Introduction to the case studies

The purpose of this handbook is to help us think about how we can do our continuing education work better. One way is to look at what others are doing. This chapter introduces several case studies that provide examples of continuing education in other places. It may not be possible for us to do all the things described in these case studies. However, we will understand continuing education better if we think about the following questions as we read each case study:

1. What does this case study show us about the principles of empowerment and participation?
2. How can we adopt the approaches used in this case study to our own work of continuing education?

This chapter gives us an overview of the case studies. We can read about them in more detail in Part II of this handbook. Happy reading.

Case Study 1

Although Australia has a well-established education system and high levels of literacy, people living in rural areas still face problems. This case study shows one approach used to get people to participate in their own learning and to empower them in the process. Some of the principles used here might be useful for your situation.

*Pam and Cameron Morgan and their family live on a 20,000-hectare sheep and beef cattle property, 25 km south of Wyandra in southwest Queensland. They have three children (Sarah, Ken and Mike). Sarah is twelve and does her primary school work by distance education. Ken (19 years of age) has left home to study at university. Mike (21) works on the farm with his parents. The farm has been in the family for three generations.*
Cameron’s grandfather started the farm in the 1920s when the government gave the land to him. Over the three generations the family has cleared the land, built a house and made other improvements. The farm is now worth a great deal of money. However, the Morgans have never made a lot of money from the farm as they use the money they get from the sale of their produce to maintain their property. They love to live on their farm – it is their life.

Over the last ten years, life has been difficult for them. There have been several droughts and farm production is down. They have had to decrease the number of sheep and cattle they own, as there was not enough good pasture or water for the animals. This has meant that they now get less money when they take their cattle to market. Also, prices for their produce have decreased and some years they have needed to get loans from the bank to keep going. Pam and Cameron could see that unless they changed some things, they would lose the farm in years to come and they and their children would be without an income. Worse still, they would have to sell the farm and move to a town. They did not want to do this.

They approached their local primary production extension officer in the town of Charleville, 280 kilometers away. The technical extension officer, Richard, suggested that they get involved in the new Futureprofit programme organized by the government to help farmers.

Richard indicated that there was a programme about to start in Wyandra, a small town only a short distance from the Morgans’ farm. Richard explained that the programme was not just about helping farmers to make a profit but it also helped farmers to think about their goals and make decisions about many aspects of their farms and their lives. He also made quite clear that the programme involved the whole family—they controlled what happens, not others. The programme would provide opportunities for them to make decisions as a family and to reflect on these decisions. In addition, he let them know that the programme would also help them to develop new skills to manage their farm better.
Richard told the Morgans that by the time they completed the eight workshop sessions they would have worked together to develop a business plan to help them improve their farm. The Morgans were very excited about the idea and decided to talk to the whole family about the programme.

Let us now take a look at how the programme works.

The programme goal

The Futureprofit programme aims to help farmers improve their decision making and strategic planning skills. It creates a culture of ongoing self-directed learning leading to better natural resource management (including biodiversity and sustainable development) on farm properties.

The programme objectives

The Futureprofit programme is all about improved decision making by learners, leading to:

1. better business decisions made by farmers because of their ability to balance long-term goals with short-term needs
2. positive management of their farms because of changes in market, climate or government policy or regulations
3. more effective negotiations with banks, suppliers, agents, family members, farm staff and others in the farm community
4. better family relationships through developing a shared vision of how to manage the farm now and in the future.

The Futureprofit programme is a planning process that enables farm families to take control of their future. The workshop sessions allow each family to work together as a team to identify where they are now and where they are going in regard to their farm business.

This self-directed process allows the family to learn new skills about planning and to develop management plans related to all the farm business resources, including land, human, financial and enterprise resources. The process of Futureprofit is based on a holistic view of these farmers’ lives.

Features of Futureprofit

Target population: members of the family farm teams
Special features:

1. a preliminary one-day course allowing a trial of the process before commitment to the full programme
2. up to eight one-day workshops conducted over a four to eight-month period; the workshops are arranged according to participant needs

The strengths of the programme:

1. It provides farmers, graziers and their families with improved planning and decision-making skills.
2. The experience and knowledge of farmers are used and respected.
3. The Futureprofit programme is delivered in a workshop format using adult and action learning principles and techniques.

Organization, supervision and management:

1. Planning is central to Futureprofit.
2. Trained professional facilitators introduce planning processes and provide advice and encouragement to achieve improved business, family and community leadership.
3. Learning takes place in small groups in relaxed, informal environments.

Structure and learning process:

1. Learning is under the guidance of a facilitator.
2. Experts in various fields are used as necessary.
3. The outcome of the learning process is a plan that leaves families with greater confidence in their ability and capacity to manage change on their farms (empowerment).

