.

FARCO considers communication as a fundamental human right of every person, and attempts to promote the access to information as a basic community social service. FARCO is a radio network that tries to build a common target for its members in the production and dissemination of alternative information. Its members include radios from social organizations and grassroots associations that base their communication strategy on a pluralist, participatory and democratic philosophy. Communication is therefore seen as a means of expression for social and cultural organizations which traditionally have lesser possibilities of access to commercial mass media communication systems.

Following are the characteristics of a community radio that one can find in the work developed by FARCO:

- a) It serves a recognizable community;
- b) It encourages participatory democracy;
- c) It offers the opportunity to any member of the community to initiate communication and participate in program making, management and ownership of the station;
- d) It uses technology appropriate to the economic capability of the people, not that which leads to dependence on external sources;
- e) It is motivated by community well being, not commercial considerations;
- f) It promotes and improves problem solving.

What are FARCO's principles in terms of community radio operation? First, access to the facility is the primary step towards the full democratization of the communication system. People have access not only to the media products but also to the media facilities. The feedback channel is always open and full interaction between the producers and receivers of messages is maintained. Second, participation in the production and management of media is the logical step after access. Citizen's participation in radio is allowed at all levels – from planning to implementation and evaluation of the project. It involves the citizens in the decision-making process, including making decisions about the contents, duration and program schedule. The citizens, or their representatives, also have a voice in the management and financing of radio program projects. Third, self-management of the com-

munication facility follows participation. Once the community members gain necessary experience and assimilate the required skills there is no reason for preventing them from managing and owning the radio station. Four, community mandate is the inevitable result of the process of democratizing the communication system. Community mandate encompasses not only management but also ownership of the radio. Five, accountability is exercised. There is no sense in having the opportunity to operate, control and manage the station when accountability is not in the hands of the managers and broadcasters.

FARCO also participates in international community radio networks, such as the World Association of Community Radios (AMARC) and the Latin American Radio Education (*Asociación Latinoamericana de Educación Radiofónica*, ALER). Moreover, it is in direct contact with national networks in many Latin American countries. For instance, during the 5th World Social Forum in Porto Alegre, FARCO actively participated in six days of intense debates and discussions on the role of community radio broadcasters world-wide. In FARCO's view, the WSF can become a milestone in adopting the communication rights approach into the mainstream of social movements and civil society in general. Being a member of AMARC, FARCO collaborated with partners of the Communication Rights in the Information Society Campaign (CRIS), and participated in several events to analyze the challenges to communication rights from a civil society perspective, such as the First World Forum for the Information and the Communication, on the 25th January 2005. However, FARCO's main allies are still the national partners of the community radio network. Many social organizations, unions and human rights associations have started to build alliances with radio production centers, as well as some private and commercial radios that have been implementing social responsibility practices.

Community Radio Broadcast as Education

Community radio gives community members access to information and to the means of communication. The most relevant information - educational and developmental - is disseminated and exchanged. Important local issues are aired. A free market place of ideas and opinions is opened up and people are given the opportunity to express themselves socially, politically and culturally. Community radio helps to put the community members in charge of their own affairs. Rural and poorer urban populations in countries like Argentina are particularly disadvantaged, being

deprived of most socio-economic opportunities. Very often, they have no say in decision-making, due to the lack of effective means of communicating their views, and making their voices heard. Community radio stations networked by FARCO have proven instrumental in trying to break this vicious circle, increasing participation and opinion sharing, improving and diversifying access to information on health services and cultural goods.

Most importantly, community radios link people from different regions in Argentina. One of the main objectives of FARCO is to develop educational dialogues between networked radio broadcasters. These dialogues include *inter alia* the exchange of experiences and practices implemented by community radios at the grassroots level. The values of educational messages used by FARCO broadcasters include solidarity, transparency, commitment, trust, co-responsibility, democracy, diversity, and pluralism.

But what is it that makes a radio station a community radio station? Néstor Busso, the current President of FARCO, stresses that community radio include rural radio, cooperative radio, participatory radio, free radio, alternative, popular, educational radio. If the radio stations, networks and production groups that make up FARCO refer to themselves by a variety of names, then their practices and profiles are even more varied. Some are musical, some militant and some mix music and militancy. They are located in isolated rural villages and in the heart of the largest cities in the world. Their signals may reach only a kilometer, cover a whole country or be carried via shortwave to other parts of the world.

The historical philosophy of community radio is to use this medium as the voice of the voiceless, the mouthpiece of oppressed people (be it on racial, gender, or class grounds) and generally as a tool for development. Community radio is thus defined as having three aspects: non-profit making, community ownership and control, community participation. Community radio is not about doing something for the community but about the community doing something for itself (that is, owning and controlling its own means of communication). Community radio has therefore a strong emancipatory character from the educational and political viewpoint.

Why? Because through community and civic radio, communities share interests, incorporate new languages, new formats, and other sounds, types of music, and voices that are seldom heard. Community radio broadcasting brings other ways of talking, new

relationships with listeners, ways of asking and answering questions, ways of making demands and pressuring the authorities. Community radio means radio in the community, for the community, about the community and by the community. There must be a wide participation from regular community members with respect to management and production of programs.

This involvement of community members distinguishes it from the dominant commercial media in Argentina and elsewhere: traditionally the commercial media is rooted in profit, propaganda, power, politics, privilege, etc. Serving the people and the public good can in some cases be a token gesture mainly to justify existence in the government bureaucratic licensing procedures. Stations collectively operated by the community people should be very different, because they should be dedicated to development, education and the empowerment of people.

In Latin America, there are approximately one thousand radio stations that can be considered community, educational, grassroots or civic radio stations. They are characterized by their political objectives of social transformation, their search for a fair system that takes into account human rights, and makes power accessible to the masses and open to their participation. They can also be recognized by the fact that they are non-profit. This does not prevent them from growing and seeking their place in the market.

In the case of Argentina, some stations are owned by not-for-profit groups or by cooperatives whose members are the listeners themselves. Others are owned by students, universities, municipalities, churches or trade unions. There are stations financed by donations from listeners, by international development agencies, by advertising and by governments. These are radio stations that practice radio broadcasting as a community service and see communication as a universal right, that seek to build a common path to support one another and strengthen people's communication. Community radio stations see themselves as an integral part of the community in which they participate. As media, they develop pluralistic and participatory communication that is open to the need for expression of the social and cultural sectors with less access to exclusively commercial media. They exercise the right to communication and, particularly, the right to information. They exercise radio broadcasting as education and social service, and not simply as a commercially profitable activity.

Recently, the *Cámara de Diputados* (House of Representatives) of Argentina approved a draft legislation that modifies article 45 of the Broadcasting Legislation, declared several times as unconstitutional by the Supreme Court of Justice, and incompatible with the Pacto de San José de Costa Rica. With 146 votes in favor, two against and 10 abstentions, this project allows social organizations or not-for-profit organizations to have broadcasting licenses, eliminating restrictions in the current legislation (developed during the dictatorship time) that only allow commercial entities to provide broadcasting services.

In Argentina's legislation the human right to receive, to disseminate and to investigate information or opinions of any type through specific means -as the broadcasting activity - is still conceived as an exclusive right of commercial entities. Although obvious, the consequence is worth to mention: cooperatives, foundations, schools, neighborhood clubs, indigenous organizations, unions, and any other civil society organization, cannot be media operators. According to Néstor Busso, president of FARCO, this is "just a step, but a critical one, taken by FARCO and other players who have been fighting for this change for more than ten years. We are aware that this is a *band aid*, but it is a critical *band aid*".

2. Center for Popular Communication and Legal Advice (CECOPAL)

The Center for Popular Communication and Legal Advice [CECOPAL, www.cecopal.org] is a non governmental organization located in the City of Cordoba in Argentina. It has been recognized by the provincial government as a civil non profit association in 1986; it is also registered as a national entity for public welfare. The center initiated its activities in 1984, when Argentina started to move towards the reconstruction of its national democracy. Since the beginning CECOPAL aims at working mainly with the marginal urban sectors through education services and legal advice. Its priorities are based on the idea that promoting the reconstruction and consolidation of popular organizations is a *sine qua non* to satisfy basic needs and generate services of self-support.

That is the reason why CECOPAL started working with very concrete interventions, such as the defense of the rights of the landless, food supply to the urban poor, work on community radio and non formal education projects. The reconstruction of solidarity and cooperation among the poor living in urban settings goes

hand in hand with the analysis of the role of organized social practices. The beneficiaries of the activities of CECOPAL include inhabitants from peripheral neighborhoods who are usually not regarded as social subjects in the hegemonic design of public policies in Argentina. In this sense, the struggling for the improvement of the quality of life of the urban poor is a synonymous with struggling for social inclusion. The demands of popular sectors for greater participation are crucial for the wider democratic processes and the de-concentration of power in Argentina. The Organization believes that larger democratic strategies depend on the autonomy and the vitality of the grassroots organizations. Therefore, CECOPAL aims at supporting the social linkages among those popular practices that fight for the strengthening of civil society in public decision-making processes, and that practice pluralism, diversity, and democracy in their structures, daily actions and activities.

CECOPAL is a member of several networks, such as CEAAL (Council for Adult Education in Latin America), the CONFLUENCIA network (Non Governmental Organizations of Popular Education), the Habitat International Coalition (HIC), AMARC (World Association of Community Radio Stations), and the Latin American Association for Radio Education (ALER). Its institutional programs include communication, alternative rights, gender, and ecology. Two departments implement these thematic programs: the department of communication, and the department of public advice.

The department of communication develops information campaigns during legislative debates, and organizes public panels related to collective problems in Cordoba. It also gives training for non governmental organizations, and social movements. In order to fulfill these objectives, the department of communication created the **Radio Sur Station**, the magazine entitled **Desafíos Urbanos**, the documentation center (CEDOC), and stimulated the production of video materials.

The department of public advice articulates in its advocacy and training methodologies issues related to alternative rights, gender and ecology. This department develops an alternative practice of legal services in the neighborhoods of Cordoba. Professionals and volunteers train popular sectors on legal matters with a view to build their capacities and emancipate them in the defense of their own rights. The team offers legal advice, and

monitors law suits and the access to courts; it also disseminates information on social and economic rights. Specialists from CECOPAL can also submit law projects to the Provincial Assembly.

In the field of gender, CECOPAL acknowledges that women from peripheral neighborhoods in Cordoba suffer from two kinds of subordination and oppression: social status (the class) and gender. That is one of the reasons why CECOPAL supports the creation of groups of women in different neighborhoods in the periphery of the city. These groups are places of dialog where women meet to reflect, and generate individual and collective actions, and transform them into rights, behavior and critical interpretation of their situation and relationship with the world. Together with these women, a systematic work is developed in order to improve their objective and subjective life conditions, focusing particularly on their economic autonomy. CECOPAL also supports a system of rotating micro-credit addressed to their productive projects. The social workers from CECOPAL facilitate their meetings, coordinate initiatives in search of the recognition of their rights, and articulate their relationships with other women organizations locally in the Province of Cordoba, and nationally. They also promote the participation of women from popular organizations in small and large spaces of debate and discussion.

In the field of ecology, CECOPAL attempts to build the capacities of the urban poor to act as "multiplying consultants" on how to improve their quality of life and their consumption patterns. CECOPAL focuses on the intensive production of vegetables, aromatic medicine, caring for forests and plants, as well as the treatment of residues. For instance, recycled materials are used in the construction of popular houses as a means to emphasize the particular relationships between human beings and the environment. CECOPAL considers the environment in its programs both from the individual perspective (the family house or apartment) and from its collective viewpoint (the environment as the social expression of the collective habitat).

Working with younger populations:

Young people are one of the most vulnerable social groups after the economic and political crisis in Argentina in 2001. Institutions, such as schools, employment stability, and universities are dismantling. Public policies do not act anymore as control mechanisms of this critical process against the State and its regulations that started at the beginning of the nineties. How can the young-

sters satisfy their basic needs in terms of food, education, and health? How can they develop their life projects? The current Argentine situation is dramatic: increase in the number of unforeseen pregnancies of adolescents, youth unemployment, delinquency, violence associated with a repressive police apparatus, and higher drop-out rates are but some of the worrisome examples of what the poorer young people can nowadays expect in Argentina. Worst of all, the mass media tend to reinforce the social representations that consider the poorer teen-agers synonymous with delinquency and professional lack of interest.

In such a burdensome context, CECOPAL has been developing for the last ten years capacity-building activities with young people from popular sectors in Cordoba. At the beginning the community radio broadcast, *Radio Sur*, was used as a tool for stimulating participation of the youth in one particular neighborhood: Villa el Libertador. Later on, the project was extended to other neighborhoods sharing similar characteristics: *Parque Liceo III* and *Estación Flores*. The young people from these neighborhoods live in utter social, political and cultural exclusion. Since the launching of its activities in these areas, CECOPAL needed to develop an educational strategy focused on the positive features and the potentialities of the youth. The youngsters were then considered as social subjects and not as individuals whose needs were never fulfilled. CECOPAL has since then facilitated the establishment of spaces of dialog and citizenship wherein the young people could develop their transformative capacities, express their own needs, recognize their rights and deeds, and collectively analyze their projects for the future. The idea was for CECOPAL to steer in their minds a positive shift: they should begin to consider their future strategically and realistically.

Apart from steering the social organization and networking of autonomous youth groups, CECOPAL develops projects in the following areas with younger generations:

- Training of trainers in preventive education (HIV-AIDS and STDs, gender and health, reproductive rights) and management of cooperative economic projects (see the interview);
- Production of radio programs with the young people on issues directly related to their daily lives (fight against discrimination and violence, for instance);
- Cultural workshops as spaces of interaction, artistic expression, socialization and development of educational capacities;

- Participation in festivals and celebrations (women's international day, environment's international day, exhibition Expo Joven Sur, etc.).

Summary of an interview with Marcelo Mateo, Director of CECOPAL - by Ariel Celiberti and Rubén Yizmeyián - Rel-UITA, 2004:

INT.: *Can you tell us a little about projects that CECOPAL has been implementing to foster an economy of solidarity?*

MM: Projects in this field stem from our work with women's groups in the periphery of Cordoba. We had started to work with them around issues of domestic violence, HIV-AIDS prevention, unexpected pregnancy, etc. It was our practice that conducted us to these projects on the economy of solidarity. We realized that around 70 per cent of households in the poorer areas of Cordoba were managed by women (who were alone or whose husbands were unemployed).

INT.: *Did you think that these women had mainly domestic functions?*

MM: Exactly... we began our work with women more than seven years ago. Before our arrival they already had a job (mail, hairdresser, cleaning, saleswoman, etc.). Our first task was to separate their domestic function from their productive activity, telling these women that this separation would allow for the creation of a household revenue. It was not easy! We started setting up schedules (with a timetable for house-work and another one for production) and making cost-benefit analysis in a very simple and clear way so that every one could understand the interest behind the initiative. This changed the idea of the family economy...

INT.: *And did this work out well?*

MM: We also managed to receive some funds from international cooperation agencies, which allowed us to give micro credit lines (200-250 US dollars). It took us a long time to understand that we were not a bank; we had to learn a lot from this experience. (...) Nowadays women are fully part of the financial committee that sets up the strategic orientations for the rotating credit fund.

INT.: *Does this mean that the decisions in terms of who receives how much are taken collectively?*

MM: Yes, but more important than that, after some years of experience women's initiatives have produced a righteous economic circle. One project is connected to another, creating a sort of a cooperative productive tissue. However, we know that there is a lot that must be done in this field: research is needed, methodologies must be developed, we need to learn from each other in Latin America... many of our projects are still at the level of survival; they are enshrined in an economy of solidarity, but they do not necessarily have economic scale yet. This is very clear to us.

INT.: *How many people in Cordoba make their living on this kind of economy of solidarity?*

MM: We have now 400 micro-credit projects being implemented.

INT.: *Are there demands for the development of family agriculture projects?*

MM: Yes, there are small experiences of vegetable gardens in three neighborhoods. Their production is mainly addressed to self-consumption. They have been initiated by women, in partnership with young people and some cooperatives. A group of engineers have developed a bank of seeds to be collected from and distributed to project participants. We implement this activity in collaboration with the group Pro Huertas. (...)

INT.: *How long have you been with CECOPAL?*

MM: I am now 38 years old, and I have been with CECOPAL since I was 18. I worked in all programs and sectors of CECOPAL. I have worked with videos, capacity-building, production of pedagogical tools, and –since 1994– I have been its director. (...)

The community radio program:

Through a community radio broadcast, CECOPAL disseminates its experiences, its limits, and successful results. *Radio Sur* Station is coordinated by the team of communicators from CECOPAL. The radio is also run by a group of ninety neighbors living in the Southern area of Cordoba. It has been working since 1998, and has become one of the most popular radios in the area. The programs broadcast features on the daily life of the urban poor and popular cultural movements. The public

that listens to *Radio Sur* seek company, useful practical information on their rights, their favorite music, and stories lived by citizens who live similar conditions in their lives. The radio also includes in its programs talks with local and national personalities.

CECOPAL recognizes that solidarity is linked to efficient solutions for collective problems. Communities living in the area covered by *Radio Sur* consider it a most effective instrument to disseminate their activities and claims. Through the station they can debate about the best actions, and solutions for the needs of the neighborhood. Their strategies, campaigns, and fights for their rights are disseminated on the radio, urging the urban poor to participate and follow the initiatives and struggles. These communication strategies allow for the communities to take further steps in sensitizing the public opinion, and in negotiating with the local authorities.

3. Servicio Habitacional y de acción social - Sehas.

Contacts:

Carlos J. J. Buthet (carlosbuthet@sehas.org.ar) develops activities along with SEHAS as President of the Administration Commission and Advisor to the Operative Structure Management, and still participating in the Members Assembly. He is a research architect of CONICET (Consejo Nacional de Investigaciones Científicas y Técnicas). Marta Baima de Borri (dirección@sehas.org.ar) is part of the Members Assembly, Secretary of the Administration Commission, and directs the organization's Operative Structure.

SEHAS [www.sehas.org.ar] is a non-profit, private organization whose goal is rendering services, conducting research and spreading information in the areas related to housing, youth, gender, informal education and associative productive undertakings. It accomplishes its work maintaining constant cooperation and links with popular organizations, with the State itself (in its several levels and jurisdictions), other organizations within civil society and with agencies of international scope. It renders services in human resource capacity building, targeting public servants, technicians and professionals from institutions whose work involves activities of advancement, community organization and popular housing. Other services rendered are in the areas of assistance, advice and evaluation by way of consulting to public and private organs.

SEHAS was institutionalized in 1979, although the activities it developed had been initiated some years earlier. When it was established, there were six people who had joined together to begin working in three villages in Argentina and in ten different areas in the district of "Las Flores", in the city of Cordoba. The large motivating element for the emergence of SEHAS was linked to the need for overcoming situations of social exclusion and poverty, by way of popular participation, capacity building for young people and adults, community organization and the search for answers to the basic necessities of the most poverty-stricken members of the population.

Therefore, SEHAS is directly active in programs supporting NGOs, city district organizations and social groups in several locations of Argentina, as for example, in Cordoba, Mendoza, Misiones, Santa Fe, Chaco, Rosario, San Salvador de Jujuy and Salta. It maintains partnerships of exchange, collaboration and rendering of services with international and multilateral groups, the national government, provinces and municipalities, public universities, as well as the local residents' organizations. It seeks to influence public policies and organize actions to reclaim rights and conduct mass campaigns.

As part of its strategies (diffusion, motivating sensitivity and transferring knowledge), SEHAS participates in articulations with other sectors (along with organs from the State and civil society), equally active in national and international collaborating networks. Such programs can be classified in the following manner:

AREA	PROGRAM
A. Area of human resource capacity building and inter-institutional relations.	. Program of diffusion and motivating sensitivity. . Programs of human resource capacity building and assistance. . Courses and seminars for institutional strengthening. . Program of participation in NGO networks and articulation space with other groups (State and civil society).
B. Area of Technical Assistance Services to groups of dispersed population.	. Capacity building and technical assistance to poor, dispersed population. . Full-time technical assistance and family capacity building.
C. Technical Assistance to settlements.	. Technical assistance to settlements.
D. Capacity building of leaders.	. Capacity building recycling of the leaders of community organizations.
E. Credit.	. Funding program of rotation credit for construction material for expansion, repair, improvement or construction of home.

AREA	PROGRAM
F. Gender themes and attention to vulnerable groups.	. Program for vulnerable groups (youth, women, handicapped people).
G. Research, systematization and evaluation.	. Research strategy and proposal formulation. . Strategy for institutional political action.
H. Childhood, youth and networks.	. Childhood, youth and networks.

Besides this, SEHAS develops many activities in partnership with other institutions, as shown below:

GOVERNMENTAL AGENCIES	NON GOVERNMENTAL AGENCIES	NETWORK
<ul style="list-style-type: none"> . Ministério do Desenvolvimento Social da Província de Salta. . Ministério do Desenvolvimento Social da Província de Córdoba. . Ministério da Solidariedade da Província de Córdoba. . Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET). . Agência Córdoba Ciência. 	<ul style="list-style-type: none"> . Centro de Estudios Legales y Sociales (CELS), Buenos Aires. . Serviço para a Promoção Humana (SERVIPROH). . Asociación de Mujeres Indígenas de Chimborazo (LA MINGA), Ecuador. . Círculo de Trabajadores Sociales, Mendoza. . Centro Latinoamericano de Economía Humana (CLAEH), Uruguay. . Centro Nacional de Organizaciones de la comunidad (CENOC), Buenos Aires. . Centro de Comunicación Popular y Asesoramiento Legal (CECOPAL), Córdoba. . Unión de Organizaciones de Base por los Derechos Sociales (UOBDS), Córdoba. . Centro Experimental de la Vivienda Económica (CEVE), Córdoba. 	<ul style="list-style-type: none"> . Rede Encontro de Entidades No Gubernamentales de Desarrollo. . Rede Interamericana de Educação em Direitos Humanos. . Asociación Latinoamericana de Organizaciones de Promoción – ALOP. . Coalición Internacional del Hábitat (HIC). . Observatorio de Derechos Económicos, Sociales y Culturales (DESC). . Movimiento de Mujeres de Córdoba. . Rede de Ong's com trabalho em Prevenção de VIH SIDA. . Foro Intersectorial Permanente de la Niñez, Adolescencia, Familia y sus condiciones de Vida. . Grupo de Trabalho de ONGs sobre o Banco Mundial (GTONG).
INTERNATIONAL COOPERATION AGENCIES		
<ul style="list-style-type: none"> . "Terre des Hommes": Agência de Cooperação Francesa. . "Pan Para El Mundo": Agência de Cooperação das Igrejas Evangélicas, na Alemanha. . Banco Int. de Desenv. (BID). . Agência de desenvolvimento da Igreja Católica da Alemanha – MISEREOR. . Fundação W. K Kellogg. 		

In the ideals of SEHAS, popular participation is essential in its developed activities, since it is from the people that more social control over public governmental organizations and NGOs can occur. Popular participation, especially in the poorer classes, is directly linked to promoting access to economical, social and cultural rights, being able to create political space that values differences in age, gender, sexual option and ethnicity. Popular participation can cause changes in points of view, at short and long

terms, of political figures and individuals; it can also bring about new political rationale that relates local social issues to a global economic context. It is with these objectives that participation is integrated in the projects and activities of SEHAS.

How is SEHAS' methodology developed? Proposals are elaborated on social policies and intervention methodologies. Consultations are conducted to organizations of civil society about basic services of the community. SEHAS also offers assistance and capacity building in the area of participatory methodologies, always attempting to promote talks between both private and public distinct social sectors that show an interest in solving the problems. SEHAS conducts a series of workshops on consulting and participatory design to establish strategies of strengthening institutions in partnership with the social organizations.

From an institutional viewpoint, SEHAS proposes to collaborate actively in deepening the democratization process of society in Argentina and in Latin America. Therefore, SEHAS promotes the idea of always advancing democracy in harmony with a State that is capable of fulfilling its role to promote the common good, the need for social and economic development, and the basic principle of a strengthened civil society. It is with these general objectives that SEHAS directs its action to:

- . Developing an increasing participation of the popular sectors in distinct local and national spheres of power, leaning towards the solution of problems like social exclusion and poverty in these areas, and aiming at making the networks of civil society stronger
- . Bringing about knowledge in the fields of poverty, social exclusion and public policies, reaching civil society and the State, making them become more sensitive regarding the poorer areas and proposing ways of resolving such problems

Analysis of a project: "Education and Capacity Building associated with Dispersed Poor".

Ever since the end of the 70s, SEHAS has supported the population group called "dispersed poor" and "new poor" by way of capacity building and full-time technical assistance for the partner organizations. For example, it achieves action related to the solution of housing problems in the urban areas. The "new poor" are those from the urgency settlements, tenants who can no longer pay their debts, residents of housing donated or shared by various families, or residents of illegal housing or other illegal

situations. All present a high degree of legal instability and precarious living conditions (for example, having dangerous services or simply non-existent infra-structure). The families integrating this demographic of Argentina correspond fundamentally to the poverty-stricken middle class.

SEHAS, through "Service Area of Technical Assistance to Dispersed Population Groups", has developed a line of action whose objective is to promote an interaction among the dispersed families who do not know each other and who end up approaching SEHAS in search of a solution to their housing problems. In this way, these people begin a process of social interaction and organization within networks that allow them to have access to more worthy housing.

The adopted methodology recognizes, issuing from the group's self-diagnosis (at times, already constituting an organization), the existence of several disregarded demands. The development of the methodology, as it advances, allows little by little, some or all of the basic, non-resolved necessities to be met. In this line of work, the families become part of "Formal Organizations" (for example, in partnerships, in co-ops or in civil associations) with the objective of attaining the goals they proposed – access to property, basic infrastructure services, equipment and progressive, residential construction.

In this program, all the housing, architectural, social, legal, administrative and economical aspects are taken into consideration within a "social interdisciplinary intervention". In this intervention, the concept of participatory planning is reaffirmed, which includes the following steps: self-diagnosis, programming, execution and self-evaluation. An active self-management and protagonist process is proposed of the organizations participating in the program.

Associating the desires and common interests of the members of a group necessarily entails a process of capacity building and technical assistance. Capacity building is considered to be a *sine qua non* condition for any group that wishes to establish an organization, and it will have to urge on a self-management process to produce concrete solutions that resolve, in some way, the needs deemed to have been met unsatisfactorily.

SEHAS considers this a social-educational process, in which its actions tend to develop potential, capacity and ability of the pop-

ulation. Since it was implemented, the program "Service Area of Technical Assistance to Dispersed Population Groups" has offered technical assistance and capacity building to more than 1,200 families, articulating actions with national, provincial and municipal governments of Cordoba, as well as those municipalities in the interior of the province. Besides the services and methodology described, this area of SEHAS gives assistance to the formal and informal organizations as to precise themes according to the demands of those interested.

4. The Solidarity Foundation - Mendoza.

Fundacion "Solidaridad"- Vadiivia 925 – (5519) Dorrego, Mendoza.
Tel.: (261)4317869 - Fax: (54-261)4237722 - Email: muba@arnet.com.ar

The Solidarity Foundation is a private and non-profit organization, whose main objective is to promote the public good and social development in Argentina. It has been developing local development projects together with poorer social groups with a view to foster their potentialities, promote the autonomy of their organizations, bring forward a pedagogy of the social mobilization, and contribute to the exchange of experiences.

The idea of a Solidarity Foundation came up in 1982 (last years of the military dictatorship), based on past experiences with monitoring grassroots organizations that some of its members had developed previously. With the beginning of the democracy rebuilding process, the Regional Technical Team is constituted in Mendoza. In 1992 the Solidarity Foundation (SF) is set up, and has maintained its legal status since then.

The relationship between SF and local organizations is rooted in a series of tenets: respect of the human being's dignity and rights; recognition of the distinctive rights of every man and woman; dialog and joint efforts for a more participatory, equitable and fair society. These philosophical principles are put into practice by means of collaborative local development projects, whose main features are community sustainability, interdependence, and human development. In fact, SF applies the principle of subsidiarity in defining its own role in project development: this means that the Foundation does its utmost to decentralize the decision-making process to those more local instances of social organization.

The mission of the Solidarity Foundation is stated as follows: Contributing, through sustainable human development and self-sufficiency, towards the generation of opportunities for the eradication of poverty in rural and urban settings located in the Province of Mendoza. The key words in its program strategy are human development, diversity, intergenerational solidarity, and gender equity. Learning from experiences as a basis for possible replication of ideas is also a central feature of its *modus operandi*.

SF is a member of REDLAYC (Latin American and Caribbean Network of Human Nutrition and Sustainable Development, *Red Latinoamericana y del Caribe de Nutrición Humana y Desarrollo Sostenible*), which is a network of social organizations coming from 14 countries in the region. At the local level it develops partnerships with Municipalities, private corporations, universities and NGOs.

Currently the Foundation has projects in the departments of Lavalle, Las Heras and San Martín. Project participants are families in situation of poverty or extreme poverty. After the crisis of 2001, the process of social exclusion and pauperization of Argentina's population has increased qualitatively and significantly. In such a harsh context, SF attempts to support those poorer families in the province of Mendoza, for instance, through projects that result in income generation, improve their capacities to produce sufficient goods for their self-consumption, facilitate job-seeking, promote professional reintegration, and guarantee a minimum of grassroots social organization.

The objectives of SF can be summed up as follows:

- a. Stimulate the participation of beneficiaries in taking the first role in the development of their initiatives and management capacities;
- b. Foster the establishment of local associations and community organizations;
- c. Develop networks of women's groups and microeconomic organizations;
- d. Combine criteria of economic viability, social equity, and environmental balance.

In order to implement these objectives, SF has capacity-building programs that promote the use of alternative and sustainable technologies in the field of agro-ecology production and con-

sumption. Moreover, capacity-building includes management techniques applied to social organizations.

The methodology is rooted in popular education tenets. Permanent dialogs, workshops, shared decision-making, and learning-by-doing techniques are but some of the methods used by SF in its capacity-building programs. One example is the community leaders training project, whose main features can be summarized as follows: through capacity-building workshops, brain storming techniques and peer-education, the project fosters the development of a critical vision of reality as well as the collective search for solutions of identified problems; community leaders are introduced to the use of community work methodologies; and they are also trained in project cycle management.

The challenge that SF faces is mainly to move from a dynamic of helping and assisting the poor (which creates dependence and passive social actors) towards another relationship wherein people decide on their local human development strategies based on autonomous behavior and self-reliance.

A Social Practice: the Program for Social Development Facilitators

A research project carried out by SF members has recently produced empirical evidence of a profound crisis that Argentina's poorer people are going through nowadays. This crisis is statistically objective (from the economic and social viewpoints); however, it can also be considered as a crisis of the subject.

Quoting social psychologist Ana Quiroga, if the subject is denied or under-estimated in his or her essential productive functions, as semi-structured interviews during this research have shown, unemployment, precarious and underpaid jobs, and professional instability tend to have a direct impact on people's subjectivity. A dwindling self-esteem, sadness, stress, lack of mutual trust, de-humanization of social relationships are just some of the expressions of such an impact. Isolation, growing individualism, solitude and panic can be some of the consequences at the human and social levels of subjectivity. These features have been observed during interviews. People were worried by their changes in terms of food habits; they were afraid of losing their identities; they developed a fatalistic vision of their future; they focused more and more on individual coping strategies.

Therefore, SF has decided to stress the role of community leadership in fostering a conception of local development that brings men and women to the center of economic strategies. Men and women should in this view be considered as beings of creativity and action, who can learn and recognize their essential condition of producers within a larger system of relationships with nature and society. Community leaders would thus have a central role activating an individual and a collective subject who is aware of his and her limits, knowledge, capacities, and history.

These reasons explain why SF, based on its own experience in this field, has put forward a project composed of a series of workshops on "How to become a facilitator of social development". The terminological choice (facilitator) instead of leader was deliberate. These workshops never intended to transfer a social technology that could be conceived of as a mere management tool. SF considers that such an approach is not appropriate to social organizations which do not aim at producing profit and be productive irrespective of social equity and justice.

This course is mainly addressed to people who live in the community where the workshops can be developed. They must have a degree of commitment to the future challenges of community; they must be acknowledged by their peers as potential social development facilitators (project coordinators, monitors, educators).

The main objectives of this project are:

- a. To create a physical and virtual space of dialog and decision-making between facilitators and the community;
- b. To train facilitators in using management tools that can be adapted and applied in their own reality and context, including planning and project design;
- c. To develop a critical vision of the local reality which can support communities in formulating their strategies and taking their decisions collectively;
- d. To assist community facilitators in building together with the community a sustainable local development project.

Based on the experience with this project, the team of educators has requested that the methodology traditionally used by the Solidarity Foundation be revisited and re-adapted. The steps have then be re-established as follows: a diagnosis would first assess the needs of the community fully participatory techniques; and

the content of the capacity building activities would be discussed and decided with the community.

Workshops took place every Saturday, and would last 8 hours. Participants came from various horizons: heterogeneity was a key factor of success in this capacity-building endeavor. People from rural and urban settings, and different cultures were able to enrich the proposals; however, at the same time, these differences represented an extra difficulty to be dealt with: a language of mediation between different realities was necessary, and this language had to be built and understood by all of them. For instance, those facilitators coming from rural areas would themselves consider that they know less than those who live in the city; they would say that their means of expression (orally and in written forms) were less developed. Diversity ended up being a factor of success, but at the beginning it was an obstacle for the collective construction intended by SF in this project.

Individual capacity-building needs as well as community demands were at the center of the development of the content of the workshops – conceived of as spaces of permanent dialog between communities and facilitators. This dialog made it possible for facilitators to realize that diagnoses do not always reflect the real priorities of the community; the simple act of writing (considered as a translation from one system of knowledge to another) can provoke deviations in strategic decision-making.

This awareness of the potential deviations was a key element in the learning process of the facilitators in these workshops. Firstly, it allowed the trainers and educators to foster discussions on the representations and interpretations of social reality. Interpreting social practices and the roles of facilitators contributed significantly to the analysis of the situations of poverty and conditions of social exclusion. As affirmed some of the participants: "we have learned ways to read and see reality", "we will not be blind and voiceless any more". This shows that facilitators have learned to learn through the exchange of different forms of knowledge, experiences, practices, techniques; mostly important, this learning process was developed with their peers, but also with technicians, educators, and university students.

SF could also evaluate the learning process during the workshops: what were the limits and the improvements? This procedure of on-going and continuous evaluations allowed for a con-

stant re-planning and re-focusing of the activities implemented. SF calls this constant use of each workshop input the "on-line workshop recycling", which supposes monitoring of and learning from different timings of people and communities.

The main outcomes of this experience have so far been:

- a. Better formulation of projects;
- b. Negotiation of credits and projects with local authorities and institutions (for instance, the Micro-credit Program from the National Government);
- c. Gained legitimacy of facilitators in the regions where they come from;
- d. Multiplication of the experience and its methodology in partnership with other organizations (including the Catholic Church).

The main lessons from this experience have so far been:

- a. There is a need to decentralize the work of the Solidarity Foundation: decentralized capacity-building programs and learning of management tools can be an asset in promoting greater autonomy of grassroots organizations;
- b. Some of the facilitators (women and men) need long-term capacity-building programs so as to develop their own management skills and critical vision of the social reality;
- c. There is a much-needed endeavor for SF to promote further discussions on how to work with an interdisciplinary team. These discussions also need to focus on concrete tools for interdisciplinary work: for instance, what does interdisciplinary evaluation mean? How can it be practiced? What are the best indicators to measure project development and implementation when interdisciplinarity is taken onboard as a working principle?

VI. Report on Experiences in Brazil

The four experiences selected are the following:

1. Support Group for the Prevention of AIDS - Gapa - Bahia.

This report was made up from analyses of documents from GAPA-BA, studies undertaken by the Master's Student, Tacilla Siqueira, besides interviews with Harley Henriques do Nascimento (Director), Márcia Cristina Graça Marinho (Coordinator in the field of educa-

tion) and Joice Lima, Jenifer Souza, Juliane Messias, Jucarlos Alves e Denívia Gonçalves (all of them volunteers and monitors from the project Youth in Action). Website: [www.gapabahia.org.br / gapaba@terra.com.br](http://www.gapabahia.org.br/gapaba@terra.com.br).

The first cases of AIDS were identified, in 1981, in the cities of New York and Los Angeles, in the United States. In Brazil, according to the Ministry of Health, it is supposed that the introduction of the virus must have occurred in the 70's. Its history starts with a strong association to male homosexuals, and due to this, it became known as the "gay plague", followed by the "disease of the 4 H's" (homosexuals, hemophiliacs, Haitians and heroin users/abusers). From then on, by common agreement, the existence of groups of individuals who were more exposed to the risk of HIV infection was established. These groups were known as "risk groups". It was only from the 80's on that Brazil actually initiated its fight to contain the AIDS epidemic. It was at this time that, in a collective manner, a national policy to confront sexually-transmitted diseases (STDs) and AIDS was composed. The first Brazilian policy in the fight against AIDS had as its protagonists civil society and the organizations of people living with the virus. The governmental actions and the non-governmental ones happened almost simultaneously. The first program appeared in 1983 and the first non-governmental organization working to contain the epidemic (GAPA of São Paulo), in 1985.

GAPA, Bahia

In 1987, in Salvador, Bahia, a group of university students assembled to discuss the theme of AIDS, and decided to organize itself in order to initiate a more effective work force. Concerned about the epidemic that was expanding throughout the world at the time, and also the implications of this epidemic on the exercise of his own sexuality, Harley Henriques do Nascimento, idealized GAPA- Bahia. At the time an 18-year-old university student, he began a quest for information that could make the world of HIV-AIDS clearer. The Support Group for the Prevention of AIDS – GAPA-BAHIA was formed in 1988, from the initiative of this volunteer group formed by students and professionals from several fields, who saw the AIDS epidemic not only as a problem to some groups initially affected by the epidemic, but also as a serious threat to all of society.

Today, after approximately 16 years working in the area of AIDS, one can sum up the institutional mission of GAPA-BA as composed of the following elements:

- . Developing educational strategies for preventing AIDS;
- . Developing political action aiming at maintaining the AIDS epidemic under control, especially with the low-income and socially-excluded population;
- . Offering assistance to people living with HIV-AIDS and their families, pointing out that the assistance given by GAPA-BA follows a fundamental principle: HIV-positive people are full-fledged citizens, and social work should never be confused with social assistance being done as a favor and not as a person's right.

To gather funds at a local and international level, GAPA made up an area for collecting resources. In this area are centralized actions of self-support of the entity and of collaboration, jointly with many segments of private firms, foundations, cooperation agencies and governmental funds, as well as individuals. Since 1996, GAPA has invested in the diversification of its sources, understanding that in this way it expands its support base, takes upon greater political independence and runs fewer risks.

Besides established partners in areas of society, GAPA-BA receives financing from other sources, such as: international cooperation agencies (among which are Ashoka, Christian AID, Cordaid, Misereor, Oxfam, Save the Children UK), large companies, foundations and the government (Ministry of Health).

There are three large programmatic areas responsible for conducting the activities developed by GAPA-BA:

- . Educational Area – responsible for developing policies and information and educational actions regarding HIV-AIDS, aiming at the reduction in the number of new contaminations, the expansion of awareness on rights and solidarity towards people living with HIV-AIDS; executing programs of education on HIV-AIDS, with the operative monitoring of the actions and goals; promoting technical support in the area of education, from the establishment and/or strengthening of the educational methodologies, strategies for advocacy and lobbying and indicators for monitoring.
- . Human Rights Advancement Area – responsible for promoting the guarantee of citizenship rights of those living with HIV-AIDS;

providing access mechanisms for those living with HIV-AIDS to basic health, nutrition, education, housing, work, childhood, rights, and legal, medical and welfare assistance; influencing, proposing, accompanying and supporting the application of public policies on the defense and following through with rights of people living with HIV-AIDS, in the municipal, state and federal areas; proposing strategies to strengthen actions related to the right to childhood, and transferring direct assistance actions geared to the adult population living with HIV-AIDS to other institutions, and supporting and monitoring its implementation.

. Strategic Partners and Management Area: responsible for managing financial, administrative and human resources (including the volunteers) in the local and international field; establishing partnerships for an inter-departmental cooperation (universities, NGOs, foundations, businesses, governments, cooperation agencies, etc), and also among different regions (South-South and North-South); promoting institutional marketing.

Education in the Field of Organization

GAPA is active on an informal educational level that is directly related to the formal system of public schools. In the schools where GAPA-BA offers capacity-building workshops to children, adolescents and teachers, its agents use, among others, the methodology of art-education, the use of theater, setting up picture murals, always overlapping communication, computer use and the necessary articulation of the individual situation of each youngster and adolescent, despite the frequent absence of public policies for the prevention of HIV-AIDS and the follow-up of those living with the virus.

Because of this, it can be said that GAPA's methodological work proposes models of intervention that can or cannot be absorbed by the municipalities in which projects on education and capacity building are developed. One of the difficulties that GAPA-BA has been encountering is making the municipalities absorb and establish the educational practices suggested in the field of their policies and education; for example, applying capacity building to its more general body of teachers and students. The content of messages is not always worked over again by the teachers after GAPA-BA agents have been through the school. But it is also important to remember the good examples: in the city of Paulo Afonso, the more positive synergy between the non formal educational proposals and the municipal school system occurred in an effective manner. By means of various projects dealing with

the young people, sexual education was established as part of the curriculum in the municipal schools. This was only possible thanks to a greater sensibility of the professionals of the Municipal Education Department, whose teaching staff also features a larger stability.

The Project Youth in Action for Life (JAV): a social practice that is acknowledged by international cooperation

The *Youth in Action for Life* project, concluded in 2004, had two great perspectives: working out the gender issue as part of the content for the prevention of AIDS and stimulating a larger participation of boys and girls in the project by means of activities for the promotion of sexual and reproductive health in and out of the school. Such activities should be reflected in practices of representation and participation in order to guarantee sexual and reproductive rights. The project went beyond the information regarding HIV-AIDS, since it put up for debate, within the families, school and among the young people themselves, the notion of sexual and reproductive rights.

The beneficiaries of *Youth in Action for Life* were, fundamentally, the young people from low-income families, studying in public schools, who presented greater vulnerability regarding HIV-AIDS contamination due to the lack of information. The selection criterion originated from an empirical and epidemiological verification: AIDS, in Bahia, has touched, above all, low-income groups (especially young people and women) of the population. The more expanded objective of the project *Youth in Action* was, therefore, to try to lower the incidence of HIV and guarantee the exercise of sexual and reproductive rights of youth and adolescents, taking into consideration, above all, the gender differences.

What is the origin of this project? Since 1992, GAPA-BA has been developing projects reaching young people in the formal school system. The oldest project in this area had the support of the organization *Save the Children UK*: the project was implemented in Salvador and the experience was almost a pioneer in Brazil. Stating in a resumed manner: GAPA-BA worked with the prevention of AIDS with low-income, school-age youngsters (between 14 and 19 years old, or better, from the sixth grade till high school). Before this experience of GAPA-BA, there had only been one of the Secretary of Education in São Paulo. GAPA-BA went in search of capacity building at City Hall in São Paulo, so as to work with this theme and the proposed methodology.

Initially, in the history of the various actions addressed to the youth, the work of GAPA-BA did not directly contemplate the young people. During the first year of experience, capacity building was performed only with teachers and technicians from the Secretary of Education in Salvador. The demand to contemplate the teenage public arose from the teenagers themselves. The *Youth in Action for Life* Project started (while a pilot-idea) to develop its activities directly with the young people. In the beginning, the process of methodological formation of young people was on a short-term basis, and then, a few months later, it took on the form of a true module that lasted four months. At the end of each module, the young people were capacitated as informers, and therefore able to multiply the information they had received.

In 1994, all the developed work was already addressing the formation of young people, as well as teachers. This experience ended up directing all the work of GAPA-BA to revolve around the young people: the focus of the education projects proceeded to be adolescents and not only the teachers. The priority, in the projects of adolescent education, went on to attribute to the teenager the important function of agent-partner within the school. The partnership with *Save the Children UK* in the area of juvenile education lasted until 1997, when there was a great reduction in resources from international cooperation to Brazil.

In the year 2000, *Save the Children UK* invited GAPA and two other organizations (the Institute of Education and Health, of Lima, Peru, and Human Self in Columbia), to build together a proposal to be financed by the European Union and *Save the Children UK*. The project constructed in partnership gave origin to *Youth in Action for Life*, executed as of 2002. The project had a regional identification, since it involved three Latin American countries. Its work entailed the youths' reality and stimulated the idea of pro-active adolescents. The themes dealt with were the following: sexuality, HIV-AIDS prevention, and gender differences, always taking into consideration each region's perspective. The three countries jointly had a set of common goals, although each one had had the autonomy of choosing, within the set of proposed common goals, its own model of intervention. The particularity was due to the evident differences of national context: religiosity, tradition, the roles of women and youth in each one of the societies, the degree of openness in the formal educational system, among other differentiating elements within the three contexts.

In the case of Brazil and Bahia, the project was implemented in Salvador, Feira de Santana, Eunápolis, Porto Seguro, Jequié and Vitória da Conquista. Its main objectives were: a) to inspire and increase the participation of young people in the project actions to go beyond the condition of being a beneficiary public; b) to take action in the formulation and adjustment of public policies and local and national programs on sexual and reproductive health; c) to mobilize society starting from the methodological experiences and material developed by the project. The methodology adopted included the use of group dynamics that made people put themselves in the place of an HIV-AIDS- infected person. The themes of being HIV-positive, means of prevention and respecting the person who lives with HIV-AIDS were worked out. From these themes, two axes of methodology gave direction to the project: art-education (theater and hip-hop) and peer-education (young agents who could pass on to other young people what was learned in the workshops: the multiplier).

Implementation and Development of this Practice

In general terms, there were several differences in the project's implementation in the three countries, especially in regards to defending the rights of sexual reproduction. For example, due overall to the differences as to the importance of tradition and the more conservative Catholic religion, the treatment given to the sexual options of the young people was notable: whether to talk about homosexuality, whether or not the adolescent has the right to make his/her sexual option, among other issues, were treated distinctly in each of the three countries.

With the action of GAPA-BA, Brazil was considered very advanced, for it was an organization that talked of condoms, methods of contraception and it defended the young person's right to make his/her sexual choice. In the case of Peru and Columbia, there was little freedom and such issues could hardly be broached publicly. The relation of the three organizations that came from countries with distinct national cultures allowed some central questions to be brought to discussion, such as: what are the sexual and reproductive rights that teenagers do have? What clarity do the institutions developing these adolescent projects have regarding the said rights? Are there limits to the universal characteristic of these rights? These questions were not addressed at the beginning of the project, i.e., possible differences among the three visions of the organizations were not looked into at the beginning. The solution was to propose that each one treat the theme according to

its own limits, taking into consideration the necessity of putting each history and culture into context.