The eight workshops cover the following topics:

- vision and goals
- natural resource inventory
- enterprise analysis
- financial management
- production of the property
- marketing aspects
- enterprise planning
- finalizing a business plan
Case Study 2

Background and rationale

In Bangladesh, a country with a low literacy rate and widespread poverty, it is a big challenge to achieve a broad impact on the lives of neo-literates through non-formal education programmes. Without providing ways for neo-literates to keep and develop literacy skills, there is a danger of losing much of the impact of existing programmes. One of the approaches to retain literacy skills, particularly of adolescents and adults who do not enter the formal system of education, is through multipurpose community learning centres. The Dhaka Ahsania Mission (DAM) has established ganokendras as community-based institutions to retain and develop literacy skills.

Objectives

The general objective of organising a ganokendra is to create facilities in the community for lifelong learning and community development.

Specific objectives

1. to develop an institution where further education and training can be provided for promoting a culture of lifelong learning and development
2. to facilitate institutionalized support to the community to improve the quality of life, social empowerment and economic self-reliance
3. to bring people of the community together-enabling them to network with NGOs and government agencies so as to have better access to the services available

Evolutionary process

Initially a ganokendra was established for post-literacy purposes only; gradually its role has been widened to cater for the diverse learning needs of the community as a whole. The ganokendra now plays the role of a village community centre with a library and facilities for recreation and other socio-cultural activities. The members also participate in regular discussions on issues of local interest. Additionally, the community in general uses the centre as its own place for reading and for economic and socio-cultural activities.
Innovative features

It is organized and run by the community.
It addresses the learning needs of neo-literates and promotes lifelong learning.
It focuses on gradual improvement in users’ literacy skills.
It is accessible to all the people in the area.
It is a centre for training and for discussing important issues.
Its activities are linked with social and environmental programmes.
It functions as an information distribution centre where newspapers, newsletters and information materials of various agencies are available.
It provides micro-credit services.
It is a centre for services by other agencies, including government extension departments and other NGOs.
It is a community house and meeting place for all activities of the community.

Target population

A ganokendra initially served those completing adult and adolescent literacy courses. Subsequently, school dropouts and people with limited literacy skills have also become members. Ganokendras are now open to all members of the community in which they are located. Men, women and children are welcome to participate in the activities of a ganokendra. About seventy per cent of these beneficiaries are female.

Special features

Ganokendras are locally managed institutions, and each has developed differently according to local needs, resources and expectations. However, ganokendras essentially:

- provide services to neo-literates and autonomous learners in order to increase their literacy skills
- provide basic education for illiterates
- promote schooling for non-schooled children
- arrange skills training in areas of need for members
- encourage reading habits to increase general and specific knowledge, and skills for personal and community development
- create opportunities for further training/retraining based on community or member needs
- conduct community-level social awareness programmes on issues such as gender, environment, health, drug abuse, sanitation, etc.
- organize community development activities using local resources
- develop leadership in solving local problems
- initiate socio-cultural activities
- facilitate networking among members
Organization, supervision and management

A ganokendra is organized and managed by groups of neo-literates themselves with back-up support from the Dhaka Ahsania Mission (DAM) in collaboration with the local community. A facilitator recruited from the community initiates activities and manages the centre. This facilitator is typically a local woman who is responsible for the overall operation of the ganokendra. However, overall management is the responsibility of a committee comprising people of the community.

There is regular communication between the facilitator, management committee and DAM field staff, all of whom attend monthly management meetings at the ganokendra.

Impact

The ganokendra movement has had a significant impact on literacy levels and community development in Bangladesh. Participants in centres generally are concerned about their own and their community’s development. The skills and knowledge that they gain improve their social status. Participants are able to raise their levels of income. They have more choices in the work that they do. The centres also play an important role in promoting equity and social justice, particularly for women.

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Case Study 3 Community-based poverty alleviation in China

Technical training centre for ethnic women

Xinlong Technical Training Centre is a community-based learning centre for women. This example illustrates community awareness, resource mobilization, confidence building and poverty alleviation through community-based development approaches.
Background

Xinlong village is located in a poverty-stricken mountainous area in Sanxi District, China. This area is one of the most disadvantaged in the country. The population of 1,228 is predominantly ethnic Hui people (98%) and comprises 240 families. Because of the unfavourable natural conditions – dry climate, high altitude, isolation from other areas and mountainous land with little plant growth, the village economy is basic and the living conditions are poor. Shortages of food, clothes and other living materials are common. Thus education is not regarded as a high priority for this village. Some school-age children, especially girls, do not go to school or frequently drop out. Adult women have few opportunities to get information, knowledge or skills to improve their lives. In addition, local traditions and religious customs restrict girls at age twelve and above to their homes. Most wives stay at home cooking, sewing and farming on their private lands.

Village farmers began to take responsibility for their own land during the early 1980s following Government reforms. Thus each family in Xinlong village has its own land and villagers work very hard to try to get good harvests from it. However, even the literate villagers do not possess enough knowledge and skills to apply agricultural technology (fertilizers, insecticides) to their farming or to develop locally advantageous household sideline production.