In this sense, GAPA prioritized the following points: the protagonists being young people, gender dimension (gender and ethnicity; gender and human rights), as well as sexual orientation. To work on the mentioned issues, GAPA capacitated six young monitors (four girls and two boys), who received a consistent formation and a deep learning process regarding the appropriation of the content. The project came to an end institutionally at the end of 2004, and is currently having its results evaluated.

GAPA-BA has always been well received in the schools, even because their reality demonstrated clearly the necessity of treating the issues proposed by the project *Youth in Action for Life*. The number of teenage pregnancies is significant in the schools of Bahia; the use and abuse of drugs is very frequent; initiating sexual activity at an early age is very common. All these factors facilitated the placement of GAPA's work in the schools. The problem is real and surpasses the possible difficulties inherent to the moral conception of the people that are active in the field of education in Bahia. GAPA-BA possesses, furthermore, much expertise accumulated in material on teaching about HIV-AIDS prevention. Few organizations in Brazil, besides GAPA-BA, are willing to discuss themes related to HIV-AIDS. Because of this, GAPA-BA found little resistance to its activities amidst the schools.

Results obtained in the context of Bahia

The implementation of the project *Youth in Action for Life* allowed the GAPA to confirm the necessity of extending its action beyond the capacity building of young people. The conclusion was reached that conducting dialogs and building concrete political agendas with public powers would be necessary. With the project, GAPA perceived that it did not have enough capacity to work in the field of advocacy, so it became important to look for partners to develop their internal teams.

Another result of the project was the lines of communication that opened up with the local authorities, especially in the municipalities in the interior of Bahia. The most notable outcome of GAPA was the establishment of the subject "Sexual Education" in the curriculum of all the schools in Jequié. In Porto Seguro, at the last youth retreat (in November of 2004), the Secretary of Education participated with its whole team in order to deal with the results,

the limits and learning obtained from the project, raising questions regarding the necessary commitments for the future. The same Secretary of Education also made physical space available so that GAPA could give some support to the continuation of the activities. A local NGO was formed that functions as an interlocutor between the demands of the schools and the Secretary of Education in the work about sexuality and HIV-AIDS prevention.

With more active participation and the young people's involvement, GAPA-BA could guarantee greater permanence of the developed actions' effects. Connected with the commitment of the adolescents, the teachers' participation was also essential. The capacity building sessions, jointly with teens and teachers, permitted a rich exchange between them and created positive synergy in the sustainability of the project. The teenagers pass through and leave the schools; the teachers remain and can collaborate in the renewing of concepts and principles related to the rights of sexuality and reproduction. Thus the concern of the project in producing didactic and pedagogic material (for example, manuals and videos) to stimulate the teachers to broach topics related to HIV-AIDS and human rights, in the classrooms. With this strategy, GAPA-BA was able to by-pass the strictness of the time schedule, the curriculum and the number of school days in the formal education system now in effect in the state of Bahia.

Various methods were utilized in the schools. Theater, for example, stimulated the formation of drama groups that go to the schools taking plays performed by the young people (art-education). The adolescents designed a youth website and encouraged the use of other forms of communication technology that are disseminated throughout the schools. Besides this, the "fanzine" (informative pamphlet), a hip-hop group, as well as radio programs made by the teens for transmission on community radio stations were created.

In the case of the monitors, who assured the mediation between GAPA-BA, youth and the school, they organized exchange sessions with the other two countries of the project. It was thus possible, by way of *Save the Children UK*, for the young monitor to have the experience of visiting the other two partner organizations of the project and exchanging ideas. In Columbia and Peru, the young people could experience the different conceptions that one can have regarding HIV-AIDS and human rights, as well as present the model proposed by GAPA-BA: the model of art-education.

Thanks to this social practice, the result of several years of experiments and projects implemented by GAPA-BA, it was possible to observe a change in the concepts of school directors and teachers. Both groups demonstrated, at the end of the project, a deeper level of knowledge of the issues regarding HIV-AIDS, the gender differences and the points of view of youngsters and adolescents.

To clear up a point on the right to choice in terms of sexual orientation, the teens who had up to then been discriminated against due to a homosexual orientation, for example, went on to assume publicly their choice. These teens went on to demonstrate in this way that they had assimilated the concepts of sexual rights and could make use of these rights, demanding respect for their position, as individuals and citizens.

Future Challenges

In 2005, in Bahia, working on the theme of sexual orientation in the schools is still taboo. In some cities there is greater resistance, in others, less. However, the present reality of the adolescents moves at great speed, "running over the perception and the will of society" (words from one of the adolescents interviewed). Because of this, it is no longer possible for the formal system of education to ignore this transformation: it is fundamental for the school to work on the issues related to health, to individual and group commitments regarding HIV-AIDS, to sexual orientation and reproductive rights. This is the first challenge.

In second place, the demands from financing agencies still have strict norms. The projects are, even today, formulated as if there weren't any differences in contexts. Mainly when dealing with social projects, the norms can be even more restricted: the control over the content, especially when these are geared toward a young public, is in error by the excess of norms regarding conduct. In the social organizations working with the field of HIV-AIDS, the effort should be even greater so as not to fall in the trap of the "universally" imposed rules, despite individual rights and practices considered to be from minorities. The GAPA-BA projects with adolescents illustrate empirically a world tendency (and a harmful one) verified in the set of projects destined to young people: codify and give value to conduct according to specific (majority?) standards.

A third type of challenge is with regard to the person and professional figure of the teacher. The crisis in the Brazilian educational

system does not allow the educator to exercise his/her function in the desired manner: there is a lack of mobilization of teachers and public investment. Besides this, a certain difficulty often occurs upon dealing with the topic of HIV-AIDS, since it also concerns the issue of the individual (his/her sexuality, his/her capacity to deal with differences, his/her degree of openness to the other's reality). How can one talk about HIV-AIDS prevention without touching upon the subject of sexuality and listening to the teens talk about their sexuality? How can one capacitate the teacher to treat these issues so preeminent from the social viewpoint, but equally fundamental in the perspective of each individual?

A fourth type of challenge is put forward by the funding agency, *Save the Children UK*: the political educational system must be sensitized to the need for opening the school spaces for debates on health issues today in Brazil. School areas are departments and sectors that do not necessarily dialog one to another: each teacher and each sector deal only with particular subjects that they master, whereas schools can be interdisciplinary and inter-sectoral places of discussion. Thus, there is a need to consider actions and projects that mobilize and build capacities of school professionals develop thematic projects (as seeds for future work) and pilot activities. This may contribute to make results socially more effective, to steer knowledge use and application, and to build closer relationships between educators and students.

2. Terra Mirim Foundation - FTM - Simoes Filho - Bahia

The Terra Mirim Foundation (www.terramirim.org.br), FTM, is a private non profit foundation maintained by donations and contributions from its group of volunteers. It has total administrative and financial autonomy. It is an organization that has an ecological and a spiritual dimension in its modalities of work. It is formally established as a foundation (December 1994), and acknowledged as an entity of social assistance and public utility at the three political levels of governance in Brazil (City, Federate-State and Federal State). Situated some twenty-five miles west of Salvador, FTM develops activities related to social work in small neighboring communities, education and health projects, and civic and political awareness together with the population living in its surroundings.

The Foundation has an interdisciplinary team of volunteers coming from various fields of knowledge and professional activity:

some of them have an academic background (graduate and post-graduate) in Psychology, Business, Philosophy, Education, Arts, History, Geography, Sociology, Anthropology, Communication and Music, whereas others have finished high-school. Administratively it is organized as follows:

- Level I** Supra-Administrative Instance: Spiritual Master;
- Level II** Strategic Bodies: Council of Curators and Fiscal Council;
- Level III** Executive Board: Coordinators;
- Level IV** Group of Volunteers (resident and non resident volunteers).

What is the history of the Foundation? How was it created? FTM was created in 1992; two years later it was officially recognized as a private foundation. It all began twenty years ago, when Alba Maria – the spiritual master and one of the mentors of the Foundation – was worried by how the world was developing, and started her own process of self-research and knowledge of the others. With an attempt to contribute more profoundly in the construction of a more harmonious world, Alba Maria went on a trip around the world in order to learn new forms of living together, new fashions of exchange between men and women, and alternative ways of both spiritual search and respect for nature. She then decided to share her ideas and dreams with seven people. She was at that time living with her family, and took the initiative to organize in a rural property near Salvador a series of experiences of self-search and therapeutic workshops in light if shamanism. Therefore, she decided to donate her rural property of around 6.18 acres and her house to accomplish her dream: building a community of people who share values, thoughts, practices and dreams of living together and in harmony with nature.

Thanks to the therapeutic work developed and to donations of volunteers, some members of the group decided in December 1994 to abandon their urban life styles, and live permanently as a community in the rural area of Simões Filho. Later on, resident volunteers together with those volunteers who were not living permanently in the community property established the Foundation. From 1995 on, Terra Mirim started to develop a series of activities addressing the knowledge of the self mainly of its members; two spaces of conviviality were built (the House of the Sun, and the House of the Moon), and between 1995 and 1999 the cowshed was transformed into the House of the Arts.

As the common objectives were evolving, the work around building the human boundaries of the Foundation slowly developed its roots, and achieved the current state of an **intentional community**. In fact, the notion of a community grounded in shared intentions is nowadays an essential feature of FTM: its volunteers deliver their services on a daily basis, and take part in spiritual and transcendental rituals. At the core of the intentional community lies the notion of integrative ecology: at the same time science learning and experience, integrative ecology puts together the protection of nature (the Mother Earth) and human development. Women have played the central roles in defining *Terra Mirim* and its ideology: the spiritual master (Alba Maria) and the majority of the volunteers are women who definitely draw the boundaries of a female conception of life where protecting nature and taking care of human relationships are the two central features.

When defining its institutional partnerships and funding sources, FTM has the main objective of self-sustainability. Currently its main funding sources are: donations (60%), service delivery (33%), project development (6%), and sale of products (1%). Market, non-market and non-monetary resources constitute its sources of sustainability. Market resources include the sale of products from FTM's shop *Seshadri*, the participatory hostel, renting its space for events and consulting services considered as compatible with FTM's tenets. Non-market resources include public funding for ecological projects, and periodical contributions from its resident volunteers. Finally, non-monetary resources stem from voluntary services provided by its members, *mutirões* (collective work based on mutual support), weekly duties set up and followed by its volunteers, donations of materials and equipments, self-production (in the vegetable garden and kitchen); they all contribute to the self-reliance of the Foundation and its community.

The main national and international partner organizations of FTM are: the Mata Atlântica Network, ISCA – International Communal Studies Association, ICM – International Community Network, UN programs (such as the United Nations Volunteer/UNV), Odyssey Volunteer, CRA – Environmental Resource Center (Centro de Recursos Ambientais, Bahia), DDF – Directorate for the Defense of Forests in Brazil, Brasken (a chemical company), UFBA – the Federal University of Bahia, ALCAN (an aluminium company), COELBA (the local electricity company), the local Secretariat of Transport, Energy and Communication in Bahia, the Military Police, Hospital Aliança, DETEM Chemicals, Caraíba Metals, the

social Project Axé, the Foundation Cidade Mãe, and many other corporations, NGOs and public agencies.

How are decisions taken within FTM? There are two important moments in the decision-making process that deserve to be mentioned. First, there are deliberations that normally take place on Sunday afternoons at the House of the Moon: they involve all community members; different coordinators (management, education, and environment) sit together to present a weekly report of activities, and decide on future strategies. Second, there are daily decisions that are taken by each mini-community, since it is not always possible to pull all community members together in order to decide on the issues that they are working on. Therefore, FTM steers the development and dissemination of a culture of collective decision-making: its members avoid taking decisions individually; they try to be at least two when deliberating and accomplishing any activity.

FTM also develops its projects in different communities situated in its surroundings; for instance, in Convel, Dandá, Palmares and Ilê Axé Ibitolu. Its main areas of work are environment, education, art, culture, editing, the participatory hostel, the development of healthy food habits, and health (mainly through the dissemination of knowledge on medicinal plants). In the field of environment, *Terra Mirim* designs projects and networks for the development of sustainable actions in the following fields: preservation of rivers, reforestation, recuperation of degraded areas, and environmental education. The Foundation mobilizes local communities and schools from the formal system in the Valley of Itamboatá (the local river situated in the area of environmental protection Joanes-Ipitanga in Simões Filho). Environmental projects are also developed in other municipalities that integrate the Metropolitan Region of Salvador, and aim mainly at strengthening the commitment of local communities in transforming their relationship with the natural environment and adopting creative and sustainable attitudes towards natural resources. It is obvious that this commitment supposes a better self-esteem and improved life conditions for these communities and local populations.

From the perspective of its ideology, one must notice that FTM takes in the principle of solidarity as its main North in planning and accomplishing its economic activities. The Foundation is considered as a collective enterprise that works within the framework of an economics of solidarity. In this respect, FTM articulates

three dimensions in its activities: the political dimension (through the mobilization and participation of its members in ecological projects), the social dimension (when it reinforces democratic and ecological values in its internal and external relationships), and the economic dimension (based on the various economic activities that are developed).

The Ecological School: Learning with Mother Nature

Education has always been at the core of *Terra Mirim* and its activities; the idea of a *school of life* has since the beginning oriented the motivations of its volunteers as an intentional community. Its members are part of FTM because they believe that they can learn from each other on a continuous process. Learn from nature, from others and from oneself had always been central features in the learning process of its members. Education at the beginning was then of a more internal nature: education conceived of as learning helped building the idea and the practice of an intentional community; collective educational projects transformed individuals and created fertile human ties among these people who share values and principles within the Foundation.

Nonetheless, 6 years ago, FTM also started to implement a series of educational activities together with external communities (populations living in towns situated in the surroundings of *Terra Mirim*); such activities are mainly addressed to children and adolescents. Within the framework of its Ecological School, *Terra Mirim* has been promoting the idea of sustainability and care with nature (both plants and animals), and has since its creation received visits from children and teen-agers, but also adults and representatives of institutions (governmental bodies, NGOs, business and formal schools).

Nowadays, the Ecological School develops programs of complementary education for more than 150 children and teen-agers on a permanent basis. The calendar of the Ecological School follows the timetable of formal public schools from the Valley of Itamboata (covering 5 communities). According to the Education Coordinator of FTM, Mynuska, the pedagogical proposal of the Ecological School tries to combine the "small planet" (the planet of the "I", the planet of self-knowledge) with the "big planet" (Earth, care with nature outside the "I"). As a result, the School includes in its non-formal educational program therapeutic dimensions, and works on the relationship between the individual and the food that he or she eats. The School works during four

afternoons, and is divided into three groups: the Ecomirim group (children between 3 and 8 years of age), the Mirim Guards group (between 9 and 15), and the Young Ladies group (for girls between 13 and 18). Some children and adolescents have already become, after months of training and following the School program, partners in some of the Foundation's projects (for instance, a young lady is working as a teacher, and a young man is developing activities as a community facilitator).

In all its activities, the fundamental tenet that guides the educational and ecological work developed by Mynuska and three collaborators is rooted in the idea of educating without planning and educating by dreaming. Saying no to formal planning implies creativity and adaptation of teachers and monitors to those demands that stem from children; it also means that children cannot feel that they do not fit. The School's educational program does not set up norms and patterns of behavior that children must follow. On the contrary, the educational message must give alternatives to children, and avoid fixed ideas of what is right or wrong.

Educating by dreaming implies an awakening of children's curiosity for the world and nature. The dream includes dealing with questions that the formal educational system normally avoids, such as the respect of subjectivities, love in human relationships, and the search for spirituality. These three elements are worked in a sense of unity: the Ecological School attempts to break dichotomies and (re)build unities of the universe.

Besides this permanent work with children from schools who come to *Terra Mirim* to complement their educational program, there are also activities that the Ecological School implements as a response to particular demands (normally to 20 participants each time). For example, the School organizes every two months training courses for mothers and fathers; it also organizes *mutirões*, courses on solar energy, capacity-building on an economics of solidarity, debates on medicinal plants, and courses on recuperation of environmentally degraded sites. Not less meaningful are the activities implemented during the Green Week (as a celebration of the International Environment Day on 12 June), ecological trekking, exchange programs with communities sharing experiences of their relationship with the sacred elements of nature (earth, water, fire and air), as well as art-ecology workshops.

Some of these specific activities may result in partnerships with public authorities and private companies working in the region of the petrochemical industrial district (White Martins, Xerox Brazil, for instance). FTM is situated in the rural area of Simões Filho, one of the main poles of this industrial district. In fact, these partnerships that private companies may develop with FTM are not only developed on a voluntary basis, since they are legally bound to fund environmental activities in order to compensate for possible environmental externalities caused by their economic productive system. Thus, there is a need to monitor their activities together with public authorities in order to obtain such funds for ecological projects in the area. Another important partnership of the Ecological School has been the organization Agatha-Emerald that obtains financial resources from families and institutions in Italy who want to support projects of the Foundation.

As Shiniata (administrative coordination) says, this does not mean, though, that the Ecological School and FTM are not confronted with financial shortcomings in order to fund their external community projects. However, besides the financial challenge, the Ecological School faces two other difficulties in trying to build synergies between formal and non formal education programs: first, the rigidity of the curricula reform process which prevents innovations and slows the rebuilding of educational contents and learning methods; second, the need to respect the differences between communities and formal school systems in dealing with laws, culture and needs.

According to Mynuska, results of the work that has been developed by the Foundation's Ecological School can already be seen when one observes processes of internalization of an environmental culture (new patterns of behavior, new attitudes) by those people who live in the Valley of Itamboató. Another significant change has been noticed in the children's demands for healthy food at home (as reported by parents). As a conclusion, one may say that the great challenge that FTM faces nowadays is two-fold: to guarantee its financial sustainability, and redefine its relationships with the local communities that live in its neighborhood. In this respect, FTM's members are developing the idea of a service delivery center, composed of some of its former trainees and students from the Ecological School, which would aim at revenue generation for the local population.

3. APAEB – Small Farmers' Association of Valente Municipality - Bahia

The Small Farmers' Association of Valente Municipality (www.apaeb.com.br) is a non-profit, non-governmental institution that seeks to improve the quality of life of the rural farmer in the sisal production region of Bahia. Its mission is the advancement of sustainable social and economical development in the sisal region. Its objectives include organizing country laborers, promoting the development of the backwoods region and defending human rights of rural farmers. The main office of APAEB is in Valente, with a population of 19,145 inhabitants, located in the region of semi-arid climate in the state of Bahia, where it is common to have droughts throughout the year.

Historically, in 1960, there were movements linked to the Catholic Church that attempted to transmit religious and political ideals to the rural population of Brazil. The concept of awareness was spread particularly to the small agriculturalists in the backwoods of Bahia, trying to alert them to the necessity of seeking better life circumstances and the development of their economical activities. Here, the basis was found for the rise of APAEB in the interior of Bahia. On this occasion, for example, the organization of collective labor in the form of community construction (house-raising) was much encouraged. Even during the Brazilian military dictatorship (1964-1985) the small farmers used to meet secretly, away from the police and public powers, to discuss their dire situation from an economical and social point of view. They idealized ways of conquest towards better circumstances for the interior of Bahia, especially the sisal region, which was already feeling the beginning of an economic crisis due to the arrival of synthetic products on the international market that could replace sisal.

The beginning of the Association, occurring on July 2, 1980, came about in an atmosphere inspired by a peculiar event. In the 70's, the rural farmers' dissatisfaction with the tributary policies of the state government led them to the streets in an organized protest. The manifestation continued to the capital, Salvador, and the workers occupied the Administrative Center (where the state's governmental facilities are located), still in construction at the time. The protest was addressed against the tax paid by merchants, in the open markets, for the excessive production occurring from sustenance agriculture and artifacts. The taxes were so high that the rural farmers preferred to run the risk of having their products

confiscated by tax inspectors rather than pay the tax debt. The state government's consideration to their claims resulted in encouraging the farmers to organize themselves into associations and the Community Organization Movement (MOC), located in Feira de Santana, helped create the APAEB (originally called "Small Farmers' Association of the State of Bahia"). At first, the idea of the MOC was to create a co-op, but the effective legislation at that time only allowed the establishment of a co-op provided it be submitted to interventions of the National Institute of Agrarian Reform (INCRA). As this would mean major control on the part of the State, the option was made for the legal statute of an association, which informally took on characteristics of a co-op.

Initially, APAEB was active in six different municipalities. However, in 1990, the headquarters became legally disconnected, the result of municipal action that sought to provide greater autonomy to each of the local APAEBs. In 1993, the Small Farmers' Association of Valente Municipality became official, maintaining the original acronym – APAEB. While in the other municipalities the APAEBs weakened, basically exercising the role of go-betweens of loans provided by governmental organs to small farmers, in Valente the association became stronger and more dynamic. Not only did it play the role of a bureaucratic link of financial mediator, but it also developed different activities with collective goals and the promotion of the public good at a local level. As of the beginning of the association, the farmers who took part started selling as a group, and later they began work at the sisal fiber separating place (where the sisal fibers are separated and selected) and started producing rugs and artifacts.

Today, the profile of those benefiting from the APAEB is of small farm owners, small farmers (renters, partners and leaseholders), advancement agents or technicians, settled landless people, rural wage earners, as well as university professors and researchers who work in partnership with the Association. Among its areas of activity are agricultural production and industrialization, economic management, capacity building, influencing the process of forming public policies on a local level and conducting studies and research. The production and commercialization of sisal rugs, for instance, has already achieved a world market (Norway, Canada, Holland, etc).

The main goal of the APAEB is for the associated rural farmers to attain self-sufficiency through income-generating economic

activities, while at the same time keeping on performing educational and social projects in which concepts are developed relating to political participation and citizenship. It is by way of social-economic efforts that the APAEB seeks to maintain the essence of its initial proposal when it came to being in the sisal region. Soon after the association was instituted, its members and the population in general understood that the activities would revolve around the cheaper sale of inferior products to rural farmers of less abundance and with fewer financial privileges. It was feared that those farmers with more resources would obtain greater benefits in detriment of the smaller, less privileged producers. This concern arose precisely due to the existence of another organization in the region that presented such characteristics that were not as linked to an ideal of community development. This became one of the largest difficulties faced by the APAEB leaders, who had a split in their opinions regarding the direction the work should take. In fact, reconciling the search for financial sustenance and the advancement of collective social welfare was a huge challenge confronting the APAEB.

As the advancement of development in an interesting way for the small farmers was the main focus, there was a need to keep the laborers in the right direction and to increase the rural family's income. So that this aim would not be lost, during its existence the APAEB has established the following aspects regarding its activities: creating economic maintenance, seeking social involvement and raising the social-economic standard of the members, promoting an ecologically sustainable development, social-educational projects aiming at forming a critical awareness in search of social advancement and defending human rights of rural laborers.

The environmental protection politics currently consist of activities related to making handicrafts from natural fibers and reforestation of the scrub savanna. The APAEB has a treatment station for productive process residues, with the intent of reusing the water for raising fish. The organic substances are utilized in farming and there is a future plan to produce natural gas in order to eliminate expenses with wood used to heat the caldron (even though this wood already comes from reforestation). The consumer who buys APAEB products is informed by way of advertising leaflets that, besides acquiring an object of high quality and ecological sustenance, he or she is contributing towards development, income generation and the eradication of child labor in the

backwoods of Bahia. There are those clients who increased their business with the institution after they had the opportunity to get to know up close all the projects accomplished by the APAEB.

Civil society is stimulated to exercise active citizenship by getting involved in the elaboration of public policies, beginning with, for example, the participation in municipal committees (social work and education, above all), discussion panels, meetings and seminars. Among the educational and social projects one can cite the following:

- . Support to local artisans
- . Citizenship and Computer School and the "Sertão-net", that aim at digital involvement
- . The project Education and Citizenship, with seminars, courses, community meetings, theater plays, support to community associations and the Citizenship Forum that brings together Valente entities to demand from and supervise the acts of municipal public powers.

Communication with the people of Valente is achieved by way of the Valente TV station, which consists of informative videos shown three times a week in the town districts and outlying villages, and also by way of printed matter, called the Sisal Paper, a form of divulging the association and the work it accomplishes. Presently, the House of Culture is under construction, from where they plan to enhance the value of the regional popular culture. The space will hold events from several fields, such as plays, movies and exhibitions. Besides this, the APAEB Social Club is open to members, association employees and the general public (being that the latter two pay a fee upon using the facilities). Here, they try to offer entertainment through the practice of sports, the use of the pool, the children's playground and by holding musical events.

Favoring social involvement is very present in APAEB activities. A clear example of this is the purchase of subdivisions, to be sold in monthly payments to the members, with the intention of resolving, or at least appeasing, the problem among the region's rural farmers of having access to worthy housing. For APAEB, the Social Club is also a strong instrument at the service of projects on behalf of social involvement, since it caters to the members' leisure, offering them a social standing that they would hardly find by depending solely on their own financial resources. The job in eradicating child labor also finds a potential ally in the

Social Club, since it offers incentive towards entertainment for the region's children. Project Discover operates at the club, where more than 100 kids can practice sports and learn music during after-school hours. Also at the club there is Project Friday, consisting of weekly events in which regional musicians and actors have the chance to perform for the children and teenagers.

Much effort is put forth to offer the possibility for the public to have greater access to goods and services made available by the association. An example of this is the proposal to all the population to register at the Family Agricultural School Avani Lima Cunha, by way of a strict selective process. Formerly, these vacancies were only offered to the members' children. Another example is the Trading Post, whose enlargement made it possible for all the population to be served, turning it into one of the largest markets in the city. The public can also, through "Sertão-net", access the Internet at a low cost (there was no fee before, but it was established in order to improve the control of demand for the service).

The Agricultural Education Project of APAEB

The educational activities of APAEB extend to several areas, always striving to improve life circumstances. The Family Agricultural School is one of the main activities in this field. At this school, (EFA), children and teenagers are taught the regular subjects of the Brazilian school system, and also receive preparatory teaching for working in this semi-arid region. The EFA adopts the alternation method, in which the students remain one week at the school and the next week at home, in order to pass on to the family – especially the parents – what they learned about living and surviving in drought. The goal is to promote autonomy of the students and their families, making their permanence in the rural area possible, and, at the same time, seeking the eradication of child labor, which is such a big problem facing the sisal region.

Living amidst drought is the main motto; it is not about ending drought. APAEB exercises its educational function by developing countless activities to teach how to survive in the semi-arid region, as well as to make the population aware of their rights and what the public power's obligations should be towards society. The objective of the Family Agricultural School Avani Lima Cunha is to go beyond the curriculum stipulated by the Ministry of Education. It seeks to function as a school that helps develop the farmer and keep him in the country. The students are in the 5th through 8th grades. The school is located in Valente and has students from the

6 municipalities of the region. In 2004, for example, there were 81 students from 66 families from Valente, Retirolandia, Santaluz, Conceição do Coité, Queimadas e São Domingos.

The EFA is part of a national/international school network with the same philosophy: REFAISA (Network of Integrated Family Agricultural Schools of Semi-arid Regions) and UNEFAB (unites family schools from all over Brazil). Its main financing source comes from economical activities developed by APAEB, but it also counts on help from NGOs, donations from the community and from the APAEB employees themselves. The students' families contribute individually, with cash payments (at the most R\$10,00 p/ month) or with food donations for the school's upkeep.

At the school the children of the small farmers learn techniques to survive in the semi-arid region and grow up with a new mentality, knowing that it is unnecessary to leave the backwoods and go to the big city, but it is necessary to become adapted to the region's conditions. Several economic activities are developed at the school, serving as a laboratory to define what can and what cannot be done in the semi-arid region. Animals, such as goats, chickens, rabbits and bees are raised at the school. There are gardens and orchards and also, research is done. Twice a month the knowledge acquired at school arrives at the student's houses, since they alternate weeks, when the student spends one week at school and the next at home, sharing what was learned. This has enabled many families and properties to see progress. In 2003, the students began accessing the Internet, through a program receiving support from the federal government.

Besides the field activities and those in classrooms, the EFA uses other methods to pass on knowledge and learning to the students:

- Family visits: advisers visit family properties to observe whether the school's teaching is being put into practice
- Night activities: debates, lectures, seminars, cultural presentations and other activities are performed at night, with the collaboration of volunteers who speak to the students
- Internships: done in 2 phases. First part: 7th grade students stay with rural farmers in the neighborhood. Second part: 8th grade students go around to different sectors of the APAEB (tannery and dairy) and other EFAs (Jaboticaba and Pintadas), so as to get to know other realities

- Family participation: monthly meetings with advisers, help with community house-raising
- REFAISA: promotes meetings for teacher training, capacity building for making a living in semi-arid regions, and sustainable development for the advisers, students' parents, association leaders, students and ex-students
- Field day: in 2002, two field days were conducted in the Lagoa do Boi community, with the participation of students, advisers, parents and residents, starting off the construction of a seedling nursery, with the goal of developing reforestation
- Participation in Social Movements: in 2002, the team of EFA and the students participated in Woman's Day, Workers' Day, Valente Exhibition, World Environment Day, Cry of the excluded and the Festival of Hay and Silos in Jaboticaba
- Study trips: in 2002, students visited Embrapa, in Cruz das Almas (BA), which is specialized in the utilization of manioc for animal feed; they visited the Federal Agro-Technical School in Senhor do Bonfim; they participated in the Hay Festival in Quixabeira (BA); they got to know the Sisal Fiber Separating Place and the rug and carpet production of the APAEB.

4. The Community Organization Movement - MOC

The Community Organization Movement ("Movimento de Organização Comunitária"), known as MOC, was founded in 1967 in the Municipality of Feira de Santana (approximately 100 km west of Salvador de Bahia), located in the Northeastern region of Brazil. At the beginning, the MOC was under the direct influence of the Catholic Church. Its first office was located in a building owned by the Church. At this moment [time], MOC aimed at "helping" poor people, and social assistance was its main work. In 1970, the MOC conquered its emancipation from the Catholic Church thanks to the technical and financial support of a Brazilian NGO, FASE ("Federação de Órgãos para a Assistência Social e Educacional") based in Rio de Janeiro. This institutional change had several implications in the way its programs were conceived of, breaking up their original paternalistic nature in depth.

The MOC became more and more autonomous, although it would still implement some projects in partnership with the Catholic Church. But as it became autonomous it could also tie up links with other religious movements, such as the Protestant Church. One has to realize that in the seventies, the Brazilian political situation would never allow for any social organization to

develop activities in the rural areas without the support of the left-wing parts of the Catholic Church or guerilla movements fighting against the military dictatorship.

Since its beginning, the MOC aimed at developing education activities of a political nature. Stimulating people to get organized and become citizens with full social rights was already at that time one of its main objectives. Since that time, the MOC supports local community associations, rural unions, and cooperatives; it organizes campaigns in partnership with other civil society organizations in favor of social rights. One very well-known campaign organized by the MOC in the eighties was the "Mutilados do Sisal". One of the main products in Bahia's semi-arid region is sisal, a plant which produces fibers that are used in the manufacturing of carpets. Even nowadays the main machine that helps to purify the quality of the fibers may often cause the amputation of parts of the worker's arm. This campaign aimed at calling to the attention of public authorities and people in general the enormous risks related to this economic activity in the region.

Geographically speaking, the MOC develops its projects in the sisal region, as indicated on the map. However, its advocacy methodologies in support of civil society organizations are used everywhere in Bahia and Sergipe. It has activities in sixty municipalities in Bahia covering a population of around five million people.

The MOC has strong ties with both governmental and other non-governmental organizations, mainly through partnerships in the implementation of education projects. These partnerships include social movements, local associations, national organizations, federate-state government, national ministries, and international agencies. Some of these organizations are: the network of APAEBs (Associations of Peasants and Local Producers, "Associações dos Pequenos Agricultores", in the Municipalities of Valente, Araci, Serrinha, Ichú and Feira de Santana), ASCOOP (Association of Cooperatives of Support to an Economy of Solidarity), "Associação das Cooperativas de Apoio à Economia Solidária"), COOPERJOVENS (the Youth Sisal Cooperative, "Cooperativa de Produção dos Jovens da Região do Sisal"), the Community Radio Network, several Rural Workers Unions, Caritas International, CONTAG (the National Confederation of Agriculture Workers), the Banco do Brasil Foundation, several Local Authorities in Bahia, the Rural Development Ministry, as well as international NGOs such as CORDAI (the Netherlands), CRS (USA),

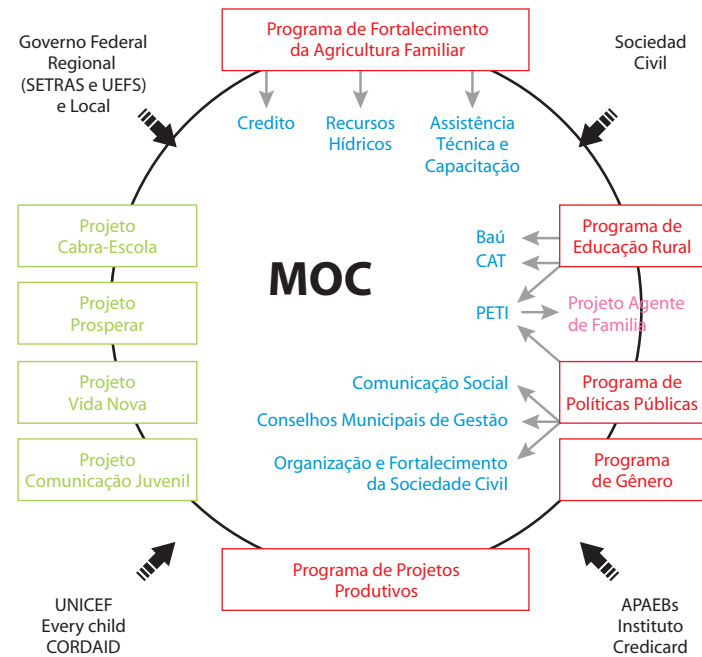
DISOP (Belgium), EveryChild (England), MISEREOR (Germany), OIKOS (Portugal), and UNICEF. Moreover, the MOC is a member of the Brazilian Federation of NGOs (ABONG, "Associação Brasileira de Organizações Não-governamentais"), the Council of Adult Education in Latin America, the National Forum of the Rights of the Child and the Adolescent, the Education Network of the Semi-Arid in Brazil (Resab), and the Women's Education Network in Brazil.

MOC's main objective as an organization is to contribute to a sustainable development based on participatory and ecologically-sound strategies. Its main methodologies include education, capacity-building, support to pilot projects, strengthening of citizenship, improvement of the quality of life and the fight against social exclusion.

MOC performs its activities through five programs of action:

1. Program for Strengthening Family Agriculture in the Semi-arid (making family farming feasible through seeking credit for production; preparing for living with drought; forming citizenship for interference in public policies; and giving technical assistance). It has three sub-programs: Technical Assistance and Capacity building, Hydric Resources and Credit;
2. Gender Program (implementing genders living in equality at schools, in the formation of public policies and in family farming; and assisting the Movement of Female Rural Workers to strengthen it for intervening in public policies);
3. Rural Education Program – that has as its sub-programs the Formation of Monitors of the Extended Work-day (Child Labor Eradication Program – PETI), the Formation of Rural Teachers (CAT [KAT] – Know, Analyze and Transform), and the Reading Chest;
4. Public Policies Program (forming representatives of the organizations and social movements to supervise and propose public policies; strengthening civil society in a political environment; supervising and collaborating in public programs; and forming counselors of civil society to diagnose political needs in the area of committee performance) – divided into four sub-programs: Municipal Management Committees, Social Communication, Defense of the Rights of the Child and Adolescent (PETI) and Organizing and Strengthening Civil Society ;
5. Program of Productive Projects – creating strategies for inserting and continuing the group of small, urban enterprisers and the stonemasons in the articulation for public policies.

MOC: Programs and projects



The sub-program PETI, of the Public Policies program, has a divulging project of this program, aiming at the families, in order to make them pro-active; so they make demands, supervise and become the protagonists of the program itself. This project is called Family Agents, implanted in 30 municipalities (up to 2002), with a total of 331 family agents, 30 coordinators and 29 supervisors active within it.

As one can see, the MOC programs are not limited within specific borders; they interact in the quest to attain their objectives. There is, among the programs and sub-programs, interdependence (mutual collaboration) in benefit of child labor eradication, the political awareness of interference, strengthening family farming, etc.

The Rural Education Program: CAT, PETI and the READING CHEST

One of the strong and interesting points of MOC's work is the development of an educational methodology wherein all those involved are considered the action makers. It is not about identifying the people who will be beneficiaries, but about building

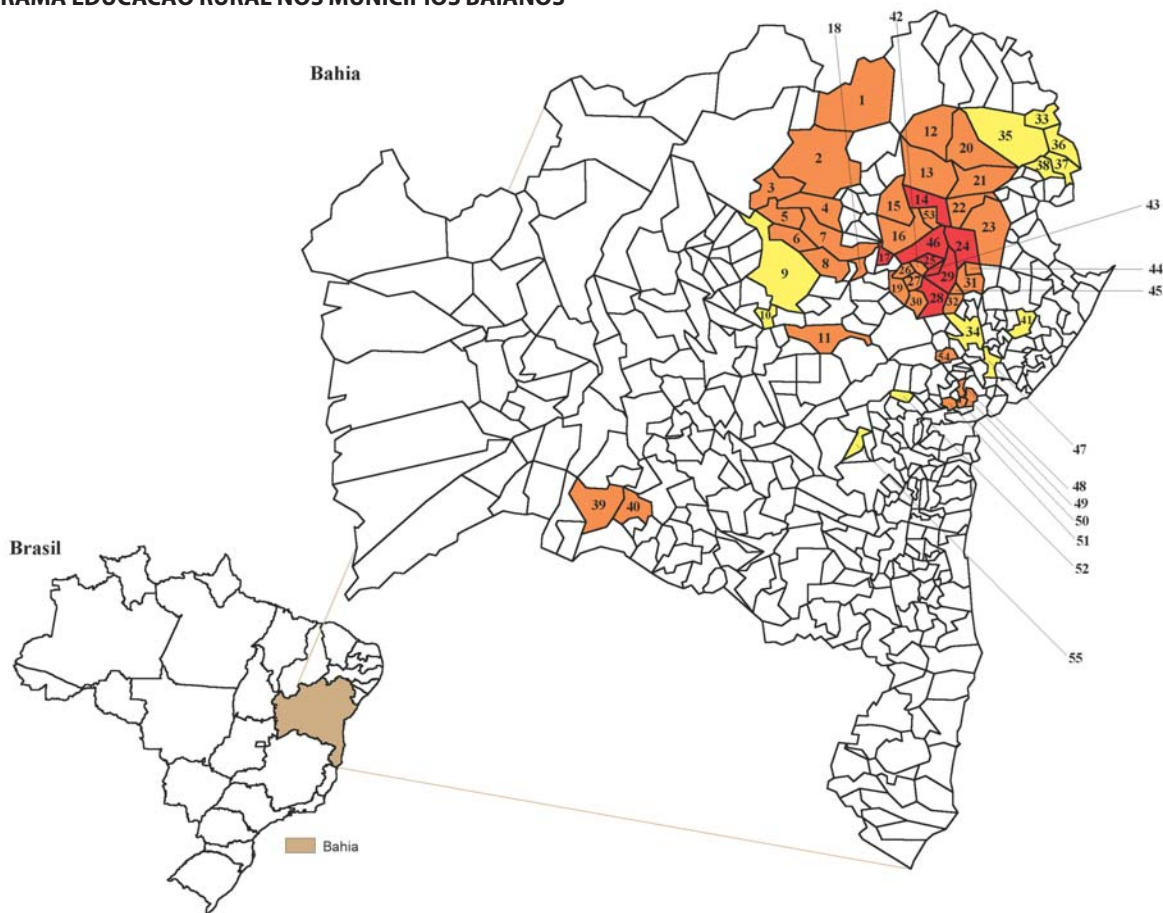
with the people the process of work and of their own development. For this reason, the work of MOC respects the people, and along with them, critically reflects the values, traditions and culture, at the same time seeking to promote the individual as capable of knowing and producing knowledge, believing in the capacity of people to change themselves and their reality. Education based on the collective production of knowledge is the fundamental element of this process. The pedagogical process is structured from the incentive given to people and groups to produce knowledge about their own reality, as an instrument to transform it. The initial idea is to provoke restlessness and stimulate the search for an alternative to the problems that were encountered.

In this context, MOC joins technical knowledge and community knowledge (academic know-how and popular know-how), based on the principle that there is no set and finished knowledge. It is the process of interaction and mutual questioning that produces the new knowledge, necessary and basic for the community to alter its reality and, consequently, its life.

The community is the subject of the process and it becomes important to work on the dimension of collective organization, acting upon the questioning and production of public policies, and on the supervision of their execution. In this methodology, "pedagogical patience" is a strategic element to avoid impositions of knowledge; for the walk of the community does not have the same rhythm as the walk of technology. Believing in the people's capacity to exercise their rights, MOC encourages them to seek out credit and technical assistance to generate work and income. It promotes the people's ability to, as an organized group, interfere with public powers, presenting proposals to the municipal budget, participating politically in the Public Policies Committees, as instruments effecting rights; it promotes participation of women in society and the specific rights of children to attend school, to play and dream of better days. The Rural Education program is active in 56 municipalities in the state of Bahia, besides others in the state of Sergipe, in partnership with the State University of Feira de Santana (UFES) and local mayors' offices, besides the presence of SETRAS and UNICEF.

Historically, the educational program of MOC had as its starting point the Rural Education Proposal – PER – that was active

THE RURAL EDUCATIONAL PROGRAM IN THE MUNICIPALITIES OF BAHIA
O PROGRAMA EDUCAÇÃO RURAL NOS MUNICÍPIOS BAIANOS



- 1. Juazeiro *°
- 2. Campo Formoso *°
- 3. Uinburanas *°
- 4. Mirangaba *°
- 5. Otirolândia *°
- 6. Varzea Nova *°
- 7. Jacobina *°
- 8. Miguel Calmon *°
- 9. Morro do Chapéu *
- 10. Bonito *
- 11. Ruy Barbosa *°
- 12. Uauá *°
- 13. Monte Santo *°
- 14. Cansanção *° ^

- 15. Itiuba *°
- 16. Queimadas *°
- 17. Capim Grosso *° ^
- 18. Serrolândia *°
- 19. Capela do Alto Alegre *°
- 20. Canudos *°
- 21. Euclides da Cunha *°
- 22. Quinjique *°
- 23. Tucano *°
- 24. Araci *° ^
- 25. Valente *° ^
- 26. Gavião *°
- 27. Nova Fatima *°
- 28. Riachão do Jacuípe *° ^

- 29. Conceição do Coite *° ^
- 30. Pe de Serra *°
- 31. Serrinha *°
- 32. Candeal *°
- 33. Santa Brigada *
- 34. Feira de Santana *
- 35. Jeremoabo *
- 36. Pedro Alexandre *
- 37. Colónel João Sa *
- 38. Sítio do Quinto *
- 39. Palmas de Monte Alto *°
- 40. Guanambi *°
- 41. Alagoinhas *
- 42. São Domingos *°

- 43. Retiroândia *° ^
- 44. Teofilândia *°
- 45. Tchu *°
- 46. Santa Luz *° ^
- 47. Santo Amaro *
- 48. São Felipe *°
- 49. Nazaré *°
- 50. Muniz Ferreira *°
- 51. Santo Antonio de Jesus *°
- 52. Milagres *°
- 53. Nordestina *°
- 54. Santo Estevão *° ^
- 55. Lagedo do Tabocal *

■	Município com 3 sub-programas (8)
■	Município com 2 sub-programas (35)
■	Município com apenas 1 sub-programa (12)

SUB-PROGRAMAS	
* PETI	55
° Baú de Leitura	44
^ CAT	9

Source: NEPOL - Núcleo de Estudos sobre Poder e Organizações Locais - UFBA - Escola de Administração - 2003-04.

in the drought lands in the interior of Pernambuco, coordinated by the Alternative Technology Service (SERTA – Pe.). As of 1998, in Pernambuco, the PER was changed to Educational Proposal of Support of Sustainable Development (PEADS). Due to similarities of a social and ecological order between Pernambuco and Bahia, this proposal (PER) was implanted in 1994, in Bahia, under the name of CAT, active in nine municipalities. The CAT uses methodology based on Paulo Freire's teaching (action-reflection-action), thus the acronym: Know (action – those being educated study/survey the local reality), Analyze (reflection and systematization of the data on the reality, to build knowledge, with observation from the educators) and Transform (action of interfering in reality, based on the reflections); currently, a fourth step has been added, the Procedural Evaluation.

The educational proposals of CAT and SERTA are accomplished in the formal field (regular school day) and the informal one (extended school day) in partnership with other municipalities. In Bahia, formal education is developed by NGOs, municipal City Halls and the UFES. The NGOs and the university plan, assist, supervise and evaluate the teachers' activities, whereas City Hall is responsible for directly running the job. In the informal education, it is full time (8 hours) and not separated into two shifts (formal and informal), where the activities are distributed and monitored during the day, reaching not only the students, but also their parents and the whole community.

The PETI develops its activities in 55 municipalities through NGO technicians, monitors, teachers and women's groups, avoiding child labor and its evils, by way of awareness on behalf of collective action. This program was created by the Federal Government based on a contract made, in September of 1996, between the Union, the states and civil society entities, with the support of the International Work Organization – OIT. MOC joined the Federal project in 1997. Effort is made towards, in MOC's Rural Education program, the expansion of the regular school day so that the children remain both morning and afternoon in school. The Federal Government designates the amount of 25 reais directly to each needy family and 20 reais to the Municipal Government, per each assisted family, to carry out the project in collaboration with the entities.

The Reading Chest is a sub-program designated to encourage elementary students in the habit of reading, with projects functioning in 44 municipalities. The teacher supervision is achieved through collective (participatory) activities where they learn the dynamics and methodology of the project. The participants take part in meetings to exchange experience. Each participating educator (responsible for one local school) receives a chest made of sisal containing around 45 books, plus didactic material divided into three subjects (personal, cultural and local identity; the community and its relation to the environment; and the community, family and society – exercising citizenship). The books have themes on the reality and the regional social context, as a form of improving people's critical vision regarding their space as citizens, besides having general and universal themes, such as fairy tales. The teacher works once a week with the children, using other learning techniques, like music, puppets or marionettes and other activities. These chests were established so as to facilitate book exchanges from one school to another in the same community. When all the books are read, then they are exchanged.