Ms Shan Xiumin grew up in Xinlong village. After receiving training, she works as a technician. She is a good role model for other women in the community. Ms Shan had always thought about how to help the women in the village to improve their living standard. She realized that the women lacked the knowledge and skills to do this, so Ms Shan and her colleagues set up a technical training centre for women to facilitate their learning.

Following the Fourth World Conference for women held in Beijing, Ms. Shan proposed to establish a learning centre for women in the village. This proposal received extensive support and involvement from local religious leaders, agricultural extension officers, local schoolteachers and NGOs. The local government has provided support for the development of the centre, which now has several well-trained full-time teachers who are its graduates. The centre is now self-sustaining.

Objectives of the centre

to provide opportunities for local neo-literates and women to get information and useful skills

to adapt traditional skills such as those used in handicrafts manufacture in order to generate incomes

to improve the living standard of women and their families

Target groups

The main target groups are disadvantaged women, particularly the poor, ethnic minorities, youth in isolated areas, neo-literates and semi-literates, and those who need training in vocational and income-generating skills. The centre pays special attention to abused women.
Impact

The villagers now not only have some knowledge of agricultural technology but can also apply it to their farming, such as the storage of water on sloping land and water conservation using plastic film as a ground cover. The crop yields have increased several times because of the application of these technologies. Some women have set up their own businesses based on traditional skills and have sold the products outside the region. Factories in local areas or in other regions have employed some trained village women. The quality of life of the whole community has improved greatly.

Case Study 4

Background

Kerala has the distinction of being a historic Indian state so far as literacy is concerned. It has the highest percentage of literacy in India. It was the first state to experiment with the implementation of the Government’s Total Literacy Programme. Kerala is divided into fourteen districts. One of its districts, known as Ernakulam, became the first in the country to be recognized as a fully literate district on 4 February, 1990. The state itself was declared a fully literate state in 1991. The national Scheme of Continuing Education was simultaneously launched in all of the districts of Kerala in 1995.

The Scheme

The national Scheme of Continuing Education provides 100 per cent assistance to the states for the first three years of implementation. The state governments are required to share 50 per cent of the expenditure during the fourth and fifth years of the Scheme. Thereafter, the state government is expected to take over the total responsibility for the programme. The intention is to enable the people to take up continuing education as their own programme to be continued as a people’s programme without any financial assistance from outside the state. The community must be prepared to sustain the
programme in the long run. In a district, a programme of continuing education begins after the conclusion of a total literacy campaign and a post literacy campaign. The basic objective of the Scheme is to provide lifelong learning facilities at learning centres.

**Basic unit**

The basic unit of implementation for a CE programme is a continuing education centre (CEC), which is established to serve a population of 2,000-2,500. A third to a half of the people in this population would be neo-literates, having acquired basic literacy skills under the Total and Post Literacy Programmes. Financial assistance is provided to the CECs through the Kerala State Literacy Mission Authority (KSLMA), an autonomous body constituted for this purpose. It is registered under the Societies Registration Act for implementation of the Scheme throughout the state.

**Preparation**

The Continuing Education Scheme was launched in 1995, but actual implementation did not start until 1997-98. The reason for the delay was that considerable time was required to make the continuing education centres functional. This work included identification of centres, selection and training of volunteers (known as preraks), collection of reading materials and other resources, and mobilization of the community. In establishing a centre, community awareness needs to be raised as there is generally a time gap between the end of a post literacy campaign and the beginning of the continuing education programme.

**High literacy rate**

The comparative high literacy level of the State is clearly visible. We can often see people from the lower strata of society reading newspapers at roadside stalls. The reading of newspapers and other materials helps enlighten and empower people. Because of raised public awareness, it is now more difficult for public authorities to resist reasonable demands for community development. People understand the advantages of income-generating activities, and trainers can no longer ignore their demands for appropriate programmes.

**Grassroots democracy**

The high literacy rate and strong grassroots democracy in this southern state have been significant factors for the success of continuing education. Democracy is expressed in the form of the panchayati raj system. Under this system, elected bodies are in place at district, block, and village levels. These bodies have representation from all sections of society including women and marginalized groups. Members of the panchayats are responsible for all development schemes including all forms of education. They are in the position to better use community resources and coordinate various activities.
### People’s planning programme

The elected local government is provided with adequate funds for planning and implementing various projects that the panchayat may decide upon. The decisions of the panchayat are based on the needs of the community. In a literate society, there is naturally a preference for vocational education projects that help people to improve their living standards. The community has a high level of awareness of local problems and issues, and therefore through its representatives it exerts pressure on the panchayats for funding various activities at the learning centres. Thus, the Continuing Education Centres in Kerala are normally able to obtain adequate funds and facilities for their effective functioning.

### Case Study 5

**PKBM – Community Learning Centre in Indonesia**

The Packet A Programme is a successful and innovative community-based out-of-school education programme focused on literacy development. The programme has been implemented in almost all the villages of Indonesia since 1977.

This national programme was launched because of the huge numbers of illiterates and the high rate of primary school dropout in the country. However, it is not just an illiteracy eradication programme, because the more than 100 booklets of the Packet A programme address pre-literacy, literacy and post-literacy needs. Thus, the materials are significant for out-of-school education programmes in general.