VII. Report on Experiences in Chile

The four experiences selected are the following:

1. Research and development center on education - CIDE - Santiago

CIDE (www.cide.cl) is an academic center founded in 1964. It is an independent, non-profit organization of private law, connected to the Company of Jesus. Its actions are formed by specialized, academic professionals in the field of education and human sciences. They respond to social demands and resolve problems of diverse populations through social programs and projects. By way of research, projects and capacity building activities, they design alternatives to solve problems that affect the education of children, young people and adults, bringing attention to the difficulties inherent to social change in the educational field, in the families' social reality and in the social and cultural realms where the educational processes are being developed. The members and professionals of CIDE identify and develop key concepts in the specific educational domains, having obtained national recognition in Chile and among various partners in Latin America.

The interventions of CIDE are located in the Chilean municipalities of Copiapó, Chañaral and Vallenar; Iquique; Arica; Colla; Comuna de la Reina; the Metropolitan Region of Santiago; Huechuraba, El Bosque, San Bernardo, Llay-Llay, San Antonio, Viña del Mar, Concepción, Chillán, Los Angeles.

From the point of view of its political and institutional articulation, CIDE has important partnerships with universities, social movements and NGOs. Alberto Hurtado University – CIDE's most relevant institutional partner – belongs to a network of 200 Jesuit universities established in 65 countries all over the world. It has more than 30 years of experience in education. CIDE has been giving support to Alberto Hurtado University since the beginning of its project, joining efforts to build an educational space for reflection and pluralistic dialog from all course subjects. The work of CIDE together with Alberto Hurtado University currently includes the development of the graduate course (Management of Educational Organizations) and the Master's program on Educational Policies. In 2005, CIDE and the University have also announced the possibility of the total integration of their activities and projects. Furthermore, CIDE is also united with business sectors, international agencies, as well as sectors from the Chilean national government (see box below).

INTERNATIONAL AGENCIES	NATIONAL AGENCIES	CORPORATIONS
AED, Academe for Educational Development Argidius Foundation SIDA (Swedish Cooperation) The World Bank The Inter-American Development Bank CAFOD - UK CCFD - France DSE - Germany FORYDÉS Foundation The Ford Foundation IDRC, Canada Austrian Philadelphia Foundation UNESCO - UNICEF and USAID	Several Foundations (Carmen Goudie, for instance) Ministry of Education Chilean Association of Municipalities The House of Representatives Universidad de La Serena Universidad Católica de Santiago Universidad Católica de Lovaina Universidad Academia Humanismo Cristiano (UAHC)	Santander Bank Consalud Écondida Mare Nostrum Editors Derco IANSÁ Falabella GasAndes Methanex Metrogas

The main programs of CIDE are thus organized:

PROGRAMS	PROJECTS	
Technical assistance in education	Pedagogic and didactic areas in secondary schools	Area of school management
	Pedagogic and didactic areas in elementary schools	
Active minds	Applied Mathematics project	Biology an Chemistry project
	Elements of Physics and technology project	
Educators	CIDE project and the educators	
Data base development	Educational data base	
School and school management	Effective teaching practice and learning	Evaluation of establishments and development projects
	Preparing for institutional evaluation of educational organizations	Continued preparation of teachers based on principles of adult learning
	Technical assistance for critical schools in the metropolitan region 2002 - 2005	Analyses of public policies related to the family and childhood
	Active paternity project	

Education within CIDE

CIDE understands education as a permanent process that helps children, young people and adults, men and women, acquire knowledge and learn about cultural matters, the development of their values, passions and potentiality, both at the individual and collective levels. The process is considered to be permanent, since CIDE fully agrees with UNESCO's idea of "education as a lifelong learning process".

CIDE has as its mission the contribution to the improvement of the quality of education, especially in the poorest groups of society (principle of equity), contribution to the elaboration of social policies and the process of making decisions in the institutional realm, and, by way of research, teaching and consulting, promoting active and participatory education to develop people capable of living and working with dignity, growing spiritually and participating critically and creatively in the construction of a more just and sympathetic society. With the attainment of this complex mission in mind, CIDE has as its objectives:

- Develop means and strategies of intervention that promote cultural changes in education and its formal establishments, always maintaining the objective of improving the quality of learning;

- Involve the whole school (the administration, teaching staff, parents as well as those responsible) in an equal way, i.e., everyone should assume their roles and work with the necessary themes in order to reach the so desired improvement of the quality of education. For this, CIDE should seek to adapt such methodology that meets the needs of each one involved;
- Create educational material to deal with the theme of getting along in school during the basic cycle of studies;
- Stimulate change in the affective and communicative relationships within the families so as to favor the whole development of boys and girls, proposing new relations and interactions between family and school, on one hand, and between the institutions that assist the children, their families and environment on the other.

CIDE develops research and educational strategies that promote the placement of adolescents in the job market and the learning of cultural knowledge as a dimension in the wider process of social participation and the exercise of citizenship. Its fundamental concern focuses on public service and its social efficiency, by way of empirical research on the educational reality and the diffusion of its activities under new shapes and proposals. Going beyond the academic text, seeking to innovate the research product according to whom it is going to reach, is an essential dimension of the educational activities of CIDE.

The ideal that CIDE pursuits is marked by humanistic and Christian thought that considers people as part of a large family, a community, a global society, an environment, and lastly, as part of a regional, planetary and transcendent project. Thus, the fact that the lines of work of CIDE contemplate the promotion of debates favors dialog and the participation of the separate social actors.

Active Minds Project

"ACTIVE MINDS" project adopts a different method of teaching mathematics, the exact sciences and the life sciences, which opens up, for children and adolescents, the doors of knowledge along with the enthusiasm for learning. It seeks to develop, in partnership with its teachers, teaching and learning techniques in a laboratory environment. The modules utilized are characterized by the stimulation to cooperative learning and the application in concrete situations by means of experimentation. The project is composed of programs in the area of applied mathematics, physics and technology, as well as biology and chemistry.

The project develops a focus completely separated from the traditional teaching: it makes evident, in the experimentation and laboratory practice, a series of concrete situations of daily life which correspond to abstract concepts. In this way it enables children and adolescents to open a wider perspective in their learning process, in their ability to rationalize in an abstract form and in the necessary connection between this type of rationale and its respective daily realities. Through radical methodological change, "Active Minds" establishes a horizontal relationship in education by way of which the student understands the meaning and use of mathematics and the sciences in family life, in social relationships and in his/her future working world.

"Active Minds" has been inserted in the overall effort carried out in the last few years to improve the quality of education in Chile. As its general objective, it aims to use an effective pedagogic method to teach Mathematics, the exact sciences and the life sciences throughout all of the elementary and secondary school years.

What has this practice revealed to us after almost two years of experience? The evaluations and studies that were made on the effects of this cooperative-type methodology revealed the huge potential for interpretive rationale and cognitive development of the students working cooperation-wise, in classrooms or in laboratories. Indeed, the students develop visions of mathematics, physics, chemistry and biology with a greater power to explain reality and to a significantly wider degree than do students receiving a traditional way of learning.

On the other hand, as we live in a culture where science and technology occupy a fundamental place in the productive system and daily life in general, the project has allowed students to arouse deeper interest in math and sciences. In fact, as the CIDE technicians remind us, it seems hard to understand the modern world without understanding the role that science and math play. The present day citizen needs a scientific and technological culture to approach and understand the complexity of globalization and contemporary reality. Furthermore, learning math and science allows people to acquire useful abilities in their everyday life and in relating to their surroundings and the world of work, production and study.

Between 2003 and 2005, "Active Minds" has performed work in 47 junior/high schools of a scientific and humanistic nature, and

also in technical and professional-forming schools. Besides this, CIDE implemented this project in 26 Chilean elementary schools. This process of implantation has been receiving support, above all, from companies and international agencies, such as BID, The Andes Foundation, Santander Bank and *Minera Écondida* Foundation.

2. Formación Jurídica para la Acción - Forja - Santiago

FORJA (www.forja.cl), *Legal Training for Action*, is a non governmental organization whose main mandate is to bring law and justice to citizens of Chile. Based on an interdisciplinary work and professional team, FORJA was created in 1992. At that time, a group of lawyers, educators, and social workers, astonished by a certain number of surveys and reports showing a widespread disbelief in law and justice among Chilean men and women, decided to set up an organization dedicated to demystify legal texts and rights, and bring them nearer to the reality and people's daily life.

Therefore, since its beginning FORJA aimed at bridging legal issues and people's rights, in an attempt to dwindle the inequalities related to access to courts and knowledge about one's rights and duties. More than ten years of experience have given to FORJA the possibility to develop a growing number of activities. FORJA works mainly through professional networks at the regional, national and international levels. It shares its tasks and experiences with governmental institutions and civil society organizations. As its name shows, FORJA's main objective is to build new capacities and steer learning processes related to universal access law and the full respect of human rights in Chile. It empowers people, individually and through grassroots associations, so that they can claim the respect of their rights in the various realms of their lives.

The work developed by FORJA can be considered in three main perspectives:

- A) Together with Institutions: activities include networking, dissemination and sensitization, agreements and protocols, fundraising, exchange of experiences, and capacity-building;
- B) With the Community: monitoring, capacity-building, mediation and conflict resolution, evaluation of situations and contexts, dissemination, establishment of justice operators;
- C) With the Organization: capacity-building, coordination, analyses and evaluation of cases, organizational strengthening, and planning.

Partners in these initiatives include the Chilean Ministry of Justice, the AVINA Foundation, the Ford Foundation, CEDAL (in France), Transparency International, the Chilean Association of Municipalities, as well as the National Foundation for Poverty Eradication and the National Lawyers Association.

Its programs and projects include legal capacity-building and training, research, development of participatory methodologies, organization of events (seminars and debates), conflict resolution techniques, and monitoring of law suits.

The Justice Operators Program:

In the political sphere and, more concretely, in the period of democratic governments (1990-2000), this project has demonstrated the will to make changes to the Justice system. FORJA considers the problem of access to justice as an important idea in the understanding of poverty eradication. Indeed, a large portion of the citizens, especially those within the poorer spheres, do not have access to or have a distrust of the Chilean Justice system. Further, these same impoverished citizens do not perceive the Justice administrative system as oriented towards solving problems for society; rather, it is viewed as a system dominated by functional lethargy, arbitrariness, inefficiency, high cost, and a strong discriminatory and confrontational character. Thus, it is seen as an incoherent system that does not harmonize with the process of democratization that Chile is going through.

This lack of access to Justice contributes to the fragility and de-legitimization of the political system, thereby manifesting itself in some very dangerous trends – the difficulties of peaceful coexistence, insecurity, and lack of legal defense, all of which affect the citizenry as a whole. In addition to these grave limitations to organic and structural order, the jurisdictional route towards justice and conflict resolution has become first and foremost confrontational. The disregard for and de-legitimization of the non-confrontational methods of conflict resolution cause justice to appear to aggravate problems and tensions between people, thereby making peaceful family, work, and neighbor relations all the more difficult.

Consequently, FORJA has developed a framework of action that it entitles "legal extension activities". Through legal extension activities, FORJA stimulates citizens to understand and implement themselves their demands for justice. Based on capacity-

building activities of community leadership, neighbors, and members of associations, it disseminates law-related knowledge and information, orient people who mostly need legal support, and can also monitor claims and access to courts. Many of those members of associations who are trained by FORJA work in the associations themselves; after the training sessions, they are encouraged to stay in their original organizations, be each of them a justice operator, and become a member of the FORJA network.

FORJA considers that it becomes necessary to remove certain issues from hands of the tribunal system: it calls for a movement away from the traditional nature of the legal systems and, then, a movement towards creating an incentive for and legitimization of the use of new conflict resolution techniques. Furthermore, it becomes of the utmost importance to improve, modify, and expand the legal assistance system so as to integrate better information and orientation strategies in the consultation process; and, so as to incorporate new and distinct „justice operators“ (operadores de justicia), or those people who could be more credible and accessible for the majority of the public.

The justice operators understand law as a tool for social change, and their practice aims at pulling together the efforts of institutions, civil society, and citizens in a network based on mutual trust and cooperation. In 1998 the UN Habitat Program recognized FORJA’s experience with these informal legal advisers as one of the 40 global best practices. In 2001 the UNDP Human Development Report also acknowledges the work of justice operators as an emerging dimension of social capital in Chile. The program "Justice Operators", which is implemented in close cooperation with the Ford Foundation, include social and political leaders, professors, secretaries, accountants, medical doctors, housewives, policemen, businessmen, peasants, among others.

The principle aims or intentions that inspire this work are:

1. Contribute to improving the service quality of legal help and orientation for the poorer sectors through the following proposal: calling for the adequate and qualified training of justice operators and of those applying for such positions by legal assistance institutes dealing with low-income sectors of society;
2. Contribute to a better coordination and distribution of these justice operators by identifying and characterizing the programs that carry out legal assistance and information work for

the poor and the discriminated social groups, and then creating a national network of such groups;

3. Facilitate the access to information and activities about citizen rights - particularly those for the most neglected sectors - through the elaboration of pamphlets and updates about the most common socio-legal situations within the aforementioned groups;
4. Strengthen citizen education, improve the quality of life for the poor, and facilitate their access to justice. This is accomplished through the legal training of social community leaders and through the establishment of a specific community organization (the "Neighborhood Legal Consultant Groups"). These persons or groups would be autonomous and associated with both territorial and functional institutions, and would work first and foremost to overcome the lack of information, orientation, and solutions towards conflicts that occur daily at the grass-roots level.

These four purposes constitute a complementary and coherent effort that aims to solve some pressing issues in the area of justice access for the poorest social sectors. FORJA also implements the following activities in order to further its intentions towards the full access to justice and courts in Chile:

- Elaboration and use of a National Guide of Programs and institutions of information, education, and legal assistance with the poor social sectors;
- Elaboration and use of a guide of instructive reports and forms for information, assistance and socio-legal action with the poor social sectors;
- Elaboration and distribution of a program and model of socio-legal training adequate enough for the best attention to and conflict resolution for persons of limited resources;
- Elaboration and implementation of a program of socio-legal formation composed of social community leaders who are trained in socio-legal subjects and then converted into Community Legal Leaders;
- Organization and development of citizen initiatives for the public interest.

Within the Justice Operators Program, the specific realities of each community are taken into account in defining the central socio-legal focus for the professional project instructors, who, in turn, are given the responsibility to elaborate on the educational mate-

rials needed for the training of the Community Legal Leaders. This educational material encompasses themes related to family, property, inheritance, work, social security, social politics, and citizen and community justice. Each one of these thematic areas is categorized in separate binders, which include additionally examples of practical cases and exercises for later evaluation.

In the beginning stages of the program and after their selection, the participants receive an initial notice of their project at the grassroots level, at which point begins the participant's training as well as the capacity-building of those groups at the local level involved with the process. The identification of the communal territory as a space of action is one of FORJA's most important verifications for the training of leaders, the establishment of associations, and then the later communication of these associations with other institutions. Since the discovery of this idea, FORJA has changed the launching process of its program. Instead of simply initiating the project through the Non-governmental organization (NGOs), we now advertise and distribute ideas of the program through both the NGO and the local municipalities, which have made agreements to work in team.

Originally, in formulating FORJA's strategies, certain people argued that the area of each leader's training had an undeniable effect on his personal growth and that such training should be accompanied by the strengthening of these leaders in groups, which would have legal members and backing. Within this line of thought, it was then proposed that "Asociaciones Comunitarias de Extensionistas Jurídicos" (Community Associations of Legal Leaders) should be legally constituted and that these same groups should have the responsibility of creating work nuclei called Neighborhood Legal Consultant Groups.

The program demands of the community leader a long time commitment and other precise responsibilities before he or she can be recognized officially as a Community Legal Leader. Such requirements call for 12 months of preparation, which signifies 45 work sessions in which a participative methodology relating content with evaluations and work practice is promoted.

The Program's Methodological Criteria:

In following with the objectives of the Citizen Actions for Justice and Democracy program, FORJA proposes some methodological criteria that should be present during the formation period.

- A participatory methodology: a first criterion that encompasses various elements of this proposal is the necessary participation of people interested in socio-legal themes with the objective of becoming active, critical, and thought-proposing citizens in their geographical locations. Thus, this socio-legal process tries to incorporate citizens who might have specific experience in or knowledge of the social forms or local customs of an area; it does not try to take on people with no knowledge of these areas, even though they might show specific enthusiasm to learn.
- The capacity-building process is the responsibility of everyone: in order to reach such an aim, one should understand from the beginning that the people responsible for the training process are the same participants, meaning both the instructors and the selected applicants in the localities. It is a commitment of time and desire that should be taken on by everyone. In the commitment stage, the will or desire is shown in attitudes, which manifest themselves in concrete actions. The program tries to offer a training space for these attitudes and citizen actions.
- The professional trainer: a facilitator of learning: the professional has the role of counselor in this capacity-building process, offering guidance and assistance towards both the persons and the group in formation. An adequate guidance is carried out in time as the instructor gains mutual confidence in the group, gets to know personal and group characteristics, shows flexibility and assertiveness in facing problems, and demonstrates a professional commitment towards the participants - and, of course, vice versa from the participants end. The professional instructor also has the role of facilitating learning by showing knowledge both in the form of studies and experience. He must act as a facilitator of knowledge by integrating and complimenting new field information and legal and institutional norms with those local beliefs, customs, and ideas that the participant brings to the program.
- The techniques of socio-legal learning: the techniques of socio-legal learning are all those citizen's practices or exercises that are used to carry out the formation period. Therefore, the participant's use of this learning should be made more effective and concrete through the instruments of memorization, group interaction, individual expression, evaluation of learning, mutual respect within the group, recognition and consideration of individual differences among participants, attentive listening, appreciation of each person's capabilities, and collective strengthening of each person's weaknesses. The use of a determined technique can stimulate or inhibit the putting into prac-

tice of program's guidelines. Often, it depends on the diverse factors in each group's composition and, from there, on the importance of the experience that the professional instructor might bring for the guidance of the group. Further along in the program, one supports the legal make-up of the associations, which will later create the possibility for the autonomy and self-sustainability of the work. The legal leaders are prepared to inform, guide and mediate without cost in prejudicial cases.

What have the difficulties expressed in this process? Among the obstacles, one can only illustrate the problem that could affect the rise in the social patrimony, which relates itself to the characteristics of indirect participation. The training of social leaders in spite of all the positive aspects already indicated can tend to strengthen personal or individual patrimony, thereby not passing to the community where it originated.

From the achievements, after four years of putting in practice this experience, it is possible to spotlight the effects over the customs, values and norms that are related to certain degrees of loyalty, solidarity and interchange among the neighbors of the outlined communities. Also, the attention given to the Community Legal Consultant Groups by trained and respected social leaders in the same communities represents an increase in the social patrimony. Lastly, these Community Legal Consultant Groups act as a socialization agent for new forms of conflict resolution and for the fulfilling of needs through respectful and peaceful means. The leaders have the advantage of knowing - through experience - the socio-legal aspirations and problems of the poor. They also possess the memory and vision of their environments to create adequate solutions for the community - all within the social, economic, and legal institutions spheres of society. This level of legitimacy of each leader in his community is further strengthened by a communal recognition of the efficiency and effectiveness of his work.

However, a significant impact has occurred. This experience shows many important achievements that result in a change in the political control of the economic and social resources for community development. Basically, new actors, Community Legal Leaders, and a new resource for civil society are created. The program finds itself functioning in 12 new localities, with assistance from the National Foundation for the Overcoming of Poverty, which finds itself in a group effort to execute the program in new communities with new educational material and through professionals in

the group National Service Program. As a team, FORJA wants to increase the level of citizen participation within civil society. More specifically, we want these same citizens to be correctly informed of their rights and to be capable of organizing themselves and participating in the fiscal and political control aspects of their public institutions. In doing so, they would be contributing greatly to the co-creation of a more democratic citizenry and promoting peaceful living conditions within civil society.

3. Work Economy Program - Santiago

Contacts: Antonio Vargas Contreras (comunicaciones@petchile.cl) - Audiovisual Communicator, in charge of Communications; Carmen Espinoza Miranda (pet@petchile.cl) - Lawyer, National Director of the Work Economy Program.

The Work Economy Program [PET, www.petchile.cl] was founded in 1978 under the responsibility of the Archdiocese of Santiago, by initiative of Cardinal Raúl Silva Henríquez. At that time, a space was created for work and freedom of thought for those professors of different areas of Social Sciences who were expelled from the Chilean universities during the period of dictatorship. Different professional teams formed several institutions at the occasion, and Monsignor Silva Henríquez called them the "Academy of Christian Humanism".

But Chile began, in the 90s, to prepare the process of transition towards democracy. At this time, every work team sought out its legal autonomy and stopped depending on the Archdiocese. The Work Economy Program (PET) established itself, therefore, as a Work Co-op and its members (professional and administrative) formed a Members' General Council, which defines the institutional practices and elects the authorities.

In 1989, together with seven other institutions of common origin, PET participated in the founding of the University of the Academy of Christian Humanism, which sought to be an alternative space of qualified formation with critical thought, and at a low cost for the young students of Chile, taking advantage of the new law of higher education that allowed free enterprise to be established in the field of college education. Even though the University has its own life, independent from the centers that created it, PET maintains a place in the Directorate, permanently giving potential to the work in the areas of common interest.

Formalized as a workers' non-profit co-op, whose main characteristic is the active participation of all the members and workers, PET has as its goal to contribute to fair-minded, democratic and sustainable development in Chile and also in Latin America. Its mission is to bring about the strengthening of the working world and of the social organizations. In order to attain this mission, PET established as its main objective overcoming poverty and building regional and national development, being just, equitable and sustainable; by means of research, the faculty, capacity-building, assistance, technical aid, creation of proposals, diffusion and cooperation towards development.

Since the beginning, PET, in its mission, maintained its spirit as a separate-from-state public organ, seeking to advance economic development with its work; however, regarding its structure and location, it underwent changes according to the national, Latin American and worldwide reality. This means that it diversified its partnerships and cooperation and financing networks. For example, PET seeks cooperation and financing by promoting and participating in programs of research, consulting, assistance and capacity building with organs of the Chilean State and in international cooperation, among which one can find the following:

By means of its projects, PET is active along with several communities, namely:

LOCATION OF PERFORMANCE	ACTIVITIES
	Themes related to productive promotion, citizen's participation, young people's development, job placement, female development, popular consumption, popular organization, education regarding labor, small production in prison centers, overcoming poverty, job placement of Indians, strategic planning, etc.

In the community interventions accomplished by PET, the partnerships with more relevant social groups are the following: basic unions, temporary workers' organizations, union federations, union confederations, workers' centers, micro-businesses, micro-business associations, co-ops, women and young people's organizations, Indigenous organizations, municipal public servants' associations, local development institutions and environmental organizations.

The presence of young people in PET's field is essential for its work. The institution constantly receives students of different

fields of study, coming from the country's universities and from abroad. These students achieve their practice or research for a Master's Degree or Doctorate in any of the subjects connected with social sciences and labor.

Presently, PET works with small teams, that, on one hand receive financing linked to studies or specific programs originating from the International Cooperation (Ford Foundation, EED, CCFD) and, on the other hand, their own financing obtained through the presentation of proposal bids to private and public organs at a national level. Financing is also guaranteed thanks to the legal services that PET offers to union organizations. Without a doubt, the external financing allowed the organization to have a privileged position and the independence to develop more purposeful and autonomous social criticism, addressed to society as a whole and to the definition of public policies in Chile.

The programs currently developed by the organization are the following:

PROGRAMS	PROGRAMS PARTNER
Work with organized unions.	Union committee
PECIS Special Program in Social sciences for Laborers.	Women's union committee
Small economic activities: Popular economic organizations, interdependent workshops, small work firms in the context of developing interdependent economy.	Handbook in support of the small, indigenous producer, developed by PET with help from Broederlijk Denle (BD).
Work and Economy Magazine and School of Communication.	Radio Program

The Methodology Applied

In Pet's field, one works with participatory strategic planning methodology for orientation on a long and short-term basis. The strategic plan is made up every five years and sanctioned by the general assembly of the members-workers of the Organization. In order to fulfill its duties, PET counts on a national, as well as regional, home office, respectively known as national PET and regional PET. The latter has legal, administrative and economic autonomy, maintaining its relation of exchange, collaboration and mutual learning with the national home office.

The national PET carries out its specific tasks in two work teams: the team of economy of solidarity, as well as the union team, both inter-relate closely in accomplishing research/surveys, in system-

atizing experience and achieving publications. The work teams come from a multitude of subjects, integrated by professionals in the fields of economy, sociology, engineering, anthropology, education, history, geography, law and communication. Actions are developed in the areas of investigation, capacity building, assistance, teaching staff, extension and publications on the line of promoting development and strengthening the social, laborers' and economic organizations in the vast working world.

More specifically, PET considers corporate responsibility as a tool of action for the social and labor organizations. The team in charge of this dimension of PET's work is composed of 12 professionals from social sciences and economics, an administration team, including other professionals and workers who incorporate specific projects and activities, when there is financing to projects in the area of corporate responsibility.

In its strategic axles, PET integrates, furthermore, the strengthening of the capacity for action-research; the development of citizenship and the capacity for criticism and purpose of the social and labor participants; the strengthening of social and institutional networks; the contribution to local development, participatory management and dialog and interlocution between civil society and the public sector.

In terms of planning, PET integrates equity and sustainability in its central concepts of how the thinking process should be in local development. In the first place, equity is conceived as an economical, social and territorial process that is fundamental in overcoming poverty and improving the population's life conditions. Equity assumes that there will be active participation of the citizens in the design of the development model of the country. In the second place, sustainability is defined as the generation of certain conditions that allow the sustainable reproduction of natural resources and promote the wealth distribution with equitable opportunities of development to the population as a whole. The concept of sustainability in regards to private management has always been very limited to the economic aspect. This vision of sustainability limits itself to the economic viability of the organizations. Sustainability is associated with gathering financial resources, this being an essential tool for maintaining the organization and projects. For PET, sustainability is not only concerned with the dimension of the financial support, but also with an ample set of factors of institutional development that are crucial

for the long-lasting success of the Organization and the project. Sustainability is conceived in its environmental, social, political, cultural, and also financial dimensions, as much of the development projects as of that of the Organization itself. In this way, sustainability appears as the sum total of various factors: interdependence, recycling, partnership, flexibility and diversity.

More specifically on the educational level, PET develops social and academic action that favors the relation with the working individuals, the formal as well as the informal ones, and the community and local governments that establish themselves as sectors which, in the social and economical connections, denounce with greater expressiveness the unjust relations existing in Chile. One of the most important projects of PET, in the educational field, is the PECIS (Special Program in Social Sciences for Workers).

How is PECIS characterized? Every year since 1983 there has been a post-graduate course with academic certification from the University of the Academy of Christian Humanism. The degree is nationally recognized and the course lasts four bimesters. During the course, union leaders are supplied with useful material for their performance in the Organizations where they work, such as history of the working world, basic labor procedural law, strategic planning for unions, group negotiation workshops. Up to the present time, after 22 years of uninterrupted implementation, more that 600 students have received their individual course completion certificates.

4. Interdisciplinary Research Program on Education - PIIE

The Interdisciplinary Research Program on Education (*Programa Interdisciplinario de Investigaciones en Educación*, www.piie.cl), PIIE, was set up in 1971. Presently, PIIE is a non-profit, private organization, calling itself an NGO and an independent academic center. It is part of the University of the Academy of Christian Humanism; it is by the way one of its founding centers. PIIE's mission is to contribute to the construction of a more just society in the context of profound social transformations in Chile and Latin America, by means of a process of education that is here understood as the mobilizing factor of the human being in society. PIIE's strategic objectives are the following:

- Push forward the development of an education based on local contexts of social transformations that contributes to the strength-

ening of people's capacities to creatively face the deterioration of their quality of life and the social-environmental and ecological problems stemming from human action.

- Think of and act on the challenges of pedagogy and management that the educational making currently faces.
- Produce knowledge and advance the strategy destined to the understanding of and access to technology and informatics, both on the bottom of dynamic cultural changes in the educational field.

How to think through the challenge of the relationships between formal and non formal education in the 21st century?

PIIE considers that the access to knowledge and education has strategic value in the development of democratic societies. Deep processes of change, thought of as "modernizing processes", occurred worldwide in the 1990s, and touch upon the Latin American region and Chile. In this context, in the educational perspective, education faces two large challenges: quality and equity. Facing equity in education not only implies an equal opportunity of access to the system, but also, (and preferably), access to qualified educational offers. Thus the need to rethink new forms of teaching and learning based on the construction of knowledge and the development of capacities to learn how to learn. These new forms should spring forth from the synergy between models of formal education and practices of non formal education.

PIIE defines itself as an institution and, at the same time, as a producer, broadcaster and user of knowledge. It understands knowledge not only as the product of institutionalized science, but also as the originator of social practices, of the accumulation of historical experience and of the cultural creation in different societies. PIIE develops a scientific practice that presupposes the search for truths, but that also prioritizes those questions, problems or topics of research that answer to social needs, to the challenge of greater equity, the development of democracy and the effectiveness of the rights of men and women. In other words, starting from PIIE, one conducts research and educational intervention of a "public" nature, but in its wide meaning. Here, the public is not limited to a governmental kind of action. The need for efficacy in the educational system and for organization of civil society demands that there be accumulation, processing and diffusion of empirical information and also critical reflection, in a two-way communication between social practices and social actors.

How has PIIE contributed to the formation of a modern and democratic society so far? Basically by promoting educational processes that intend to seek and implement new practices of learning and teaching. Such practices should be sustained in the building of knowledge and the development of skills that are fundamental to the continuous and permanent process of social transformation. In this sense, education promotes and supports processes of social articulation, of participation and influence in the decision making, of tolerance and non-discrimination and of the formation of modern citizenship.

The first phase of PIIE (1971-1977): being an academic unit of the Catholic University

PIIE arose in the end of the 1960s, when the university students' movement carried out a significant role in the context of social and political change in Chile. There is evident reflection of this process touching upon the core of the Catholic University of Chile. They were times when the ideals of equality and solidarity gave meaning to life and to accomplishing education of students and faculty. They were urgent times that demanded quick solutions.

In August of 1967, students began demanding that the University leave its closed boundaries of an ivory tower, and connect itself with real society, by for example forming professionals and researchers that would contribute with their knowledge so as to improve life conditions of those from the poorest social classes in Chile. The reformist movement proposed at the time that the University be the critical conscience of society.

In 1971, reform was already installed in the Catholic University. At that time there arose, among others, the Center for Studies on National Reality (Centro de Estudios de la Realidad Nacional, CEREN). However, there was not yet a locus for interdisciplinary research in the field of education – an area that, in the context of the country's development and the reforms on the educational level decreed by the Allende's government, would acquire a greater importance. A group of professors and researchers proposed to the University's new authority the creation of a place where professionals interested in educational issues could develop studies and research projects. The initiative was welcomed and took the shape of an interdisciplinary program (what PIIE is nowadays). Thus, the first interdisciplinary educational center of its kind was established in Chile.

Inserted in the social and political reality of Latin America, PIIE defines education as a fundamental tool to transform society and contribute towards development of human beings. It understands educational action as a task to help the liberation of man, arousing in him the capacity and potential that should permit a better expression of his humanity.

During its first three years, PIIE attained significant results in the field of research as well as in its own institutional development. However, the military coup in September 1973 imposed upon it new playing rules. The institution continued to be – up to the end of 1977 – within the Catholic University, but limited as to its objective of carrying out projects of social change. PIIE was demanded to do more traditional academic research only.

The second phase (1977-1989): under the aegis of the Academy of Christian Humanism

In September of 1977, by order of the military authority that then played the role of Dean of the Catholic University, PIIE was abolished as an academic area. The Academy of Christian Humanism, founded by Cardinal Raúl Silva Henríquez, took in PIIE. This was the beginning of a phase of independent development for PIIE.

Along with the institutional change, PIIE made a transcendental choice with regards to its next line of work that showed, in the context of the time, a strategic vision for the far future. The Program privileged educational research within the context of poverty that affected vast sectors of both the Chilean and Latin American population. Education and poverty went on to make up the basic fundamentals of the relationships that PIIE proposed to analyze deeply, performing a detailed analysis of that period's social structure.

Due to the difficult work conditions of that time, the institution's researchers leaned towards theoretic work and field research. They developed, during this last period, educational actions to strengthen civil society, thus allowing PIIE's legitimacy among social organizations. International cooperation, be it governmental or not, from countries such as Canada, Sweden, the Netherlands and Italy, made up an important part of support to the work and institutional development of PIIE at that time.

The third phase (from 1990 on): a non-governmental organization

At this time, PIIE was of the opinion that education should approach social, political and cultural dimensions with the prospect of contributing to the construction of a democratic culture in Chile. Consequently, the fundamental purpose of the entity in the beginning of the 90s was to contribute to social change and the deepening of democracy by way of:

- . Building knowledge in order to form educational policies in the formal education system;
- . Developing innovations in educational practices, creating synergy between formal education and the non formal programs

Since the moment that Chile began its process of democratic reconstruction, PIIE also began contributing to the formulation and implementation of education policies. This was done by means of field-work, research, studies and elaboration of educational material, and also by way of its professionals who began to integrate public institutions in the area of education. Simultaneously, non formal education projects implemented by PIIE during the 1980s, put aside by the official policies of that time, were then incorporated into the official democratic programs of the Ministry of Education. Among these are featured, for example, the Learning Studios, an educational program that up to now has assisted 500 thousand girls and boys living in areas considered to be of social risk; this program, that reflects a synergy created between non formal education and formal education programs, prepared 15 thousand education monitors, active in the named Local Integration Studios, presently developed in the field of the Program for Improving Childhood (see below).

Program for Improving Childhood – Children at Preschool Age (PMI):

Currently, PIIE takes part in the phases of design, capacity-building activities, and technical monitoring of the projects of community education destined to preschool-age boys and girls. Such participation is carried out within the framework of the assistance programs foreseen for this age group by the Ministry of Education. In this context, one can define PMI as a non formal education program for children, inspired by the principals of popular education and participatory action-research. Its origin is found in TILNA (Local Integration Studios on a National Level), created, designed and

executed by a research team from PIIIE, between 1993 and 1994, in the framework of the program of horizontal training within the Ministry of Education. Since then, and from the design and execution of projects of community education, PMI has been offering educational assistance to approximately 3,500 children per year, distributed in eleven Chilean regions.

This non formal educational project follows an essential principle: in contexts of poverty there are real factors and lots of potential in favor of childhood that meet and can be detected in the different individual, family and community levels. These factors and potential are identified by means of active and participatory methodologies: educational agents are incorporated in the place itself of the project; an educational curriculum is developed that incorporates local culture features; and, lastly, an educational space is formed to be inserted into community life. Besides this, PMI is systematic because it enrolls in a consistent work project; and it is sequential because the results to be obtained (cognitive learning, social abilities, aptitude, attitude and value development, etc.) order themselves temporally, according to criteria of a didactic magnitude⁴.

What impact does PMI have? As the ones responsible for the program affirm (Carmen Gloria Cortes, Pablo Venegas, Monica Reyes and Andres Medina), the boys and girls between two and five years of age who attend PMI demonstrate significant advances in the areas of language and motor coordination. This confirms, according to them, the efficiency of PMI as a non formal educational program, and indicates the importance of the direct assistance that these children receive from the program, even though the headway is less structured and for a briefer period of time than in kindergarten.

Besides this, in 2001, PMI was submitted to an outside evaluation, by requisition of the Ministry of Education, and with the Alberto Hurtado University and the Center of Research and Development of Education (CIDE) in charge. In general terms, there was interest in finding out the learning results of children between 2 and 5 years old, in the cognitive area, in terms of learning, social-emotional capacities and of knowing about their cultural and social environment. At the same time, gathering information on the benefits of applying PMI in the communities was necessary, in terms of the educational roles the mothers or other family members participating in the program developed. For this, a quasi-

experimental evaluative methodology was applied, with an "only after" model using two control groups: one control group consisted of children who received assistance within a formal program and the other control group consisted of children who do not attend any pre-school program⁵.

How did the participation go with the adults in PMI? Using surveys, the 2001 evaluation confirmed the advantage, according to the parents involved, that pre-school-age children have in participating in a systematic program of childhood education. A large difference was noted between those who attend a type of early education and those who do not receive any type of assistance. On examining the results about the sensibility to face social and natural environments, once again, the children who attend PMI show a higher level, even above those in the control group in formal kindergarten classes. It is possible to attribute these results to the concern of the Program with integrating elements present in the child's culture and environment in all the educational activities that they accomplish.

The results concerning the impact that the mothers perceived show that PMI meant an acquisition of "learning and skills", "capacity of a critical understanding of reality", and "dominion of situations directly related to the son or daughter". In this sense, the results of PMI are very encouraging, especially considering that they can directly influence the mothers' self-esteem, the development of their children and the participation they can achieve in their community.

On concluding this brief analysis, the reflection arises relating to the possible expansion of PMI's coverage for the level of child education, which would be a step above the level currently followed by the Program. According to the PMI researchers, Carmen Gloria Cortes, Pablo Venegas, Monica Reyes and Andres Medina, it would be fundamental to consider the Program's antecedents and the indicators contributed with the 2001 evaluation, in the sense of encouraging the following:

- A.** The participation of the family and community in the children's educational processes
- B.** The establishment of learning using as a starting point the elements of the culture and daily life of the communities
- C.** A greater investment in the non formal educational programs, designed and run by the community, that were able to demon-

strate their impact on children's development (and this at a lower cost with equal or better results than other formal educational techniques). Such programs can create positive synergy with the formal educational system and produce mutually beneficial results and teaching.

VIII - Report on Experiences in Mexico

The four experiences selected in Mexico are the following:

1. Education with the Street Children - EDNICA

This report was prepared in cooperation with Gabriel Rojas Arenaza, Project Coordinator of EDNICA, Educación con el Niño Callejero (e-mail: procuracion@ednica.org.mx - website: www.ednica.org.mx).

"Education with the Street Children" (EDNICA) was formed in 1989 as a private assistance institution that works with children and young people who live on the streets of Mexico City (Federal District) and suffer from being abandoned by family and are frequently forced into child labor. The organization develops its activities starting from an emphasis on community development.

EDNICA's mission is the following: to work with a focus that will push toward community development, creating labor models that fulfill the necessity of re-inserting the children into a social and family atmosphere, keeping children away from the dangers of the street, and mainly, promoting actions based on educational communication.

In constant motion and continually reflecting on the work already performed, EDNICA, in the beginning of the 90s, took some strategic time out to redefine the best ways to advance its mission. It established areas of prevention that complement the areas already in existence which revolved around social work. The area of prevention started putting into action the intervention model in favor of community development, seeking to methodologically strengthen the proposal of caring for children and youth in the streets. The concern for their dissipation was included, discerning the reality of the children and youth on a long-term basis.

Today EDNICA works with a model of community intervention that functions mainly to prevent the risk factors present in the

street children's day-to-day. Its work does not limit itself to the attention paid to the street children and youth; EDNICA projects are more extensive and involve several sectors and services:

- . EDNICA embraces the families with attention and develops a community emphasis based on making people more sensitive, and re-inserting the children into society
- . EDNICA offers housing services to young people and children who so desire this
- . EDNICA stimulates public policies for the benefit of street children

Therefore, EDNICA seeks to encourage initiatives in favor of children and adolescents who find themselves at risk (risks associated with the street). Such initiatives, based on human rights and on co-responsibility with different society figures, bring about actions and services that should allow these children and young people to participate in processes that permit them to transcend their life conditions.

In the viewpoint of EDNICA, it is important to support the people who participate with resources and those with volunteer work, consolidating the social networks and operating, albeit with limits, in an efficient and effective manner. This model's proposal was to guarantee the projects' sustainability and their own, autonomous dynamics of the places where they were implemented. In this way, EDNICA, after a certain phase of the project, was able to draw itself away and start another project somewhere else in the city, trusting that its model would reproduce itself.

What model is this? In what way does EDNICA activate social networks in benefit of street children? Its model encourages initiatives and projects in favor of street children, be they working or at risk. For example, activities are being developed in the colony Morelos of Mexico City. The areas of the model are the following:

1. Child worker and/or at risk: preventing that the working children and/or those at risk establish themselves on the street, decreasing the street-associated risks.
2. Street children: developing educational processes to strengthen certain factors of life conditions of children and young people, allowing them a better preparation and capacity to transcend and, when always possible, get off the streets.
3. Support to the families: strengthening the capacity and ability of the families to diminish the risks associated with the

streets. Necessary conditions are formed so that the children have a favorable relation with their families. For such, EDNICA applies the following programs: classes for parents and family orientation.

4. Social network and community organization: working with social networks and community organizations, it seeks to constitute an active and dynamic network, with the participation of social figures and co-responsible people from the local community where the model is being implanted. Private and public jurisdictions are involved in participating together with the network
5. Drug and alcohol use and community health: keeping watch over and preventing means improving the quality of life of children and youth associated with the risks of living on the street. The model offers services and processes of alternative health, doctors' appointments, capacity building workshops, seeking to strengthen the population of beneficiaries of the model, generating a network of advancement in community health.

With this area model EDNICA's initiatives aim at adding to the philanthropist's culture and the social co-responsibility, causing people, businesses or government institutions to get involved in their commitment to the children and youth living at risk in the streets. With this in mind, it invites all the agents of different sectors to participate with their teams of collaborators, being able to do so at distinct levels and according to the time available to each one.

The research nucleus

As part of its strategic planning, EDNICA encourages the reflection and analysis of its institutional practices by way of different mechanisms and strategies, among which are research and the systematization of experiences. The objectives of this area can be summed up in this manner:

- . Conducting research starting from the needs pointed out by the work teams, so as to verify theoretic and empirical data on those who are subject to interventions of the organization.
- . Documenting these interventions – an action that serves not only so that EDNICA can socialize its experience with other institutions and interested participants, but also to promote reflection and to perfect its model of intervention.
- . Systematizing institutional processes that help the organization to understand what is needed to be done and why, the target-

ed changes, why the projects reached specific results and, consequently, visualize the institutional performance.

- . Facilitating the flow of information in the team regarding specific themes.
- . Strengthening the documentation center of EDNICA.

An innovative experience: the Children's Educational Center (CEI)

Starting in 2003, the Children's Educational Center (CEI) was created and began operating; a center specialized in the attention given to street children and youth. Thanks to the initial support from the QUIERA Foundation, it was possible to take the first steps so that CEI could count on a technical, human and material infrastructure, in a way to proportion prevention services and directed attention and investigation on themes related to the street phenomenon. CEI makes up a new line of institutional work that is more ample and ambitious in terms of covering the population, geography and topics.

AREA	PROGRAM
Working children and/or at risk	<ul style="list-style-type: none"> . Toy library . Reading space . Homework support . Recreational, sport and cultural activities . Workshops . Health . Drug and alcohol use prevention . Childhood rights
Families of children risk	<ul style="list-style-type: none"> . Informational activities . Services of psychological support <ul style="list-style-type: none"> Self-restraint Crisis intervention Family orientation . Reflection groups <ul style="list-style-type: none"> With mothers With fathers Mixed groups
Street children and youth	Personalized work according to each specific need

In the first phase, CEI had much territorial impact by way of the development of preventive actions and the attention given to the people living in the nearby colonies. The beneficiaries of CEI are the children suffering from street-associated risks, the child laborers, the street children and youth, as well as their families. Today, the main objective of CEI is to develop capacity and methodology of interventions with children, adolescents and youth in the street situation, to invert the risk of street-settlement, as well as other risks associated with a long permanence on the streets.

2. Learning to a Business: Permanent Workshops on Popular economy

This experience was reported by Felix Cadena during the 2003 UNESCO workshop "Education for Social Transformation: Questioning our Practices". More information can be directly obtained at: Fundación Latinoamericana de Apoyo al Saber y la Economía Popular (FLASEP), Av. Juárez No. 56-602, Colonia Centro, 06050 México, D.F., México, Tel / Fax (52-55) 55124429, Email: flasep@laneta.apc.org.

The methodological development of this model and its validation through practices began in the 1980's, where this experience was applied in different Mexican and Latin American contexts. Since 1995 this experience has been mostly used in Mexico, and particularly in the central region of the country⁶. It is now called "Permanent Workshop on Popular Economy".

At the origin of these permanent workshops is the crisis of identity that many popular educators went through at the end of the 1970's. They felt that their methods, bearing largely on Paulo Freire's teachings and on the Latin American experience with participatory action research (PAR), were not producing the expected outcome in terms of social change. Popular educators in Mexico also felt that they were not efficient in the use of their participatory methods. Their role became ambiguous towards what was expected, and what was possible in view of radical social transformation in the Latin American continent.

The experiences with permanent workshops were based on the work undertaken by the Center for Development and Social Participation (CEDEPAS), the Third World Center for Social and Economic Studies (CEESTEM), and Dr. Pablo Latapi in 1979. Their efforts allowed us to build a methodology that combined some of Paulo Freire's principles and PAR techniques and had as a central tenet the idea that education cannot be conceived of as a mere transfer of knowledge. On the contrary, education should be understood as a process for building knowledge by groups and educators altogether. This social construction should result in individual and collective emancipation. Thus, the importance was given since the beginning to recuperating and building the knowledge that was produced within social and educational practices. Moreover, at this point in history, the experience of workshops presented many innovative methodological features,

6. CADENA BARQUIN, Felix (coord.). *Guía para la sistematización de experiencias en educación y economía popular*. México DF: FLASEP, 1999.

which made the possibility of analysis of social practices even more interesting and challenging for popular educators. It was also a way for them to rework on their identity and self-esteem.

The experience: what was done, and with what means?

At the beginning of the 1980's, with the support of the Latin American Foundation on Knowledge and Popular Ecology (FLASEP), a huge effort was made by a group of renown Latin American academic institutions (such as CIDE/Centro de Investigación y Desarrollo de la Educación and FLACSO) in order to validate and disseminate these tools. Methodology, the workshops were composed of four main steps:

1. Building of the object (the process to be recuperated, and the story to be told);
2. Collecting, organizing, and classifying the data;
3. Interpreting the social practice;
4. Putting all the written, visual, and oral production together under a common and collectively accepted format.

This methodology was used and concretely applied during the "permanent workshops". They would last between three and five days, during which at least four sessions would be organized. Each session dealt with one of the four methodological steps. They fostered the mutual sharing of knowledge between social practitioners. The sessions would also steer the actual practice of the "systematization methodology": how could each project representative him/herself tell the story of his/her own experience? With what tools? The application of the tools would come later, but workshop participants would already be using them prior to their presentation by popular educators.