The Packet A Programme is organized, facilitated and taught by people who live in villages where the programme is developed. This is a reflection of the Indonesian principles of *saling asih, saling asah and saling asuh* (mutual love, focus and care) or *gotong-royong* (synergy). Because these teachers live in villages where the programme actually takes place, they have a strong commitment to it. These teachers are the most educated people in the village even if they have only a primary school education.

The Packet A Programme is a model for other continuing education programmes in Indonesia, such as income-generating, quality-of-life improvement and other skill-formation...
programmes. It is also the foundation for the Packet B, Packet C and other out-of-school education programmes.

In Part II of this handbook, the operation of the Programme’s innovative approach is described in more detail. However, here we can briefly look at the first PKBM (Pusat Kegiatan Belajar Masyarakat — Community Learning Activities Centre), and the Mekar (Blossoming World) programmes at Baleendah village.

PKBM Buana Mekar was established in October 1998 using a private (yasan) skills training centre. This centre had not operated for many years due to the absence of learners. The reestablishment of the centre occurred following discussions among the community education officers, the owner of the abandoned centre and the traditional leaders of the community.

Objectives

The objectives of the PKBM are to:

1. organize community learning activities
2. improve the knowledge, skills and attitudes of community members
3. develop an entrepreneurial focus among the people
4. help learners to gain skills useful for earning a living

The PKBM also functions as an information centre for various learning programmes offered by the PKBM and other educational institutions that cooperate with the PKBM.

The strengths of the PKBM model

1. The PKBM is a kind of a matchmaker between those who have some education and those who do not. The educational programmes are designed according to the expressed needs of the learners matched to market demand; thus, it is not a top-down but a bottom-up approach.
2. Organizers/managers and learners cooperate in designing relevant programmes of learning.
3. Cooperation among all stakeholders is a requirement that guarantees the success of a PKBM.

With the positive participation of members of the community and with their encouragement, new programmes are regularly offered. One of these is the Packet B programme, which is equivalent to lower secondary school. In addition, it offers significant vocational skills and life skills development.

The PKBM approach is an effective vehicle for increasing democratization in Indonesia. A PKBM programme is linked directly to the people being served. It is owned and run by the people, for the people. Democratization is effective because the PKMB facilitates empowerment through participatory education. People not only know their social rights and obligations—the two faces of the same coin—but also how to respond to these.
Case Study 6

Introduction

Mr. Minsu Kim is 42 years old and works as a supervisor in a factory manufacturing iron products. He completed middle school 25 years ago. Mr. Kim had wanted to go on to high school, but he could not afford to. He worked hard to support his family; however, he never abandoned his desire to better his education. He attended an evening high school and graduated at the age of 25. In addition, he devoted himself to learning skills related to his work and has acquired five kinds of national technical certificates. However, as he had not graduated from a university, he experienced great difficulty in gaining promotion at work.

In Korea if a person does not hold a university degree, his or her ability is likely to be underestimated in getting a job or promotion. In an attempt to improve his employment prospects, at the age of 35 Mr. Kim entered the Korea National Open University. However, he could not complete his studies because of his work situation.

In 1998, the Government established the Credit Bank System (CBS). The CBS is an open education system that recognizes learning experiences gained not only in school but also out of school. Kim enrolled in the CBS and was granted some credits from his previous study at the Open University and from his national technical certificates. In addition to these credits, he accumulated others through attending courses provided by CBS accredited institutions. After two years, he fulfilled the minimum credit requirements for a bachelor’s degree and obtained his degree in February 2000.

Background and objectives

Education is in high demand in Korea, particularly formal education. Previously, students undertaking non-formal modes of higher education were not given formal recognition or credit. Education was considered as the sole domain of the formal school system. Such a belief on the one hand increased demand for universities and colleges to provide places and created excessive competition among students for these limited places. On the other hand, the value and power of non-formal education has been greatly undervalued,
even though it provided people with useful practical knowledge and skills that they were willing to pay for.

In 1995, a new education system to promote the development of a society of open and lifelong learning was proposed. The purpose of this new education system was to give people better opportunities to enhance their individual capabilities and to have their achievements recognized. The introduction of the Credit Bank System was one part of this system.

The CBS guarantees each student’s rights to access learning, any time and any place, through a variety of ways. Students mainly get credits by completing programmes at educational and vocational training institutions, enrolling as part-time students in colleges or universities, acquiring various national certificates, and gaining qualifications through examinations. When a student accumulates the necessary CBS-approved credits, he or she can obtain an associate or bachelor’s degree from the Ministry of Education.

The CBS seeks to provide further educational opportunities for students who are studying at post-secondary institutions and for adults who are seeking additional education and training. Innovative and flexible approaches are used that are quite different from traditional formal approaches.