During the first years all types of popular education experiences and projects would participate in these permanent workshops, but...

Little by little, we decided to give a priority to those projects that promoted employment creation, and the establishment of micro-businesses within the social sector. This was necessary because as a result of neo-liberal policies being implemented at the federal level the unemployment rate was higher and higher; more than that, the participation of work in economic activities was less and less important. That means that the economic production did not need human workforce any more, and the social inequalities due to revenue concentration became higher (Felix Cadena).

The experience, its partners and networks

This experience was integrated to CEAAL's projects since the Council began its activities in 1982⁷. This was the starting point for many joint activities and various exchange programs between 1980 and 1988. Experiences from many Latin American countries participated in these programs, which fostered the improvement of the permanent workshop methodology, and its dissemination among popular and adult educators, as well as social researchers from all over the continent: in each country, national contexts and histories would allow for a deeper exchange and further development of the methodology.

During the 1990's, with the support of the German Foundation for Adult Education (DVV) and in close collaboration with two national NGO networks (Praxis A.C. and Ba'Asolay), it was possible to practice the permanent workshop methodology very often. More than fifty experiences from all over Mexico took part in these series of workshops. Summaries of each session were collectively prepared, and many project managers, adult educators and social researchers were able to systematize and publish the history and methodologies of various local experiences. As a result, new workshop coordinators were formed through the experiment itself of the methodology.

Today, systematization of experiences and social practices can be defined as an educational process whose steps aims at rescuing and organizing knowledge produced within projects implemented popular groups and social sectors. Highly criticized at the beginning by academia, it is now recognized by social groups, development agencies, and also researchers from universities as an important tool of knowledge production and dissemination. Currently, the methodologies of permanent workshops are also used by management sciences and business schools in benchmarking, and business knowledge and heritage management.

The experience: its relationship with political, social and economic emancipation

As mentioned above, this experience was mainly applied as a methodology for systematizing experiences and projects in the field of popular economy. In view of today's economic globalization process, the emancipatory character of the experiences dealing with popular economy seems to be very limited. This is particularly due to two main myths of globalization. First, it is necessary to produce

wealth before distributing it. The main consequence of this was in the past the exploitation of workers, but currently its main effect is social exclusion of thousands of workers from the market. The dwindling of productive employments, in quantity but also in quality, is one of the principal features of economic globalization. In this context, how can poorer workers live with dignity, and dream of emancipation? Without sufficient productive employments, workers can hardly legitimately obtain resources for their subsistence, for themselves and their families. In favor of a certain technological development and high productivity rates, social tissues are destroyed, and the degradation of the environment and its natural resources increases exponentially. The second myth is the "invisible hand", already under attack even by those many economists and international agencies who once defended it. The post-Washington Consensus seems to be developing in Latin America very significantly. The free market, it is well known, is not as free as it is said to be: subsidies to agribusiness and non-tariff barriers in developed countries prove that in a very simple way. Therefore, as far as popular economy projects in Mexico are concerned, the debate on emancipation needs to be placed at a higher level: the methodological work at the grassroots level must necessarily be followed by serious political measures to change the macroeconomic system.

But how does the methodology of permanent workshops confront itself with issues related to domination, oppression, and emancipation? Further to the principles of popular education, and inspired by Paulo Freire, permanent workshops attempt to promote and consolidate an educational praxis that is not limited to the development of personal capacities. Their principal characteristics concerning emancipation can be summarized as follows:

First, through the social practice (experience, project) itself, three types of needs are deeply analyzed and worked out:

- a. Needs that are connected with daily survival: revenue, decent housing, health, among others that the participants may themselves define as primary needs;
- b. Needs that are related to the human personal development (what does one need to be a subject?);
- c. Needs that are associated with going beyond mechanisms and historical dominator-dominated relationships marked by exploitation, heteronomy and dependence.

7. The Adult Education Council for Latin America (*Consejo de Educación de Adultos para América Latina*) was founded in 1982 as a federation of Latin American associations working in the field of popular and adult education, human rights and peace processes at the grassroots level (<http://www.lanea.apc.org/ceaal>).

Second, education must increase the critical conscience of workshop participants, and develop their concrete individual and collective capacities to transform reality in an emancipatory way, that is, without recreating and re-practicing the same mechanisms of oppression and subordination of others. Participation, self-organization and democracy are the pillars for this education program. Therefore, permanent workshops can contribute to building collective subjects with emancipatory skills and goals. These individual and collective capacities allow to reach and build consensus, develop a strategic and prospective thinking, distribute responsibilities and benefits within an organization with equity, as well as to recuperate and build the social knowledge produced within the practices. Mostly relevant for poor communities, the collective goals of community emancipation can be directly linked to individual projects. It is perhaps one of the many ways through which popular education can confront and contest the two challenges posed by economic globalization at the grassroots level.

3. Gender and Community Development in el Tepehuaje Morelos - Mexico

The report on this experience draws on the research undertaken by Françoise Garibay, Naara Alcauter, Maria Antonieta Ferreira, Guillermo Fitz, Angeles Hernandez, Rosalba Robles, and Melba Tinoco. The origin of this rural development experience is related to former participatory programming workshops organized by UNDP and FAO between 1983 and 1986 in Mexico. The El Tepehuaje project was initiated by a civil society organization, the Rotary Club of Cuernavaca (Morelos), in collaboration with the Mexican Foundation for Rural Development (Fundación Mexicana para el Desarrollo Rural), governmental representatives, the private sector, and program officers from the National Solidarity Program (PRONASOL). Together they formed a hybrid institution which operated the project between 1988 and 1990 (which was then re-conducted until 1994), called FIDEMOR:

When we decided to work in El Tepehuaje, we wanted to demonstrate that it was possible to make a change by suing our methodology: El Tepehuaje was a very poor community, lacking public infrastructure, a place where people had this bad reputation of not being able to succeed ... (...) If we managed to provoke a change in this area, then we knew that we could also change things anywhere else in the rural Mexico⁸.

⁸. Texts in italic have been extrated from interviews undertaken by Françoise Garibay and her team in Morelos. They are not identified. These texts are the people's own information and analysis.

The El Tepehuaje project aimed at promoting gradually the local development of a community which lived under conditions of extreme poverty. The project also had as an objective to evaluate the experience and understand if there were some of its particular elements that could also be of general interest for other poor communities in rural Mexico. El Tepehuaje was very representative of the country's marginal and poorest communities: it was physically isolated; it suffered from scarce and deteriorating natural resources; its economic production was exclusively addressed to self-consumption; it had limited services, high degree of individualism, and more than anything else, and its people expressed attitudes of inertia that traditionally characterize populations subject to paternalistic institutional relationships.

The main objective of this experience was to give support to a marginal peasant community through the generation of an educational process which should build the community's capacities in order to formulate its own development alternatives. This process of education should improve the levels of employment and the family revenue, and strengthen local organizational and economic structures. This objective should be achieved in three years as of 1990:

The experience of El Tepehuaje is very particular in its objective and strategy in view of the needs of the local community. The main objective of the experience was to make community development work, searching for particular strategies and methodologies whenever the problems would emerge. The problems would create the methodologies and the answers. It was like a four-year "methodological laboratory" (...). For instance, the first goal within the Agriculture Project that we had was to increase during the first cycle the productivity from 700 kilograms per hectare to 1,500.

How was the education package conceptualized? Education was a means to achieve self-management capacities of peasant groups. Education should allow for peasants to develop their own forms of knowledge, skills, and necessary abilities to consciously and responsibly participate in the definition of their projects and economic and social development strategies. According to the coordination team leaders, community stories, their history, their daily life would directly feed the process of formulating the content and methodologies of the education packages:

However, it is necessary to clarify that the community would not always decide on the content of the education packages. In practice, the majority of the content of the education packages was decided by the external group, based on their methodological conception of how the community organization process should be. In this experience in particular, the capacity-building process was not very explicit to the community. Workshops were used very often, but they did not seem to constitute "capacity-building" in the community's view. They saw them instead as meetings to take decisions and think collectively about their future. These very frequent meetings (almost every day) would nevertheless be organized by team leaders as participatory workshops (with group work, visual methods, etc.). As the project advanced community members participated more actively in the identification of the information and content that would be necessary to improve their projects: in these particular moments, the education package would be decided by them, according to their own needs.

The following steps were taken in order to define the content of the education packages:

- . Give priority to those pieces of information that were considered by team leaders as absolutely necessary for community members;
- . Identify the better ways of presenting the information. In general, visual techniques (drawings, photographs, slides, video, maps, etc.), and oral stories were used in order to avoid texts;
- . Identify the possible types of analysis that the information would bring about;
- . Identify the step of the process to which the analysis produced would collaborate;
- . Set up means of verification for the whole learning process.

The methodology

The participatory methodology implied that the peasants conceive of, develop, implement, and evaluate their plans, programs and projects. The participatory planning workshop was the main methodological tool:

The workshops were intensive moments of transfer and exchange of a planning methodology. They were meetings during which one would analyze and reflect on a problem identified by workshop participants, who would also attempt to define the best forms of solution to the problem.

Workshop results informed education needs, and methods (courses, demonstrations of practices, technical assistance, on-the-job training). The strategic criteria applied in the definition of these needs were: to always remember the integrated approach to community development; to be complementary with the peasant's own efforts to promote community development; to avoid short-term planning as much as possible; and to have the necessary technical profiles in the coordination team. It was at this moment, when the strategic criteria were discussed, that the gender approach came in:

In this community each person does his/her own work. We knew that. Many people in the coordination team men, but the coordinator was a woman. There were also other women involved in the implementation of the project. This situation has unconsciously steered a debate on gender, and the position of women in community development. As time went by, many community women saw us as their friends since we showed that women were capable of leading projects. In El Tepehuaje, violence against women, women's health problems and incestuous relationships were considered normal – also by some women. They would not even talk about this. Little by little, they started bringing these issues to the workshops. Then we had to have an exercise on this. However, we decided not to conceptualize or have discourses on gender and development. We avoided to bring out problems that would not have concrete solutions, since we could never forget that they lived there, and we did not. Respect was a key word in this relationship.

Short-term and long-term quantitative and qualitative results of the experience:

After two years of work, peasants were able to achieve significant results in their activities. In the agriculture project, for instance, productivity achieved 3.2 tons/ha in 1989 (and this was the first place in terms of productivity at the federate-state level), and 3.3 tons/ha in 1990. This production was sufficient for self-consumption, and export. However, in 1990, productivity decreased to 0.5 ton/ha, due to a lasting draft. Moreover, 22 out of 25 peasants participating in the credit program reimbursed their debts, whereas none had paid them in the previous years. The production of honey also improved. Its management improved in the case of 5 producers, and honey was sold at a very good price. Through the women's workshop, each woman could make clothes to all her family, and a beauty parlor was set up; through this activity, they could also obtain individual and collective revenue. Children

changed their food habits, and started to eat eggs and vegetables (through home gardens). The quality of class-rooms was improved; schools gained some important (but a lot still needed to be done). A health center where medicine and drugs were available was working, and people had access to weekly medical care. Preventive health campaigns were also organized. At the community political level, peasants introduced a system of collective decision-making of community problems based on workshops and meetings. This showed a deep change of attitude concerning collective problems.

Ten years later, when the research team coordinated by Françoise Garibay came back to El Tepehuaje, people recalled the promoters of the project (mainly the women). The team remarked that the community had gained and maintained the self-esteem, dignity and trust. They try to find themselves the solutions for their problems, which they now "problematize" themselves. Therefore, they know how to formulate their demands to public authorities. More than 60% of the projects initiated during the experience or after it are still working. The community learned how to take care of and use their infra-structure. One cannot see wealth, but there are no signs of poverty either. However, the community members who came to the meeting with the research team reaffirmed that they still had certain difficulties with a systematic way of studying and selecting their alternatives.

What made this experience work? The methodology used steered people's participation in such a systematic way that the community felt the owner of the decisions concerning project implementation. The technical assistance of professionals was also a central element. Public and private funds were addressed to economic projects decided by the community members themselves, and financial authorities supported the methodology applied. There was a clear-cut share of responsibilities among partners (technical team, peasants, and institutions). The information was accessible to everyone, and the community members were the main controllers of the information flow. Financial input was flexible in terms of the use of funds by peasants through participatory, but slower decision-making processes. One cannot neglect the political context that was also very favorable to this experience, both in terms of its operation and the coincidence of public and private participation:

FIDEMOR had institutional, administrative, technical and financial credibility. This reputation helped FIDEMOR in implementing the

experience with regional public and private institutions of Morelos. Many institutions offered their financial contribution to the project.

This experience was a laboratory. The community was isolated, as though it had stopped in time and space-wise. This allowed us to recreate almost everything in terms of methodology. The community size was ideal; there were no limits, we could do a lot ... each difficulty that we met was an excuse to think of a new methodology.

What were the main difficulties of this experience? There are external and internal factors that sum up the difficulties lived throughout this experience. Externally, there were very few technological and productive alternatives for rural areas with scarce and degraded natural resources. Moreover, it was difficult, mainly at the beginning, to find technical and financial resources in order to make the project in operational. Solutions designed at the grassroots level did not necessarily meet the technical prescriptions coming from the institutions: negotiation was then always necessary. Internally, the project had to re-build cooperation links and trust among peasants, whose fatalistic vision ("one has to accept what God and fate decide for the community") had a direct impact on the community's communication codes. The community's limited time and spatial perspective hindered the technical tasks of long-term planning. Apart from that, the notion of quality (the quality of the products for sale) was very limited when confronted to market requirements; working on product quality demanded an extra capacity-building effort from the coordination team.

What were the lessons taken from this experience? One can think of four categories of lessons learnt, as follows:

a) In general: *I learned that there are alternatives! If one wants to develop marginal communities that is possible! In El Tepehuaje, we had to work even at the level of the human quality of the inhabitants. We had the opportunity to look for, combine, try every type of technical and methodological instruments in order to deal with the problems that came up.*

b) Concerning local community development: *Methodologically speaking, we had to create the conscience that the community's members were the owners of the project, and that the activities had to be conceived of as a business, including issues related to trade, technical assistance, and management. They had to leave behind the self-consumption perspective to get in the market. They had to*

learn what the business is, and moreover put into practice the idea of a collective business.

Capacities related to market, technical assistance and management cannot be learnt that quickly. The coordination team had to work a lot on creating and raising the awareness that the peasants should include these three capacities in their business plan.

c) Concerning the work on local economic strategies: *It was difficult to pull all the elements together: land, resources (the cows), credit... On the other hand, we had to make an effort to make the project sustainable for three years without the cows...*

The introduction of the credit implied a change of attitude. For the business to be viable, it had to be productive and profitable. We had to ask ourselves: how much do we need to produce so as to be productive and pay our debts back? This kind of question helped the minds of the community's members to change: they started to see things differently.

A community with 30 people means 30 people having different visions, each person with a particular rationality. Rationalities vary according to individuals' history; they also vary according to the place where people live. We had to cope with this diversity and integrate them all in the community's global plan of action. It was helpful to make one plan per person or per group, so that they could themselves realize this diversity...

d) Lessons learned by the coordination team and the project professionals: *Always try to be coherent and consistent with your views. To me avoiding lies and inconsistencies was a strong point in this project. This experience taught me how to "situate reality". Beforehand, because they were peasants, I would always be ideologically inclined to see them as good people. In El Tepehuaje, I learned that peasants are not always and necessarily good people. Change processes are slow and time-consuming; they take place in the long run; this you know in theory. I learned the real meaning of this in practice. The long run is far and close: change and future can be built today and every day. Thus there is need for consistency. The methodology that we used is a life-long experience. Very often technical assistants hide behind the process not to make changes today; however constructing change is a daily task. Every day we have to ask ourselves: "Today, what did I do for the process?" It is very difficult in an education*

and capacity-building project to foresee how participants will evolve. In El Tepehuaje, for instance, the members of a given family always seemed to be the foolish of the group, they were our headache. After a three-year evaluation that we undertook, one of them was among those who had best understood the process...

To work with and foster capacity-building activities related to change processes requires a deep and solid professional preparation. One has to value the team work. In our case, a very strong personal relationship was established among those of us who had met before the experience, but also with those whom we met during the project.

How can we analyze this experience in light of the current Mexican context? The first thing to recognize is that this capacity-building process left long-term features of change even eleven years after the end of the project. The methodology applied in this experience is still valid in view of today's accelerated complexity of rural problems in Mexico:

It is worrisome to see how projects are prepared today. In the "Prestadores de Servicios Profesionales" (P.S.P.) program, for instance, the technician charges for each phase of the project (roughly 9 thousand pesos for the preparation of the project or a total of 25 thousand pesos per project), but this is only done for money. There is no monitoring of the peasants either in project design or in its implementation; there is no education package or capacity-building activity... In El Tepehuaje, it took us 2 years to prepare the project with the community. All this process was filled with education activities, workshops and meetings...

The concept of "methodological laboratory" was one of the key elements of this experience. When the community or the team had problems, new methods, new strategies and tools would be thought out. The experience was not based on the mechanical application of previously established tools, not even those which were then considered as being the most efficient ones. The methodology was itself context-dependent.

One of the main obstacles of the experience was related to the cost of maintaining the team for four years. When a small team of experts is replaced by a bureaucratic structure, financial costs are reduced;

however externalities are also generated. Because the small size, the flexibility, the profile of the professionals can be an important strength in project-implementation. Changing one for the other can be a political option, since adopting the same pattern of El Tepehuaje in all Mexican marginal pueblos can be very costly.

During the seventies and eighties, due to huge crises in the rural world in Mexico, governmental public policies stimulated non-formal education activities addressed to peasants and their families. The idea was to improve their life conditions, encourage agriculture and achieve food self-sufficiency in Mexico again. This public policy objective contributed to the development of several non-formal education packages and action-research projects. The methodological developments were amazing at this time. The experience of El Tepehuaje was one of these experiences. The problem is: the Mexican political and economic context is totally different today. Neo-liberal policies changed drastically the rural development setting, and the possibilities of negotiation of peasants have dramatically reduced.

The change has also occurred within the legal and constitutional framework. New land property rules have modified the socioeconomic and organizational basis for community development. Article 27 of the Constitution has been changed: collective long-term use and property – an idea that supported the community work – does not exist anymore; land property is not collective any longer. Nowadays individuals face alone their problems with their production and productivity.

Today we have to analyze the economic role that is given to peasants in Mexico. How were they considered in the past? First they were raw material outfitters, and they then became work force. But today? How can we foster development? What kind of development? To whom? At the local level? What is the "local" level? The village? We have to be very responsible and rigorous when analyzing alternatives, since the contextual change is significant...

4. Promoting Intercultural Community High Schools - Oaxaca

This experience was reported by Luis Ramirez during the 2003 UNESCO Seminar "Education for Social Transformation: Questioning our Practices". Luis Ramirez Works for the Patronato Nacional de

Alfabetización y Extensión Educativa in Cuauhtémoc (Emails: pnaee58@mx.inter.net, jiotilla@hotmail.com).

The experience "Promoting Intercultural Community High Schools" takes place in Oaxaca, one of the South-eastern federate-states of Mexico. Oaxaca is characterized by a particularly difficult geography, since most of its territory is covered by continuous systems of mountains. This geographical factor hinders communication and contributes to the isolation of sixteen ethnic groups who constitute, together with the colored people, the majority of population of this Mexican federate-state.

The South-eastern region of Mexico has been neglected by public policies for decades. The political and strategic power centralized in the Federal District of Mexico has traditionally concentrated the economic and political national decision-making. This explains by large the underdevelopment of this region in many ways. Oaxaca is a poor multi-ethnic state, where rural populations have frequently opted to migrate to richer national or trans-border areas. At the beginning the rural population used to migrate to central Mexico, but since the 1990's Oaxaca's socioeconomic migration is also addressed to the United States of America. According to UNDP's human development index, Oaxaca is placed at one of the last national positions in terms of socioeconomic development: health, nutrition, education, employment, and housing indicators are all very low in the national statistics.

Economically, Oaxaca is still lagging behind, and does not manage to profit from its touristic and natural wealth. The majority of peasants still cultivate exclusively for their own self-consumption. Most of the local economies are still nurtured by saved dollars that Mexican migrants send to Oaxaca thanks to the work they manage to get in the United States of America. Politically, Oaxaca is largely dominated by local leaders, the so-called "caciques", whose clientelistic and paternalistic practices still mark the local political culture. This feature of Oaxaca's political culture influences profoundly the way institutions, authorities, but also social movements and civil society agents develop their political strategies. Such figures show a very complex situation in which Oaxaca can currently be found. Alas, they are not exceptional in view of Mexico's current state; on the contrary, Oaxaca's economic and political features are very similar to those of many regions where most today's Mexican poor people live in deep physical degradation, and total lack of respect of their fundamental human rights.

Nonetheless, Oaxaca is also one of the richest states from the point of view of cultural manifestations and natural diversity. There are eight geo-cultural sub-regions in Oaxaca. People from Oaxaca represent around 20 per cent of the total Indian population nation-wide.

Oaxaca's population is frequently used to both individual and collective forms of work. Anthropologically and culturally, the population of Oaxaca tends not to follow the well-known Western standards of success and development: self-development, individual success, and respect for individual liberty. Instead, community, brotherhood, trust, harmony, and humanity are some of the cultural values and meanings that integrate Oaxaca's social capital. These values and empirical expressions of social capital get into a creative dialog with the Western way of life. It is tough obvious that some tensions emerge during this dialog; based on this creative tension, new development alternatives can be built and tried on, for instance, in schools and through non-formal education programs.

In such a complex context, what are the main features of the educational experience implemented in intercultural community high schools? How did this experience begin?

For the last twenty years, the National Foundation for Literacy and Education (*Patronato Nacional de Alfabetización y Extensión Educativa*, PNAEE) has been practicing the idea of intercultural community high schools. At the beginning the experience was limited to a high school situated in the Pacific-Atlantic Isthmus area.

This high school, directed by the Congregation of the Marist Brothers, was mainly attended by students from the Asuncion Ixtaltepec population, but there were also students from other ethnic groups and geographical areas. Students actively participated in the definition of the content of their education, bringing into school programs their daily social and economic problems that traditionally would not fit in the school's curricula. This experience has encouraged other communities to follow the example, and implement their own projects. All this was possible thanks to the technical and financial support of the PNAEE. Community members themselves took the lead in building the intercultural high schools. Today, there are ten intercultural community high schools in Oaxaca, involving five different indigenous cultures (Icots, Zapotecos, Mixtecos, Mixes and Negros).

Directed by young native teachers, these high schools bring the community's cultural values into their curricula and learning systems, all this rooted in constructivist and humanistic approaches.

Who are PNAEE's partners in the implementation of this experience? Community authorities and assemblies, the local progressive branches of the Catholic Church, three universities (Universidad Iberoamericana, *Universidad Marista*, and *Universidad Nacional Autónoma de México*), youth specialized centers, the association "México Negro", communication associations, apart from the financial support of the embassies of Japan and the Netherlands, as well as the NGOs *Alternativas y Procesos de Participación Social and Comité Catholique contra la Faim et pour le Développement*.

What are the methodologies used in this experience? The reality of the community, and not theoretical interpretations of it, is the main point of departure. The recent history, the stories and tales, the cosmogony, the traditions, the habits of some groups, the local contexts, and their respective practices are the elements that inform the reality of the community. These sets of features are confronted with traditional educational reasoning, principles, and experiences.

An intercultural dialog is the second basic element in the preparation of the community high school project. Dialog between different cultures helps deepening the analysis of what orientations people want to give to the community's high school, which is considered as an innovative educational model. The process of constitution of this new framework must be cohesive with the values of the new society that is desired and dreamed of. During this process marked by construction and negotiation, as well as evaluation and systematization, people and institutions externalize their attitudes, differences, practices and discourses; thus the experience of building another high school is not only theoretical: values of democracy, human dignity, respect for the differences of the other, intercultural dialog, openness, and mutual understanding are lived by the actual players who will then be responsible for implementing and monitoring the project. First, one lives human relations based on the agreed on principles, and then one is able to conceptualize education and implement the high school project.

The dynamics of workshops, based on past experiences of popular education that have a long history in Mexico, is the main

methodological tool to go through this constructive process in a cohesive way. This tool allows for people and their original places and spaces to gain social relevance, which contributes to the community's self-esteem and social recovery of dignity. This whole process is particularly important in the current context of the Mexican society wherein being poor, Indian or black is a clear source of social exclusion and collective complexes of inferiority. Both elements frequently withdraw from these minorities their political possibilities of self-expression.

Therefore, the methodology applied fosters the creation of an educational model that makes room for innovation and transformation: the new educational models include economic and productive activities, personal development projects, intercultural recognition skills, oral history, learning of alternative and ecological management, the development of cultures of resistance, as well as community capacity-building projects. The community's culture is a *sine qua non* in the development of these new educational models, since it is the community who owns the local knowledge related to the relationship between man and nature, between man and the community, between the community and the society. Through this experience one can see that a methodological tool that is highly used as a non-formal education instrument also collaborates directly to the upsurge of new formal education systems in Mexico.

What has this experience been able to build so far? The Mexican educational model stands for the integration of all cultures. The culture of the *meztizos* is the dominant social paradigm; all other indigenous cultures have to be part of a larger Mexican culture. Being an Indian (or an Amerindian) is synonymous to being marginal, that is, a human state to be surpassed in order to evolve in the hegemonic dynamic controlled by the running cultural paradigm. Through education, the "meztizo system" is imposed to poorer communities, as well as ethnic and indigenous groups. It is true that some governmental agencies have tried to abandon this traditional top-down approach in the implementation of education policies; however, today's practice shows that integration is still the mainstream of the Mexican education system.

Therefore, the dissemination of the experience of intercultural community high schools can be a lever for change in the way a school project is conceived of, and developed. On the one side, educational programs and curricula start from the reality of the

communities themselves. The generative terms of the whole educational proposal are built together with the ethnic communities, based on a horizontal relationship among partners. The voice and the vote of those who participate in the conception of the proposal are truly taken into consideration in the education and strategic orientations of the project.

Moreover, this experience tries to bring concrete answers to the following question: how can one build intercultural dialogs within schools and formal education systems? Based on the understanding that the inclusion of ethnic and cultural contents into the curricula is not sufficient to build bridges between different cosmologies, this experience tries to practice the interculturality from within: the communities lead the process, and are not closed to the differences and the otherness.

It is also very important to remember that the young native teachers play a central role in this experience. First, through the experience they can keep their cultural values, and give them their due relevance in the definition of educational programs. Second, they promote a critical dialog with principles and knowledge of the Western society, since they are also undergraduate students in one of the partner universities. Apart from that, every semester they gather together in summer schools organized by the Congregation of Marist Brothers in order to discuss their experiences and share information. These seminars allow for the necessary deepening of exchange and analysis of the results and limits of this experience.

IX. Next Steps

This report does not aim to close the possible analyses of these experiences. It sheds some light on the subject of how social practices bring about innovative and transformative developments in the field of education. Moreover, this research – although it produces the evidence that further and deeper interviews with social practitioners and beneficiaries are needed – makes out a case for synergies between formal and non formal education that have already been practiced by non governmental organizations, universities, research centers and schools.

As a preliminary conclusion to this work, we would like to make the following suggestions to UNESCO:

- . To set up a closed network between the sixteen experiences presented herewith in order to allow further analyses of each experience, and provoke a real exchange among those people who are responsible for their implementation (12 months of exchange with clear-cut objectives, and the direct participation of a UNESCO person in the debate);
- . To organize a regional meeting to allow for live discussions on the reports that each experience could develop further in detail, based on this first report;
- . To promote the exchange of the results of the Latin American experiences with those coming from other regions (for instance, around trans-cultural issues that can be analyzed very differently in each of the selected regions).

The Final Report, foreseen in item 3 of the contract, will contain an analysis of these experiences from a broader regional perspective. It will aim at understanding the particular orientations of education policies in the four countries addressing possible synergies between FE and NFE. It will attempt to summarize trends in the Latin American region and raise questions around the following issues:

- . The recent history and trends of education policies in the four countries;
- . The local social practices of NFE as social transformations and development alternatives;
- . The necessary synergies between local social practices and national education policies;
- . The need for revisiting the philosophical and political debate considering education as a common good.

REGIONAL SYNTHESIS REPORT FOR THE ARAB STATES

Emil Charly - Mamdouh Hakim
Hegazi Idris

Acknowledgments

This report would not have materialized without the valuable inputs of all those who are working sincerely through many of ground organizations and institutions to create alternative education opportunities for citizens in our countries.

The four research teams have made a considerable effort to present field reports that are reflective of real situations on the ground. Their experiences and valuable insights have considerably informed the results of this report. Egypt case study has benefited a lot from the long experience of Mr. Emad Tharwat Khalil as one of the innovators of NFE in Egypt and Middle East for the past 25 years and his assistant for the purpose of this research Mr. Sabry Siha. The Directorate of General Education and Students Affairs within the Jordanian Ministry of Education have sponsored the Jordan case study. The report has benefited a lot from the research teams headed by; Dr. Mona Mo'taman Emad El-Din and the members: Dr. Monzer Alshabol, Mr. Ghazy Elshanti, Mr. Abdalla Elnaser, Ms. Rola Bsharat, and Mr. Usama Elshabani. Dr. Mohamed ben Fatma from University of Tunisia and the research team of Lebanon have provided considerable contributions through Tunisia and Lebanon case studies.

Mamdouh Hakim, the writer of this report is a professional in rural and urban socioeconomic development policies and procedures, project design, management, implementation, monitoring and evaluation, formal and non-formal education, training, and institutional strengthening on grassroots, intermediary and macro levels. He got his Master of Arts (MA) Sociology-Anthropology 2002 at the American University in Cairo (AUC), School of Humanities and Social Science, in Sociology and Anthropology of Development. He is currently pursuing PhD degree in "Anthropology of Education" at Alexandria University, Faculty of Arts, department of Anthropology focusing on socioeconomic and cultural aspects involved in education policy making and educational practices within pre-university schooling in Egypt with emphasis on current education reform programs.

Due to his academic background and long term field experience in the field of Education, he built both scientific and practical experience in different educational aspects; mainly: active learning pedagogic methods, community schooling models, community-school networking, school governance and adult literacy empowering techniques.

REGIONAL SYNTHESIS REPORT IN THE ARAB STATES

Emil Charly - Mamdouh Hakim
Hegazi Idris

I Introduction

Synergy between Formal and Non-formal Education (out-school) Project is one of the projects of the UNESCO Regional Office based in Beirut. The project focuses on the fundamental role of both formal and non-formal education (NFE) emphasizing that education in its wider concept, including all different educational alternatives, comprises basic elements in the strategies to combat poverty. So far, formal education and literacy programs failed in addressing the needs of marginalized groups, particularly women with no access to education in many countries. That made the UN declarations of "Education for All" and Millennium Development Objectives unachievable especially through formal education. This situation has become a justification to shift the interest towards NFE, which is still considered a second-rate education.

That was the motive behind the trend into exploring synergies between formal and non-formal Education that creates opportunities and channels towards quality education at large. This trend is foreseen to maximize as well opportunities for individuals' empowerment and continuous open growth in an open educational environment that can't be found in the traditional education system but rather through developing alternative learning innovative methodologies.

1. Overview

The relations and boundaries between formal and NFE have been one of the topics that attracted the attention of both education and development scholars towards a better understanding of relationships and overlaps. A better understanding of the relationship between these two types of education would certainly lead into maximizing the role of education within the wider project of combating poverty and marginalization. Livingstone in his review of literature on adults' formal, non-formal and informal learning (2001) draws upon the traditions and writing around adult and continuing education. He analyses a

wide range of literature, and produces a classification of types of learning that differs in significant detail. According to him, Formal education occurs "when a teacher has the authority to determine that people designated as requiring knowledge effectively learn a curriculum taken from a pre-established body of knowledge whether in the form of age-graded and bureaucratic modern school systems or elders initiating youths into traditional bodies of knowledge". Non-formal education or further education occurs "when learners opt to acquire further knowledge or skill by studying voluntarily with a teacher who assists their self-determined interests, by using an organized curriculum, as is the case in many adult education courses and workshops".

2. Purpose and outline of study

The project aim at studying cases and education models that integrate both formal and non-formal education together in Africa, Asia, Arab countries, Latin America and Caribbean. Based on actual experiences on the ground, the project study innovative experiments that can be models to encourage more synergy between formal and non-formal-education.

Within this very objective, UNESCO through this study documents experiences and models between UNESCO activities and within its regional offices towards maintaining optimum cooperation. The ultimate deliverable of this study is a documentation of different practices and innovative models working on synergy between formal and non-formal education. Results will be documented in a form of a published book that will be also distributed on the Internet and on CDs. Regional workshops will be held during the second half of the current decade to follow on project's outputs.

This report represents the results of the study performed in four Arab countries, Egypt, Jordan, Tunisia and Lebanon. Section two that comes after this introductory section provides a summary analysis of each of the four field case studies highlighting experiments and findings. Section three presents regional synthesized findings of the four studies. It puts emphasis on results of the field studies in four main aspects; synergetic experiences, innovative NFE models, lessons learned, and recommendations. Section four provides an overall conclusion of the study.

II. Case studies from Arab Countries

This section provides an analytical summary of the four field reports of each of Egypt, Jordan, Tunisia and Lebanon. A considerable effort has been exerted by the research teams in each case study to present a report that objectively analyzes the actual situation regarding the relationship between formal and non-formal education in the four countries.

Beside the four research teams, about 60 organizations and institutions have participated in this study. The four studies and the needs expressed within them by participant organizations in the four countries came as a confirmation of the vitality of UNESCO's objective towards more integration between formal and non-formal education as a means to the well-being of citizens of the Arab region, particularly those who suffer poverty and marginalization.

1. Case study of Egypt

The Egypt case study has examined 21 varied NFE models and experiments being practiced by 12 different organizations and individuals (Attachment 1). The examined NFE models and experiments are varied in their connectedness and integration with the formal system. The researcher used two main research tools. The first is a modified questionnaire form of the one that was proposed by UNESCO. The other is an in-depth interview guide for two specific NFE experiments. In addition, a literature review was conducted for whatever relevant publications including publications of participant organizations of this research.

The Egypt case study has provided, as a background for the study, a brief overview of the current situation of formal education in Egypt. Egypt has shown a considerable commitment for achieving a universal quality education throughout the last two decades, particularly after signing international agreements and declarations on child rights, education for all, etc. However, achieving educational goals were challenged by a number of factors, financial insufficiency; disparate access to education; low quality; and increased education cost per capita.

Egypt's NFE initiatives

The Egypt case study has included NFE initiatives that are varied in nature, categories of beneficiaries, methodologies and end results. Some of these are focusing on improving access and qual-

ity of education. In such cases NFE becomes a bridge that enables those who missed the education opportunity to either join the formal education system or continue in a parallel system that is accredited by authorities. Other major NFE initiatives are focusing on those who missed the education opportunity and there is no way back. In such cases, literacy in the sense of reading, writing, and math skills, is not the only concern. Different organizations have tailored different types of NFE activities for different categories of beneficiaries. These include but are not limited to handicapped rehabilitation, life skills, economic development particularly for women and girls, vocational training, and health education, etc. Some NFE initiatives are mainly focusing on complementing and improving the quality of the formal education system. Such initiatives include community involvement in supporting schools, summer clubs, children's skills development and life skills through activating extra curricula, child rights awareness, activating Parent Teachers' Councils (PTCs), and improving children's creative abilities.

The Egypt case study has presented an analytical review of objectives of above-mentioned NFE initiatives as stated by different organizations. Stated objectives address educational needs within a broader framework such as socioeconomic development, and human / child rights. Models go beyond students / learners to address other household members and the local community at large. Education is not only about acquiring academic knowledge and skills but rather it aims at building capabilities and skills and establishing networks and rapport between individuals and communities. Activities are sensitive to specific needs of beneficiaries as in cases of learners with special needs (e.g. handicapped). Community is targeted to become involved and responsible for education and a venue for learning.

Learning topics in a number of NFE models within the Egypt case study have avoided ready-made curricula. They were built up through a participatory process through which participants have contributed in specifying learning topics. In all models, participants and their needs were at the center of the processes of establishing learning topics, methodologies and learning environment. Active learning methods are the dominant methods being used, which is a mere reflection of the focus of the models on strengthening the interaction between learners and learning topics. In some cases the methodology has involved learners to the extent to turn him/her into a source of learning for other com-

munity members. Local culture, folklore and socio-cultural specificity of the local community were the main source of learning.

Egypt case study has presented a number of strengths that characterizes NFE models in Egypt. These models are mostly centered on learners and participants; their culture, their socioeconomic conditions, and basic needs. Due to these models' nature as learner's centered, they encourage community involvement to a great extent and in the meantime they pay a great attention to community needs and particularly of groups with special needs. Models are mostly flexible and adaptable according to changes and needs and experiences, which makes them open to learn from other's experiences. It was found that, in most cases NFE models are built upon a combination of different sources of experiences of the implementing organization, other organizations and the formal education system as well. Evaluations and opportunities to modify and improve models are given great attention. Implementation wise, models are creative in identifying topics, selecting methodologies, and establishing a positive learning environment. Education centers and/or schools are open for all community members.

Egypt's findings

Findings of the research of Egypt case study have confirmed a strong relationship between NFE models and initiatives and formal education. On the first hand, it's a dynamic relationship through which NFE models play a significant role and add value to the formal system. On the other hand, it's an exchanging relationship through which both learn from each other. One of the major findings is that NFE initiatives can be born within the formal system.

Trying to differentiate between both education systems, the researcher has gone through an analytical exercise through which he identified the main characteristics of NFE in Egypt as follows:

- . It is being supervised by the community not the government
- . Administrative aspects are dominated by learners' life circumstances and there is no one global dominant system
- . Learners join NFE activities voluntarily
- . Learning topics are relevant to learners' needs and can be easily related to their daily life
- . Focus is on acquiring skills and improving capabilities rather than absorbing abstract topics in a text book
- . Learning environment invites the learner into a greater participation, enjoyment, and liability for his/her own learning and peers' learning as well

- . Methods, tools, equipments and raw materials are available and suitable
- . Evaluation is flexible and participatory

The responses of the participant organizations of Egypt case study regarding the future of NFE and its expandability were varied. Most responses have confirmed that there are good NFE models and experiments in Egypt that can be built upon and that there is a great potential for NFE in Egypt to address the ever-growing demand for education. However, some responses think that its future development and expandability is limited and doubtful and that it is subject to be acknowledged by the formal system, and that those who are responsible for NFE should refuse to stay in the shadow, continue working on refining their experiments and take the lead in opening a dialogue with the formal system.

The researcher of Egypt case study has reached some conclusions that he has drawn from his own wide experience and through the results of the research in hand as follows:

- . There is a need for more new NFE experiments. The variety in this case is vital to escape the chronic dilemma of the formal system
- . Let's not jump into formalization or scaling up of NFE models before maturing (from 8 to 10 years). During piloting let's protect these models from temptations or pressures that could affect their maturity.
- . The formal system is expected to take some courageous decision in allowing graduates of NFE models to join the formal education.
- . There is a great potential to initiate NFE within formal schools and opportunities to open the school doors for civil society organizations.
- . Decentralizing education that has been adopted recently by the Egyptian Ministry of Education is a good opportunity for civil society organization, hoping that the trend for decentralization will not be compromised.

2. Case study of Jordan

The Jordan case study has discussed the nature of the initiatives that organizations in Jordan initiate within the framework of NFE in terms of; target groups, activities, learning topics, and teaching & learning methodologies. It identified strengths, weaknesses and recommendations and suggestions for further development. The study included 27 institutions (attachment 2) and associations in Jordan that offer a variety of NFE initiatives for; children,

girls and women, youth, illiterates, and those with special needs. The research team has visited all the 27 institution. Focus group discussions were conducted around the 12 questions proposed by UNESCO. Data coming from participant organizations' answers to questions were analyzed by the research team by using content analysis and case study methodologies and against the conditional references set by UNISCO.

Jordan's NFE initiatives

The Jordan case study has identified NFE as all types of teaching and learning activities, all knowledge, skills, values and behaviors that are acquired by learners outside the formal schooling.

NFE initiatives assessed within Jordan case study included a variety of activities and programs. These initiatives are heading different directions; cultural, awareness, educational, curative, recreational, training, counseling, and empowerment & rehabilitation. The variety of NFE activities reflects the degree of its responsiveness and adaptability to needs.

Participants of the Jordan NFE initiatives are also varied to include almost all needy age groups and different levels of learners with varied education backgrounds.

Learning topics of these programs and activities include four main different paths, knowledge, values, life skills, and technical vocational path. This wide range of covered topics reflects its comprehensiveness to variety of community and learners needs. The knowledge path covers a wide range of knowledge and useful information on topics such as; child care, working and dealing with children and adults with special needs, projects planning and management, health & environmental awareness and social & familial counseling, etc. The values path addresses values related to human rights, democracy, and gender sensitive values. It also addresses positive attitudes for community members with special needs, technology, cooperation & tolerance, etc. The life skills path aim at strengthening learners' capabilities of communication, critical thinking, independence, respectful dialogue, appreciating others who are different, and self-acceptance. Through the technical vocational path, institutions aim at developing learners' skills in different vocations and crafts. Skills include but are not limited to micro-enterprise management, use of personal computers, dealing with learners with special needs, sewing, beautification and lots of professions that can help develop learners' incomes.

Jordan's findings

Jordan case study has developed a list of strengths of the studied NFE models, which sounded in the report as main features and characteristics of these models. These strengths have revolved around the way these models are affecting lives of their participants. These models were found instrumental in supporting life skills acquisition, awareness, leadership skills, and technical skills, which are seen basic for preparing participants to assume an active role in socioeconomic development. Another side of the strengths of these models is related to their flexibility and adaptability to the extent that they contribute to connecting organizations to international and regional experiences in training and curricula development. These models contributes to involving the different human resource categories in the development arena including women, marginal groups and in the mean time are instrumental in connecting all forces with the national leadership which creates a positive work atmosphere and motivation for success.

Jordan case study has also identified challenges facing NFE initiatives. The study has identified five main challenges; lack of financial support, lack of trained and qualified human resources, lack of organized media, lack of coordination and cooperation between the institutions working in this field, and lengthy bureaucratic procedures especially of government stake holders.

Jordan case study has proposed a number of recommendations aiming at improving NFE. The main set of recommendations is related to planning for NFE development. These recommendations are as follows: Establishing a coordinating umbrella for NFE in which all types of NFE initiatives will be represented aiming at strategic planning, and setting a national strategy for NFE in Jordan. Establishing a national level NFE strategy through a collective effort of the different participating forces. Identifying funding opportunities and creative solutions for financial support for institutions and NGOs working in NFE. Building the capacity of all these organizations in integrated projects' development and fund raising. Developing a website which can work as a professional network that connects different NFE initiatives. Establishing an effective monitoring and evaluation system aiming at quality improvement and models development. Conduct surveys for needs and qualitative assessments and establishing a database for NFE initiatives for each geographic area in which data needed for planning will be available. Make an effort to updating relat-

ed legislations and educational systems and proper plans for greater involvement of citizens with special needs in educational activities. Promote the use of active learning methodologies within adult education activities and maximize the role of civil society organizations in this area. The study has also recommended designing training programs for teachers and trainers, develop teaching guides and media programs and rethink the learning centers to include facilities that are relevant to learners needs.

Last but not least, Jordan case study has proposed recommendations related to synergies between NFE and formal education systems. The formal education system is expected to become more flexible and responsive to the needs of community members and allow those who missed the schooling opportunities to enroll back in the formal system. Integrating NFE models and ideas with the formal system will serve the purpose of improving the quality of schooling through adopting active learning methods of NFE, which will improve the end product of the formal system.

3. Case Study of Tunisia

Tunisia case study considers NFE initiatives a compliment and one of the education alternatives due to the inability of the formal education systems and adult education programs to address the needs of community members particularly those with special needs. In this context NFE fits with the different calls for Education for all and human rights.

The researcher has applied an interview checklist that includes 12 items with leaders of seven active organizations working in the field of NFE in Tunisia (attachment 3). Participant organizations represented those working with three different groups of participants; participants with physical disabilities, participants with mental disabilities, and marginalized groups with special focus on women and children. The research questions have focused on data related to organizations, their NFE initiatives, groups of participants, challenges facing these organizations, relationship with the educations formal system and future development of NFE in Tunisia.

Tunisia's NFE initiatives

As it is mentioned above the researcher of Tunisia case study has made an emphasis throughout the study of NFE for disabled groups. The first set of organizations addressed by the researcher

were organizations focusing on physical and mental disabled groups aiming at serving children and adults and providing a variety of services especially education.

General Association for Physical Disabled, Tunisian Association for Helping Deaf, and National Federal for Blind are providing services for physical disabled children and adults all over the country aiming at their rehabilitation in order to integrate them in the society's social and economic activities. As an integral part of rehabilitation programs, all the three organizations are initiating NFE activities for their participants. These NFE initiatives include three main types of activities; first literacy programs that apply suitable methods for different nature of disabilities. Second, vocational training aiming at training participants on professional skills that enable them to integrate into the society. Third, life skills trainings aiming at building participants' self-confidence and self-dependence.

The Tunisian Federation for Supporting Mental Handicapped is a countrywide organization working through 90 branches all over Tunisia. The federation is serving about 70,000 participants. The federation's NFE initiatives include rehabilitation activities and literacy. Education delivered by the Federation to its participants is a very special service and require special teaching and facilitation skills that cannot be provided through the formal education system.

All the above-mentioned organizations working in the field of disability are facing challenges related to need for advanced methods to deal with the different nature of learners, lack of facilities and equipments that enable them to met demands for their services, need for advanced training programs for teachers and facilitators, and need to reach financial independence. However, all the four organizations throughout the research have expressed that synergy and partnership with the formal education system is crucial for future sustainability of their activities.

The other set of organizations that participated in Tunisia case study are organizations focusing on marginal groups (children – youth – women) aiming at providing them with both social and financial support. The case study have focused on the activities of three organizations: Integrated Center for Youth and Children in Bardo, National Federation of Tunisian Woman, and Tunisian Federation for Social Solidarity. Beneficiaries of these organizations are varied in age and needs, and consequently services are

also varied. Services include; health care & awareness, nutrition, family planning, educational tutoring, financial support, and leisure activities. Cross cutting the activities of the three organization, NFE is addressed through specific programs and in the meantime is applied as a methodology for provision of the above-mentioned activities. NFE initiatives in these organizations include social counseling programs, educational tutoring, computer training, children clubs, vocational training, and home-economics training.