**Client groups**

Anyone can benefit from the CBS, especially the following:

- high school graduates who were previously unable to attend post-secondary institutions
- college or university dropouts
- workers who hold professional certificates but have not acquired a university degree
- college or university graduates who wish to commence studies in a different field
- people who wish to acquire formal credits for knowledge and skills gained through self-instruction and workplace training and experience
- people who have studied at private institutions or junior colleges and wish to transfer into the university system

**Implementation**

The CBS provides associate and bachelor’s degree courses through accredited educational institutions. Accreditation involves a formal evaluation of non-formal educational institutions and their subjects to identify if the quality of programmes and courses can be counted towards university or college equivalent credits. A non-formal education programme is re-accredited twice a year. The Ministry of Education in cooperation with non-formal education providers, universities and colleges, develops standardized curricula and pathways.
Impact

As of February 2000, 684 students have been awarded degrees through the CBS. The CBS encourages people to participate in lifelong education programmes by granting credits for various out-of-school learning experiences. It provides different ways in which adults can gain qualifications. In Korea, the implementation of the CBS is a turning point in transforming a closed education system to an open one. The system is promoting flexible and open learning.

Challenges and changes

Managerial aspects of the system need to be improved at the institutional level and at the central level of the Ministry of Education. There should be a more effective means of managing and reducing administrative workloads at educational institutions.

Ways of obtaining credits need to be more diversified in the future. The CBS needs to be more aware of each individual’s diverse prior learning, which might include other modes such as online learning.

Case Study 7

Description

The Rural Vision Movement of Malaysia is a national strategy to encourage active participation of local communities in implementing social and economic development activities. The selected village under this programme is called a rural vision village. Kampung Chengal is the village selected for the purpose of this case study.
**Issues and problems addressed**

Kampung Chengal is a traditional village with many poor farmers. Like any other rural village in Malaysia, Kampung Chengal is committed towards the national effort to eradicate hard-core poverty. The Kelantan Poverty Alleviation Foundation of Malaysia participated in establishing a Rural Vision programme in Chengal. They established links with the Farmers’ Association from Bukit Awang, an income-generation project for poor traditional farmers. The project involves commercial chili farming.

**Approach**

The approach followed in establishing a Rural Vision Village is called **Total Development**. Under this approach a number of projects for the selected target group are designed. There are special continuing education activities created for specific groups to realize certain objectives. Target groups in each village are entire families, including the husband, wife and children. The curriculum of the programme is designed to transform rural traditional farmers into modern commercial ones. The activities and objectives of the programme are varied. However, the activities planned and implemented take the form of an **economic package**. The focus is on ways to increase farmers’ incomes and farming efficiency.

**Economic package**

The economic package targets the commercial farming of marketable chilies. Here is a summary of this package:

i. **Approach:** Total Development

ii. **Goal:** To improve the quality of life of the family through commercial farming

iii. **Target group:** Hard-core poor (taken from the poverty survey list)

iv. **Strategy applied:** Networking with public and private sector organizations
Members of the target group involved are:

<table>
<thead>
<tr>
<th>No</th>
<th>Target group</th>
<th>Learning objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Head of the household</td>
<td>To change traditional farming activities into commercial farming.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crop: Cash crop chillies, Vehicle: Contract farming</td>
</tr>
<tr>
<td>2.</td>
<td>Housewives</td>
<td>To improve family management</td>
</tr>
<tr>
<td>3.</td>
<td>Children</td>
<td>To improve education skills, especially in science and maths</td>
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<tr>
<td></td>
<td></td>
<td>To improve computer literacy skills</td>
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<td></td>
<td></td>
<td>To improve oral English</td>
</tr>
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<td></td>
<td></td>
<td>To improve thinking skills and mind mapping</td>
</tr>
</tbody>
</table>

**Implementation cycle**

The contract farming package is jointly organized by the following:

- Kelantan Poverty Alleviation Foundation (an NGO)
- Farmers Association Bukit Awang
- State Farmers Association
- Community Development Department (KEMAS)
- Cyber Community Learning Centre (PUTRA)
- Nestle (a private marketing company)

The implementation of each project cycle takes eleven months. It begins with the selection of a target group and ends with planning and training activities. The target group is taken from the survey list prepared by the national Government. It is available at all Government agencies in each district. Selected hard-core poor are invited to attend a special course where their needs and aspirations are identified. They are encouraged and helped to form a Rural Vision Village committee. A task force action committee is also formed. The target group undertakes the programme. Learners participate freely and may leave the programme at any time. Learning activities are designed in the field and the sessions involve learning by doing with successful farmers taking a leading role. While farmers are learning in the field, their wives and children attend other specific short courses. In this way, the knowledge and skills of the whole family increase, to their benefit and that of the people in the community who may have more chances to improve their quality of life.
Replication

The process is repeated with other target groups. Following each group’s programme, there is an evaluation. The assessment of the collected data enables the providers to improve and replicate the approach elsewhere. The approach is based on action learning where farmers receive practical help in ways to increase their incomes and improve the quality of their lives.