Tunisia's findings

Tunisia case study has reached the following conclusions and lessons learned. Education is not any more locked inside the schooling systems. Community organizations other than the school have become instrumental in the provision of education. This new educational trend has emerged due to a number of factors and circumstances related to, from one side to, evolution of local communities socially, economically and demographically, and on the side to, global new trends and communication technologies. Due to all that, the formal school has become incompetent to provide for the magnitude of demands on education, which is an invitation to broaden the stage to accommodate other civil society organizations and to deal with the topic with a broad mind that is willing to accept these organizations as partners in the education arena.

One of the main lessons learned within Tunisia case study is that NFE provided by community organizations either at the level of target groups or the level of curricula and methods neither compete with the formal system nor substitute it. On the contrary, some of the models presented in Tunisia case study have proven the possibility to partner with the formal system.

It was learned that the legal aspects and laws controlling the work of community organizations usually allows freedom and mobility more than what the formal systems allows to. In the meantime, demands on NFE no matter its magnitude, is considered modest comparing to the demand on formal schooling. Both learned lessons make it more feasible for civil society organizations to improve curricula and methodologies to become more responsive, relevant and quality education.

It was learned as well through the studied models that, the involvement of families in the education process of their mem-

bers (kids and youth) especially those with special needs, have contributed to maintain a much better quality education.

Another lesson learned throughout Tunisia case study is that Civil society organizations that are working on maintaining education for citizens with special needs are facing a number of challenges that hinder their capability to reach the foreseen goal. These organizations need financial, logistical and technical support from the both the governmental, regional and international organizations.

Based on the results of reviewing some of NFE models in Tunisia and the conclusions above, the researcher has reached at the following recommendations:

- . The best possible synergy between NFE and the formal education system can only be achieved through establishing a tangible partnership between both. This partnership should clarify areas for complementation and cooperation based on an objective understanding of both opportunities and limitations of each partner. Potential areas for such partnership are information and experience exchange, allowing each other to benefit from available equipments and technological facilities and opening doors for learners from the other side.
- . The study has concluded that organizations providing NFE are not having the same competency, which due to variations in the levels of experience and information and facilities. It's highly recommended to establish coordination between these organizations, which will definitely improve the effectiveness of their programs.
- . Organizations should start work on finding new funding sources to maintain the continuity of their activities such as selling their products and having participants to pay fees for the services they get.
- . Finally, It became obvious that professional training and human resources development is vital for the success of NFE initiatives.

4. Case Study of Lebanon

The Lebanon case study has provided a conceptual framework upon which concepts of NFE are basing their vitality as a mean to achieve education for all. The study has also provided an analytical review of the initiatives that organizations in Lebanon undertake within the framework of NFE. It identified strengths, weaknesses, challenges and recommendations for further development.

The study did not mention the number of organizations that have participated in the study, however the flow of the report shows it was informed by a variety of local, national and international organizations involved in this arena in Lebanon.

The researcher has confirmed that education for all is a vital goal for achieving basic human rights and addressing basic human needs in a world moving towards Globalization that is preaching for a unified world without cultural or economic borders. Facing this globalization challenge, reforming the entire education arena has become an incompromisable objective to enable citizens to face the challenge of a globalized modern world. This reform process should not be only concerned about improving the quality of the education formal system, but as well dealing with the challenge of the education dropout rate, which constitute a new challenge on the Lebanese stage. In this very context, NFE becomes the first priority and the key solution.

The researcher has also confirmed that education systems are not isolated islands and never work away from other political, economic and social systems, on the contrary, they are used for maintaining the status quo or as a tool for reformation and change. Here, comes NFE as one of the main axes for reformation given its nature as a community education concept. A concept that allow the education for all to take into considerations the needs of the poor, disadvantaged groups particularly working children, marginal groups, victims of wars and violence, HIV victims, and those with special needs.

Lebanon's NFE initiatives

In Lebanon there are the formal system, the private system that is totally paid by its participants and the semi-private system that is partially supported by the government. Most students are enrolled in the private system. As for the NFE, it's mostly initiated by the nongovernmental sector. Due to the broadness of the NFE, it address the educational needs of different age groups and levels and deals with a lot of communal needs that could not be accommodated within the formal system.

NFE in Lebanon is working on two main axes, continuous education and literacy. Continuous education is the education that is concerned with further development of individuals' capabilities in order to improve their performance and productivity. It is essential for complementing formal education and it's mostly accom-

plished through applying active learning methods. As for literacy, it is not only concerned with literacy basic skills, however it also address the needs of literates who are lacking updated knowledge and experience related to their jobs and general types of knowledge that empower them to accommodate with the global challenge. Different types of NFE in Lebanon are mostly initiated by development, cultural, and technical institutions and others concerned with children, women and rights based organizations and other governmental organizations.

Lebanon's findings

Lebanon case study has identified strengths, weaknesses, and challenges of NFE in Lebanon. These finding were expressed directly by participant organizations in the study.

Organizations have expressed that their strengths lie in the experiences they have gained through their long involvement. They are keen to update their experiences through building in-depth specialized experiences and through following new educational trends that enable them to address the ever-changing learners' needs particularly those with special needs. These organizations believe in the value of education as a liberating and empowering mechanism and adopt a managerial approach that is participatory and creative. Organizations are too alerted about the vitality of networking with families and stakeholders for the sake of an integrated approach that is aiming at integrating learners into their local communities.

Weaknesses that organizations have expressed are mostly related to lack of networking, coordination, and common criteria and success indicators. Organizations are in need for more networking and stronger relationships between themselves and with the formal system. Other weaknesses are related to lack of resources both financial and experienced human resources.

As for challenges, and in the case of Lebanon, the biggest challenge is the economic hardship and instability, which weakens learners' motivation in addition to underestimating the role of the civil society organizations. The economic challenge is leading to unemployment and poverty, which affects an increased dropout rate and child labor. Despite the growing demand for NFE due to the economic challenge, lack of resources, proper planning and networking, reliable data constitutes another type of challenges. The nature of the Lebanese society represents chal-

lenges that are political and communal, from one side by underestimating handwork and vocations and on the other side by politicizing the role of civil society organizations.

The Lebanese case study has reached a conclusion about the vitality of the role of the civil society organizations as a doer and partners in social development and education in particular. This role is irreplaceable in achieving the global call for education for all through the most important contribution these organizations do through NFE initiatives. Integrating NFE efforts with the formal education system will maximize the benefit of these efforts.

III. Regional synthesized findings

The previous section of this report has presented an analytical brief of the four field reports on case studies of Egypt, Jordan, Tunisia, and Lebanon. This section will synthesize findings of the field reports in unified regional findings. Findings will present forms of synergies between NFE and formal education systems in the four case studies. Then, an analytical brief is presented regarding NFE Innovative models initiated by different organizations in the four countries. Lastly, comes a summary of major lessons learned and recommendations of the case studies.

1. Forms of synergies

The concept of "Synergies between formal and non-formal education" as presented in the introduction of this report refers to types on relationships between the two forms of education that helps to create opportunities and mechanisms to improve the quality of education. The quality parameters here are concerned with empowering and maintaining an open continuous growth for individuals in a positive learning environment.

Relationships between NFE models and the formal education systems were handled in the four case studies in the context of discussing their emergence, execution, management, and continuity as complimentary, parallel, alternative and / or continuous education opportunities.

The synergetic relationship in all the four cases is highly affected by the degree of domination and centrality the formal system

is. The new trend of the Egyptian formal education system towards decentralization has allowed for a number of synergetic models that are initiated within the system itself. In the other case studies, all initiators of NFE have expressed the need for synergies with the formal system; however, actual collaboration on the ground was not deliberately reported with few exceptions.

Egypt case study has presented NFE initiatives focusing on complementing and improving the quality of the formal education system. Some initiatives are concerned with involving local communities in supporting schools and activating the role of PTCs. Other initiatives are being implemented inside the schools' fences including children summer clubs, children' skills development and life skills through activating extra curricula, child rights awareness building, and improving children' creative abilities. All these activities are being initiated through direct collaboration with formal education authorities in a joint effort to address acknowledged weaknesses of the system. In such unique case, NFE initiatives are born within the formal system. The major finding in this case is the dynamic relationship through which NFE models plays a significant role and adds value towards quality formal education that is participatory, relevant, accessible and affordable.

In cases of NFE models dealing with learners with special needs cross cutting all the four countries, the delivered education is a very special service that requires special teaching and facilitation skills that cannot be provided through the formal education system. In all such cases, NFE represents a complimentary effort to address needs of a category of learners that the formal system can't afford to handle. Some of the models presented in Tunisia case study have proven the possibility to partner with the formal system.

2. Innovative models

The four case studies have presented different innovative NFE models. Innovation came in the context of this study on one side, in the form of establishing a relationship with the formal system, and on the other side in creating education opportunities that are relevant to communities and individuals suffering poverty and marginalization.

Most NFE models included in this study have become a bridge that enables those who missed the education opportunity to either join the formal education system or continue in a parallel system.

As a form of continuous education, some models are concerned with further development of individuals' capabilities in order to improve their performance and productivity. Another form of innovativeness comes in the fact that NFE models have allowed to take into considerations the needs of the poor, disadvantaged groups particularly working children, marginal groups, victims of wars and violence, HIV victims, and those with special needs.

Within this very context, models have addressed education within a broader framework such as socioeconomic development, and human / child rights. Innovative activities are sensitive to specific needs of beneficiaries so that they came in the form of handicapped rehabilitation, life skills development, economic development, vocational training, health education, cultural awareness, curative activities, recreation, and counseling. As it is obvious, the focus went beyond academic learning towards building capabilities and skills and establishing networks and rapport between individuals and their local communities.

Models avoided ready-made curricula and have put participants and their needs at the center of the processes of establishing learning topics, and in creating methodologies and the learning environment. In some cases the teaching / learning methodology has involved learners to the extent to turn them into a source of learning for other community members. Local culture, folklore and socio-cultural specificity of the local community have become between the main sources of learning.

In cases of literacy activities, they went beyond literacy basic skills into addressing needs of learners to acquire updated knowledge and experiences related to their jobs and general types of knowledge that empower them to accommodate with global challenges.

3. Lessons learned

The four case studies have presented throughout the reports lessons learnt either by researchers and research teams or by informant organizations. These lessons have presented, in an analytical form, important facts about NFE models, their characteristics, relations with the formal system, impact on the livelihood of beneficiaries, challenges and successes.

A major lesson learned was the importance of NFE as a mean of assuring quality education for all and that either at the level of

target groups or the levels of curricula and methods, NFE provided by community organizations, neither compete with the formal system nor substitute it. As a matter of quality assurance NFE allows freedom and mobility more than what the formal systems allows to. Being so, it was also learned that civil society organizations are in a better position to contribute into improving curricula and methodologies to become more responsive, relevant and quality. In this very context NFE practices demonstrate the importance of active learning methods as a means of addressing the current limitations of the formal education system.

It was learned through Egypt case study that NFE initiatives born within the formal system have played a significant role in improving the quality of formal education provided in targeted schools. So, synergetic practices were viewed as key to delivering quality education for all. However it became clear that some of the initiatives provide what would be referred to as remedial teaching – filling in the gaps where the formal system for a number of reasons has not been able to fulfill and provide appropriate support. NFE here comes as an alternative for those with no access to formal education (i.e. the marginalized).

It was learned that due to evolution of local communities socially, economically and demographically, and to global new trends and communication technologies, formal schools have become incompetent to provide for the magnitude of demands on education. It has become vital for authorities to involve civil society organizations and even private sector and to accept them as partners in the education arena.

It was learned that when NFE models adopt learner's centered education methods, local communities become highly involved and supportive of education. That also made NFE models flexible and adaptable according to changes and needs and accumulating experiences and more open to learn from others' experiences.

It was learned that NFE activities related to life skills acquisition, awareness, leadership skills, and technical skills, are instrumental in preparing participants to assume an active role in socioeconomic development.

It was learned that, the involvement of families in the education process of their members (kids and youth) especially those with

special needs, have contributed to maintain a much better quality education.

It was learned that in many cases, NFE initiatives are facing challenges related to lack of financial support, lack of trained and qualified human resources, lack of networking among other working on similar issues and therefore common criteria and indicators to measure success, and lengthy bureaucratic procedures especially from the side of government stakeholders. The existing NFE interventions in all Arab states, still ultimately not being given the same kudos as the formal system. NFE is being seen as second rate and not valid in government efforts to assure quality education is provided for all.

Finally it was learned that future development and expandability of NFE is limited and doubtful and is subject to be acknowledged by the formal system, and that those who are responsible for NFE should refuse to stay in the shadow, continue working on refining their experiments and take the lead in opening a dialogue with the formal system. In the same context most informant organizations have emphasized that synergy and partnership with the formal education system is crucial for future sustainability of NFE.

4. Recommendations

The following are the synthesized cross cutting recommendations that were highlighted by the four field reports reflecting common interventions, potentials, expectations, and mechanisms for future development of NFE:

- There is a need for more new NFE experiments. The availability of variety of models is vital to escape the chronic dilemma of the formal system. Formalization or scaling up of NFE models before maturing (from 8 to 10 years) can lead to failure
- Formal education systems are expected to take some courageous decisions in allowing graduates of NFE models to join formal education.
- There is a great potential to initiate NFE within formal schools and opportunities to open the school doors for civil society organizations.
- Establishing coordinating umbrellas at national levels for NFE in which all types of NFE initiatives can be represented aiming at strategic planning, and setting national policy and strategies.

- Identifying funding opportunities and creative solutions for financial support for institutions and NGOs working in NFE.
- Establishing an effective monitoring and evaluation system aiming at quality improvement and models' development.
- Conduct surveys for needs and qualitative assessments and establishing a database for NFE initiatives for geographic areas through which data needed for planning will be available.
- Updating related legislations and educational systems and proper plans for greater involvement of citizens with special needs in educational activities.
- Designing training programs for teachers and trainers, develop teaching guides and media programs and rethink the learning centers to include facilities that are relevant to learners needs.
- Synergy between NFE and the formal education system can be achieved through establishing a tangible partnership in which areas for complementation and cooperation, based on an objective understanding of both opportunities and limitations of each partner, are well identified. Potential areas for such partnership are information and experience exchange, allowing each other to benefit from available equipments and technological facilities and opening doors for learners from the other side.

IV. Conclusion

This analytical report has focused on documenting synergies between Formal and Non-formal Education in four countries in the Arab region (Egypt, Jordan, Tunisia and Lebanon) within a wider project framework being implemented by UNESCO in Africa, Asia, Arab countries, Latin America and Caribbean. Four field researches were conducted in consultation with the UNESCO's Regional Office based in Beirut.

Challenges facing formal education and literacy to address the needs of marginalized groups have become a justification to shift the interest towards NFE to achieve quality education. This project identifies and acknowledges innovative experiments that can be models to encourage more synergy between formal and non-formal-education.

The concept of "Synergies between formal and non-formal education" referred to in this report is all about types on relation-

ships that helps to create opportunities to achieve quality education that are concerned with empowering and maintaining an open continuous growth of individuals in a positive learning environment.

A considerable effort has been exerted by the four research teams and about 60 organizations and institutions to present reports that objectively analyze actual situations regarding the relationship between formal and non-formal education in the four countries. Throughout field reports, it became credibly evident the existence of NFE practices in the Arab region.

The synergetic relationships between NFE practices and formal education were found affected by the degree of domination and centrality of the formal system. This basic finding confirms the need and the recommendation for UNESCO to influence and develop policy on NFE with governments' authorities and that formal education authorities have to provide the basic ground for such synergies. Egypt case study has confirmed this fact. NFE initiatives focusing on complementing and improving the quality of the formal education system have a considerable potential under the current Egyptian trend towards decentralization. All the four case studies have implied that some of the initiatives provide what would be referred to as remedial education as an alternative for those with no access to formal education, filling in the gaps where the formal system has not been able to provide appropriate support. However, an important lesson learned was that future development and expandability of NFE is limited and doubtful and is subject to be acknowledged by the formal system, and that those who are responsible for NFE should refuse to stay in the shadow, continue working of refining their experiments and take the lead in opening a dialogue with the formal system.

Case studies have presented different NFE models that on one side were able to establish a relationship with the formal system, and on the other side are creating education opportunities that are relevant to communities and individuals suffering poverty and marginalization. However, it was learned that NFE initiatives are facing challenges related to lack of financial support, lack of trained and qualified human resources, lack of organized media, lack of coordination and cooperation between the institutions working in this field, and lengthy bureaucratic procedures especially from the side of government stakeholders.

The shortcoming of the existing NFE interventions in all Arab states was emphasized throughout the report that they are still ultimately not being given the same kudos as the formal system. In many cases NFE is being seen as second rate and not valid in government efforts to assure quality education for all. So, there is a significant need to support the development of national NFE policy and it's obvious that UNESCO is expected to highlight NFE actions in Arab states and promoting them internationally.

However, Formalization or scaling up of NFE models before maturing is seen leading to failure. It is recommended that instead of jumping into formalization, formal education authorities should take courageous decision in supporting NFE to survive. In this context, synergies can be achieved through establishing a tangible partnership in which areas for complementation and cooperation, based on an objective understanding of both opportunities and limitations of each partner, are well identified.

The analysis of the various experiences has shown as well that it is important to move the NFE agenda beyond what have been traditional priority areas, though some initiatives can take time to mature. A shift from routine practice to reflection and action about NFE can be effectuated by bringing NFE practitioners together. NFE actors can be made to step outside of the old barriers and begin to see their work as an integral part of a diverse range of educational provision. It became obvious the reality of the existing multiple entry and exit points into the educational system, as expectations of access, relevance and quality increase, was acknowledged through the conclusions of the four field studies. This finding shows the commitment of the civil society to a wider vision of an education "system" that would allow for a diversity of learning opportunities and pathways, including "alternative modes of learning" following non-formal approaches. Given the evidence of the unsatisfactory role that education systems and schools are playing in promoting inclusion, it is necessary to elaborate on the existing conceptualization of education and learning, on modes of educational delivery, on educational processes in order to identify effective traditional and innovative practices that encourage synergies between formal and non-formal education.

APPENDIX PARTICIPANTS ORGANIZATIONS

Appendix 1: Participant Organizations in Egypt Case Study

Care International

Phone: 025263373 - 025250096 / Fax: 025257074

email: selsabagh@egypt.care.com

Drama Workshop Group

Phone: 023950592 / Fax: 023959286

email: elwarsh@starnet.com.eg

Slama Moussa Association

Phone: 0862372461 - 0862334701 - 0862345752

Fax: 0862372461 - 0862334701

email: salama@soficom.com.eg

Jesuit and Alfreer Society

Phone: 0862361456 / Fax: 0862361456

email: jbamin@yahoo.com

Save the Children USA

Phone: 0862366869 / Fax: 0862366667

Sohag (name of the village) Society for the development of special needs communities

Phone: 0932332377 - 0932356422 / Fax: 0932351909

email: sedasohag@hotmail.com

Society for Women and the Community

Phone: 027311007 - 023268482 / Fax: 027311007

email: women_society@yahoo.com

The Egyptian Company for Administration Studies, Training and Development

Phone: 027364479 / Fax: 027364476

email: cidegypt@cid.com.eg

Egyptian Society for building the capacities of children with special needs

Phone: 025193721 - 025193723 / Fax: 025203110

email: mhelali@LRCEgypt.org

Egyptian Society for Cultural Development

Phone: 026564124 - 055882116 / Fax: 055882002

Egyptian Society for Child Protection

Phone: 035455336 / Fax: 035455336

email: savech@globalnet.com.eg

Sabry Seeha

Phone: 0862372461 - 0862334701 - 0862345752 - 0105663142

Fax: 0862372461 - 0862334701

Appendix 2: Participant Organizations in Jordan Case Study

01. Aser Development Society
02. Haya Cultural Centre for Child Care and Development Society
03. Swedish Association for Human Relief
04. Society for Friends and Families of Handicapped persons
05. Jordanian Women's Union
06. Al Nasr Women's Society
07. Jordanian Children's Village Society (SOS)
08. Centre for Orthodox Studies
09. Jordanian Women's Society Against Illiteracy
10. Quest Scope Association for Community Development
in the Middle East
11. National Jordanian Society Against Smoking
12. Academic Project for E-Health
13. Jordanian Women's Union
14. The Islamic Relief Centre Society
16. Women Awareness and Development Society
15. Al Hassan Youth Prize
17. Society for Childcare
18. Princess Basma Development Centre
19. Education Centre for Muslim Adolescent Girls
20. Conrad Edinauer German Association
21. Khalidiya Women's Family and Child Care Society
22. Rehabilitation Community Centre for the Handicapped
23. Mabra Um El Hussain's Society
24. Nahr Association, Jordan
25. National Centre for Human Resource Development
26. Al Hussain Society the Handicapped
27. Christian Youth Society

Appendix 3: Participant Organizations in Tunisia Case Study

- Public Society for the Handicapped.
- Tunisian Society for Assistance to Mute Persons.
- National Union for the Blind.
- Tunisian Union for the care of mentally challenged persons.
- Bardu Joint Centre for Youth and Childhood.
- Tunisian Women's National Union.
- Tunisian Union For Community Solidarity.

A CASE STUDY ON THE PORTFOLIO DEVELOPMENT COURSE, UNIVERSITY OF THE WESTERN CAPE

Natheem Hendricks

"It was in 2001 [when I joined the RPL Portfolio Development Course]: my life was practically and radically changed for the good.

It resulted in me graduating this year with a BA degree majoring in Psychology and Ethics. I am now studying for a postgraduate diploma in management of HIV/AIDS in the world of work... this will continue with my masters the following year. This would not have been, has it not been for the trust and belief you had in adults like us with the necessary life experience."

I. Overview

Structural inequality, which characterised South African society prior to the advent of democracy in April 1994, was perhaps the most important reason why millions of black South Africans have been excluded and/or prevented from pursuing higher education. Poverty, political repression and teen pregnancy were some of the secondary reasons which forced them to make an early exit from formal schooling. Disruption in their formal education resulted in them being socially excluded and marginalised from the formal labour market. A life of underemployment, low wages, and social dislocation became their destiny where many have had to negotiate their journey into adulthood through a nightmare of personal, family and community conflicts such as poverty, escalating crime, violence and abuse; high HIV Aids rates and other diseases; and a constant struggle for employment and survival.

Notwithstanding these conditions, political liberation that shepherded the democratisation of South African society in 1994 created the expectation and anticipation of an improved future. Many school leavers of 1970s and 80s have managed to sustain a sense of purpose and self worth, and with this a commitment to furthering their education should the opportunity arise. Some became involved in the liberation movement through becoming active in community organisations, trade union movement,

cultural movements and/or going into exile; others secured stable jobs in business or community-based organisations. These different contexts became the primary sites through which those who left schooling prematurely could continue their education informally and non-formally. In some instances the non-formal education took the form of non-accredited short courses and workshops. However, in most instances, learning was characterised by an informal process of constructing and negotiating meaning socially within a "community of practice". These learning processes were normally contextually situated where the primary purpose was to solve a particular 'problem' that confronted the "social community". For example, a trade unionist provides the following insight:

My time as a shopsteward empowered me intellectually with regard to labour relations and the rights of workers. [The learning process within the labour movement in the 1980's frequently made use of Freirean educational methodologies that respects social and collective learning where the experiences of the learners are paramount.] I felt most empowered when I was empowering my fellow workers with regards to their rights as workers and their positions within the workplace (Interviewed on January 28, 2001).

With the advent of democracy and changes in the educational policies² and regulations some of these "non-traditional" learners have returned to seek access to the programmes and certificates of Higher Education

This is the subject of this Case Study in which the University of the Western Cape (UWC) has introduced Recognition of Prior Learning (RPL) as a strategy to provide access to higher education for non-traditional learners. One of the approaches used, at UWC, to facilitate the RPL process is the Portfolio Development Course (PDC) that is a non-formal education programme through which the "RPL learners" are assisted to present their informal and non-formal learning to gain access to the universities formal programmes. This process can be viewed as the formalisation of informal and non-formal education.

RPL is based on the fundamental assumption that many adults have acquired knowledge and skills through paid and unpaid work experience, social and cultural activities in their communities, membership and involvement in social organisations and through attending non-formal education programmes. RPL is the

1. Personal correspondence dated 6 April 2004: Dominic Monteiro thanking the UWC for the RPL Programme.

2. See SAQA Act of 1995, NSB Regulations of 1998 and the Higher Education Act and the Education White Paper of 1997.

process through which this learning is assessed for access as well as accreditation purposes. Judy Harris in defining RPL makes the point that "learning acquired informally, non-formally, experientially or formally can and should be recognised within the formal education and training frameworks" (2000: 1).

I will focus on the significance of the recognition of prior learning in the construction and implementation of the PDC approach. I will provide a descriptive and analytical account of how RPL policy, programmes and services have been introduced at UWC to mediate the induction and entry of these learners into the culture and conventions of the University.

The Case Study provides a detailed discussion of the Portfolio Development Course launched in 2001, with particular reference to the relationship between formal and non-formal education arising from the implementation of the PDC over the period from 2001-2003.

II. Development of the Programme

Legislative and regulatory changes in the education and training environment post 1994 together with the dramatic decline of student number between 1991-1998 were the key factors that facilitated the introduction of RPL at UWC. In particular, the Education and Training White Paper (1997) encourages higher education institutions to develop and introduce processes through which prior learning and experiences of applicants can be assessed so that those with "clear potential to succeed in higher education can be admitted" (1997: 19).

Even though it may seem as if the beneficiaries of RPL were left open, RPL was situated within the broader transformation Project. The White Paper initially identifies "redress and inequalities" as the key challenges for the higher education system then singles RPL out as the means to redress the inequality (1997: 1.1). Similarly, the Ministry of Education³ identifies the beneficiaries of RPL as non-traditional students which include workers, mature learners "in particular women and the disabled" (2001: 23).

UWC experienced a average decline of 11% in student numbers from 1996 to 1998 that prompted Koetsier to caution that the survival of the institution is dependent on extending the "intake

of students beyond the traditional borders of intake of full-time school leavers" (1998: 63).

Notwithstanding the legislative signals and the declining student numbers, UWC did not approach the introduction of RPL irresponsibly. On the contrary, UWC carefully conceptualised its RPL programme as an intervention to contribute to social and institutional transformation. In terms of institutional transformation, RPL was located within the discourse of lifelong learning, which recognises that people learn continuously using formal, informal or non-formal modes. Furthermore, through locating RPL within the discourse of lifelong learning, the University positions itself to respond to the fundamental changes associated with globalisation.

III. Relationship between non-formal and formal learning

Using RPL as the vehicle through which non-formal and informal learning is formalised is a major transformation within the formal education system. The RPL assertion that learning acquired non-formally be treated as equivalent to that gained formally challenges the formal education system fundamentally in that the formal system has always been a closed system that only recognises the learning interventions the system itself designs and creates (Thomas 1998: 332), whilst treating learning acquired non-formally and/or informally as irrelevant. RPL questions this power of the formal system to evaluate and govern all decisions related to the legitimacy and validity of educational interventions. However, the power of the formal education system is not accidental. On the contrary the formal education system, for example, schooling, is one of the mechanisms through which the dominant in "society control all important and essential learning ..." (Lueddeke 1997: 218).

Despite the institutional power of the formal education system, there is broad agreement amongst learning theorists that experience is essential for learning. They agree that people learn experientially as they try to make sense of and cope with their social, political and working environments. This is made obvious in Susan Simosko's assertion that experiential learning:

... describes legitimately most learning that occurs in our lives. As babies learning about our environment or young acquiring new

3. Ministry of Education 2001 National Plan for Higher Education in South Africa.

motor skills, we all learn by doing, by trying, by imitating, by experiencing. So too ... into adulthood we regularly and routinely learn by experiencing. (1998: 8)

Whilst learning theorists concur that experience is essential for learning they disagree about the relationship between experience and learning. The first perspective, which is the dominant perspective, does not recognise or value experience *per se* (Butterworth 1992; Challis 1993; Evans 1992; Simosko 1998) but rather regards experience as fundamental to the formation of knowledge. According to this perspective, experience becomes significant as a source for learning. Conversely, other theorists (Usher and Johnston 1996; Michelson 1996a; Michelson 1996b) Stuart 1996) contend that the perspective on experiential learning that views experience only as a source for learning is limiting since experience is not a coherent, consistent, accessible and untainted resource. Experience is impacted on and continually interfered with depending on the context. Indeed experience is normally mediated within the specific socio-cultural environment. This perspective asserts that there exist a symbiotic relationship between experience and knowledge. For them the issue is not about whether experience precedes knowledge, but rather, that experience and knowledge are inseparable: They are "always found together" (Usher and Johnston 1996: 3-4).

The above theoretical frame informs significantly the design and implementation of the Portfolio Development Course (PDC) offered at the University of the Western Cape (UWC) and thus in the next section I attempt to unravel the practical and analytical issues that emanate from the offering of the PDC.

IV. The Main Features of the PDC

The PDC is a non-formal educational course which is systematically planned and structured over a nine-week period during which time students attend five workshop sessions intersperse with individualised advising sessions with an appointed mentor. The PDC is offered to qualifying students in the year before they intend to register as a student at UWC. Furthermore, whilst the Portfolio is assessed by academics within the institution, the learning that is gained during the Course does not carry formal credits within the university system.

Primarily, the PDC aims to assist RPL students⁴ to develop and compile their learning portfolios. However, recognising that RPL students might be unfamiliar with the formal conventions of the academic practice, the PDC also aims to orientate and initiate students into the discourse of the academy.

The content and processes of the course is now briefly described.

Prospective students would usually first make telephonic contact with one of the "front line advisors", within the Division for Lifelong Learning. During the telephonic conversation the advisor will ascertain whether the individual desires to study at UWC and ensures that the study programme the individual is interested in is offered at the institution. If that is the case, an appointment is made for an interview with the course coordinator or one of the mentors who advises the prospective student about the PDC process. The prospective student then decides to register for the course or decides on a different option available to him or her.

The first workshop session orientates RPL students to some of the challenges of academic learning; they are introduced to different perspectives on learning and experiential learning; the differences between deep and surface level learning are discussed in that deep and surface learning are not characteristics of specific learner but rather a characteristic of how a learner interpret the learning tasks (Ramsden 1992); the need for time management since a RPL students have multiple identities which include being a worker, a community worker, a family member which all place a demand on the time of the student. All these are facilitated using participatory educational methods so that all students learn collaboratively. As part of the strategy to initiate the student into the discourse of the academy, the PDC attempts to mimic the academic demands of the accredited programmes. To this end, as an integral part of the design of the PDC, students are expected to complete academic tasks such as reading articles and/or completing assignments within specific timeframes.

The task emanating from the first workshop session requires students to write an introduction. This introduction motivates why the students should be given access to a learning programme at higher education level, it further explains why they are returning to formal study as well as motivating why they belief they will succeed within their chosen field of study.

4. RPL students in this instance are students who do not meet the traditional entry requirements for a particular university course or programme. For example, the traditional requirements for access into an undergraduate programme include a Standard 10 Certificate with a Matriculation Exception.

The second session focuses on the writing of a Curriculum Vitae (CV). Whilst the purpose of the CV, within the Portfolio, is to present to the assessors a bird's eye-view of the student's life, learning and achievements to date, it sensitises students to skills of selecting, classifying, organising and prioritising information systematically. This session concludes with an introduction to academic reading and writing, conducted by the specialist Writing Center. The tasks emanating from this session are the drawing up of the student's personal CV as well as selecting, summarising and critically discussing an academic article related to the student's field of future study. This summary and critical discussion of an article further enable students to display their academic literacy skills to assessors.

Even though Osman and Castle⁵ (2001) commented positively on the inclusion of the above tasks they questioned the appropriateness of its level:

... we would suggest that the [Summary and Critical Discussion of Text] be re-examined in terms of its purpose. We felt that the task of selecting and critically discussing texts was too demanding for students applying for access to an undergraduate qualification. This seems a more appropriate task for admission to post-graduate studies.

Noting the above critique, it must be clarified that this task is essentially about orienting RPL students to the discourse of the academy and consistent with this it emphasises the importance of reading and summarising. But it also has a secondary purpose. It shows to the assessors that these RPL students have acquired capabilities essential to academic success within higher education. The following example illustrates how RPL students interacted with this task.

It is very interesting to note to what extent De Rider went to research the problem of children in prison. She has somehow arrived at the core of the child's mind. The way he thinks, what he anticipates and most of all the fear, anxieties, hurts and all the emotional trauma that goes with prison life. There are strong similarities among most of the boys such as their home life, parental inadequacies; criminal activities of especially the father ... (Portfolio, 2002).

The third and fourth sessions introduces the writing of the autobiographical learning history narrative. Students are given guide-

lines on how to organise and present the narrative that is a selection of relevant critical moments of learning from the perspective of the student. Even though it is expected that the narrative will highlight significant events that contributed to the student's understanding, knowledge and skills, it is not expected that the student systematically reflect on their experiences, necessarily. The autobiographical narrative is the space wherein the RPL students write about their situated, contextual, localised and partial experiences. The narrative approach provides a space for the students as well as the institution to hear and discover different knowledges as reflected by the lived experiences of the students. Reflecting on the student's experiences becomes the responsibility of the assessor who is expected to link these narratives with the competences required for entry into different formal learning programmes.

Privileging the life history approach was based in an understanding that informal and non-formal learning is structured in inequality – social experiences are governed by social context ensuring that some have access to particular experiences whilst others not – hence allowing a strategy to value those experiences that are structured in inequality. This approach allows for the acknowledgment of "people's identities as an integral aspect of their learning" (Preece 2000:4). In a later section I will explore the extent to which this learning has been a resource for academic learning.

Within these two workshops session students also grapple with the issue of appropriate, relevant and sufficient evidence to support their learning claims. They are introduced to and collectively explore the validity of different forms of evidence.

The drafting of the autobiographical learning history narrative becomes the major assignment to be included in the portfolio. Accordingly, this is the component of the PDC where students require most guidance and mentoring. They start to realise that writing for an academic audience is different to general writing. However, they may not know the expectations of the academic audience and thus mediation between the student and the academy becomes critical. Furthermore, issues such as structure and coherence of the writing task becomes a major hurdle for a number of students since in many instances writing their autobiographical learning history within the PDC is the first time they were expected to complete such an extensive writing tasks. Again mentoring support in this instance is critical. This support, in the

5. Ruksan Osman and Jane Castle from College of Education at Wits and School of Education, Wits respectively, were the independent reviewers who reviewed the UWC Portfolio Development Course in July 2001.

contexts of the PDC, is provided initially through structured peer feedback. The strategy here is that as students provide feedback to each other and since their voices are more equal amongst themselves than between student and educator, they will negotiate meaning amongst themselves and so learn both from the feedback of their peers and providing feedback to their peers. In addition to the peer feedback students receive writing support from both their individualised mentor and from a consultant at the Writing Centre.

The last workshop session focuses on the procedure for completing and submitting their Learning Portfolio. This workshop includes a role-play and practice session to sharpen the students' interviewing skills since all students are expected to present and defend their Learning Portfolios in front of an interview panel.

As a conclusion to this section I quote Hendricks and Ralphs who sum up the intention and outcomes of the PDC:

Both workshops and advising sessions are used to mediate the experiential learning of the RPL candidate within the discourse of the conventional higher education. ... Through this [PDC] the candidates are orientated into a new "community of practice" (Lave and Wegner 1991 & 1998) that include their peers, their lecturers, their mentors and their assessors in the faculties. It is through the processes and activities of this community that the candidates and the academy negotiate the possibilities and limits of access into an academic programme of learning at UWC (2003: 8).

Whilst assessment is normally privileged within the RPL process, the PDC breaks from this tradition through its investment in counseling and support. Osman and Castle, who independently reviewed the PDC offered at UWC, positively comment on the role of counseling and support:

Mentoring has been an effective and valuable part of the course. The course should be commended for providing student support and counselling for the purposes of assessment. The roles of mentor and assessor were distinct, and it may be this distinction which allowed mentoring to have its desired effect on student portfolios. The benefits of mentoring were pointed out by two of the candidates in the sections, which reflect on feedback received during the portfolio development course. The assess-

ment process was also strengthened by being undertaken by an "independent" assessor. Mentors were able to counsel and support students, in part because they didn't have to play the judgmental role of final assessor (2001).

V. Infrastructure

As mentioned earlier, the PDC is one of the Recognition of Prior Learning (RPL) approaches through which non-traditional students may gain access to the University. The Course is offered by the RPL Office which is a component of the Division for Lifelong Learning (DLL). DLL works across faculties and acts as an institutional change agent to transform UWC into a lifelong learning institution, friendly to the needs of the mature adult learner.

However, despite the location and role of the DLL it is important to note that the institutional agenda facilitated the introduction of RPL. In particular, UWC⁶ supported the introduction of RPL because of:

- Its potential to contribute to redress which resonated with UWC's history and tradition.
- It being regarded as an essential element to make lifelong learning opportunities available to mature adults.
- It being an essential element in UWC's strategy to transform the institution into an adult friendly institution with a growing number of part-time students.

Furthermore, the support provided by the senior academic leadership to explore the relationship of non-formal and formal education in the form of the RPL Portfolio Development Course was critical in the initial phases of the initiative. The Acting Vice Rector, Academic Affairs, taking responsibility to channel all communication regarding the introduction of RPL, is an example of how this leadership has been exercised. Similarly, the membership and participation of the Director of Academic Planning, the Institutional Planner, members of Senate and Faculty Officers in the RPL Forum that was tasked with the development of institutional RPL Policy and Procedures is another example.

The draft RPL Policy and Procedure was submitted to Senate in September 2000 which allowed the RPL Office to start to recruit students for the PDC January 2001 intake.

6. This is evident in a number of key documents where the University expresses its commitment to equity and redress and identifies RPL as a critical process and practice in achieving this. These documents include the University of the Western Cape's Mission Statement as well as its Teaching and Learning Strategic Plan.

This policy clarifies the rationale for RPL at UWC; the procedures that need to be followed; and signaled the need that a project such as the RPL project must be adequately resourced.

The RPL Office initially started with two academic staff members, the one having more than ten years of experience in the field of academic development, whilst the other staff member came with an adult education background. In addition, three part-time mentors, with adult education backgrounds, assisted with guidance and support.

Whilst the staff complement to offer and implement the PDC was modest, the cost implications were huge. And since the PDC is not an accredited Course within the formal system the university receives no subsidy from the state. Students who register for the PDC pay a fee of R300 despite the fact that calculation suggests that for each student participating on the PDC and eventually register within the University's accredited programmes, cost the University approximately R2 500.

In the first three years of the programme the difference between what students pay and the actual cost were not a major issue since the university was successful in applying and receiving seed money to initiate the RPL programme. Now that the RPL for access and the PDC have been institutionalised, the rationale for maintaining such a "loss leader" is that when RPL students are successful in their accredited programmes, the University would be compensated through the state's subsidy formula for its initial losses.

VI. The profile of PDC participants

The increasing popularity of the PDC as one of the RPL approaches that facilitates alternative access to the University's accredited undergraduate programmes is evident in the number that registered on it if compared with the other RPL approach, namely the Tests for Academic Potential⁷. By September 2004, the PDC had already over 600 students who participated in it whilst a maximum of 120 prospective students took the Tests for Academic Potential. A profile of the participants on the course from 2001 to 2003 is provided in Table 1⁸ below:

7. These tests are Challenge Tests that assesses the academic potential of RPL candidates. The Tests for Academic Potential is the other RPL approached through which students may gain access to the university through its alternative access route.

8. Table 1 is reproduced from the paper, Hendricks N and Ralphs A 2003 RPL: *Building a Quality Model for Access to Higher Education by non-traditional Learners in South Africa*, Presented at the 15th International Conference on Assessing Quality in Higher Education, University of the Western Cape, South Africa, 14-16 July 2003.

Table 1: Profile of PDC Participants 2001 - 2003 (n=427)

GENDER		POPULATION GROUP		HIGHEST QUALIFICATION		AVERAGE AGE
Male	60.7%	African	60.7%	Below grade 12	83%	35
Female	39.3%	Coloured	39.3%	Grade 12 and above	7%	
		White	60.7%			
		Indian	39.3%			

The average age of 35 is significant because it suggests that these students comes from a generation of school leavers from the 1970 and 1980 and it also signal the structural crisis education was in during this period.

The structural crisis within the Apartheid South African Education system is evident in an analysis of secondary schooling throughput. One can reasonably expect that the 1976 Standard Seven pupils would reach Standard Ten in 1979. Similarly, 1979 Std. 7 pupils should reach Std. 10 in 1982. Using statistics provided by the Central Statistical Services (1997:5.12-5.36) Hendricks (2001) made a number of calculations and arrived at the following findings:

In 1976, the pupils in Std. 7 were: 8% Asians, 12% Coloureds, 30% Whites and 50% Blacks (see Graph 1). In 1979, the pupil cohort in Std. 10 were: 9% Asians, 7% Coloureds, 57% Whites and 27% Blacks (see Graph 2).

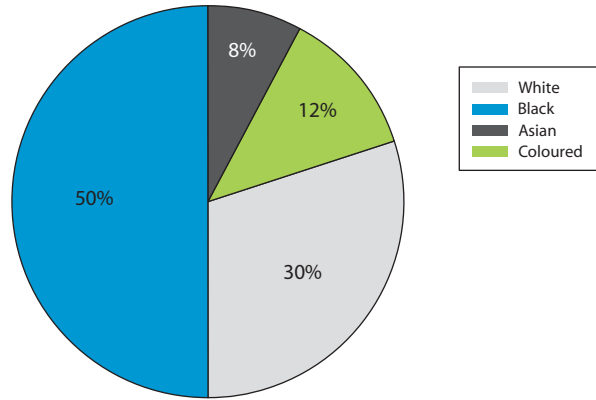
Similarly, in 1979, the pupils in Std. 7 were: 5% Asians, 11% Coloureds, 23% Whites and 61% Blacks (see Graph 3). In 1982, the pupil cohort in Std. 10 were: 6% Asians, 8% Coloureds, 41% Whites and 45% Blacks (see Graph 4).

The statistics for the 1976-1979 cohort were not chosen to suggest that the structural crisis started in 1976. On the contrary, this phenomenon stretches back many years. This cohort was chosen because, in terms of their current age and nature of their life experiences, this cohort and those that followed could be regarded as the target group for higher education RPL programmes. The 1979-1982 cohort was chosen for similar reasons, as well as to show that these findings are consistent.

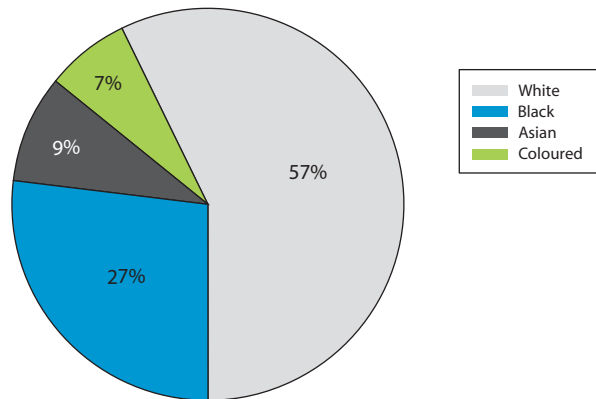
Whilst unequal provision of educational opportunities certainly was a major factor as to why Black and Coloured pupils were not

progressing in the system as expected, the argument of unequal provision was not a sufficient explanation. The other part of the explanation suggests that the South African education system experienced a major structural crisis.

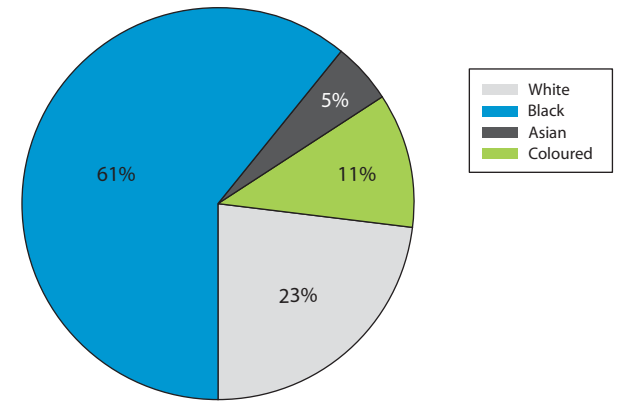
Graph 1: Source: Graph calculated (Central Statistical Services, 1997)



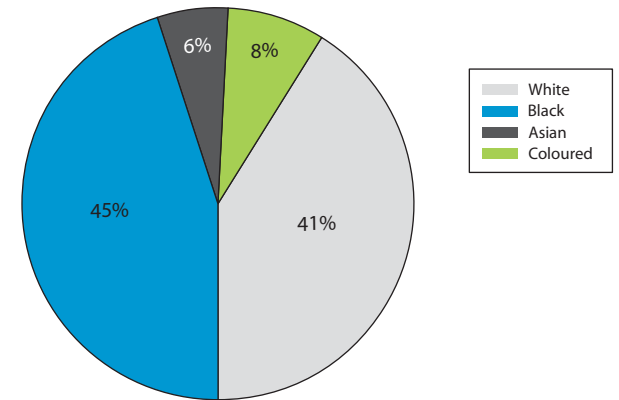
Graph 2: Source: Graph calculated (Central Statistical Services, 1997)



Graph 3: Source: Graph calculated (Central Statistical Services, 1977)



Graph 4: Source: Graph calculated (Central Statistical Services, 1997)



VII. Academic results of RPL PDC students

The academic results of RPL students at UWC suggest that they are successful students. Systematic tracking of these students and comparing their results with the regular students confirm that those RPL students are successful. An analysis of students first year results made by the University's Academic Planning Unit reveals that on average RPL students perform just as well and at time better than the traditional student. An earlier study by Thaver, Naidoo and Breier (2002) from the UWC Education Policy Unit in comparing the results

of two mainstream courses *English for Educational Development* and *Legal Research Writing* found that on average the RPL students performed at least 2.4% better than the regular student (2002: 89).

If we take into account that these RPL students are studying on a part-time basis one would not expect significant graduations before four years of study. However, by the end of the 2003 academic year the following numbers of RPL students that participated in the PDC graduated: eight who registered on a Certificate Programme; twenty who registered on a Diploma Programme; Four who registered for an Undergraduate Degree; and four who registered for Post-graduate degrees.

The numbers are still relatively low but it should be remembered that in addition to studying part-time, these students experience the same difficulties as your regular mature adult student in term of situational barriers such as transport, finances, relocation due to employment opportunities and so on which forces them to suspend their studies.

In the concluding section I problematise the value of the non-formal education learning of PDC students and attempt to assess its value within the formal system.

VIII. The synergy between formal and non-formal education

The relationship between non-formal and formal education is contentious because of the relationship between knowledge and power. Traditionally, learning acquired through non-formal and informal means had to compete for legitimacy within the formal context.