Case Study 8

Introduction

Kabhrepalanchowk is a moderately hilly district in Nepal. There are three municipalities and ninety-three village development committees (VDCs). Banepa Municipality is one of the municipalities of the district. Budol is one of the rural wards of Banepa Municipality and it is situated about 30 kilometres east of Kathmandu, the capital. Budol has a population of about 4,700 people, among which about 93 per cent are farmers. In 1995, the National Resource Center for Non-formal Education (NRC-NFE) established a community learning centre (CLC) in Budol, with the name of Samudayic Adhyan Kendra.

This CLC has since established four other satellite centres in the ward under its management. A cattle-rearing project is one of the activities conducted by this CLC. The cattle farmers formed a group of 54 members. However, there is a lack of pasture as well as skills in handling cattle. The cattle-rearing project started to help the farmers in looking after their cattle properly. Cattle-raising is only one of the various income-generating programmes of the Budol CLC.
There were many possible agricultural activities that could be encouraged. However, this group chose animal husbandry as an area for development. Not every farmer in the locality has land for cultivation but almost all them have some cattle, goats and sheep. The farmers lacked cattle raising skills but they were interested in acquiring them. Thus it was necessary to conduct different training programmes and create learning materials for these farmers to improve their cattle rearing activities.

Special nutritious grasses, like amriso (Dale ghans) and jai, are needed to feed the cattle. These grasses could be planted in the community forest providing more and improved pasture for the cattle. The centre also encouraged the farmers to increase the number of cattle in the community.

Objectives

The general objective of this programme is to improve cattle rearing practices in order to increase the incomes of farmers, leading to an improvement in the quality of life.

The specific objectives are:

- to increase the number of cattle rearing farmers
- to provide knowledge about different animal diseases
- to provide farmers with knowledge, skills and new technology related to cattle raising
- to provide training in environmental protection

Approaches and processes

Formation of groups
Development of instructional materials about raising cattle
Training for the facilitators
Training for group members in cattle management
Development of pastures
Supervision, monitoring and evaluation

Besides income-generating activities, the District Education Office provides assistance in implementing different educational activities (literacy and post literacy programmes) and supplies materials for these programmes. In the same way, the Forests Department and Agriculture Department provide help related to animal husbandry, agriculture, pasture planting, and cattle and pasture management. For the effective implementation of CLC activities, NRC-NFE provides management training for organizers, technical resource development, and mobilization aspects. NRC-NFE has developed different CE materials and distributed these to various related organizations. These materials include booklets and posters.

Programme coverage:

- Sixty households in Budol
- Neo-literates, especially women
- Small farmers
- Poor groups in the community

Examples of Successful Continuing Education
Impact of the programme

Farmers have increased their knowledge and skills related to cattle rearing, cattle related diseases and care.
The output of milk has increased by twenty per cent.
Farmers are engaged in producing amriso grass in a large quantity to provide favourable pasture for the cattle.
Farmers have learned how to use dung as compost manure to increase their crop production.
People started making and selling grass brooms.
The quality of life in the community has improved.
This programme got first prize in the district level competition for grass planting.

Case Study 9

They call it **The Diploma Disease**. Many people suffer from it. However, continuing education proves to be an effective cure for it.

Most people in the Philippines who do not possess a diploma or certificate wrestle with the slim chance of going up the ladder of *success*. Those who can further develop themselves through additional formal education or training may find jobs more easily than other people and gain contacts with individuals who may provide help in the future. This pervasive idea is deeply embedded in Filipino culture and thinking. In particular, an academic degree is highly valued.

The three stories below provide pictures of people’s views and hopes of getting a better education, hopes that are realized by means of continuing education.
Ernesto Bigsang Sr. is a villager from Mindanao, with high hopes for the future, who almost did not make it. He had to drop out of high school in his third year even though he was in the top ten of his class. Given the chance for further education later in his life, Ernesto pondered, “I was quite confident that studying would not really be that difficult for me.” The problem was that all doors for furthering his education had closed for him in his youth.

As an adult with leadership qualities, Ernesto was elected village chief of his village. With this extra responsibility, “I lost all my chances to finish my schooling”, he said with some regret. In other words, the lack of time deprived him of his own chance to complete his formal education. Because Ernesto had less time available, his eldest son had to take over looking after their little farm, which caused him to drop out later.

The parents whose children drop out of school tend to be dropouts themselves as was the case with Ernesto. His second child and eldest son failed to complete the first academic year of high school three times.

In 1999, the Accreditation and Equivalency (A&E) Programme conducted the first pilot equivalency examinations. Both father and son tried their chances and fortunately passed the examinations. Now the high school diploma that Ernesto earned is, to him, a source of joy as an individual, a father and a community leader. This achievement would be his passport to other opportunities such as entering a university. For Ernesto’s family, the achievement means an improved life, increased self-esteem and even a completely different world. Ironically, he earned it without even actually spending the required number of years in the formal school system.