The results of the PDC suggest that such an antagonistic relationship is unnecessary since if there is a symbiotic relationship between learning and knowledge if knowledge is equal to that which "human beings have learned and internalised" (Gustavson, 1999: 1) than whether this knowledge has been acquired formally or non-formally should not be an issue. What it does though signal is that formally and non-formally acquired knowledge may result in different kinds of knowledges since these are created in different contexts and for different purposes. I will now provide a few examples emerging from students' portfolios to illustrate this argument.

9. See Gee () for a theoretical justification for this finding. The significance of the primary and secondary discourses as discussed by Gee is that a person needs a secondary discourse to critique a primary discourse.

The PDC student who regards himself and his cultural community as members of the disenfranchised recognises that his learning is contextually situated and hence should have a specific social purpose:

As a community worker in Bluedowns and Blackheath areas, I have been instrumental in setting up ratepayers associations, ad-hoc committees to champion the plight of our people. This has led to a confrontational situation involving several parties namely financial institutions, property developers, local authorities, police services, the messenger of the court and attorneys where residence rights had been violated by not adhering to the due process (Portfolio 1, 2001).

Even though his learning was shaped by marginalisation and social exclusion he not only learnt about the formal processes of dealing with institutions such as local authorities, policy and Courts. He also learnt about the social and legal implications of being dispossessed of your belongings.

This learning whilst initially being informal might have been invisible to him as a learner since his expertise has been gained through acquisition and not teaching. Hendricks (2001) drawing on Gee (1990) explains that "when a person becomes an expert practitioner he or she cannot say [exactly] what he did, how he did it or provide a reason as to why it is done in a particular" (2001: 105)⁹. Thus, the implication of becoming an expert suggests that your practice becomes your primary discourse. The PDC becomes the vehicle through which students learn how to talk about their expertise, hence they are taught a secondary discourse to critique their primary discourse. The realisation that they as PDC students know far more than what they thought they knew is perhaps the most important form of recognition the PDC facilitates. The idea that a person knows before they can talk about it is not strange within constructivist cognitive theory. On the contrary, Vygotsky's Zone of Proximal Development (ZPD), as explained in Bruner (1986) suggests that a person knows before she has developed the language tools to articulate this understanding.

Illustrating the contentious relationship between formal and non-formal but simultaneously showing the possibilities of synergy Hendricks argues, referring to the above mentioned community worker:

Knowing and understanding the social implications of marginalisation may not be knowledge that is valued by the dominant

in society. Therefore it is not part of the formative formal curriculum nor is it valued as equipping a person for academic study. However "marginalisation" became the core component of this RPL student's non-formal curriculum. No one can deny that the community within which this student provides this service values knowledge about social marginalisation. (It is also ironic that a number of academic courses are set out to study this knowledge as the object of study. Here comes your RPL student with direct experience of it, but he/she is excluded.) (2001: 97)

Since the life history and lived experiences of the students become interwoven into the PDC curriculum, it forces academics to confront the issue of different knowledges that is acquired through different social networks. Furthermore, it questions the place and relationship of dominant "wisdom" to informally acquired knowledge.

Numerous portfolios talk about the significance of being members of alternative social networks such as the liberation movements, the trade union movements and the civic movement. In presenting their knowledge they disclose the nature and form of their knowledge that has been nurtured in opposition to dominant forms of knowledge, as the following example shows:

Frustrated with the labour conditions within the company, I gathered a few workers and started applying to the union. The union was established within the company and I became the chairperson of the shopstewards.

The co-operation of the workers with the FAWU union brought about many changes, including wage increases and wage negotiations, ...

My time as a shopsteward empowered me intellectually with regards to labour relations and the rights of workers. I felt most empowered when I was empowering my fellow workers with regards to their rights as workers and their positions within the workplace (Portfolio 2, 2001).

Trade unionism forms the core of this student's social curriculum. In addition to learning about organising, negotiating and other skills I will focus on his knowledge that developed in Labour Law. Labour Law is generally regarded as a specialised field within a tertiary qualification. If this student pursues legal studies, she will surely be at an advantage.

The union movement as social movements in general, also teaches critical skills as these relate to social critique. Learning within social movements "makes power visible" and "challenge the dominant meaning systems or symbols of contemporary life" (Eyerman and Jamison, 1991: 48). This is evident in the student's assertion that "the workers was severely oppressed and exploited by management due to their (workers') lack of knowledge..."

The UWC Case Study shows that even though there might be a power differential between formal and non-formal education, a symbiotic relationship exists between these two modes of education in practice.

Having said that, it needs to be recognised that the formal system still grapples with the question of collective learning and assumes that learning need to be competitive and an individual endeavour, exclusively.

Contradicting the dominant perception that learning is exclusively an individual project, Eyerman and Jamison remind us that in the context of knowledge production within social movements, knowledge is:

... the product of a series of social encounters, within social movements, between movements, and even more importantly perhaps, between movements and their established opponents (Eyerman and Jamison, 1991: 57).

Not only did the portfolios underline the idea of oppositional knowledge, the portfolios also signaled the collective construction of knowledge in the language used by RPL students who were members of social movements to describe their learning. They frequently referred to their learning/knowledge using mostly the pronoun "we" rather than the singular "I". For example:

We organised youth via social and political issues and created an outlet for young people. ... We as young people, had no outlets and it is still the same to date ... I became actively involved in discussions and debates. We Formed different subgroups developing weekly programme (Portfolio 3, 2001)

This section emphasises that the synergy between formal and non-formal education is highly contested. Furthermore, it brings forth the realisation that integrating these modes of education

into unified system suggest a major transformatory project. Since the key question that confronts such a project is: "Whose knowledge would and should be privileged?" This question points to the reality that definitions of knowledge are implicated in the power arrangements between different social groups pursuing different ideological agendas.

What is being signaled is that the question of the synergy between different modes of learning is broader than an answer to be found in learning theories. Institutional changed theory and sociological arguments of how power works in society may give some guidance.

Following the above, I want to argue that the relationship between formal and non-formal education, as exhibited through the UWC PDC example, was successful because, whilst the Project was essentially about learning, parallel work happened at institutional transformation.

APPENDIX
REFERENCES

Bruner J. 1986 *Actual Minds Possible Worlds*, Harvard University Press, Cambridge.

Central Statistical Services 1997 *South African Statistics: 1995*, Central Statistical Services, Pretoria.

Department of Education 1997 *Education White Paper 3: A Programme for the Transformation of Higher Education*, Notice 1196 of 1997, http://www.polity.org.za/govdocswhite_papers/highred.htm1.

Evans, N. 1988 Prior learning Assessment in the United Kingdom: Institutional Models, in Simosko, S. (ed.) *Assessing Learning: A CEAL handbook for Faculty*, Ceal, Columbia, Maryland.

Evans, N. 1992 *Experiential Learning: Assessment and Accreditation*, Routledge, London.

Eyerman R. and Jamison A. 1991 *Social Movements: A Cognitive Approach*. Oxford Polity Press.

Gee J.P. 1990 *Social Linguistics and Literacies: Ideology and Discourses*, The Falmer Press, London.

Gustavsson B. 1999 *Three Forms of Knowledge*, Seminar presented in Common Room, Faculty of Education, University of the Western Cape, Friday, February 16, 1999.

Harris J. 1999 The Recognition of Prior Learning (RPL): introducing a conceptual framework, *South African Journal of Higher Education*, Vol. 13, N°2.

(Author unknown), 2000 *Recognition of Prior Learning, Power, Pedagogy and Possibility: Conceptual and Implementation Guides*, HSRC, Pretoria.

Hendricks, N. 2000 *Prior Learning Accreditation and Recognition (PLAR) Conference Report*, Division for Lifelong Learning, University of the Western Cape.

(Author unknown), 2001 *The Recognition of Prior Learning in Higher Education: The Case of the University of the Western Cape*. Unpublished Masters in Public Administration, University of the Western Cape.

Hendricks, N. and Ralphs A. 2003 RPL: Building a Quality Model for Access to Higher Education by Non-traditional learners in South Africa, Paper presented at the 15th International Conference on Assessing Quality in Higher Education, University of the Western Cape, South Africa, 14-16 July 2003.

Hendricks, N., Himulchu, L., Samll, J. and Volbrecht, T. 2001 *Recognition of Prior Learning: A Training Manual for ABET Practitioners*, European Union Technical Support Project to the South African Department of Education, Pretoria.

Hendricks, N. and Vol. 1brecht T. 2001 *The reclamation of subjugated knowledge in the African Renaissance: Redefining the landscape of teaching and learning in South African higher education through Recognition of Prior Learning*, Paper presented at the Conference: Academic Development: Redefining the landscape of teaching and learning within the African Renaissance Era. University of the North 10-12 December 2001

Johnston, R. and Usher, R. 1996 *Learning from Experience - reviewing different contexts of practice*, HSRC, UCT and Peninsula Technikon, South Africa.

Koetsier, J. 1998 *Lifelong Learning at UWC: A study of the part-time accredited programmes*, University Mission Initiative on Lifelong Learning (UMILL), University of the Western Cape, Bellville.

Lueddeke, G. 1992 *The Accreditation of Prior Experiential Learning in Higher Education: Discourse on Rationales and Assumptions*, *Higher Education Quarterly*, Vol. 51, N°3, pp. 210 - 224.

Michelson, E. 1996 a, *International Case Study on Prior Learning Assessment: Empire State College*, State University of New York, HSRC, UCT and Peninsula Technikon, South Africa.

(Author unknown), 1996 b, *Usual Suspects: Experience, reflection and (en)gendering of knowledge*, *International Journal of Lifelong Education*, Vol. 15, N°6. pp. 438-454.

Ministry of Education 2001 *National Plan for Higher Education in South Africa*, <http://www.polity.org.za/govdocs/misc/higheredu1.html>.

National Commission on Higher Education 1996 *An Overview of a New Policy Framework for Higher Education Transformation*, <http://www.polity.org.za/govdocs/policy/educ.html>.

Preece J. 2000 Changing the Discourse of Inclusion and Exclusion with off Limits Curricula in *Working Papers Supporting Lifelong Learning*, The Open University, Festival of Lifelong Learning and University of East London, UK.

Simosko S. 1988 Experiential Learning and Assessment, in Simosko, S. (ed.) *Assessing Learning: A CAEL handbook for Faculty*, CEAL, Columbia, Maryland.

Stuart M. 1996 *Discursive Trains of Power - The Academy, Credits, Assessment and Recognition of Prior Learning: A case study form Sussex*, Britain, HSRC, University of Cape Town and Peninsula Technikon, South Africa.

Thaver B, Naidoo D, Breier, M 2002. *A Study of the Implementation of Recognition of Prior Learning at the University of the Western Cape, 2001*. Education Policy Unit, UWC, November 2002

Osman R. and Castle J. 2001 *Review Of The Portfolio Development Course Offered By The Division Of Lifelong Learning Of The University Of The Western Cape*, College of Education, Wits.

Usher R. and Johnston R. 1996 *Experiential learning - some critical reflections, International Case Study Evaluation*, Commissioned by the HSRC, UCT and Peninsula Technikon, South Africa.

UWC 2000 *University of the Western Cape: Draft Strategic Plan 2001-2005*, 20 November 2000, University of the Western Cape, Bellville.

Volbrecht T. 2000 *University of the Western Cape, The Recognition of Prior Learning (RPL): Policy, Procedures and Practices at UWC*, University of the Western Cape, Bellville.

Volbrecht T. and Hendricks N. 2001 *University of the Western Cape. Recognition of Prior Learning Report on First Phase of Implementation: 2001, Report to the DLL Board*, May 2001.

**FAMILY LITERACY
PROJECT IN
KWA ZULU NATAL**

Snoeks Desmond

The Family Literacy Project (FLP) in KwaZulu Natal, South Africa is a small, focused and innovative intervention that since 2000 has produced interesting results related to both adults and children. Links have been made between the non formal practice of the project and the formal education sector in Adult Basic Education and Training (ABET), Early Childhood Development (ECD) and primary schooling.

In South Africa there are projects with elements of family literacy but few projects focus solely on family literacy and there is currently no government funding for this work. It has not become part of mainstream educational projects in either the Early Childhood Development or the Adult Basic Education and Training sectors. It can be placed within the non formal education arena with an impact on formal education in that the adults participating in the groups help their children who are starting out or fully engaged in the formal education system.

The term "family literacy" was coined in the United States of America where most programmes and research into different approaches have been conducted, as well as in the United Kingdom. Family literacy programmes usually combine adult and early literacy as well as providing information on parenting. They usually operate where adult literacy levels are of concern or where children are not achieving expected levels of literacy within the classroom. The programmes target one or more people in a family, usually the mother and child, often a pre-schooler.

In South Africa, the idea of family literacy is gaining ground and there are experiments on different approaches. Some projects are based in pre-schools, crèches and workplaces with the children and parents together. Others are aimed primarily at pre-school teachers. This FLP in Kwa Zulu Natal is focusing on parents, and through them their children.

It brings together adult and early literacy by working with both young children and their adult carers - parents, grandparents, siblings, and relatives. The aim is to help the adults to improve their own levels of literacy while at the same time giving information and

support on how they can help young children develop early literacy skills. The belief that adults play a crucial role in the development of early literacy skills in children underpins these interventions.

I. History of project

The FLP was initiated not on the basis of an articulated community need but rather in response to the results of a study conducted by the national Department of Education over a three year period (1997 –2000). The study, on the effectiveness of early childhood interventions, showed that despite training of community-based pre-school teachers, there was little or no improvement in the literacy scores of the young children in their care (Khulisa Management Services, 2000). From this, it seemed that a different approach had to be taken and with information from existing family literacy projects from other parts of the world, this project was conceived. The argument for this approach was that by strengthening parental skills, one could ensure that the young children had a good start for literacy development.

The FLP started by running workshops for mothers of pre-schoolers on how they could help their children develop early literacy skills through conversations, playful activities, story-telling and looking at or reading books together. At first, three family literacy groups were established and six workshops were run for each group. They discussed ways on how they support the development of early literacy skills among their children and each session was built-in an opportunity to try out a play activity.

Even if the parents were not asked about their own levels of literacy, it was evident that that many were having problems with reading and writing. Later after external evaluation revealed that many group members were interested in improving their own levels of literacy, activities were expanded to include adult literacy. The groups chose a woman from their community who they felt would make a good facilitator and who were trained in adult literacy; early literacy and the use of Reflect tools. Since 2001, these facilitators have been running seven family literacy groups.

The FLP operates in rural sites around the small towns of Underberg, Himeville and Creighton in the southern Drakensberg area of KwaZulu Natal. Mpumlwane, Stepmore, Lotheni, Reichenau and Ndodeni are all under resourced areas lacking good roads,

piped water, adequate electricity supply, clinics and shops. All group members are formally unemployed although many have started small projects (sewing, gardening, catering) or take up occasional work opportunities such as "Working for Water" or road improvement. Many group members have used the sewing skills provided during training funded by FLP.

II. Main Project Features

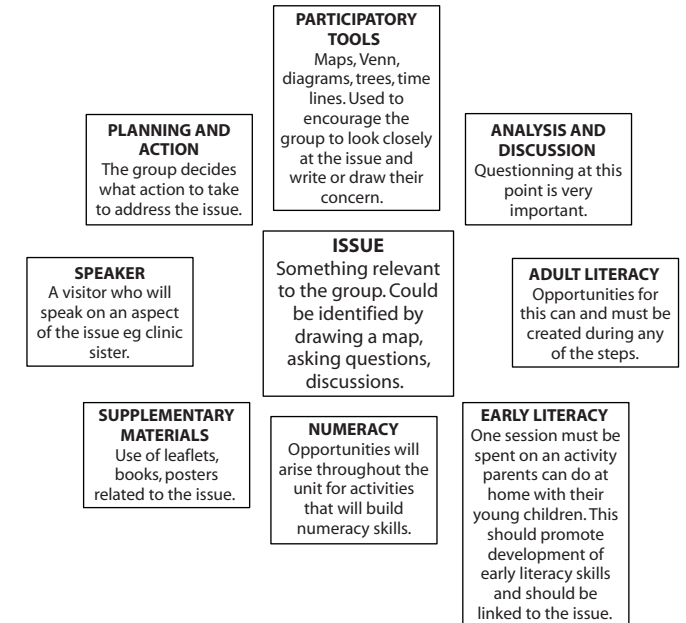
The main aim of the FLP, which brings together adult and early literacy, is to make literacy a shared pleasure and a valuable skill within families taking part in the project as well as in the wider community. The project slogan is "Masifunde Njengomndeni" (families reading together).

There is an acceptance that literacy skills are needed to make everyday life easier, for example to follow signs in clinics and hospitals, to read packaging, follow religious service books, to complete forms. However there is also a strong message from the project that reading is a pleasure and as well as being used to gain knowledge can be a means to relax and enjoy time alone or with others, especially children.

The Reflect tools used by all facilitators ensure a participatory approach where prior knowledge of group members is acknowledged and used in discussions. New information is introduced and ways of using this agreed on. Early on in the project we were introduced to Reflect, which was developed from the teachings of Paulo Freire and Participatory Rural Appraisal (PRA) methodology. A PRA using Reflect tools was conducted in the first year of the project and the women chosen to be the facilitators were trained in their use. The tools were found to be so successful in drawing people out and stimulating discussion that they have been used ever since in the groups. The tools help create an environment where people feel at ease and are encouraged to contribute their experiences and knowledge to the discussion, knowing that it will be appreciated. Tools such as maps, calendars and diagrams are easily used by those with low levels of literacy as well as those who feel confident and able to write as drawings or written words are accepted means of sharing information.

Literacy teaching, initially mother tongue and now an additional language, is incorporated into sessions as is information on

early literacy development and parenting. The following diagram shows the way units are developed.



Unit topics have included Child Protection, Children's Rights, Looking after money, Our Environment, HIV/Aids, and Special Days. and are developed in response to interests expressed by group members. Moreover, in each unit discussion, the group decides what action to take which could use their new knowledge. This could range from asking a husband to use a condom (HIV/AIDS unit); walking your child to the crèche (child protection unit) to starting an income generation project (crime and poverty unit)

III. Project Infrastructure and Outreach

The project is staffed by a Director (full time); Project Co-ordinator (half time), Editor and support worker (part time) and five facilitators (part time). Monthly reports are written by each staff member and monthly team meetings are held during term time. Twice a year week-long staff development focuses on planning and new skills. Seven of the eight staff members are registered for study with institutions of higher education. In addition, facilitators have received training in counselling, home

based care, play therapy for bereaved children and in the integrated management of childhood illnesses (IMCI).

The project is a registered Section 21 Company that has Non Profit status and is registered with the SA Revenue Services as a Public Benefit Organisation with 18A status. Directors and members of the company meet quarterly and receive monthly reports from the director. Finances are managed by the director with assistance from an accounting service. Accounts are audited annually. Funding is from donors from South Africa, England, Germany and the USA.

In terms of networking and outreach, the Family Literacy network has been initiated and maintained by FLP together with others involved in family literacy. Meetings have been held in Gauteng, Western Cape and KwaZulu Natal and an emailing list exists. FLP is also a partner with Project Literacy in the *Run Home to Read* campaign, and with the University of KwaZulu Natal in the 2005 *Bringing Literacy Home* conference.

IV. Results

There are many anecdotal reports of poor attendance at, and high drop out from adult education classes. It is important when working in adult education that the approach is appropriate but also that the content of the lessons is interesting and useful to the adults. The Family Literacy Project has tried to ensure that both the approach and the content of its programme are relevant and useful. It has also tapped into the wish of many adults for a better life for their children.

Presently, there are 100 members of the Family Literacy Project and most of these women have been with the project since it started. They have progressed through ABET levels in mother tongue (Zulu) communication to learning an additional language (English). What is interesting is the continuing commitment to attend the group.

Each year 240 children attend weekly child to child group sessions. One of the five schools targeted has requested weekly sessions for every one of their pupils.

Seventy five community members receive weekly visits from FLP group members. At least 300 adults and children benefit from the community library services provided by the project.

The main result of this programme has been to bring books and reading to these remote communities. A love of stories has been strengthened. Parents and children enjoy books and stories together and benefit from increased communication.

Moreover, a new set of activities have arisen from the project and contributes to FLP's aims as well as other development goals. Reading materials prepared by staff were pretested with some group members who underlined the words which they found difficult. The text in turn was revised to ensure that the books are accessible to the group. Women who were involved in the development of the books are acknowledged in the book as a mean of recognizing their contribution and reinforcing the positive attitude towards using literacy skills. Members. Group members visit mothers in the community to read books to their children and discuss parenting with the adults. Health groups to support those living with life-threatening illnesses have been established alongside all family literacy groups. Two community libraries have been established and are run by group members. Block loans have been made to those sites where no library has yet been established by the project.

The project has also awarded runner up place in the 2003 UDV/Guinness Adult Literacy Award; in 2004 Adult Learners Week, as the most outstanding group in KwaZulu Natal; and 2004 Adult Learners Week third most outstanding group in South Africa.

External evaluations have been conducted every year since the project began. Findings are shared within the team and the recommendations are used to improve the work. Researchers from the University of South Africa and HSRC have also conducted studies on this project and showing positive results.

V. Innovative Project Features

The approach is innovative in that components that have been developed in other programmes are adapted and combined in the FLP to meet the needs of the group and through them the wider community. In particular these are:

- . Adult literacy development: initial training provided by Operation Upgrade (SA).
- . Early literacy development: initial training provided by the director and followed up by a series of workshops by other early childhood development trainers.

- . Reflect tools: initial training provided through Action Aid and followed up by workshops and reading.

A range of activities provide group members with opportunities to practise and further develop their literacy skills.

These include:

- . writing to the editor of the project newsletter,
- . writing to pen friends in other FLP sites,
- . working with children in the Umzali Nengani (Parent and child) journals, and
- . maintaining community notice boards.
- . Group members have written stories of their own childhood (published in "Growing up in the Southern Drakensberg"), stories of their adult lives ("Stories of Strength") and worked with their families on family books.

There is a clear link between formal and non formal education through:

- . The non formal approach to adult literacy which includes information on parental interaction with children's literacy development
- . The formal education system is impacted on through the activities of the parents who support their children to enjoy books and reading
- . There is also engagement with the formal education system through the child to child groups. Weekly child to child groups are run in five primary schools to introduce books and reading to children as fun and enjoyable. Parents have been invited to workshops along with their children.

AFRICA - ANNEX 4.2
**APPENDIX
REFERENCES**

Aitchison, J. and Harley, A. 2004 *South African illiteracy statistics and the case of the magically growing number of literacy and ABET learners*, Centre for Adult Education, University of KwaZulu-Natal

Desmond, S. (2004) *Family Literacy Project* Adult Education and Development No 61 Institute for International Cooperation of the German Adult Education Association

Khulisa Management Services 2000. *National Early Childhood Development Pilot Project: Phase Three Research Report*, Khulisa Management Services, Johannesburg.

Labuschagne, S. 2000. *Conducting a participatory rural appraisal in three sites in Kwa Zulu Natal*, Family Literacy Project, Durban.

Labuschagne, S. 2001. *Family Literacy Project Evaluation 2001*, Family Literacy Project, Durban

Labuschagne, S. 2002. *Family Literacy Project Evaluation October 2002*, Family Literacy Project, Durban

Rule, P. 2003. *"The time is burning": The right of adults to basic education in South Africa* Unpublished article

**MARY CHOMA
AND THE
ASSOCIATION OF
INFORMAL TRADERS**

Meleney Tembo

Mary Choma does not let life's problems get her down. She believes that when the going gets tough, the tough get going. And Mary is tough.

In fact, when the mayor refused to see Mary she decided to see President Thabo Mbeki to explain to him the problems informal traders faced. And her persistence paid off when she visited him at the Union Buildings.

Mary is a spirited, never-say-die entrepreneur. She is determined and has committed herself to finding solutions and to moving forward. "During apartheid whites benefited. But let us not look at what whites have done to us. Let us try to solve the problems we have today by doing something so that we can feel happy", she says.

Motivated by this positive outlook and the desire for a better life for all, Mary and a group of struggling women decided to get active. They weren't afraid of working hard or taking risks. "We started by washing cars; we did not know how the owners would respond when they came back to find their cars had been cleaned. We just hoped that a clean car would make them happy so that they would give us something. We didn't need a lot and would have been satisfied with R2 or R5", she says. The response to the car-washing venture varied: some gave generously, others gave nothing at all.

But the women felt they had made a start at least. They pooled their earnings. One day, while waiting for the next car to arrive, they decided to expand their service to selling bananas. And that was it, the informal trader in Mary was born.

Determined not to beg, the women believed that as long as they provided a service, they would be able to earn money. They were meticulous about keeping the area in which they worked clean. If a passer-by dropped litter, the women picked it up and threw it in a rubbish bin. Eventually people started to talk to them.

People wanted to know who they were and why they were doing this. One day, while busy in Paul Kruger Street in Tshwane, the women were approached by a man who offered them work. He said that if they parked and watched cars for him they could earn a living without having to rely on tips. The women were excited by the offer. They accepted and began working around Pretoria city hall. But the job was difficult and the hours long; they often finished only at 3am. "One day after counting the takings, which were between R35 000 and R40 000, we realised we had been conned. We were being paid only R3 000. We decided it was time to move on and once again to go it alone", Mary says.

The women did not have to look around for long. A surprise offer came from people they had met at the fresh produce market. "They asked us what we wanted to do. We said that whatever we did, we wanted to do it for ourselves. We thought we could do this by selling fresh produce, but we did not have much money and were unsure about how to get going", Mary says. "The people at the market offered us training. They taught us to tell the difference between good produce and not-so-good produce".

It did not take long before the women were back in business, this time at Denneboom Station in Mamelodi. Mary and her fellow workers did not just want to make money; they wanted to improve their environment and have a positive influence on the people around them. They wanted to be "the best". They ensured that the space around their stall was kept spotless. They kept themselves clean and they bought the best quality produce they could afford. They encouraged other woman around them to do the same. "After all", says Mary, "who wants to buy from someone who looks dirty?" The women also developed a crime watch. They would shout and draw attention to any criminal activity that took place around them. "We were strong and united in what we were doing".

But things changed. Taxi violence erupted in the street in which they traded. Mary and her co-workers found themselves caught in the middle. Taxi drivers hid their weapons among the women's wares. "We were in a difficult position. We were afraid that if we were nasty to the taxi people and shunned them we could have been hurt", she says.

Mary decided she had to act. She began speaking to all parties involved, including vendors and taxi drivers. She listened and learnt. Her primary concern was to reduce the threat and fear that

people felt. "I wanted people to see that there was enough space in the street for everyone", she says. And so Denneboom Informal Traders was born. Its primary concern was the interests of the informal trader community on the street.

The enormous success of this group of informal traders drew a great deal of interest. A number of people and organisations tried to interfere and even to take over. Various offers were put to them and they were even offered bribes. But the traders stuck together, united by their determination to be independent. "Informal traders don't have money; they are seen as an easy target and so tend to be more open to abuse", says Mary. "We know that Denneboom Station could be a beautiful mall, but we traders want people to work next to us and with us, not to try to take us over". Mary believes the members of trader community need basic business training. "These women need someone to teach them how to run a small business and how to draw up a basic business plan". She says the women are committed to equality and dignity. "We do not believe in exploiting people or being exploited. We believe in teaching and supporting one another".

Mary says she was inspired and found hope when she participated in IDASA's Citizen Leadership for Good Governance training programme. She thought the course was too short, but says the programme changed her in a number of significant ways:

Self-confidence and basic democratic knowledge

"Since I attended the Idasa programme I have felt more confident and more excited about life, despite its difficulties and challenges. A miracle happened for me at Idasa: it was like receiving my doctorate. Among the many benefits, I got clarity about human rights, citizenship and the benefits of networking".

Citizenship and citizen responsibility

"Perhaps most significant for me was the realisation that citizens should not expect the government to do everything. I am convinced that democracy means taking responsibility and working with the government. There was a time when I thought the government knew all the problems that citizens faced. The IDASA programme helped me to see that it is the responsibility of citizens to communicate their needs and those of their community. The people say, oh, the president does not know that we are suffering down here. But how must he know? We must use the channels that are open to us to make ourselves heard".

Since the programme Mary has pursued a number of initiatives. Mary was so inspired by the programme that, when the mayor refused to see her, she decided to go and see President Thabo Mbeki at the Union Buildings. She wanted to tell him about the problems informal traders face; about the difficulties of not being able to read or write and the anger at being exploited. An "unimportant" person without a booked interview, Mary arrived at his offices and asked to see the president. She would not take no for an answer and eventually her persistence paid off. She got her meeting.

"The president is a very patient man and a good listener", Mary says. "I thought he would be harsh with me, I did not expect the warm welcome he gave me," she says. "I told the president about our first project and how it was hijacked by an Afrikaner who told me I could complain to the president if I wanted... but that I would never find him because he is always out of the country. He said to me, 'it will take you 15 years to see him... by that time you will be dead'. But he was wrong, I did get to see the president and the president even invited me to have lunch with him and promised to look into my concerns".

Mary says she was bitter and angry when she went to the president's office. She had been turned down by so many people. Every door was not only closed to her, but locked. But she was determined to see Mbeki and she did. "He's a human being. He listened to me. He told me he could not fix things overnight, but he promised to help. His office made calls and suddenly doors were opened to me. It was as if he had waved a magic wand", says Mary.

IDASA's Citizen Leadership Good Governance training programme includes community service projects. Mary was chosen to participate in the Domestic Workers' Project. At first she was unhappy because she felt the project was irrelevant to her work. But, positive as ever, Mary went to a nearby bus stop and started talking to a group of domestic workers. They shared with her some of the issues they confronted on a daily basis. Mary was enraged by what she heard and she was determined to help the women learn and understand their rights. She even visited the home of one employer and convinced her that she needed to offer better terms of employment and greater remuneration to her domestic worker. She convinced the employer to agree to relate her story at an Idasa feedback session.

Mary has made a difference because, despite her difficulties, she refuses to take life lying down. She is aware of what happens in her community and she responds to the needs of the people she encounters. Since attending the Idasa programme, she has become involved in a number of voluntary initiatives. She has offered training to members of the Informal Traders' Association, but recognises her own limitations and acknowledges that she needs help with the higher-level skills of business management.

She also offers support to a group of school children. She noticed the kids on their way to school one day in winter. They did not have jerseys. Her assumption was that they did not own jerseys, but on investigation she found that their mothers worked as domestic helpers and left for work well before dawn, leaving the children to get ready for school alone. This saddened her. She knew the women needed their jobs and could not be there for their children. She was touched also by the large number of children being cared for by grandparents and older people in the community.

She and some friends visited schools where they discovered even more about the difficulties faced by children in South Africa. They approached the education and social services departments to try to help disadvantaged children. However, her hands are tied because of a lack of funding. Despite this, Mary is determined to find a way to better the lives of the people of Mamelodi. "IDASA does not give us money, but it certainly helps us to help ourselves", she says.

I. Introduction and Background

In 2000, after a number of research projects the fact was highlighted that South Africa's formerly vibrant civil society has weakened considerably and will continue to do so without carefully planned interventions to support the sector. In spite of a considerable decline in community action, the language of "co-operative governance" is very prevalent in South Africa. New legislation in just about every domain, from policing and education to local government, places particular emphasis on the importance of public participation. In fact, it is a constitutional requirement, without which no policy - or legislation-making process can advance.

During that time, Idasa initiated an extended training programme for civil society leaders to build skills in participation and governance. Until now, the focus has mainly been on rural areas of South Africa. During this time the focus shifted the site of implementation to the metropolitan areas of Tshwane (Greater Pretoria) and the East Rand.

II. History

Research that was done recent to 2000, revealed that 65% of South Africa's population is urban, and that the most acute development needs present themselves in the burgeoning informal settlements around all cities and towns. What is more, the inhabitants of these settlements are mostly young and are also the most marginalised in terms of participation in decision-making processes that fundamentally affect their situation in life. In such circumstances, there is a particularly urgent need for citizens to be able to organise themselves and to make their voice heard in public dialogue.

The name Pretoria still resonates with innumerable recollections of South Africa's apartheid past. While the city has begun to transform itself in certain ways, divisions between communities remain pronounced, posing particular challenges as far as governance is concerned. Since the local government elections that took place in December 2000, the "old" city of Pretoria now falls within the greatly extended borders of the Tshwane Metropolitan Council, covering areas also under the jurisdiction of 3 different provinces. Tshwane adjoins the new East Rand Metropolitan Council, historically probably the most destabilised urban area of the country. In the December 2000 elections, a large number of local councils were amalgamated into this new metropolitan governance structure that had to be created from scratch. As this major restructuring process started to take place at local government level, particular attention needed to be paid to the role of civil society, and to building the capacity of citizens to make an impact on the future of these 2 metropolitan areas.

Numerous very large informal settlements (long-term squatter camps) exist in these metropolitan areas. Some organising committees exist, but often adopt a very adversarial relationship with municipal structures, and a rather bullying relationship with their communities. Leadership development was and

still is a priority here. Furthermore, the cross-border areas falling within other provinces have experienced numerous changes in administration (as well as extremely ineffective government) over the years, particularly when they formed part of the ex-homelands (bantustans). Re-building citizen faith in governance processes and achieving participation are a particular challenge here.

III. Special Foci

Gender

The importance of increasing the participation of women in public affairs and governance initiatives cannot be over-stated. For as long as women continue to be under-represented in the public domain, democracy will continue to be undermined. At least 50% of the participants in the pilot programme will be women. In addition, the course itself will focus on gender issues pertaining to citizen leadership and participation.

Citizen Leadership for Good Governance

IDASA Citizen Leadership unit focuses on developing the leadership capacity of emerging and existing leaders in civic organizations in selected areas in South Africa. The main objective of the unit is to strengthen the capacity of civil society leadership to participate in policy development and implementation, and thereby building strong civil society organizations. Current programming includes the Citizen Leadership for Good Governance training course and Study Circles/Reflect community education.

A 20 day, intensive training course (divided into 4 blocks of 5 days each), focused on further developing powerful community organizers. 25-30 participants selected from community based organizations develop a deeper understanding of government and the importance of citizen participation, and cultivate practical grassroots organizing skills. Trainings are currently active in Gauteng, Limpopo, Eastern Cape and Northern Cape provinces.

Objectives

- . To strengthen leadership capacity in civil society, and thereby to build civil society organizations.
- . To enhance citizen participation in a wide range of co-operative governance initiatives
- . To encourage a multi-agent approach to policy development and implementation, and to ensure that civil society actors are well equipped to play their part
- . To reinforce a participatory approach to development
- . To improve design and facilitation of public participation processes
- . To contribute towards the ongoing renewal of leadership in civil society as well as government

IV. Overview of Programme Themes

WEEK 1	WEEK 2	WEEK 3	WEEK 4
What is a citizen ? What is a leader ? Democracy Human rights Self-interests Politics Power Public vs private Public speaking	Leadership styles Situational leadership Organising/mobilising Dealing w. conflict Gender Advocacy & lobbying	Local government Public participation Accountability Local govt. finance Integ. devt. plans Proposal writing HIV/AIDS Presentation skills	Project presentations Group dynamics Personal goal setting Developing leaders Leading study circles

The major beneficiaries of this project are young and "middle-level" leaders primarily in the 25 to 40 age group. They are volunteers and non-professionals based in civil society organisations (eg. ward committees, residents' associations, civic associations, squatter camp committees, zonal planning forums, HIV/AIDS groups, development forums, community police forums, women's groups, youth formations, religious groups, cultural associations, environmental lobby groups, etc). Our aim is for the training to influence participants' career paths in the ongoing direction of public leadership.

This strategy represents an intensive investment in a relatively small group of people (in contrast to a mass-based public education strategy). However, the lack of capacity in civil society organisations is such that the need for quality, in-depth leadership training outweighs quantitative criteria. The decision to limit

numbers in favour of the depth and quality of training will ensure far greater impact in the longer term.

As the training course is replicated, a set of cumulative indicators at community level point towards the achievement of the project's overall goals. These indicators include:

- . increased public participation in policy consultations and other governance initiatives.
- . effective lobbying campaigns around public policy issues initiated by citizen groups.
- . stronger, more effective co-operative governance structures such as CPFs, ward committees, etc.
- . citizen initiatives to ensure accountability of elected leaders in all spheres of government.
- . faster decision- and policy-making processes, as a result of constitutional requirements for public participation having been fulfilled effectively.

V. Study Circles & Reflect

Study Circles and Reflect are similar methodologies that strive for social change through ongoing, community based, participatory learning.

Study Circles

Originating in Sweden over 150 years ago, Study Circles are issue-based community meetings that bring together citizens to learn and discuss key issues impacting democracy and local communities. With the support of trained Study Circle Leaders, participants choose a relevant community issue to focus on, then research and take action as they deem appropriate. Study Circles are conducted in conjunction with the Citizen Leadership course and independently in targeted communities.

Objectives

- . To build knowledge and understanding of the workings of democracy amongst citizens at grassroots level.
- . To enhance citizen participation in public life broadly, and local governance initiatives in particular.
- . To introduce self-instructional methodologies of democratic action and participatory learning at community level.

- . To assist with sustaining the tradition of popular education in South Africa.
- . To lay the groundwork for the creation of a School for Democracy in IDASA, based on the folk high school model.

Reflect

Reflect was conceived by ActionAid as a fusion of political philosophy and participatory rural appraisal methodologies. Reflect develops literacy and numeracy skills and links with action and reflection in a process to strengthen participants' capacity for social change. Pilot projects currently operate in Gauteng and Northern Cape provinces.

Objectives

- . To enhance community participation in a wide range of co-operative governance initiatives
- . To promote a sustained dialogue on local issues
- . Making available information and to encourage reading on different types of materials
- . To help local government to understand and commit themselves to engage with communities as well as creating an enabling environment that such participation can succeed and be sustainable

VI. Infrastructure

Staff Manager: 1

Trainers: 3

Study Circles/Reflect Coordinator: Yoemna Saint

VII. Funders:

Ireland Aid

Swedish Embassy

Studieforbundet Vuxenskolan

VIII. Inputs

The following inputs are necessary in order to produce the outputs:

- . staff,management,staff development,stakeholder consultation
- . event advertising and recruitment costs,materials production costs
- . training event costs,research and report publication costs
- . expertise in evaluation design,independent evaluation.

IX. Results:

1. Study Circles

16 pilot study circles since May 2004.The report will be divided into two sections,one concentrating on the Tshwane study circle group and the other concentrating on the Ekurhuleni study circle.

Tshwane: Currently, the project has 8 trained study circle leaders in the Tshwane Metropolitan area. As mentioned in the previous report, they are scattered around the Metropolitan area. This section will briefly discuss the composition of the study circle participants per area, and will look at the discussions that have been taking place since the inception of the project.

Wintervelt (Johanna): This circle has 8 participants with an equal balance between gender. This circle is currently busy with "Develop the leader in you" training manual provided by Idasa. The participants have shown great excitement since the project started and have chosen various topics for future discussion.The study circle leader is intending to form another circle in the near future.

Ga-Rankuwa (Nkgopole): This circle has five participants, mainly women. At the early stages of setting up the circle, the participants wanted to discuss burning issues within the area. One of these issues was transportation of school children to the school. This issue has been solved within the circle;the other issues/problems have been prioritised by the circle to be discussed at a later stage.The circle has started with "Develop the leader in you" training manual and linked to one of the sessions "leadership skills", the circle discussed volunteerism.The leader mentioned that this was quiet challenging, because people don't want to volunteer without receiving a stipend.

Atteridgeville (Patrick): This leader currently has two circles running in the community.The first circle consists of participants who are dealing with vulnerable and neglected children and the other circle consists of only youth. These groups have been dealing with issues such as crime, substance abuse, etc.The leader has encouraged both groups to participate in sports, arts and craft's activities happening in the community. Both the circles have started with the training material provided by Idasa.

New Eersterus (Hammanskraal) (Nomthandazo): This circle has 10 participants.They started with the "Develop the leader in you" training manual.During the course of the training package the circle was challenged with the issue of water. New Eersterus does not have running water and the water tanks were being filled on a weekly basis, which was not sufficient to serve such a big community.Ever since the circle challenged the Water Board, the community is now being provided with water on a daily basis. The circle will continue to work on the training manual during the month's to come.

Mamelodi (Sipho): The leader has two circle's running in the community.The first circle is a group of Grade 12 pupils and some of the out of school youth.They are currently busy with the training manual.The other circle is a group of intellectuals/working class.They are currently discussing issues on how to start businesses and how to develop proposals for tenders issued by the Government.The leader is currently in a process of starting a third circle with primary school pupils, focusing on the Constitution.

Soshanguve (Virginia): This leader started off with 4 circles in the community The first circle is with the Luvuyo Orphanage Home.They are dealing with the training manual and also looking at fundraising for the home.The second circle is with the Methodist Church, dealing with the training manual and introducing the study circle methodology to other local organisations in the community.The third circle is called the cultural group and they currently busy with the training manual.The fourth group is a group of participants from the South African National Cancer Association (SANCA) who is volunteers.They are currently busy with the training manual.The leader has established another 4 circles working with the success and personal development network,Inter-denominational Ministry of South Africa,the Arts and Culture group and the Sinqoba Simunye group.These are quiet new circles and will start with the training manual soon.The leader

is also busy developing the Leadership graduates 2004 in becoming study circle leaders. This training might only take place in 2005.

Mamelodi Central (Mary): The leader has one study circle, which comprises of the informal traders in the Mamelodi Interchange, where people go to get public transport. The circle has completed the training manual and is currently busy assisting the Department of Home Affairs with distributing identity documents.

Salvokop (Obed): This leader was having difficulty with setting up a study circle in Sunnyside, where he resided. He then moved to another area called Salvokop and wanted to start his study circle with a group of youth. Unfortunately, he is faced with challenges that people are not interested in development projects because of the false promises made by various organisations and government to create job opportunities in the community. The leader met with the Resident's Committee to inform them about the project, but they felt threatened by new initiatives. The leader envisages starting creating a circle with the Resident's Committee, once they have bought into the study circle method. At present the circle has not engaged in any discussions, until this issue has been resolved.

Ekuruhuleni: Currently there are 8 study circle leaders who have been trained in the Ekuruhuleni Metropolitan area. This section will look at the various activities undertaken by the study circle leaders since the inception of the project.

Winnie Mandela Village (Isaac): The leader has established one circle in the informal settlement. The composition of the participants is from the organisation that the study circle leader is involved in, Setshaba Community Services. Currently, the leader is faced with various challenges in getting people to participate in the project. Many of the community members are not interested in new projects being developed and are reluctant to participate. There is also a lack of co-operation from the community towards the study circle leader. The Unit is currently dealing with this issue, in order to create awareness around the aims and objectives of the project. The circle has met a few times to discuss what the project entails, but they drop out soon after.

Brakpan (Themba): The study circle member is working with an organisation called the Lithanza Community Development and Training, who has adopted the study circle method as one of their

sub-projects. Since the inception of the project, this organisation has run many circles with the youth and primary school children. They are currently using the training manual and have also discussed issues around the electricity problems being encountered in the community.

Wattville and Brakpan (Thalitha): The study circle leader is the Director of the Lithanza Community Development and Training organisation. Currently, she has two study circles running one in Brakpan and one in Wattville. In Wattville she is working closely with the primary school pupils and the other circle is with a local women's club. Besides, these two circles which she leads, there are many other circles which are led by colleagues from the organisation. These new leaders have not yet been formally trained in the study circle methodology, and will receive the formal training from Idasa in 2005.

Daveyton (Makgotso): The study circle leader started the study circle within the organisation, Acres of Love Care Centre, which she comes from. They have successfully completed the training material. Currently, there is an issue of "chalk eating" in the community, which is killing people. The circle decided to do research around this issue. They have taken a sample of the chalk to the Department of Health in order to determine the substances in the chalk. The leader has recently established another circle with a group of youth. They are currently busy with the training material.

Kwa-Thema (Dumisani): There are currently two circles operating in the community, one circle is comprised of elderly people and the other circle is a group of youth. Both circles have not started with the training materials because of other pressing issues in the community. They are currently discussing people being evicted from their homes, lack of good education and the HIV/AIDS pandemic. The leader has recently established a third circle, which have started small projects around housing, food parcels and farming.

Etwatwa (Happy): The leader introduced the study circle methodology to the organisation she is working for. They showed interest within the organisation and decided to join the study circle. She also presented the methodology to the broader community including the youth in and out of school. The circle is currently discussing traditional leadership vs. democracy. They have not yet started with the training material provided by Idasa.

Mokok (Thembisele): One of the challenges that the study circle leader is faced with since the inception of the project, is that most of the participants were dropping out. It was then decided to send letters to all local organisations to invite them to open meeting were the concept of the study circle methodology will be discussed. The circle has 11 members who comprise of representatives from various organisations and students from the technikons. They are currently discussing gender and women empowerment. This group has not yet started with the training material.

Tembisa (George): The study circle leader started with one circle, which comprises of youth. The circle has successfully completed the training manual and will be discussing various topics in the future. One of the successes of this study circle is that the leader introduced an incentive system in the circle. This means that youth that attend regularly and show's interest will get to attend conferences locally and overseas or will be able to get a bursary to do some computer training. Currently there is one member who has been nominated to go for an exchange visit to Brussels and there are two circle members who have been awarded the opportunity to get a fully paid bursary from the University of the Witwatersrand to do a computer training diploma. The leader will be establishing more circles in future, but will continue working closely with this group on other issues.

Monthly meetings:

The co-ordinator meets the study circle leaders on a monthly basis, where written reports are given on the activities of the month. In these meetings, problems and challenges are discussed and the team works together to assist each other on the problems and challenges that they are encountered with. The two Metropolitan areas meet separately presently, but in future a broader meeting will be organised where both groups would be together. These meetings are rotated from area to area, and the community that is hosting the meeting invited two members of the circle to form part of the meeting. Since the inception of this idea, many circle participants has spread the word of study circles within their communities.