What made this possible? Ernesto continued learning after he left formal school. “As a village official, I have to participate in many training seminars and workshops. When I submitted my biographical data or simply filled out a form, I had to confront my low educational attainment. Some seminars required participants to be at least high school graduates. Moments like these, on the one hand, would irritate me and make me pity or lose confidence in myself. At times, too, I would feel that I did not belong to the training groups. On the other hand, I was motivated and determined to improve myself. The seminars and workshops definitely provided me with opportunities to do so”.

The actual social and civic responsibilities and training opportunities like these obviously provided Ernesto with useful learning. With the A&E System, the prior learning of knowledge and skills is recognized.

Dennis Jaromay is a young man living a simple life yet having noble dreams. Early in life, he aspired to get a good education, serve his fellow men, and live in peace and in faith in God. Being conscious of the poverty in which his family of seven had lived for many years, he wished to avoid the kind of difficult life that his parents had gone through. Reacting to this experience, “My wish in life is to be able to show to my children what it means to have responsible parents”, he said.

Dennis is an out-of-school youth who lives in the city of Mandaluyong, one of the fourteen cities and municipalities comprising Metropolitan Manila. Because of poverty and the troubles affecting his family with separated parents, Dennis and his siblings had to stop their schooling. He was the only one who managed to reach the second year of high
Dennis knew that most young people could find a job like this. He wanted to further his education in order to find a more decent job, so that “when I face other people, they will not look down on me. Being highly educated is the only means for me to lift my family up from our dire situation”.

However, like many other 20-year-old youths, Dennis did not find that it was easy to go back to school. “I already feel awkward to go back to a regular secondary school. Besides, it is extremely difficult for a worker like me who is tied down to an eight-hour daily routine or longer”.

Mandaluyong City is one of the areas where the Bureau of Non-formal Education of the Department of Education, Culture and Sports (BNFE-DECS) tried out the A&E System. Information on the benefits of passing the qualifying test reached Dennis. He was one of those who passed the test and then he went to several colleges and universities to inquire about his chances of enrolling in a tertiary education course. He faced many difficulties but he persisted until he was admitted into the Hotel and Tourism Institute of the Philippines. He also got a scholarship from the Technical Education and Skills Development Authority (TESDA) after passing its examination. Dennis now feels sure that the cycle of poverty and hopelessness within his family has finally been broken.

Aldrin Francisco is 25 years old and did not complete his second year of high school. He tells his story: “Because of poverty, I had to support myself by doing odds jobs in the wet market in Sta. Mesa” (some 25 kilometres away from his home in Novaliches, an eastern suburb of Metro Manila). “It was very hard for me to study as well as work, so I dropped out of school. Later when I was working in a factory, I lost the chance of going back to school. It had always been my ambition to finish even secondary education in the past ten years but this was simply no longer possible”.

“I am quite lucky that my former teacher encouraged me to try and join the A&E Programme’s first batch of examinees. She also helped me prepare for it through non-formal education (NFE) learning modules”. Aldrin passed the equivalency test, which soon earned him an equivalent of a four-year secondary school diploma.

Aldrin is thankful to his former teacher and Programme Instructional Manager for the NFE modules, which prepared him to pass both tests. Afterwards, he also passed the entrance examination for Civil Engineering Technology at the Technological University of the Philippines (TUP), one of the leading state institutions in the field of technical education. The three-year diploma qualifies him to be a technician and for admission to an engineering degree later. Aldrin now is working in a real estate firm and is looking forward to a much brighter future.

Aldrin’s personal wish reflects changed values in his life: “I hope that more youths like me who have lost opportunities in life and others who have lost their goals may benefit from the A&E Programme”.

Effective Implementation of Continuing Education at the Grassroots
Some comments

1. Despite not completing regular secondary education, Aldrin Francisco and Dennis Jaromay ranked 21 and 28 among the 100 TESDA applicants who passed the scholarship examination while four graduates of formal high schools failed the test. This illustrates the fact that with maturity and persistence, the proper motivation to go on learning and some institutional support by both non-formal and informal education, learners can take advantage of opportunities for upward social mobility.

2. Now in its second year of implementation and with a total of 2,898 out-of-school youths and adults passing the equivalency test, the A&E Programme won an important UNESCO literacy prize in July 2000. It consisted of a cash award of US$15,000.00, a silver medal and a diploma of merit. The Programme was cited for the noble mission of helping the Filipino people to empower themselves.

Case Study 10

The Community Savings Bank: continuing education at the village level in Thailand

Tambol Klong Pia is an isolated village in Jana district located in Songkhla province in the south of Thailand. There are about 4,800 inhabitants with an average of 5 people in each family. Because many of the younger people have moved to the city, there are a significant number of older people in the village.

The lifestyle of the villagers in the past was similar to other rural communities in Thailand. People were poor and living a hard life. Many families were in debt. Villagers had low
levels of education – some had completed primary education but most of them relapsed into illiteracy. Opportunities for further learning were rare.

The low education prevented the villagers from developing their vocational skills. Also, there was no appropriate technology to be used for crop improvement. They suffered from severe drought, which further impoverished their lives.