2. Leadership for Democratic Governance Course

20 days training – 2004

- . Northern Cape: 32 participants + 32 mentors + 17 Local government councilors

- . Eastern Cape: 34 participants + 34 mentors + 15 Local government councilors

10 days training – 2004

- . Vembe: 35
- . Ugu: 35 participants
- . West Rand: 35 participants
- . VEP in Vembe: 28

Follow-up:

The Leadership Development Unit (LDU) has successfully launched a voluntary forum called the "Citizen Leadership Alumni Forum (CLAF)", also referred to as the forum, on the 26 November 2003 at the Kutlwano Democracy Centre (KDC) in Pretoria. The historic launch brought together more than seventy erstwhile trainees of the 2002&3 "Citizen Leadership for Democratic Governance (CLDG)" training course drawn respectively from Ekurhuleni and Tshwane Metropolitan Municipalities of Gauteng Province. The primary purpose of the launch was to afford erstwhile trainees a rare opportunity to reconnect and reflect together on the post-training challenges and breakthroughs in their different fields of community organizing and development. The chief objectives of the forum are hereunder stated:

- . to facilitate ongoing working relationships and networking
- . to share real experiences of community organizing and public life
- . to instil a sense of power and reassurance for developmental change
- . to forge links of working partnership for citizen action and solidarity amongst community-based organization and between them and other public interest groups including spheres and organs of government, and
- . to build a sense of public participation to influence public policy and service delivery in local communities.

Participants in the Northern Cape and Eastern Cape Regions have launched networks to keep in touch with the progress of their fellow trainees, and 10 study circles will be launched in these areas in 2005.

X. Synergies between FE and NFE:

Indeed, the policy framework is in place in South Africa to support Adult learning, e.g. outcome based education. In fact, the education policy includes Adult Education as part of non-formal education and training. It also provides that, "Continuing education shall be an integral part of the education system". Further, it states that, "Universal Adult Literacy shall be accessible to all adults. Basic literacy, post literacy and functional literacy programmes shall constitute essential components of the educational system". The Education Act directs all educational institutions in South Africa to be designated Centers for Adult Learning

Consequently, while there are favorable policies in place to facilitate adult learning there is a big discrepancy between policy statements and actual practice. Currently, the impetus, in terms of policy and budgetary allocation, is in the formal education sector. Also, there appears to be little coordination between institutions providing AE services limiting the possibility of mainstreaming Adult Education in development programmes. The little that is being done in the guise of non-formal education is largely experimental and focuses on the seven to nineteen year olds to the exclusion adults.

There is an opportunity for civil society and concerned citizens to emphasize the centrality of AE to development in their advocacy by making sure that learning throughout life remains a national development priority. The only way is making the government accountable to meet the goal for Education for All.

To this end one of the Institute for Democracy in South Africa (Idasa's) main tenets of consolidating democracy in South Africa and elsewhere, involves the education of citizens and encouragement of their participation in democratic processes. Idasa runs programmes and projects that build democratic institutions educate citizens and advocate social justice.

In Idasa's view, is the democracy work that we do a vehicle for accreditation, or is it a vehicle for expressing and advancing a deep philosophy of democracy building and democracy education? We feel that the importance of the role of citizens can only be determined by their active participation in their own development and therefore we are convinced that we need to inform our desire for a concrete institutional project with themes and practice innovations such as:

- The importance of making idasa's history and name: "coming to idasa" can potentially be understood as a life changing experience;
- The importance of popular education methods, and how we might better "evangelise" for popular education in strategic arena's
- A closer look at cultural work as a potential key element of democracy education.

HIV - AIDS LEARNERSHIP PROGRAMME

Adult Learning Network - ALN

I. History and Context of the Programme

1. Introduction

The Adult Learning Network (ALN), through its provincial networks is involved in education and training of adults at both a formal and non-formal level. As a service provider, the ALN sees merit in training in both environments.

Through the implementation of the HIV/AIDS Learnership Programme, the crucial element of formal education, namely accreditation is incorporated into non-formal education.

In order to ensure redress and transformation in our society, the South African government began a process to regulated both the formal and non-formal sector that are involved in the provision of education and training.

In order to understand what has lead to the development of the HIV/AIDS Learnership Programme, one has to take into account the socio-political context that existed at the time of its inception.

The synergies between formal and non-formal education and the "formalisation" of non-formal education can only be understood when taking into account education in the apartheid era versus post apartheid education.

2. Socio-political context

Before the 1994 elections the African National Congress, the now leading political party, intended to establish a single Ministry of Education and Training in order to have "an effective and responsive organisation to manage change". Plans aimed at replacing the apartheid legacy with an entirely new structure of provision, governance, funding, curriculum, assessment and certification fit for a 21st century African democracy.

Together these measures cover the National Qualifications Framework (NQF), schools, Adult Basic Education and Training (ABET), Further Education and Training (FET) and Higher Education and Training (HET), skills development (including learnerships or new apprenticeships) for people in employment and those seeking jobs or self-employment, and a National Human Resource Development (NHRD) strategy.

The National Qualifications Framework is one of the distinctive programmes of the democratic transformation of South Africa. The NQF integrates all elements of the education and training system to enable learners to progress to higher levels from any starting point. They must be able to obtain recognition and credits for qualifications and toward qualifications from one part of the system to another. The system must enable assessment and recognition of prior learning and skills acquired through experience. To this end curricula should cut across traditional divisions of skill and knowledge.

The South African Qualifications Authority (SAQA) Act, 1995 (Act N° 58 of 1995) provides an institutional framework for the implementation of the NQF.

SAQA's mission — "to ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large" — speaks to this large policy context.

SAQA exercises responsibility for the whole Framework, and is particularly concerned with the need to facilitate access and progression into ABET, FET and entry-level HET, where the national skills deficit is greatest.

Prior to the initiation of SAQA, there were no formal standards set for education and training institutions involved in formal education. For example, if one chose to do a diploma course in marketing, the course content, the duration of the course, the aspects you will be assessed on, etc. varied from institution to institution. Institutions recognized by government, therefore had the autonomy to set its own standards for education and training.

At one institution a diploma in marketing could take you 3 months to complete and at another institution, it could take you 3 years. Yet both have the same relevance when seeking employment opportunities with the exception of status issues.

Certain institutions enjoyed a higher status to others because there is a perception that the quality of the education received by individuals attending a particular institution is superior to others and therefore the persons graduating from this institution is a superior candidate for a specific job. This is largely because historically "white" institutions were always better resourced than historically "black" institutions. The implementation of the SAQA Act begins to address this by determining the standards for a specific course at the various level of education.

The NHRD strategy is premised on the assumption that co-ordinated planning, implementation and monitoring of education and training provision in response to labour market demand and social needs, will help improve productivity and economic competitiveness, raise the country's human development indices, and enhance the quality of South African life.

In general, the nature of skill formation has undergone several changes since 1994. Most notably the traditional apprenticeship is on the decline, and the new Skills Development Act of 1998 has introduced the idea of "learnerships", which is a mix of theoretical and practical education and training. This will be similar to the current practices of the colleges and technikons that make provision for periods of practical work experience for their students. Through this the qualified or skilled job seekers obtain a combination of theoretical and practical education and training.

SAQA has also through the implementation of the NQF, the NHRD and the Skills Development Act begun to "formalise" non-formal education. Prior to SAQA, institutions and organisations involved in the provision of non-formal education were not regulated either. Even though the ALN does not argue for or against the "formalisation" or regulation of non-formal education, what we would like to do is to provide an explanation of the rationale behind this.

During apartheid, Black people within the work force were often denied education and training opportunities, neither were they provided with promotional opportunities because of their work experiences. Many black people are decades later, still performing the same functions within their companies even though they are able to perform more advanced and specialised functions. "Black" refers to Africans, Coloured and Indians.

"White" colleagues have always been promoted as their supervisors, managers, even though their black colleagues were often responsible for providing them with on-the-job training. These white colleagues were often the only people given educational and training opportunities either done in-house or provided for by external institutions.

SAQA begins to address this by regulating both profit making and non-profit making organisations and institutions. Every legal entity has to pay a Skills Levy of 1% of their payroll to the various Sector Education and Training Authorities (SETAs) they fall under. This encourages and to some extent, forces organisations to develop their staff at all levels.

Organisations are able to claim back 50% of the skills levy by submitting a Work Skills Plan (WSP) on an annual basis informing them about the staff development that their staff will undergo. The WSP will also have to provide a breakdown of the staff development according to race, gender and disability. They also have to inform the SETAs, how many of their staff is going to participate in Learnership Programmes. A year later they have to submit an Annual Training Report, reporting on whether they have met their targets, and if not, an explanation of why they were not able to.

3. How did the HIV Learnership Programme evolve

There is a significant move in South Africa to get the companies providing in-house training or training provided by external institutions to become accredited service providers and to provide training according to the standards generated by the various SETAs. For examples, if you have been an assistant to a pharmacist for many years and you do not have any formal qualification, your company can offer a Learnership Programme for a Pharmacist Assistant. Your company will therefore be required to submit their learning programmes for both the theoretical and practical components according to the Unit Standards for the Pharmacist Assistant Certificate Course set by the Standard Generating Body (SGB).

Your organisations would be expected to be an accredited service provider. This essentially means that you have to have all the systems in place for example, assessment, appeals, remedial, financial, administrative, recording of learner record policies and

procedures, etc. The "in-house" training will not only be recognised by your own company, but also by other companies and institutions as well if aligned to the Unit Standards registered with SAQA. This qualification will also enable you to go to further levels in Pharmacy.

The idea behind the formalisation of non-formal education through accredited skills programmes and learnerships is to provide unemployed people with skills and some work experience and at the same time provide employed people who have the experience, but not the formal qualifications with formal recognition for the work they are doing.

Despite the advances in democracy and development since 1994, the structural race and gender inequalities in South African society persist. South Africa has one of the world's most distorted distributions of personal income. Inward investment and economic growth are low despite macro-economic and fiscal stability. Middle- and high-level skills are scarce. Unemployment is high and rising as the structure of the workforce is adjusted under the pressures of globalisation. Poverty and disease (especially HIV/AIDS) are driving down life expectancy at birth and driving up infant mortality, as well as sapping labour force productivity and severely impairing educational progress in many communities.

The Adult Learning Network (ALN) with its main partner, The Institute for International Cooperation of the German Adult Education Association (IIZ-DVV) and other partners are involved in the promotion and delivering of adult basic education and training opportunities for previously disadvantaged communities. Through its active involvement in communities, ALN has been faced with the many challenges brought about by the HIV/AIDS pandemic.

Large numbers of the learners who attend adult basic centres in South Africa have been either infected or affected by HIV/AIDS. Many of the learners are involved in taking care of family members or other persons within their communities. This has led to high drop out rates within these centres.

It is a known fact that SA is one of the countries with the highest HIV/AIDS infection rate. All sectors of South Africa face the growing challenges posed by the HIV/AIDS pandemic and not any more the health sector alone.

In communities, especially peri-urban and rural where access to basic health services is limited, thousands of volunteers are providing care and support for people infected and affected by HIV/AIDS. These volunteers are not given any formal recognition for the work they are doing.

The ALN in partnership with IIZ-DVV responded to the need to integrate the HIV/AIDS issues into adult education by initiating the HIV/AIDS Learnership Programme in 2002. The aim of the programme is to address the pandemic by providing a single comprehensive health care programme for community-based caregivers. One of the key objectives of the programme was to structure the training in line with the requirements of the NQF. Two skills programmes were developed and were later submitted to the Health and Welfare SETA (HWSETA) for accreditation. Skills programmes are building blocks for learnerships.

This together with other skills programmes would lead to a learner obtaining a Level 1 qualification (Grade 9) that would increase the learners' opportunities for employment and provide them with access to other qualifications.

Plans were made for the development of other relevant skills programmes that will add up to a full qualification.

Based on the labour demands, a particular certificate course can be identified as a learnership. Learnerships are financed by the Department of Labour through the SETAs. Unemployed learners wanting to be trained in a Learnership Programme would receive funding from the SETAs that cover the cost for the training (practical and theoretical components), a uniform, equipment and a monthly stipend to cover transport costs, catering, stationery, etc. for a period of one year.

Service providers, like the ALN offering training in a Learnership Programme have to be an accredited service provider with one SETA, in our case the Health and Welfare SETA. As an accredited provider all training programmes also have to be accredited.

In 2003 the two skills programmes were piloted in seven of the nine provinces in South Africa. These two skills programmes would form the bases for the identification and development of other skills programmes that would add up to 120 credits that is equivalent to a full certificate course at NQF Level 1.

In the implementation of the 2 skills programmes, the learners and facilitators recommended that skills programmes in counselling, abuse, social welfare issues like grants, adoptions should be incorporated into the HIV/AIDS Learnership Programme.

Whilst the pilot was being implemented, the assistance of a consultant was sought to assist ALN to begin a process of engaging the HWSETA to register a full Learnership In HIV/AIDS.

Several discussions took place between ALN and the HWSETA. In these discussion, ALN was informed that registering a new qualification could take up to 5 years since very few Unit Standards with only few credits were set for HIV/AIDS and that they were no way close to setting standards in HIV/AIDS equivalent to 120 credits. ALN was made aware of the Ancillary Health Care (AHC) Learnership that was a priority for the HWSETA. Similarities between our 2 skills programmes and the AHC were evident.

A decision was taken in the organisation to align the existing material to the AHC certificate course that is being implemented as a Learnership as it would provide our learners will a full qualification at NQF Level 1 (Grade 9).

Whilst the AHC Learnership was being implemented, the ALN have planned a parallel process of engaging the HWSETA to have the Unit Standards set for a full certificate course in HIV/AIDS and NQF Level 1 and to lobby for it to be registered as a Learnership.

We believe that using an existing qualification to provide learners with a formal qualification would give them formal recognition for their experiences was explored and adopted as one of the strategies to provide skilled and quality primary health care in our communities that include services to people infected and affected by HIV/AIDS.

However, the primary purpose of setting up the HIV/AIDS Learnership Programme still remains the registering and implementation of a full qualification in HIV/AIDS.

4. How were the partners identified

The five key partners in our programme were the following:

- . The community
- . The HWSETA
- . The non-governmental organisations (NGOs), community-based organizations (CBOs), faith-based organisations (FBOs)
- . The learners/participants
- . Donor organisation (funder and mentor)

Community

There was three ways in which we targeted communities. They are the following:

- . Provincial networks informed us that a particular community was in need and that there was no HIV/AIDS organisations or projects in a community.
- . The input from the ABET centres in our networks.
- . The HIV/AIDS statistics of the various communities. If the HIV/AIDS rate were high, that would be a community we would target.

HWSETA

The Health and Welfare SETA is the body responsible for the quality assurance of education and training within the health and welfare sector. Any training programme that training providers want to implement have to comply with the standards set by the SETA.

The ALN had to apply for provider accreditation with the HWSETA and have to submit all skills programmes to them to have it accredited.

NGOs or CBOs

Network partners identified organisations that were involved in the field of HIV/AIDS.

The Learners

The learners where possible were people who were either involved in home based care projects or who were active members in their respective communities.

Donor agencies

Our main funder, the IIZ-DVV played a very instrumental role in setting up this programme. The idea to work towards a Learnership in HIV/AIDS was the brainchild of Wolfgang Leumer who after

receiving many proposals from organisations to implement projects in the field of HIV/AIDS called many of these organisations together to discuss a joint strategy to mainstream HIV/AIDS in adult basic education and training.

II. Main Features of the Programme

1. What are the main objectives?

The overarching goal of the programme was to slow down the spreading of HIV/AIDS in South Africa and to reduce the socio-economical impacts of the pandemic.

This would be achieved through the training of voluntary social caregivers in affected rural and semi-urban communities in HIV/AIDS prevention and social care. The training would be accredited and therefore caregivers would receive a qualification

The specific goals were the following:

- . Educational plan for HIV/AIDS social workers has been developed
- . SETA is willing to register course with SAQA
- . Abstracting the outcomes of developed materials into unit standards
- . About 12 qualified trainers have been identified and have been prepared intensively for their role as implementers
- . A network of providers has been structured
- . PR concepts through road-shows, LCF, GTZ mainstream projects
- . Programme is rolled out in another 3 provinces for approximately 300 volunteers/learners
- . Commercial publisher produces learner and facilitator manual in English
- . Translation into 3 national languages

2. What are key messages in its learning/educational programme?

- . The programme offer the learners the knowledge and skills to provide development-focused health care in the communities, including health promotion, developmental services and preventive health care within varying contexts.
- . Tools for hands-on contributions in communities and in families and circle of friends.

- . Knowledge and skills for a confident voice to address the issues related to the HIV/AIDS pandemic in a concrete manner.
- . Volunteers are messengers of knowledge on how to deal with the daily challenges of living with HIV/AIDS.
- . Raising awareness, improving the lives of people living with HIV/AIDS, caring for them, helping them access service structures (for example, a noticeable contribution to the reduction of the spreading of HIV/AIDS).
- . Enabling people to improve their standard of living by increasing their employability, thereby also contributing to poverty alleviation.

3. What are the methods it uses to get these messages across?

The programme is based on a learner-centred participatory approach. Course work involves a variety of activities that encourages creativity, teamwork and playful understanding, but also requires learners to do their individual "homework" outside the classroom.

A large part of the programme is the practical component. Learners are required to implement what they have learnt through for example, demonstrations and talks to family members, youth, women, at clinics, etc. Learners are grouped with other learners to ensure that peer learning takes place and to boost the confidence of the learners. Learners are also trained to conduct peer assessment. This is one of the mechanisms that were put in place to monitor the practical component of the programme.

4. How is the identified population involved in the programme?

The clients and the family's involvement in the programme are minimal, but it is continuous. During the monitoring and evaluation of the programme a sample of clients to get their opinions of the quality of services provided to them. They are also asked for suggestions on how to improve on the services they receive. This input is invaluable as it assists in the improvement of services delivery to the clients who are one of the main beneficiaries of the programme.

III. Infrastructure

1. Management of the programme

A project coordinator that reports to the national coordinator of the ALN manages the programme. Both these staff members are seated at the national office in Cape Town. These staff members have extensive experience in project management and have been working in the development sector for many years. The project coordinator has post-graduate studies in educational administration.

One of the areas of responsibility of the project coordinator is to identify the human resource needs of the programme. 34 facilitators were recruited to implement the programme. They were all employed on a part-time basis. More than 50% of them were regional network office staff that are also experienced ABET facilitators. They were responsible for both the training and the coordination of the programme in their respective provinces.

Information was fed to the facilitators through their regional coordinators of the ALN offices in 7 provinces. They also played a supervisory role for the programme. One of the province

The programme also has a person who is responsible for the development of monitoring and evaluation tools for the programme. This staff member is also employed part-time and together with the project coordinator, conducts site visits, interviews, questionnaires, etc. She is also responsible for the processing of all data that are received through the various monitoring tools for example; visit reports, facilitator's reports, evaluation sheets, etc. She has a master's degree in educational psychology.

Just recently, 2 curriculum developers were employed to develop additional skills programmes to complement the existing 2 skills programmes for the certificate course in AHC. Both these members of staff are experienced ABET facilitators and have completed the Diploma Course in Adult Basic Education.

There is also 2 administrative staff. One is the financial officer and the other person is an administrative clerk. They provide support for the other staff members and for the learners.

The ALN also outsourced some of the work to consultants. 2 curriculum development companies developed the two skills programmes.

2. Other resources

The programme requires considerable financial resources, especially for the coordination of the work of the caregivers. A shortcoming in the programme was the lack of physical resources needed for the caring of clients. The assumption made at the onset of the project was that the medical resources would be made available by the local clinics. Since the implementation of the pilot, there were no systems in place within the health services to access these resources. Creative ways were sought to overcome this problem.

Facilitators either contacted other organisations for these supplies or they requested for donations from local companies.

As indicated earlier, this programme is funded mainly by IIZ-DVV. Some funding was also received by GTZ to extend this programme into 8 provinces.

By becoming an accredited service provider, the ALN would also be able to access funds through the HWSETA for the implementation of the programme.

IV. Innovative Features

The main purpose of initiating this programme was because volunteers providing health and welfare services for people infected and affected by HIV/AIDS were not being given formal recognition for the work they were doing. No programme or project in South Africa is currently focusing on the development of a full certificate course in HIV/AIDS at NQF Level 1 with the main objective of registering it as a Learnership.

Currently in South Africa many Learnership is being implemented to provide vocational training for people who had very little schooling during the apartheid era and at the same time to provide unemployed people with work experience through the Learnerships.

V. Results

Despite the challenges that ALN was faced with during this programme, the facilitators, learners, clients and other stakeholders considered it a definite success.

For the learners this course offers in the first place tools for hands-on contributions in their communities and before that in their own families and circle of friends. The knowledge and skills they received gave them a confident voice to address the issues related to the HIV/AIDS pandemic in a concrete manner. These volunteers are messengers of knowledge on how to deal with the daily challenges of living with HIV/AIDS that is so urgently needed in those areas but often does not reach the people.

By raising awareness, improving the lives of people living with HIV/AIDS, by caring for them and assisting them in accessing other services is a need that we met within our targeted communities.

The first positive outcome of the programme was the practical day-to-day assistance our volunteers provided for people infected by HIV/AIDS. Some of the help they provided, included help with household chores, cooking and general caring for people. The assistance provided to people affected involved helping people access grants, dealing with temporary custodies, etc.

The second positive outcome of the programme was the impact the increased knowledge had on the behavioural changes of the volunteers, their families and friend, and the client's who they interacted with. These two outcomes both have poverty implications.

On another level, the qualification in which this programme will result in the near future equips these volunteers with a currency that should improve their standard of living by increasing their employability, thereby also contributing to poverty alleviation at the same time.

Further research has to show to what extent the qualification will lead to the employment of these volunteers. Another future research question that needs to be answered is how far the valuable services provided to the affected communities are sustainable on a voluntary basis only.

The programme within its quantitative limitation was able to prove that training and adult education will contribute to the mitigation of the impact of HIV/AIDS especially in poverty stricken areas

EXPERIENCE OF
EARLY CHILDHOOD
EDUCATION,
NGO - JEUNESSE ET
DÉVELOPPEMENT

M. Maiga

Foreword

"Jeunesse et Développement" (J&D) has initiated a project in partnership with Stromme Foundation which is entitled "**Enhancing Early Childhood Education**". This project is being implemented since March 2004 with the aim to intervene in early childhood education (ECE) settings within specific neighborhoods of cities IV, V and VI of the Bamako district in order to improve the working conditions therein. The project team cooperates with a consultative committee during every single phase of the project implementation, which so far has led to achieving the following outcomes: completion of a centers identification study, ECE awareness meetings, selection of 10 centers for specific intervention on the basis of agreed criteria, needs assessment survey for the training of management personnel.

The purpose of this brief is to reflect on experiences related to this ECE project on the basis of information collected as a result of surveys and meetings conducted in 13 of these centers.

I. Limitations and benefits

1. Limitations of ECE

Structural and functional issues

Nursery schools in poor and non-central areas encounter a problem related to space which is often too limited as far as playgrounds are concerned, since these are shared with primary schools premises dedicated to the lowest grades, even though this situation is not in compliance with the regulations issued by the Ministry of Education.

In general, these are open premises with no fence that are provided for rent. There is usually no sand box and sheds are often too small when existing. Toilets are used by the pupils and access

to clean water is rare. The main difficulty consists in the lack of toys and equipment for the playground. Didactic materials are also very few. Initial training and continuing (or in-service) education is obviously deficient for the management personnel of the nursery schools located in these peripheral areas.

A low level of awareness and appropriate information was also noticed among all actors as far as ECE is concerned. Also the quasi-absence of management committees, the contribution thereof could have solved several problems such as the lack of interest in ECE among parents. There is no efficient safety measures for children on their way between home and the centres, especially with regard to the intensity of the road traffic. And for many parents, even the concept of nursery school is not well understood.

Financial issues

The budget allocated to nursery schools in peripheral neighborhoods is very limited. This usually concerns very popular areas with high population density, the majority of whom live in the non-formal sector with very little resources that do not allow to cover school fees. Without such financial contributions, the costs related to the renting of the centre and the remuneration of the facilitators cannot be met. Moreover, there is no sufficient budget to purchase new equipment, nor didactic tools and materials. In fact, nursery schools in peripheral areas are generally private schools that do not have additional funds apart from the amount related to the collection of school fees.

2. Benefits of ECE

For parents

- . ECE contributes to increasing enrolment rates and mothers' income.
- . ECE is a refuge for children of poor households that do not have fix incomes. Parents can thus dedicate more time to daily activities, training, employment, etc.
- . ECE lightens parents' time dedicated to supervision of children.

For children

- . ECE provides children with an appropriate environment for learning and socialization. Children do benefit from an integration process within a specific group and start feeling some differences in language, clothing, behaviours and even in educa-

tion in its widest understanding. ECE transforms a child by providing him with new knowledge that stimulates his mind, contributes to building communication networks around his own person, improves his reflexes. ECE helps children to copy, repeat, observe, manipulate and assimilate. Such a process reinforces children's attention.

- ECE stimulates children and enables them to assimilate different learning processes in a time respective of their maturity. This experience highlights the difference with those who do not benefit from ECE. ECE prepares children to communicate with parents using methods approached in the centre. Such a curiosity is revealed by the fact that children ask questions when seeking to understand a particular subject or issue. Children claim for some basic rights such as toilet, hygiene, clothing and measures that help preventing from some infectious diseases.

Benefits for the community

- Provision of ECE in poor peripheral areas stimulates the parents who continue to send their children to the centres. ECE prepares the whole community to adhere to the provision of services for children in traditional education settings.
- ECE contributes to reducing risks related to violence and delinquency among children.
- ECE contributes to behavior and mentality change within the community: the desire to seeing children growing through formal settings, the happiness of seeing a child joyful to go to school are some factors and reasons of satisfaction for the community. ECE gives to the entire community a sense of responsibility with regard to education, which is seen as a right and even as a duty.
- ECE contributes to increasing enrolment rates at school.

II. Lessons learned

1. Community awareness

Creating awareness among communities consisted in discussing with their members the perception they have with regard to ECE locally. The aim was to explain to communities the objectives, strategies and areas of intervention for the ECE project lead by "Jeunesse et Développement" and to share with them the outcomes of the survey which was conducted in the nearest ECE centres.

During these meetings, parents participation was higher than expected. They indeed demonstrated a strong interest in both the survey outcomes and the project since such initiatives have implications on the future of their children.

Parents see ECE as a source for learning, behaviour change, socialization, safety and care, as well as happiness. ECE centres are seen as a place where children acquire and develop skills that can be applied at the family or community level, and that prepare their entrance into primary schools.

Furthermore, communities see nursery schools as being able to bring children towards reading and writing skills. This is a mistake.

Concerning the selection criteria for the centres to be further supported, communities have put emphasis on the following: poor and remote areas, lack of equipment, low families contribution rate, commitment and training needs of the personnel. All these criteria are comparable to those identified by the needs assessment survey and address the project's objectives. This demonstrates a strong community participation and ownership with regard to the project.

2 Communities vision

Communities acknowledge the specific benefits of ECE but also have clear expectations in terms of quality education. They feel that quality could thus be improved by:

- Providing appropriate equipment to the centres (didactic materials, toys, etc.)
- Building sheds and sand boxes in the centres
- Food provision at school
- Improved hygiene at school
- Additional classes allowing for a classification between small, middle and advanced ages
- Safety measures for the children on their way between home and the centre
- Encouraging parents to pay school fees for their children regularly
- Defining monitoring strategies to follow-up children when they enter primary school

III. Project progress

- . Establishment of a functioning Consultative Committee including education and health specialists (met 4 times between February and May 2004).
- . Completion of a centers identification study and needs assessment.
- . Awareness raising meetings at community level.
- . Selection of entities eligible for further support under the project first phase.
- . Identification of training needs.

Issues discussed

This presentation of J&D's experience has lead to the following comments as part of the project evaluation :

- . Does J&D wish to extend this programme within rural communities?
- . 13 centres were covered by the study? Any directory? Will J&D encourage the development of community nursery schools? Any contact with the Ministry of Basic Education?
- . Are these nursery schools officially acknowledged?
- . What period of age does it really cover?
- . An official agreement with relevant authorities would be recommended so as to be covered.

Answers given to the questions and issues raised above:

- . J&D wishes to extend this programme within rural communities.
- . A directory exists at the level of « C.A.P. ». J&D had access to one of these through a consultant, Mrs. Diallo. The study also showed that many entities have not been registered yet.
- . J&D has officially written to the relevant authorities, this letter was duly acknowledged. J&D has also received some technical support from the Ministry (2 resource persons from the Ministry of Basic Education)
- . Some centres accept very young children but generally, it's between 4 and 5 years old. Age groups were not covered by the survey.
- . Official agreement can be obtained once the cooperation with the selected centres starts.

CONSCIOUSNESS RAISING LITERACY AND CITIZENSHIP EDUCATION

M. Boly

Consciousness-raising literacy: An innovative approach to citizenship education and to the promotion of literate environments as encouraged by the NGO "EVEIL" in the region of Mopti, Mali.

Since many years in Mali, the accumulation of information on literacy is being enriched as a result of the promotion of different education policies. Knowledge acquired on education and learning has led to the development of national action frameworks such as the Decennial Programme on Education (PRODEC) along with implementation modalities that have concrete impact on the field (method of convergent pedagogy and support to education centers for development).

With the increasing influence of international organizations, the theme of education and the banner of literacy occupy a much larger place in the discourses of the Government, civil society organizations and local authorities in Mali. However, a review of recent socio-educative evolutions in rural areas demonstrates that, despite the good results obtained globally in the field of education, both the learning environment and the conditions of appropriation of learning methods decline for the majority of local populations (youth, girls and women, out-of-school children...).

The current Government of Mali faces a major contradiction, which finds its origin in the antagonism between the **proclamation of citizens rights**, in line with the rule of law, and increasing difficulties in offering sufficient guaranties with regard to the **basic rights related to education**.

This situation represents an important challenge for all actors of the education sector in Mali. The approach is conceived as in the prolongation of activities run by the NGO "Eveil" in the fields of citizenship education and democratic governance. It seems, now more than ever before, that literacy-based education constitutes

the foundation and a necessary prerequisite for the promotion of learning and literate environments. Traditional schools, at the level of formal education with the method of convergent pedagogy (CP), and the education centres for development (ECD) at the level of semi-formal education, have the same precedence in common, i.e. for the students and young learners to acquire the necessary skills, including the capacity of initiative and of taking constructive decisions, along with communication skills, so that they can all live in harmony within a specific group. In other terms, this is about preparing them to become citizens aware of the reality and problems inherent to their environment (should it be local, institutional, organizational...) and determined to promote democracy through the effective exercise of their rights and duties.

After one generation of education theories more less innovative that did not address successfully the literacy challenge, here comes a new emerging approach: **Consciousness-raising literacy**.

I. Perceiving consciousness-raising literacy as a comparative symphony: musical and educative

Imagine consciousness-raising literacy as an orchestra with a chorus. The didactic and pedagogic production as a symphony, resulting from the combined efforts of all the instruments and singers.

In the category of string instruments, the learners with didactic tools; in the category of wind instruments, the chiefs of village with their advisers, local and communal elected officials. The responsibility for percussions would be given to local communities and NGOs, while chorus would be composed of the technical education structures of the State.

Can you imagine the table? Who would then play the roles of orchestra conductor and chiefs of each category in our educative analogy? It would be the persons in charge of planning and orientation of education policy, along with civil society organizations with innovative education methodologies aiming at producing coherent and harmonious results. However, as for the diversity that can be found in music types, there are several possible approaches to literacy - functional, technical, organizational - in the different development zones of Mali : cotton zone of the CMDT, Niger office zone, OHVN zone.

GENERAL INDEX

ANNEXES INDEX

INDEX

HELP

4.6
MALI

CONSCIOUSNESS
RAISING LITERACY
AND CITIZENSHIP
EDUCATION,
EXPERIENCE OF
THE NGO "EVEIL"

PRINT

The last approach in date is known as consciousness-raising literacy, which can be compared to music since this is an attempt to harmoniously instrument the education needs related to the literate environment of the learners. There is much hope that this method can successfully challenge illiteracy and achieve citizenship education of quality. The concept of consciousness-raising literacy was inspired by the Brazilian pedagogue Paulo Freire who initiated an original pedagogy for excluded and marginalized populations, which was applied in several countries of South America and Eastern Africa between 1970 and 1980. This concept is a combination of **basic literacy** and **citizenship education** following an integrated approach based on illustrations and underpinnings related to the local culture and knowledge of the learners. This method evolved with the in-depth practice, since 1988, of learning paths adapted to the local language (the "Fulfulde"), together with the development of a manual of integrated literacy for levels 1, 2, 3 and 4, along with a glossary of governance by the NGO "Eveil".

II. Methods of consciousness-raising literacy, learners and literate environments

The concept of consciousness-raising literacy comes from the concern of better understanding the meaning of "quality" and thus identifying the type of education which would be adapted to the learners in the Malian context of democracy and decentralization. Consciousness-raising literacy is a valuable attempt to go beyond the conflict existing between traditional literacy and empowerment. The two approaches remain quite rigid on the basis of visions developed by partisans of each part. The method of consciousness-raising literacy relies on the current institutional context, which was initiated in 1991 with the process of communalization, democratization and strengthening of the rule of law in Mali. The method intends to go beyond all what has been imagined so far in the field of learning methodologies, training and education for local populations. It is also adapted to educative innovations that emerge since it supports the promotion of convergent pedagogy and of education centres for development, along with an original didactical and pedagogical approach (grammar rules linked to linguistic paradigms, use of metalanguage teaching in Fulfulde, lexicographic and lexicological amelioration of linguistic courses...).

In comparison to literate environments, the consciousness-raising method facilitates the shift from oral to writing, which refers to a real mutation of the local language called Fulfulde. All the more that the written environment is usually hard to reach, this method has established preliminary modalities, didactical processes, and steps to follow according to the priorities of the lexical creation.

Target learners are essentially adults aged 16 and beyond (rural youth involved in farming, women, representatives of traditional institutions, heads of villages and their advisers, local and communal elected officials, representatives of civil society social networks).

In parallel to the implementation process related to the sector of exclusive "citizenship education", the method is oriented towards a new opening strategy for the action plan with the integration of the convergent pedagogy and the education centers for development which are still being experimented. It is important to highlight that these two programs are implemented at the country level and that their respective pedagogical approaches (belonging to the formal or semi-formal system) complement the consciousness-raising literacy initiative undertaken by the NGO "Eveil" on the field.

III. Consciousness-raising literacy, improving quality education and citizenship initiatives with the communalization process in the region of Mopti

The method of consciousness-raising literacy initiated by "Eveil" since 1998 within the region of Mopti promotes another conception of learning for rural populations, social partners, and for the action frameworks that are likely to adopt an approach adapted to the current mutations of the whole society. It refers to the development of an "education model", which takes into consideration societal values, principles established by strategic orientations promoted at the country level within the framework of the democratization process and by active participatory methods (REFLECT, MARP, Gender and social analysis, rule of law and governance...).

This initiative relies on a communicative rationality and a process of multiple learning.

With the implementation of this method, "Eveil" has supported 10 cities within the area of Mopti, with about 50 local communities where the initiative was experimented. The experimentation phase lead to very interesting and concrete outcomes. Between 1998 and 2003, "Eveil" has supported the creation of 10 pedagogic initiative centers (PIC) or pilot centers that in turn facilitated the establishment of 50 intensive training centers (ITC) with the support of both local authorities and orientation committees representing the learners. The initiative reached about 2,000 learners through the method of consciousness-raising literacy with a differentiated pedagogy and assessment criteria (monitoring progress) have been developed following the method of formative and summative evaluation. Other complementary innovations focus on the creation of 10 pilot community-based libraries and on the support to 100 local writers responsible for the improvement of the didactic and documentation production (local stories and history, monographs, tales, science...). The involvement of local writers can increase interest in reading, writing and in literate environment within the whole region of Mopti. Some outcomes were noticed very early and are really encouraging since this new approach led to: the strengthening of social networks with the establishment of 74 local legal advisers that intervene for the prevention or settlement of local conflicts (very frequent in rural communities), the grouping of new rural institutions involved in projects that concretely support citizenship initiatives, the positioning of actors from the emerging civil society in the fields of human rights and citizenship related duties at the local level,... Collective support and listening centers assist this process through a space dedicated to radio animation, which was organized at the level of 46 communities with "Eveil"'s zone of intervention.

Repartition and number of learners within "Eveil"'s zone of intervention

CITIES	VILLAGES/ COMMUNITIES COVERED BY "EVEIL"	NUMBERS OF LEARNERS REGISTERED	NEO-LITERATE LEARNERS	OBS
10	50	Males: 502 Females: 759 Total: 1,261	ITC trainers: 104 Facilitators YA Pinal (local info and communication centers): 260 "Parajuristes" or legal advisers: 74	Data updated

IV. Consciousness-raising literacy and capitalization of Eveil's experience

With regard to the review of actions conducted over the last 5 years, assessment tools and lessons learned are oriented towards an extension of the experience at the national and sub-regional levels taking into account the geographical scope of each language beyond national administrative boundaries (Pulaar in Senegal and Mauritania, Fulfulde in Mali, Niger, Burkina Faso and Guinea).

The practical lessons learned are as follows:

- . The scientific merit with reference to "Eveil"'s control of consciousness-raising literacy – the objective being to adapt the method to linguistic norms and adjust the sectorial approach of education focusing on development.
- . "Eveil"'s contribution through this method to a strategy promoting the attachment to a culture of civism and citizenship encouraged by the communalization process in Mali.
- . Inputs related to didactic and pedagogical productions with publications for the promotion of literate environments.

The method of consciousness-raising literacy is able to open a new way for improving quality of education through an innovative and flexible approach. Such an initiative adds value to other methods that are currently being developed. Education and social networks are thus invited to use the method broadly and promote it in order the method to be validated and endorsed by the entire social sector. As a wise man would say, "knowledge is a deep well that needs to be dig if you want to use it".

Points discussed about the case study:

- . What is the relationship between "Eveil" and the authorities, since the organization was recently presented as an "agitator".
- . What is the content of the modules developed by "Eveil"?
- . What are the different levels proposed by « Eveil » ? Upon completion of the training, what intellectual skills have been developed by the learners that would allow them to utilize the materials produced by "Eveil"?
- . On which basis did "Eveil" evaluate the number of illiterate learners? Did they undertake a due assessment? In such case using which methodology?

- Is there any tangible impact, any change in behavior for instance does consciousness raising, including with regard to citizens rights, leads to political involvement, any form of activism, or specific claims to local or national authorities, etc.
- What kind of evidence, for "Eveil", demonstrates an improvement of consciousness among the target groups?
- Generally, when such an activity is not linked to an economic strategy, it is not easy to achieve such kind of outcomes. Is the success of this experience linked to a specific approach with this respect?
- Further to the intervention of "Eveil", did you notice any change in legal advisers' behaviours?

Answers and additional information provided:

Concerning the relationship between "Eveil" and the official authorities, it is now well established and each part clearly has its own role. Since the starting of operations on the field, in 1995, "Eveil" has regularly informed the authorities about the project. Contacts were established, along with a strong relationship with local authorities and communities involved. In addition, the democratic context is currently favorable to such kind of project as far as there is no intervention as such in the politic sphere. "Eveil" undertakes only education related activities. Formerly, the fear led elected officials (subprefects, police officers) to qualify "Eveil" as an agitator, since the project spirit was likely to go against their own interest. The "parajuriste" or legal adviser is a competent facilitator. Official authorities want "Eveil" to participate into the penal mediation process and at the highest level support the initiative. This context shows that there is a real improvement in legal consideration and more generally in law as such. Thus, and in order to increase impact, "Eveil" will seek from the official authorities to obtain the translation of the criminal code into all the national languages. In the region of Mopti, for the last few years few years, there has never been so intense conflicts since 1943. "Eveil" has undertaken several development initiatives, which is why the "parajuristes" or legal advisors established in cooperation and under the supervision of "Eveil" must be able to prevent and assist in settling any conflict situation through the mediation methodology. Another example of impact is the interest and commitment of the learners during the last local elections. According to "Eveil", it is difficult to integrate other traditional parameters of development.

"Eveil" evaluates whether objectives fixed at the very beginning of the project are effectively attained. It takes into account the know-how gained by the learners. Evaluation criteria are developed according to clear expected outcomes and the evaluation is undertaken in cooperation with official authorities. At the beginning, when "Eveil" was looking for documentation and tools on consciousness-raising related education, it appears that very few had been done so far in this area. Once such materials were developed through the project, many expressed interest in accessing to this valuable documentation. If the quality of these materials was not ensuring that important issues are addressed properly, linguists and other stakeholders would not have expressed such kind of interest in using the handbooks and materials developed. Nowadays, "Eveil" is working on the development of multi-dialects dictionaries.

In terms of behaviour change and impact, some of the learners who are part of the Municipal Counsel have changed their attitude and approach (e.g.: a breeder who became a legal adviser afterwards). "Eveil" is now documenting related interventions properly.

BRINGING OLDER CHILDREN TO SCHOOL THROUGH LITERACY: THE CASE OF FANDEEMA ORGANIZATION IN KAYES

Strømme Foudation

I. History of the project

Schooling rates are affected by low external investment in education, low population density in many areas, and the lack of an organised commercial agriculture sector. Mali is one of the world's poorest countries, fourth from bottom of the UNDP human development index. Two primary education systems exist: where many schools use local languages for the first four years, but most still teach exclusively through the medium of French. School drop-out rates are still very high, with a net school enrolment rate well below the gross enrolment rate, and a high failure rate in primary school exams.

The activity under discussion is the transfer of children enrolled in literacy centres to formal schools. The activity evolved in the Kayes region of Mali, an area with a gross primary school enrolment rate of 54.75%, below the national average, and a much lower rate for girls. Implemented since the mid-1990s, the project has become more systematic since 2001, when a number of villages used the literacy centres that the project opened almost exclusively for children. This is not so much a specific project as a variant of an adult literacy programme that has been run in the Kayes area over about ten years. This document describes this particular kind of literacy work, to which the local NGO, Fandeema, has adapted its training, recruitment and negotiation. Only in 2004 has the activity been documented and spread beyond a relatively small number of literacy centres in the Kayes region of North-West Mali.

In 2001 Fandeema extended its earlier literacy work towards the poorer Southern parts of the region. The project received requests for a literacy centre, and if it accepted the request, it trained and sent a teacher. The use of the literacy centres for preparing children for formal school was more a reaction to villagers' use of the centres rather than a planned policy. Where there was no school

in the village, children predominated in the literacy centres. Fandeema was forced to adopt specific tools and policies for the children. On the one hand, the staff felt unable to remove the children from the centres, and on the other they realised that they needed to react to the special status of the children.

II. Objectives of the Initiative

The principal objective of the activity is to transfer children between 7 to 13 years old into the formal school system into a class that corresponds to their age, and to equip them to succeed in the formal school system. There are three specific educational challenges. One is to teach the children to read and write in a local languages quickly, and thus to give them confidence in other learning situations. A second is to teach basic mathematics through local languages, bringing the children up to or beyond the equivalent level of their age group in formal schools. The third, and most complex educational challenge is to introduce the children to French, Mali's official language, so as to reduce the handicap that the children face in working alongside children who have been exposed to French from the first year of primary school.

There are also non-educational elements of the programme. Parents, children, literacy teachers and schoolteachers must all agree on the transfer. Literacy teachers and parents ask not only for the schoolteachers' to accept the children, they also ask for the school's advice on where the children need to progress beyond the main literacy curriculum, and adapt their work with the children to facilitate their entrance into local schools.

Up to 2004, the teachers did not use a specific curriculum for the children that they planned to transfer. They based their work rather on intensive work in mathematics and supplementary French lessons, as well as adapting the writing system of the local languages, which does not generally use a cursive script. Parents in the village of Kharouma paid for the literacy teacher to stay throughout the whole year rather than just during the period allotted to the literacy lessons in order to provide this basic French teaching. From 2005 teachers working both in the Kayes region and in other areas will have access to more specific and formal teaching and monitoring tools.

Those requiring and using the tools were largely self-selecting: those villages with large numbers of children outside the school system, who wanted to send their children to school. Specifically, in some cases the school was at some distance from the village. It was difficult to send very young children to school in neighbouring villages. The distance often prevented children walking to school and back twice a day, and the younger children did not thrive when lodged with families from the host village. Older children were better able to walk to and from the village or to cope with lodging with a host family in the neighbouring village. These villages used the literacy centres to prepare the children to enter school as late as the fourth year.

III. Management of the Project

The project responds to requests for literacy centres and is built around the training and supervision of literacy workers and the village literacy committees. There is a management team of three, and five area supervisors. Training of literacy workers is carried out every year, and the literacy teachers are paid by the project.

The principal thinking behind accelerated learning for school-age children is the same as that for quality literacy for adults. The teachers use methods that they understand and rely on the motivation and ability of older learners to master key concepts quickly. In return, the teachers must respond to the learners' need for quick results. School-age children who have entry into the school system as a goal are often the most motivated of learners. Specific activities linked to the accelerated teaching of children for entry into formal school advice for teachers handling school-age children, and assistance with negotiating the children's transfer into the school system. From 2005 Fandeema will build on the success of this kind of literacy by favouring villages where literacy could help bring children back into school and using specifically designed materials and monitoring tools.

Evaluation is done both by project staff and by local education authorities. Learners are tested every year, and the project also supports village libraries to give local people access to adequate reading material.

The project is supported by Strømme Foundation, and to a lesser extent by UNICEF. Local communities make contributions in

cash and in kind to the teachers. The project has close links to local education authorities, and project staff work with area education supervisors in training and curriculum development.

IV. Innovative Features of the Project

The innovative features of the project do not lie in specific methods and techniques. Fandeema, along with other Strømme partners, is developing techniques that will allow more precise and training and monitoring, but these will only be used from 2005. Rather, the main innovative feature is the "reverse streaming" of children who have not been enrolled in school or who have dropped out. Conventional thinking in Mali is that these children need a different and more practical kind of education, normally provided through Development Education Centres (CED in French) that form part of national education policy.

As with the literacy centres supported by Fandeema, children and parents often try to use these centres as a path back into the school system, although the curriculum was not designed to do this. In doing so, they reject the idea of a skills-based education and opt instead for a normal school curriculum, which they see as a more powerful and flexible tool for raising the child's earning power. The innovative feature of the programme lies principally in recognising and assisting this process, rather than rejecting the "abuse" of the literacy centres as a planning failure.

A second feature of the project is the low profile that it takes in negotiating the entry of literate and numerate children into school. Project staff help the parents to negotiate rather than negotiating in their place. In doing so, the school's teaching staff is presented with the human face of the committed parents and enthusiastic children, rather than the bureaucratic problem of allowing the children into a school year beyond their present level of French language skills.

Neither of these features arises out of clever design or advanced educational thinking, but out of the humble and reactive approach of the project staff to what they saw parents doing. It is precisely because it runs against conventional Malian attitudes to children who have passed the usually accepted age of school enrollment that it can be seen as innovative. There are parallels elsewhere both in Mali and beyond. In many areas covered by

"community schools" (village schools where the parents pay the teacher) the age of enrollment is often much more flexible than in the conventional state system, and mother tongue teaching is often used in the first three years. Fandeema's approach differs in that it is outside the formal school system and relies on more rapid teaching to allow children to rejoin their age group in school.

In neighbouring Burkina Faso there are a number of initiatives to link literacy students to the formal school system. These include the "satellite" schools, the ALFAA centres and the CEBNF centres¹. There is currently no group of NGOs other than Strømme partners working specifically on bringing older children back into school in Mali.

V. Some Results of the Project

The most important result of this project activity is to bring children who had abandoned school (or been abandoned by it) back to school. Because of the reactive nature of the project, and the way that it collects its statistics, it is not possible to give an exact number of children who have started school, and who would not have been able to do so without accelerated literacy work sponsored by the project. Project staff track children who have moved from literacy centres to school, but these statistics include some children who are young enough to start school without accelerated literacy. The project estimates of the number of children too old to start school who have been enabled to do so through intensive literacy teaching is 223 over four years.

Monitoring is through testing of literacy levels, and transfers to schools are recorded. A complication of assessing the effectiveness of the literacy work in helping the child to rejoin his age group is that the age of the child is not always known in an area where few have birth certificates. Fandeema and other Strømme partners will use far more detailed monitoring tools alongside the new manuals from 2005.

The main lessons learnt in the first four years of the project are those learnt from the parents and children themselves. The children's enthusiasm and willingness to learn and desire to go to school and the parents' motivation to send their children to school have been the motors of this project activity. In formalising it and extending it Fandeema and Strømme have seen the

need for more effective and specific tools and monitoring systems which are coming into use in 2005.

Fandeema's funding agency and technical partner, Strømme Foundation commissioned a study of the methods used, and the writing up of a manual that would enable other agencies to use the tools in other contexts². During the preparatory work for disseminating the experiences in the Kayes region more widely, Strømme sought advice from other agencies with experience in other areas, particularly Burkina Faso.

1. We are grateful to Francois Niada of UNESCO for his explanation of the links between formal and non-formal education in Burkina Faso.

2. LTED 2004.

**EXPLOITING
THE SYNERGIY
BETWEEN THEM FOR THE
BENEFIT OF BOTH
WORLD EDUCATION'S
INTEGRATED EDUCATION
STRENGTHENING
AND ADULT LITERACY
PROGRAM**

World Education

World Education's adult literacy program began in response to a request made by the communities with which World Education works. "We could do a better job at working to improve the education of our children", they said, "if we could read and write ourselves". This request led to the establishment of a non-formal adult basic education program that has as its explicit goal the strengthening of the formal education system. Seven years later, the synergy between the non-formal and formal systems has spread from the community level to the national level, and shows no sign of stopping.

I. Introduction

Parent Associations are a key element in the revitalization of the formal education sector in Mali, and have been since the early 1990s. Parent Associations are somewhat of a misnomer, since they consist of community members, who are not necessarily parents, dedicated to increasing access to and strengthening the quality of their local, formal-sector, school. World Education has been a leader in the Malian Parent Association movement since 1993, assisting communities, over time, to establish and strengthen schools that have served more than 150,000 children¹.

The literacy component of World Education's Support for the Quality and Equity of Education program is a non-formal education effort that provides literacy classes for Parent Association members. It is an integral aspect of World Education's work with Parent Associations². The literacy program strengthens the ability of Parent Associations to function as sustainable community organizations and to have an impact upon educational access, quality, and equity in their communities. The individual literacy program participants gain not only literacy and math skills but

also vital content relative to daily life, to educational quality and equity, and to the management of Parent Associations; they also experience schooling, which sensitizes them to their children's experiences and needs as students.

II. History and Development of the Program

In the late 1990s, World Education became interested in integrating literacy education with its Parent Association work. Parent Associations and the non-governmental organizations (NGO) that work directly with them argued that lack of literacy was impeding the Associations' abilities to achieve their goals. According to UNESCO, the adult literacy rate in Mali is 19 percent, (male literacy, 26.7 percent; female literacy rate 11.9 percent. The youth (ages 15-24) literacy rate is 24.2 percent, with 32.3 percent of young males and 16.9 percent of young females literate³. Of the approximately 13 board members in each Parent Association, often up to nine are not literate⁴. Of the members in each Parent Association, often up to 80 percent are not literate.

In addition to the general need for literacy among all Parent Association members, participation of women in Parent Associations lagged. Along with myriad cultural reasons, some women blamed their illiteracy as a barrier to becoming active in Parent Associations. The hypothesis behind creating the literacy program⁵ () was that increased literacy on the part of Parent Association Board and General Assembly members of both genders would lead to improved functioning and transparency of Parent Associations; an increased pool of future leaders for Parent Associations and for other community institutions; an increased ability to act as role models regarding education for children; an increased ability to follow children's progress in school; and an increased interest in the education of girls. The hypothesis behind providing literacy classes to women in particular was that an increase in the number of literate women in a community would lead to an increased pool of women interested in serving on the Parent Association Boards; and an increased ability of women to play an active role in community associations. And, providing another venue in which the goals and role of the Parent Association would be shared and discussed could only serve to strengthen the program and thus strengthen the formal education sector. USAID, which was funding the Parent Association work, deserves credit for sharing this

1. Source : rapport de la session d'orientation du personnel de WED Mali, du 01 au 05 février 2001.
 2. Since 2004, this program has also worked with school management committees, but for the sake of this paper, which focuses on the longterm development and evolution of the program, the focus will be on Parent Associations.
 3. UNESCO Institute for Statistics, retrieved on 2/5/05 from www.uis.unesco/TEMPLATE/html/Exceltables/education/Literacy_National_Sept04.xls
 4. World Education survey, 1998.
 5. As a subset, originally, of World Education's USAID-funded Development of Community Institutions program, and now as a subset of World Education's USAID-funded Support for the Quality and Equity of Education program.

vision and supporting the development of the literacy program as a synergistic component to the overall education strengthening work.

World Education had considerable literacy expertise and programming in Nepal and the United States, but World Education's Africa offices had little. The Mali office staff invited a US-based staff person with expertise in basic literacy and in basic education program design in developing countries to analyze the potential of integrating literacy with its education strengthening program.

At the time, DNAFLA (Division Nationale d'Alphabétisation Fonctionnelle et Linguistiques Appliquées — National Division for Functional Literacy and Applied Linguistics) was the Malian governmental organization responsible for adult education⁶. Many local non-governmental organizations used the literacy materials and classic methodology made available by DNAFLA; nevertheless, the quality of the materials and methods was generally recognized by literacy practitioners in Mali as limited. Little training of high quality was available for teachers. A few international NGOs had made efforts to develop their own approaches to teaching literacy in Mali, most notably Plan International and World Vision. Save the Children was experimenting with ActionAid's Reflect methodology, which uses a community development approach. There was certainly room for new techniques and materials, particularly those that were designed to be synergistic with World Education's efforts in the formal education sector, rather than as literacy programs independent of other development work.

The first step was to build the capacity of World Education's Malian staff to develop and facilitate a program that featured best practice in non-formal literacy education, adapted to the Malian community context. World Education hired as literacy coordinator a former DNAFLA linguist with much experience with language education and a willingness to learn new techniques. The US-based staff person who conducted the initial situational analysis took on the role of technical consultant, training the literacy coordinator in World Education's approach to literacy while overseeing the development of the program in Mali.

6. DNAFLA was incorporated in 2002 into the Non Formal Education Division – DNEB – of the Ministry of Education under the title of CNRENF – Centre National des Ressources d'Education non Formelle – National Resource Center for Non Formal Education.

The next step was field research. The literacy coordinator assessed the literacy level of residents in 12 rural villages in the region of Mali in which World Education was working to ascertain that they

were truly illiterate. He also interviewed these villagers to determine what the pressing issues were in their communities, and why they wanted to become literate. The themes that emerged from this research became the core content of the basic literacy lessons.

As lessons were being written, the literacy coordinator tested them with a class convened for just this purpose. Not only did this allow for the first round of refinement of the initial lesson designs, but it gave the coordinator a first hand knowledge of the methodology and understanding of the challenges faced by the classroom teacher. An NGO staff person teamed with the coordinator to develop, test, and revise lessons, and a local artist worked with them to create the visual materials.

III. Identifying Partners

Once the full course was developed, World Education chose as formal partners five NGOs that were working with Parent Associations, interested in literacy, and capable of absorbing additional work. They were: Association d'Auto-développement Communautaire (AADEC), Association Subaahi-Gumo (ASG), Association Malienne pour la Promotion des Jeunes (AMPJ), Fondation pour le Développement au Sahel (FDS), Œuvre Malienne d'aide à l'enfance au Sahel (OMAES). World Education familiarized the NGO field workers with the new methodologies and materials, as well as with the management of the program. As a team, the NGO field workers and World Education staff designed the framework for the social negotiation necessary to identify the communities appropriate for the first field test, and the first teacher training. During social negotiations, the NGO field worker introduces the leadership in a community — usually village elders and the Parent Association Board — to the idea of running a literacy program. Roles and responsibilities are delineated; for example, the NGO provides the materials, training, and ongoing support, and the community designates two teachers, a classroom, and takes responsibility for managing the program on a day-to-day basis. The outcome of social negotiations is mutual agreement between the NGO and the community around whether or not the community will take on the program. In the beginning of the program, each of the five NGOs worked with five communities (for a total of 25 communities) to establish and run the literacy course.

My name is Fallé Diarra. I am the administrative secretary of the Parent Association of Dankéré. I am 48 years old, and have one wife and two children.

When the literacy program arrived, I enrolled. Now, since I have few activities, I give most of my time to learning. I find the Sanmogoya method easy and very participative. It is really interesting. I travel often and each time that I run into a problem, I think of how important it is for me to be literate and to be able to do math. That is what underlies my strong motivation.

As a member of the Parent Association, I participated in the training of treasurers that was organized. I learned to use a calculator, a tape measure, and scales, all of which enable me to improve the way I do my work. I create and store documents, for example, the student list and the record that notes who has paid student fees.

This year, I helped run the post literacy course and I know that from now on all that I have learned in secretary training will further reinforce the quality of my work on the Parent Association Board.

World Education considered the first three years as developmental and a time for all involved to learn the nuances of designing and running a literacy program for adults. The NGO field staff and teachers used a common protocol to evaluate the materials and both the teaching and the training methodologies. The team made numerous changes to the curriculum, the training designs, and the learner evaluation tools and processes. They also revised the illustrations, which appear in the books and as posters and are used to prompt the discussion that forms the initial activity of each class. Collaboration among World Education's literacy coordinator, a staff member from World Education's office in Guinea, the Boston technical consultant, and a specialist in math education resulted in new basic and post literacy math books. This cross-border fertilization strengthened the work in Mali and in Guinea.

Some of the post-literacy materials were developed by the World Education team, the NGO field workers, and the literacy teachers during a five-day in-service workshop. The materials focus on the issues involved in managing a Parent Association. The topics were drawn directly from the experiences of the teachers, almost all of whom are Parent Association board members. A similar process was used to develop lessons on HIV/AIDS and its impact on education. In response to requests from the teachers, World Education developed a grammar book to supplement the post literacy course and added additional lessons and writing exercises to the basic literacy course.

7. Source: Quarterly Reports of the Program "Support for the Quality and Equity of Education" by World Education/Mali to USAID, October 31, 2004, and January 31, 2005. The communities have school management committees and Parent Associations; some have mothers' associations. All groups contribute to the school improvement plans.)

During this developmental period, World Education put little effort towards creating synergy between the formal and non-formal systems at the national level. The focus was building local capacity — the capacity of World Education, its NGO partners, and its community partners — to manage an innovative literacy program that would create a synergy at the village level between the non-formal literacy education component and the formal education sector. The synergy that quickly was revealed was that which occurred among the literacy program, the Parent Association, and the formal school, in the form of more understanding of the role of education and greater understanding of the needs of children as students.

In June, 2003, the formal component of this program ended. NGO field staff worked with communities to plan for the future. In September, 2003, World Education received funding from the United States Agency for International Development to continue work in strengthening education at the local and regional levels via community participation in education, and to include a literacy component as a support to this work. In this iteration of the literacy program, World Education commenced a formal partnership with the Malian Ministry of Education. The department that works jointly with World Education to link non-formal efforts with formal in the form of community participation supported by literacy is Direction Nationale de l'Éducation à la Base (DNEB, National Office of Basic Education). The goal of this aspect of the partnership is to assure lasting support for the literacy programming, to impart new techniques to the Ministry responsible for non-formal education, and to reduce duplication of efforts. World Education convened representatives from regional education offices from all across the country for a five day workshop in December, 2003, to introduce World Education's Sanmogoya methodology of adult literacy. During the workshop these representatives also reviewed and strengthened the existing literacy materials, updating them with additional lessons. Many of these lessons ensure broader circulation of information about the changes in the formal education sector, such as the introduction of a new curriculum and methods such as "Pedagogie Convergente", and are thus perfect examples of the synergy possible between the formal and non-formal sectors. As of February 2005, all 405 communities working in partnership with which World Education and the Malian Ministry of Education have school improvement plans and 100 of those communities have opened non-formal adult literacy programs as part of their school improvement projects⁷.

IV. Main Features of the Program/Project

Main Objectives

World Education's literacy program strengthens the ability of Parent Associations to function as sustainable community organizations and to have an impact upon educational access, quality, and equity in their communities. The individual literacy program participants gain not only literacy and math skills but also vital content relative to daily life, to educational quality and equity, and to the management of Parent Associations; they also experience schooling, which sensitizes them to their children's experiences and needs as students.

The methodology used by the program is called Sanmogoya, which is taken from a Bambara term that means a person has given a good deal to his or her community. In 2003, 130 villages in three Bambara-speaking regions⁸ in Mali ran the program. The Parent Association in each community manages it with training and support from local NGOs⁹. Working with World Education, the NGOs have participated in curriculum development and testing and revision of materials, and have provided in-service training and ongoing support for teachers. They have also evaluated learners' literacy gains and explored learners' perceptions of the program.

World Education's approach to integrated adult literacy is to put into practice theories of adult education and balanced reading and writing instruction while introducing content of importance to the learners in a way that enables them to solve problems related to their lives and the life of their community. The overarching principles upon which the methodology and the program are built are:

- The literacy approach must be based on sound theories of reading and writing.
- The teacher training and literacy methodology must put into practice theories of adult education.
- The literacy and mathematics must support another sectoral objective, in this case, the improvement of educational quality and equity in Mali's education sector.
- The sectoral content must be introduced in a way that enables learners to come up with strategies to solve problems related to that sector: a synergy is created between the non-formal literacy education and the formal sector.
- The program must be managed and sustained at the community level.

8. Bamako, Koulikoro, Ségou. As of 2005, the program is in Koulikoro, Segou, Sikasso, Tomboctou, Kidal, and Gao.

9. Association d'auto-développement Communautaire (AADEC), Association Subaahi-Gumo (ASG), Association Malienne pour la Promotion des Jeunes (AMPJ), Fondation pour le Développement au Sahel (FDS), Œuvre Malienne d'aide à l'enfance au Sahel (OMAES), were involved in the development of the program from the beginning; in 2003, two additional NGOs were added: Cabinet de Recherche Actions pour le développement endogène (CRADE), and Association Malienne pour la promotion du Sahel (AMAPROS)

- The program design must suit the environment: the capacity of the teachers, the physical restrictions of the setting, the competing demands of everyday life, the draining impact of poverty.
- The program must be able to expand exponentially to reach more communities and more learners.

The course is divided into two phases — basic literacy and post-literacy — and is taught by volunteer teachers drawn from the community and supervised by the Parent Association. Those prioritized for participation in the literacy program are non-literate Parent Association board members and non-literate mothers, although in every community general community members — future participants in and leaders of the Parent Association — are included in the literacy courses as well.

The first phase, basic literacy is a 250 hour course. Class size usually ranges from about 25 to 30 men and women. Communities are free to set their own schedules, but World Education recommends that they hold classes of about two hours, at least four times a week. Classes are usually held between January and June.

In the basic phase, each lesson starts with analysis, by class members working in small groups, of an illustration of a social problem such as lack of water, failure to follow through on a course of vaccinations, and child labor. Learners draw upon their own knowledge and experience to resolve the issue illustrated in the picture. A term salient to this discussion is set in the curriculum and is used as the transition to the literacy activities of the lesson. The course provides learners with plenty of time to practice emergent literacy and mathematics skills by using a combination of individual, small groups, and large group activities. Comprehension is stressed alongside decoding; foundational grammar points are taught explicitly.

Learners particularly enjoy the ongoing story of Sira, Sada, and their children, a Malian village family, which runs throughout most of the basic book. This story begins, very slowly at first, in single-sentence installments, in chapter eight, when learners have learned enough letters to be able to read sentences. This text is not only the basis for the development of comprehension skills, but it also adds an element of fun: learners want to read more about these characters.

During the seasons that fall between basic and post literacy classes, each participating village receives copies of a book entitled "Apedugu Filaninw" ("The Twins"), which chronicles the lives of twins, separated at birth, who must deal with issues of the day such as AIDS and female genital excision. Teachers encourage learners to group together to read and discuss the book. By providing learners with the chance to read a simple novel the program exposes participants to another use of literacy: entertainment. This phase enhances learners' motivation to continue to study while keeping their skills active.

The 100-hour post literacy phase introduces sector-specific content: the roles and responsibilities of the Parent Association. The goal of this phase is to ensure that literacy and mathematics skills become fluent, and that learners' have the knowledge and capacity to participate actively in Parent Associations. The materials include text and stories that lead learners to grapple with management issues and concepts related to educational quality, and they become acquainted with Parent Association documents and accounting practices as they learn multiplication and division. The same teachers who teach the basic phase teach the post-literacy phase, and they negotiate the schedule for the classes with the learners. Anyone who has completed the basic course in good standing has the literacy and math skills needed to transition into the post literacy course. In general, about two thirds of the students continue into this phase, a few repeat the basic level, and a few discontinue participation. A small number of Parent Association Board Members who have basic literacy skills from other schooling join the literacy program at the post-literacy level.

At the beginning and end of each course, World Education gathers basic demographic data on learners and scores on pre- and post-tests. The evaluation tools for the basic level test literacy knowledge of letter and word recognition, sentence comprehension, letter and word formation, ability to write a simple sentence, number recognition, addition with and without carrying and subtraction with and without carrying. Content knowledge is not tested in the basic level. The post literacy course evaluation tests reading comprehension and writing, and the four mathematical operations. Group discussions after each phase provide an indication of the impact of the information provided during the course. World Education uses all this data to strengthen the curriculum and training of teachers, as well as to provide learners with positive feedback.

V. Materials and Training

World Education created the following materials for the learners to use in the integrated literacy program:

- . basic literacy book **Kalanden ka kalankqgafe**
- . basic math book **jate san f\l**
- . Enrichment reading : **apedugu filaninw (The Twins)**
- . Post literacy book : **An k'an janto kalanko la**
- . Post literacy math book : **jate san filanan**

The program also created five teachers guides:

- . teachers' guide to the basic literacy book
- . teachers' guide to the basic math book
- . teachers' guide to the post literacy book
- . teachers' guide to the post literacy math book
- . teachers' grammar book (includes activities for learners)

Teachers are supplied with laminated letter flash cards, a flip chart of problem-posing illustrations, and two oil lamps. The responsibility for providing the oil for the lamps rests with the communities.

VI. Infrastructure

World Education trains the NGO field workers during a two week10 in-residence training. The NGO field workers train teachers during a two-week training. World Education provides a five-day in-service training after the end of each course for NGO field workers and their corresponding village teachers. NGO field workers provide in-service coaching and general support to teachers during visits at least once a month.

The implementation cycle for the literacy program mirrors that of the implementation process in the Parent Association Training and Strengthening Cycle. NGO field workers select a number of villages that have expressed interest in adding the literacy component to the work of their Parent Association. Criteria for selection include need on the part of Parent Association members, and on the part of the wider community. The NGOs also consider the capacity of the Parent Associations to take on and succeed at an additional task.

My name is Yaye Coulibaly. I am 22 years old. I am married and the mother of two children. In 2000, I completed Sanmogoya, World Education's basic literacy course. In 2001, I benefited from the post literacy course. This year, I am a learner to further strengthen my competency. Frankly, I have learned a lot not only about daily life in my village, but also about the management activities of the APE and information on HIV/AIDS. I do not know how to thank the people who enabled me to acquire this information. I write and I read very well. Thanks to the training, I am the one designated on the APE board to monitor attendance at school. My enrollment entries are made without mistakes and the attendance book is very well maintained. I received 40 days of training in income generating activities by a rice cooperative. One of the criteria for being selected is "to be literate". I was trained to make starch. I can say my life has changed thanks to literacy. I take care of my small family conscientiously. Everyone is in good health, and everything is clean inside and outside the house. My children do not yet go to school, however, I assist the children of my co-wife. Now I am learning French. From time to time, I take the school book from our child who is in the 5th grade to try to understand what they are doing in the school. If another literacy activity comes to my village, I would be available.

The NGO field workers present the Parent Associations that meet the criteria with an overview of the program, including the idea that the Parent Association will be the manager of the program (in contrast to literacy efforts that have sent in external teachers and been managed from afar). Working together, the NGO field worker and the Parent Association Board clarify the roles and responsibilities of the two organizations in the management of the program. Once the community and the NGO agree, the NGO field worker shows the Parent Association Board members how to manage the literacy program. Topics include criteria for selecting teachers, negotiating enrollment issues, and location needs.

Each community identifies two volunteer teachers, to ensure that, should one be unable to teach, the other can step in. Beyond that, communities develop their own policies: when and where classes are held, who attends (in all cases, Parent Association members are given preference), what happens when participants are absent, etc. At the same time, World Education recommends certain practices that have been shown to be beneficial to learning, for example, that classes be held at least four days a week, and for at least two hours a day. Given the weather and agricultural

cycle, communities tend to hold classes between January and June, and take two years to complete the basic literacy, enrichment reading, post literacy cycle. Communities have been, as can be expected, creative in their management of the program. For example, one community decided that the young and dynamic would have priority in the first round of classes, so they could teach others in the future, with the goal of everyone in a four village cluster becoming literate over time.

Once teachers are selected — ideally a man and a woman —, the NGO field workers, working with the World Education literacy coordinator, train them in the activity-based teaching methodology. As the teachers initiate their classes, the NGO field worker or the World Education literacy coordinator tests each student to determine his or her literacy ability at the beginning of the course. During the running of the course, the NGO field worker visits monthly to support the teachers and help with any issues that may arise. The NGO field worker administers the same test to each student at the end of the course and conducts an informal evaluation to find out what information the learners have learned and how they are using it. The NGO field worker also asks about the overall impact of the program on the community. Additional training, designed jointly by World Education and its NGO partners, is offered to teachers each year. Topics and focus depend upon what the needs of the teachers are at the time. Since many of the teachers have continued with the program over the course of four years, more experienced teachers join the NGO field workers in training newer teachers.

The Parent Association manages the program, so the Parent Association evaluates the management of the program during its bi-annual self-evaluation process. World Education and NGO partners use this information to design additional training for Parent Associations and literacy program teachers. Special literacy classes for the treasurers and secretaries of the Parent Associations have been held as a result of these evaluations. These special classes focus on use of the calculator and accounting for the treasurers and note-taking for the secretaries.

The resources needed for the program can be divided into three types: development related, training related and operational costs. Development related are those costs incurred in creating the materials and methods. World Education brought as many stakeholders as possible into the development cycle, which drove

up costs but assured more lasting interest and ownership of the program. Training costs involve preparing the NGO partners to work with the communities, the Parent Associations to manage the program, and the teachers to teach the program. Operational costs include supporting the NGOs to provide ongoing support for the program, and the cost of materials. By creating class sets of books, materials costs are somewhat controlled. The communities work together to provide some compensation for the teachers. Despite the non-formal nature of this program, the costs, in particular for training and for putting a book in each learner's hands, are not insubstantial.

VII. Innovative Features and Results

This program is innovative along a number of dimensions. The teaching methodology, which couples problem solving with literacy learning, was new to the regions of Mali in which World Education introduced it. The idea that the Parent Association could manage the program as the program acted to strengthen the Parent Association was innovative. Creating a literacy program model that has the potential to be self sustaining was innovative. Many literacy programs pay teachers, which means that the program ends when the funding ends. This program depends upon the contributions of the community and the management of the community. While some communities can not sustain the program, others can and do.

The design of the program was synergistic: rather than being a stand-alone literacy program, the program grew out of the desires of the Parent Association, to meet the needs of the Parent Association as it was meeting literacy needs of individual participants. In that sense it is a prime example of synergy between the non-formal and formal education programs. As time passed, the program made linkages with other programs in the region: HIV/AIDs and health, in particular. New materials were added to help spread key HIV/AIDs related health messages.

The goal of World Education's literacy program is to strengthen the ability of community's Parent Associations to function as sustainable community organizations and have an impact upon educational access, quality, and equity in their communities. These goals have been reached in anticipated and unanticipated ways.

In addition to smoother technical functioning on the part of Parent Associations, and more active participation on the part of women Board Members, the literacy component has strengthened the community's understanding of its role in ensuring the availability of quality education and in supporting children in pursuing an education.

From the very first cycle of classes, participants indicated satisfaction with the activity-based nature of the program, the relevancy of the content, and the large and bold-faced type used in the books: all innovations, at least for Mali. The decision to use large, bold-faced type and generous white space was not made lightly. Paper is expensive in West Africa, as is printing. In acknowledging the poverty of the environment — dark classrooms and learners with undiagnosed vision problems — and addressing it in the design of the literacy and math texts, World Education chose to invest in materials that would ensure that learners could truly develop their literacy skills.

Learning to read is hard work, even if the materials and methods are dynamic. Sitting on hard benches in hot, dark rooms, peering at letters and numbers, taxes the motivation of even the most dedicated learner. The inclusion of a "story line" throughout the books that appears in chapter form enables learners to move from reading words chosen to reflect the complexity of their lives to reading sentences, paragraphs, and stories written to engage and challenge them. Learners responded, indicating that they were motivated to come to class because they wanted to know more about what was happening with the family in the story.

Attendance in these programs has remained high. Whether this is a feature of the ownership of the program by the community, the nature of the methods and materials, solely the determination of the participants to learn to read and write, or, most likely, some combination of all these factors is unknown. A small number of participants leave, not because of lack of interest, but because of economic need. In response to the agricultural cycle, the course is held between January and June (June is the end of the dry season). A family's food can literally run out, and males particularly, but often females as well, must often engage in some form of economic activity to earn cash for purchasing food. Given that some males must leave class because of economic necessity, the drop out rate has been low.

Greater Understanding of the Role and Importance of the Parent Association

Specific comments, taken from lengthy interviews held with twelve learners in 2002, and group interviews held with learners in four communities in 2003, as well as reports from the NGO field workers, provide evidence of the impact of the classes. Many literacy class participants report that since participating in class, they better understand the role — and importance — of the Parent Association in their community. The learners' understanding comes from two sources. The first is the basic literacy curriculum itself: in addition to a lesson on the role of the Parent Association, it includes many lessons on educational issues. Parent Association Board members are the second source of information. Some Parent Association Board members are literacy class participants, and the Parent Association Secretary is often one of the teachers of the class. The Board members involved in the class, whether as teacher or as student, explain the role of the Parent Association to their peers. Board members also report using new skills to take notes and to read minutes, to record and to read about who is responsible for what ("We used to forget", admitted one board member), to record finances, to track inventory, and to monitor attendance at school.

Stronger belief in the value of education

Many literacy class participants explained that belief in the value of education for children was initiated or deepened after discussions held in literacy classes: another example of the synergy between non- and formal education. Many parents now help their children with homework or plan to send all of their children, especially girls, to school in the future. "Rather than send my boy out to watch the sheep", explained one man, "I now send him to school". In one instance, a young man provided literacy instruction to his younger siblings, who had not attended school but were too young to participate in the program.

Increased knowledge about and action for improving health

At the same time, the program has had broader impact, which can only serve communities well. Health issues are addressed as a result of the literacy program. Participants pay greater attention to the level of cleanliness of their homes, as well as to their own and their children's personal hygiene. Mothers often attribute ensuring that their children complete a full course of vaccinations to what they learned in literacy class: they also now safely guard their children's vaccination cards.

The literacy class has an impact on knowledge about HIV/AIDS as well. Although learners had learned about AIDS through health education efforts, including films and information sessions, "When we read for ourselves in our own books it made more of an impression", one learner stated. Men and women note increased use of condoms as a result of reading about and discussing AIDS in their classes.

One woman noted that she pays closer attention to her children's state of health and will not hesitate to bring them to a health clinic as a result of learning about health issues in literacy classes. She also started using contraceptives after learning about the importance of birth spacing in class. One young man reported wanting to become a health care worker after learning about the importance of immunizations, birth spacing, and AIDS in class.

Sense of community among learners

Many literacy class participants noted a renewed sense of community. The sheer event of coming together in the class has prompted them to take civic action. Planting of communal fields is an example of an action taken by members of one class.

Increased financial skills

Literacy acquisition has enabled learners to participate more fully in the financial life of their families, helping to maintain records of income and expenses. One woman reported that, as a result of becoming literate, she was able to enroll in an income-generation workshop that required literacy, and now has her own business. In several instances, participants who had their own businesses are now able to maintain their own financial records and avoid losing money, such as when giving change.

Increased confidence and mobility

The program has also had a strong impact on individuals. For many, becoming literate increased their confidence in daily life and in situations such as traveling. Several learners noted that they were less likely to get lost in other towns now that they were literate. One woman noted that she is now able to label her belongings when traveling, resulting in less loss.

Several participants had had previous experience with literacy programs. They indicated a preference for the **Sanmogoya** method, in particular the use of illustrations to facilitate discussion to understand concepts.

How many learners have completed the program?

5239 learners completed the basic course since 1999, of whom 2249 were women and 875 were members of Parent Association Boards. 922 learners have completed the post literacy course, of whom 367 were women and 188 were members of Parent Association Boards. The number of communities offering the basic literacy course jumped from 25 in 2002 to 105 in 2003, which accounts for the much higher number of basic course completers than post literacy completers. In January, 2005, 100 new communities started the program.

VIII. Lessons Learned

Literacy takes a long time. Can it be sped up at all?

Two kinds of time are needed for a successful literacy program. The first is the time needed to develop materials and methods, especially if the program is to be owned jointly by those who are going to use it. Adhering to World Education's philosophy that community ownership leads to sustainable development, World Education not only invested time in evaluating and revising the program but in engaging as many people as possible in its development. However, this investment of time and resources was made with the long view in mind: these materials and methods can now be used with literally thousands of villages.

The second necessary investment of time is the time needed to achieve learning gains that will be maintained after the course is over. A non-literate person seems to need to attend and participate in class regularly for at least 200 hours of instruction to be able to retain newly acquired literacy skills, and then an additional 100 hours to ensure real fluency. World Education's materials are paced slow enough to encourage literacy mastery and retention, yet fast enough to enable learners to access interesting reading material before they grow bored.

World Education chose to divide these hours into two distinct courses, to accommodate the agricultural cycle and to refrain from over taxing teachers' willingness to volunteer their time. But once teachers are trained, a community and willing teachers could decide to run both the basic and post literacy class the same year. If enough new communities are interested in doing that, and funding was available, World Education could adjust the training schedule with NGO partners to accommodate communities' schedules.

The time invested in a literacy course seems to have effects along with more literate, informed community members. The role in development of community members coming together, day after day for a number of months for literacy classes, should not be ignored, nor should the small group based methodology. Literacy class participants have time to mull over important issues, returning to them over time. Behavior changes have resulted that short-term interventions failed to achieve. Literacy class participants have developed communal projects beneficial to their communities, citing their group learning as the catalyst for their actions. So, while literacy does take time, that time yields a variety of positive outcomes.

Participants are more readily available in the evenings, and classrooms are very hot during the day. So holding classes at night makes sense. But there's no light.

When asked what challenges impede the successful implementation of the program, communities and NGO field workers immediately bring up the issue of lighting. Some communities have worked around this issue by holding classes during the day. "Literacy is really important", explained one Parent Association president, who is also the chief of the village. People can give up their time for the few months of class and come during the day. "No one could see at night and men didn't want their wives to go to class at night".

Other communities have augmented the oil lamps provided by the program with additional lamps and with flashlights. World Education has been working with Design that Matters, an innovative NGO affiliated with the Massachusetts Institute of Technology, as they attempt to develop a low-cost projector that can run on rechargeable batteries. This technology holds some promise and a partnership between World Education and Design that Matters received funding from USAID to pilot the technology in Mali, beginning in January 2005. The literacy books, re-designed for this purpose, will be projected onto the walls in dark classrooms. So, for example, the teacher can project the illustration on the wall, everyone can see it, and the learners can group themselves around the oil lamps for small group discussions. Then the teacher can project the first word in the lesson, and the small groups can use the light from the oil lamps to provide enough illumination for their literacy practice. By 2006, this partnership will have determined whether this technology will hold up under the severe conditions found in Mali and countries like Mali.

Usually more men than women participate in the course.

A few communities have prioritized the participation of women. In a small number of communities, women are all but banned from the classes due to cultural constraints.

NGO partners and World Education are working on how to show more conservative communities the benefits of educating women. This includes a more thorough exploration of the positive impact of including women in classes during social negotiations with communities. Another strategy has been to test, with private funding, the use of women teachers teaching women-only classes. This has proved to be very successful and should be replicated.

Few women become literacy teachers, and those that do often drop out.

The project has had very few success stories in the realm of women teachers. A number of women were trained and even began teaching, but quit because of their husbands' displeasure. Our pilot "women teaching women" model showed us that women teachers are less likely to quit their posts if they are being trained by women in women-only groups, and teaching women rather than teaching mixed-gender classes. Compensation for time spent teaching, organized by the participants, also helps ensure the retention of women teachers.

Don't teachers get tired of volunteering?

For some teachers, the opportunity costs of volunteering, such as time not spent on economic activities, are too steep, and resign after one cycle. Others pass the job on when other potential teachers are identified, but surprisingly few have resigned since the beginning of the program. Being identified as literate, going outside the community for training, and being included in a field worker's visit seems to raise the stature of the teacher within the community. The added status seems to be a draw, as does the actual content of the training, and the impact of the role: the teachers' own literacy and math skills increase. Some communities raise some funds for the teacher by charging literacy class participants a fee, others charge fines for unannounced absences as a way to raise some money for the teacher. Pitching in to help teachers with their farm work is another strategy used to provide some economic reward to the teachers.

Nevertheless, many teachers fail to teach additional cycles after the NGO support is withdrawn. Sustaining momentum in a proj-

ect such as this is a common issue in grassroots development. It can, and should be addressed, in at least two ways. The first is via leadership development. One or two key community members who are committed to the ongoing success of the program must be identified and nurtured. They will be champions for the program, who will ensure that it lives on after external support, even if only in the form of motivating visits and training, has ended. Greater synergy between the non-formal and formal sectors is another way to ensure that the program continues. Institutionalizing the program via recognition from the Ministry of Education can help sustain it.

Some lessons include more than one letter at a time. How can learners retain two new letters?

Mali's national basic literacy program teaches only one letter at a time, and does not introduce the reading of text until the whole alphabet is learned. World Education was questioned about our approach. However, World Education's experience in Nepal indicated that, for adults, the more quickly substantive content and actual words and sentences were introduced into a literacy course, the more motivated to continue — and to use new skills — learners would be. Five years of experience has demonstrated this to be true in Mali as well. Given enough practice built into lessons, learners can learn and use more than one new letter at a time. Nevertheless, in the latest iteration of the materials, almost all lessons introduce only one new letter.

How can the synergy that has been created by the project between formal and non-formal education at the community level be expanded to the regional and national levels?

World Education spent five years building its internal capacity and experience in adult literacy. Recognition of the positive role that a non-formal adult literacy program can play in support of development goals was achieved when USAID included adult literacy as a requested support service in its 2003 requests for proposals in education and in health.

World Education is now partnering with the Malian Ministry of Education to assure that techniques are shared with Ministry of Education literacy specialists, that the goals and practices of the Ministry are not circumvented, and that other points of synergy are promoted.

IX. Conclusion

The Process

Over the past six years, World Education has learned many lessons about what it takes to develop and implement its literacy program and the Sanmogoya methodology. World Education defines an effective integrated literacy program as one that:

- . enables participants to learn to read, write, and do math;
- . enables participants to learn content information and problem solving skills; and
- . can be run and sustained by a community with little outside intervention.

World Education's literacy program in Mali is such a program. It did not arise over night, however. Relevant, interesting materials and methods took time to design. Including partners as co-developers at every stage of the developmental process ensured ongoing commitment and ownership of the program. The developmental phase and related investment made by World Education/Mali and its partners was substantial, and crucial, to the program's success. This investment could not have been made without the financial support of USAID.

Building on lessons learned via the development of the program, World Education worked with seven NGOs and Ministry of Health and Ministry of Education specialists to develop a second basic literacy course, integrating health information with literacy and math instruction. Two of the NGOs that participated in this effort now use these materials exclusively for their youth literacy program. The developmental process was quicker than that of the original program, but included the same key elements:

- . wide participation of relevant partners in all phases of development and
- . extensive testing and revision of the methods, materials, and training.

The methods and materials incorporate lessons learned as well:

- . vital, relevant content;
- . a pace that allows for the retention of material;
- . an activity-based methodology;
- . inclusion of comprehension activities as early as possible;

- . the use of a consistent set of activities that allow teachers and students to focus on the material rather than the methods; and
- . training and support for teachers.

The Role of Literacy as a Support to Other Development Efforts

More important than the lessons learned about developing an effective literacy program that integrates content with literacy instruction are the lessons learned about the role of literacy a synergistic support to other development efforts.

World Education's literacy program began in response to a request made by the communities with which World Education and its partner NGOs work. "We can do a better job at working to educate our children", they said, "if we could read and write ourselves". In other words, it's not enough to create a viable community institution which needs literate members to function, if the literacy — the power — rests in the hands of just a few community members. To truly create a viable community institution, more people must be literate. Only then does it become a community institution, rather than one controlled by the literate few and the NGO partners that work with them.

The same can be said for other development efforts: as long as community members are dependent upon a few literate neighbors and outsiders to provide access to information, to communicate within the legal framework of a country, development can only go so far. Integrating literacy with the content of a sector, in this case, education, assures the transparency and participation we look for in democratic institutions. This is a synergy worth supporting.

**CONTACT
DETAILS**

I. Latin America

with focus on Argentina, Brazil, Chile and Mexico in the regional contributions - [click here to access the regional contributions](#)

1. Contacts at regional level

. **UNESCO** - Regional Bureau for Education - Santiago - Chile
E-mail: unesco@unesco.cl
Web site: <http://www.unesco.cl>

. **Mr. Carlos MILANI** - Coordinator of the regional research and author of the regional report. E-mail: cmilani@ufba.br
Professor at the Department of Organizational Studies (DEO), Researcher at the Center for Analyses on Power and Local Organizations (NEPOL), Associate Researcher at the Interdisciplinary Center on Development and Social Management (CIAGS) - Federal University of Bahia (UFBA), Brazil

2. Contacts for selected field experiences at country level

ARGENTINA

Foro Argentino de Radios Comunitarias - FARCO
E-mail: info@tau.org.ar
Web site: <http://www.farco.org.ar>

Centro de Comunicación Popular y Asesoramiento Legal CECOPAL
E-mail: cecopal@cecopal.org
Web site: <http://www.cecopal.org>

Servicio Habitacional y de Acción Social - SEHAS
E-mail: cecopal@cecopal.org
Web site: <http://www.sehas.org.ar>

Fundación Solidaridad
E-mail : muba@arnet.com.ar

BRAZIL

Grupo de Apoio à Prevenção contra a AIDS - GAPA-Bahia
E-mail: gapaba@terra.com.br
Web site: <http://www.gapabahia.org.br>

Fundação Terra Mirim - FTM
E-mail: terramirim@terramirim.org.br
Web site: <http://www.terramirim.org.br>

Associação dos Pequenos Agricultores do Município de Valente - APAEB
Web site: <http://www.apaeb.com.br>

Movimento de Organização Comunitária - MOC
E-mail: comunica@moc.org.br
Web site: <http://www.moc.org.br>

CHILE

Fundacion Minera Escondida - FME
Website : <http://www.fme.cl>

Centro de Investigación y Desarrollo de la Educación - CIDE
E-mail : cide@cide.cl
Web site: <http://www.cide.cl>

Formación Jurídica para la Acción - FORJA
E-mail : ongforja@entelchile.net
Web site: <http://www.forja.cl>

Programa Economía del Trabajo - PET
E-mail : pet@petchile.cl
Web site: <http://www.petchile.cl>

Programa Interdisciplinario de Investigaciones en Educación - PIIE
E-mail : prensa-piie@academia.cl
Web site: <http://www.piie.cl>

MEXICO

Instituto Nacional para la Educacion de Adultos - INEA
Web site: <http://www.inea.gob.mx>

Portal educativo del Consejo Nacional de Educación para la Vida y el Trabajo - CONEVyT

Web site: <http://www.conevyt.org.mx>

Educación com el Nino Callejero - EDNICA

E-mail: procuracion@ednica.org.mx

Web site: <http://www.ednica.org.mx>

Fundación Latinoamericana de Apoyo al Saber y la Economía Popular - FLASEP

E-mail: flasep@laneta.apc.org

Fundación Mexicana para el Desarrollo Rural - FMDR

Web site: <http://www.fmdr.org.mx>

Patronato Nacional de Alfabetización y Extensión Educativa PNAEE

E-mail: pnaee58@mx.inter.net

II. Africa

with focus on Mali and South Africa in the regional contributions - [click here to access the regional contributions](#)

1. Contacts at regional level

. **UNESCO** Regional Bureau for Education, Dakar, Senegal

E-mail: dakar@unesco.org

Web site: <http://www.dakar.unesco.org>

. **Mrs. Carolyn MEDEL-ANONUEVO** - Coordinator of the regional research - Senior Research Specialist

UNESCO Institute for Education - UIE

E-mail: c.medel-anonuevo@unesco.org

Web site: <http://www.unesco.org/education/uiie>

2. Contacts for selected field experiences at country level

BURKINA FASO

Ministère de l'Enseignement de Base et de l'Alphabétisation

Web site: <http://meba.zcp.bf/plans/educationnonformelle.htm>

MALI

Jeunesse et Développement

E-mail: mcd@spider.toolnet.org

Web site:

<http://www.promali.org/jseudv/eng/projects/projet.htm>

NGO "Eveil"

E-mail : eveil@afribone.net.ml

World Education

E-mail: wei@worlded.org

Web site: <http://www.worlded.org>

Fandeema (supported by the Stromme Foundation)

E-mail: postkrs@stromme.org

Web site: <http://www.stromme.no>

NAMIBIA

Nyae Nyae Development Foundation - NNDF

E-mail: nndfn@iafrica.com.na

SOUTH AFRICA

University of the Western Cape, Division for Lifelong Learning

E-mail: lifelong@uwc.ac.za

Web site: <http://www.uwc.ac.za/dll/main.htm>

Family Literacy Project - FLP

E-mail: snoeks@global.co.za

Web site: <http://www.familyliteracyproject.co.za>

Institute for Democracy in South Africa - IDASA

Web site: <http://www.idasa.org.za>

Adult Learning Network - ALN

E-mail: aln-national@iafrica.com

Web site: <http://www.aldsa.org>

III. Arab States

with focus on **Egypt, Jordan, Tunisia and Lebanon** in the regional contributions - [click here to access the regional contributions](#)

1. Contacts at regional level

. **UNESCO** - Regional Bureau for Education -Beirut - Lebanon
E-mail: beirut@unesco.org
Web site: <http://www.unesco.org.lb>

. **Mr. Hegazi IDRIS** - Coordinator of the regional research Programme Specialist in Basic Education
E-mail: h.idris@unesco.org

2. Contacts for selected field experiences at country level

EGYPT

Egyptian Society for Child Protection
E-mail: savech@globalnet.com.eg

Egyptian Society for building the capacities of children with special needs
E-mail: mhelali@LRCEgypt.org

The Egyptian Company for Administration Studies, Training and Development
E-mail: cidegypt@cid.com.eg

Women Society
E-mail: women_society@yahoo.com

Sohag (Village), Society for the development of special needs communities
E-mail: sedasohag@hotmail.com

Jesuit and Alfreer Society
E-mail: jbamin@yahoo.com

Salama Moussa Association
E-mail: salama@soficom.com.eg

DramaWorkshop Group
E-mail: elwarsh@starnet.com.eg

Care International
E-mail: selsabagh@egypt.care.com

IV. Asia and Pacific

with focus on **Philippines, Indonesia and Thailand** in the regional contributions - [click here to access the regional contributions](#)

1. Contacts at regional level

. **UNESCO** Regional Bureau for Education, Bangkok, Thailand
UNESCO's Asia-Pacific Programme of Education for All - APPEAL
E-mail: appeal@unesco.org
Web site: <http://www.unescobkk.org>

. Coordinators of the regional research:
Mr. Kiichi OYASU - Programme Specialist in Literacy
E-mail: k.oyasu@unesco.org
Mrs. Darunee RIEWPITUK
Programme Specialist in Continuing Education
E-mail: d.riewpituk@unesco.org

2. Contacts for selected field experiences at country level

CAMBODIA

The National Silk Centre and its associated "Chantier Ecole de Formation Professionnelle - CEFP" vocational training centre
E-mail: cns@online.com.kh
E-mail: cefp@everyday.com.kh
E-mail: replic2@camintel.com

Department of Technical and Vocational Education and Training, Ministry of Education, Youth and Sports
Web site: www.moeys.gov.kh

INDIA

The Ishara Puppet Theatre Trust

E-mail: dadip@touchtelindia.net

Web site: www.isharapuppet.com

National Institute for Open Schooling - NIOS

Web site: www.nos.org

INDONESIA

Directorate of Community Education, Directorate General of Out-of-School Education and Youth, Ministry of National Education

E-mail: dikmas@depdiknas.go.id

Web site: <http://www.dikmas.depdiknas.go.id>

Youth Employment Network - I-YEN

Web site: www.ilo.org/public/english/employment/strat/yen/projects

NEPAL

SKILL Nepal

E-mail: program@skill.wlink.com.np

Web site: <http://www.helvetasnepal.org/np/skilldetail.htm>

PHILIPPINES

Southeast Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology - SEAMEO INNOTECH

Web site: <http://www.seameo-innotech.org>

E-mail: info@SEAMEO-INNOTECH.org

THAILAND

Office of the Non-Formal Education Commission - Ministry of Education

Web site: <http://www.nfe.go.th>