In this desperate situation, the villagers realized that they had to do something to break the cycle of poverty. To accomplish this, the villagers were aware that increasing their level of education would play an essential role. With the increased education, it would be easier for the villagers to acquire new skills and knowledge to improve their farming or help them set up other income-generating small-scale businesses. All these activities required financing; thus the villagers chose to set up a community savings bank to raise some funds. After a few years operation, the bank has been very successful.

The Department of Non-formal Education was interested in conducting a survey on the community savings bank to identify the reasons for its success. The results of this survey are of benefit to other villages that are interested in using the community savings bank approach to help reduce poverty in their communities.

A potential leader of the village

In the village, a leader has great power to influence community activities. The villagers tend to follow a leader’s suggestions. In the case of Tambol Klong Pia, Mr. Amporn Duangpan was the leader of the village. He had low educational attainment, completing only grade four, but his educational and leadership potentiality was high. He used his experience of work in the village to help his fellow villagers. He recognized that the village needed to develop a better economic base. He suggested to the villagers that they should save some money for raising capital to invest in small community businesses. The villagers could borrow some of this money and pay it back with interest. Some money should be deposited in the bank and the rest returned as a dividend for the shareholders.

Learn how to set up and run businesses

To establish a community savings bank, the villagers participated in a meeting. Mr. Amporn took the leadership role. They decided that they should raise money to invest in small businesses. To do this, they would not borrow money from middlemen or banks; instead, they lent money among themselves. At first there were 51 villagers from 10 villages who became shareholders of the community savings bank, with a total of 2,850 Baht collected.

Then they went to community development workers for advice on how to set up a bank. They followed this advice and all of the appropriate regulations. However, after a year of doing business, the bank failed.

They wanted the bank to continue, but they did not want to follow the steps of the Government any more because they were not flexible enough. Therefore, the shareholders set new regulations that were more appropriate to their own conditions. In operating
the bank, the staff and the committees of the bank focused on each villager and the community’s needs, aspirations and lifestyle.

With these new regulations, more and more villagers applied for shares in the bank. Some money was available for loans. Everyone could apply to borrow money to invest in all kinds of businesses. In addition, shareholders received a dividend for the money that they invested in the bank.

In 1999, the membership increased to 4,465. A large sum of money had been deposited—approximately 48 million Baht (US$1,116,000). It took 17 years to achieve this. The interest was returned to the members and was also used in community welfare projects, particularly for health care, retirement pensions for staff, funeral costs of members, loans for educational resources and learning activities.

The community savings bank is one of the best models for continuing education in Thailand. It shows how villagers can actively work towards breaking the poverty cycle. Learning was a key element in the success of this bank. The villagers first learnt about how to set up and run a bank. This learning involved outsiders giving advice. However, it was mostly self-directed learning and experience. The villagers learnt a great deal about setting up and running businesses through formal training and their own informal experience. Learning improves work and economic activity as well as informal communication among people. The members developed self-reliance and the habit of learning.

**Key steps**

Step 1 – Make policy: Villagers develop their own policy about running the bank. They conduct a self-management process without intervention from outsiders. It is a true self-help, self-managed project. It reflects participation and empowerment of people.

Step 2 – Write a motto: The members come up with a motto to give them moral support.

Step 3 – Recruit members: Every villager has an equal opportunity to register as a member of the bank.

Step 4 – Form committees: Some villagers are selected to join the committees of the bank.
Step 5 – Establish ways to administer capital and loans: To run the bank effectively, the bank committees conduct group meetings regularly. At these meetings, the members share ideas and opinions on how to organize the bank funds, balance the budget and improve the village lifestyle. Group participation creates a democratic consultative approach.

Step 6 – Learn through networks: Through seminars, group meetings and study visits, shareholders learn and discuss the strengths and weaknesses of the community savings bank. They also share knowledge and experience at these meetings.

Step 7 – Learn through doing the actual work: People involved in the bank learn about marketing, bookkeeping, and managing capital and loans for investment. They learn vocational skills in combination with literacy and numeracy practice. All activities of the bank become continuous learning activities.

Step 8 – Acquire non-formal education: The bank’s success and the satisfaction of the individuals involved require educational and training support from government and non-government education agencies.

Step 9 – Learn through obtaining information: Daily radio broadcasts from Public Relations Radio Thailand provide additional information to help villagers. In addition, a community learning centre is available to further facilitate education.

Step 10 – Learn to sustain the business: The members are encouraged to be involved in all affairs related to the bank and community development. This involvement leads to a feeling of pride and accomplishment. The sense of ownership and the recognition gained because of success are some of the factors that have made this bank and the business it supports a model of good practice.

Conclusion

The community savings bank helps villagers learn how to live better. Everyone is motivated to share responsibility in solving the problems that they face. Villagers are involved in all the activities of the bank and thus increase their self-reliance. They learn how to work in groups and follow community principles related to their lifestyles. Most importantly, they have control over their lives and cooperate to improve living standards. The case of the community savings bank proves that people gain knowledge through self-paced, self-directed learning.