

ADULT EDUCATION
IN
SOUTH EAST ASIA

B.S. Garg

INDIAN ADULT EDUCATION ASSOCIATION

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Published by
Indian Adult Education Association
17-B, Indraprastha Estate.
New Delhi-110 002

Series No.166
Rs. 10.00, U.S. \$ 2.00
1987

Printed at:
Everest Press, 4 Chamelian Road, Delhi-110 006

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PREFACE

I am indebted to the Indian Adult Education Association, New Delhi, for sponsoring my visit to the South East Asian countries for studying their Adult and Workers Education Programme under UNESCO's Scheme of Travel Grant for Leaders engaged in Workers Education for 1984-85. I am thankful to UNESCO for inviting me to undertake the study of adult education programmes of Thailand, Malaysia and Singapore.

I am obliged to Mr. A. Chilka and Mr. T.M. Sakya of UNESCO Regional Office, Bangkok, Mr. Sunthron Sunanchai, Dy. Director, N.F.E. Division, Thailand, Mr. Bvanandan, Director General, National Unity Board, Malaysia and Mr. Lim Hoy Pick, Director, Deptt. of Extra Mural Studies, Singapore National University for help and interest in my study.

I am also grateful to the Rajasthan Vidyapeeth, Udaipur in general and its Sansthapak Upkulpati, Pandit Janaradan Rai Nagar in particular, for permitting me to undertake the above study and for providing the necessary facilities.

The study tour was a thrilling experience and it helped me indeed to deepen my understanding of adult education in the context of the Asian peoples. I am sure, I would be able to utilize the knowledge and experience of the tour to devote myself in a better way for the cause of adult education in my country.

In the following pages, I have tried to interpret and analyse my experiences and observations during my tour for the benefit

of my colleagues in the field of adult education. I am sure, my fellow workers would find it both meaningful and useful.

I would like to express my gratitude to my associates in the Vidyapeeth and my other friends who have helped me in many ways starting from the planning of the tour to the writing of the report. But for their encouragement, help and cooperation, my study tour would not have been successful.

In conclusion, I express my thanks to IAEA and its dynamic President Dr S C Dutta, for publishing and providing the format of a booklet rather than a report on my study, so that it could be easier to share and exchange my learning experience, with my colleagues and co-workers.

Udaipur
October 2, 1987

BS Garg
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CHAPTER I

ADULT EDUCATION AND DEVELOPMENT IN ASIA & PACIFIC

Malaysia, Indonesia and India got freedom after a long struggle almost in the second half of this century. We have many common things in respect of culture, and in social and economic fields. Most countries of this region are striving hard for the uplift of their people, who are mostly illiterate and poor. Each country is trying to solve its problems on the basis of its historical, geographical, economic, social and cultural background and circumstances. Their perceptions are different but their objectives are the same. With the regional assistance, cooperation and coordination, they can do much better. Each country can take benefit from the experience and efforts of others in different fields, specially adult education, with the help of UNESCO and ASPBAE.

There is a considerable diversity in the use of terms referring to the education of adults, within the region. Moreover, the terms and the meanings attached to adult education are changing in several countries, reflecting changes in policy priorities and programmes. Some countries use adult education in a very comprehensive manner, others have a precise and restricted meaning such as basic education for adults. The term non-formal education has been recently adopted in several countries and it covers many aspects.

The most comprehensive term, which is used regionally, is that of Continuing

Education, which includes all aspects of education after school, whether full-time or part-time, extra-mural, on the job, vocational or non-vocational community education for persons who are no longer fulltime pupils within the primary and secondary systems." It classifies six types - adult basic education, community education, general interest education, academic, technical education, vocational training and business and professional continuing education programmes.

Adult Education in India is considered as one of the means to the full development of the personality of an individual. "It is looked upon as a method of human resource development, including literacy, functional development and creation of awareness among the poor regarding their inherent power to determine their own destinies".

Several other countries adopt clear and comprehensive definitions which exclude formal post-school education. In Sri Lanka, and several other countries, the term non-formal education has tended to displace adult education. In Thailand, the Adult Education Division has been renamed as Non-formal Education Department. The term non-formal education "covers any experience or activity which has been organised for out-of-school population with the aim to promote better academic knowledge and skills so that the people can achieve an appropriate standard of living and lead a productive life within the community."

Singapore, is well known for its civic education campaigns on different aspects of urban life. In Malaysia, formal and non-formal education have a role to play in providing a variety of skills needed to sustain greater economic growth. Further education classes is the best example of "second chance education" in

Malaysia. Countries such as Afghanistan, Bangladesh, Nepal, and Pakistan lay much emphasis on literacy. Some countries such as in China, India, Indonesia and Thailand stress both on literacy and on other broader and deeper objectives. Less stress is placed on literacy in Papua New Guinea, Sri Lanka, New Zealand, Korea, Vietnam and the USSR.

NATIONAL PLANNING AND ADULT EDUCATION

In some cases, educational development is clearly linked with other developmental objectives, while in others, the national educational plan appears to stand independently. If there are links between educational objectives and national objectives, they are not explicit. On the whole, the link appears most clear and direct in predominantly rural and less economically developed countries and least explicit in highly industrialized societies.

India has an educational development plan. However, the major responsibility for programme preparation and implementation in adult education rests with the state governments. "Exclusion of a vast majority of the people from the process of education is considered to be the most disturbing aspect of educational and social planning". The emphasis on the poor and on integrated rural development, explains the significance now accorded to adult education in India. Adult Education now forms part of the minimum needs programme and there is stress upon agriculture production and promotion of cottage and small scale industries. The farmers' functional literacy programme supported national socio-economic objectives. The adult education programme also supported India's socio-economic and cultural objectives. It is visualised as a cultural objectives. It is

visualised as a means to bring about a fundamental change in the process of socio-economic development, from a situation in which the poor remains a passive spectator at the fringe of the development activity to becoming its center and in active participant. India displays a very clear rational for adult education as a key component in development planning with an emphasis on mobilizing the poor.

Thailand's four-year, National Educational Plan sets educational priorities to accord with National Development plan objectives. The bodies expansion of non-formal education to cover the whole country "for the sake of equality and fairness and to meet popular demands. This type of education should emphasize the teaching of subjects, which are relevant to local needs. The state shall endeavour to make education accessible to the poor, the physically, mentally and socially handicapped as well as to the educationally disadvantaged". Thailand has a separate non-formal Education Department having links with other related institutions in the fields of personnel, curriculum, monitoring and evaluation.

India and Thailand are among the countries, where adult or non-formal education has received significant impetus in recent years. This is also reflected in the new planning and implementing arrangements.

MALAYSIA

In Malaysia, adult education and non-formal education have a role to play in providing a variety of skills needed to improve the economic growth of the country. The scheme of further education classes was started in 1958 following a recommendation of the Razak Committee on Education. Universities are arranging extra-mural

studies for students who are adults with full-time occupations. They take five year for the normal three-year degree course.

A well-known category of adult education in Malaysia relates to the programme of instruction in vocational, technical and professional competence. It is in this branch of non-formal education that we find very significant development as well as a bewildering range of institutions. This category of non-formal education comprises programmes for the preparation of an adult for a first job or for a new job. It includes schemes for further education for an adult to keep him up-to-date on new developments in his occupation or profession.

SINGAPORE

The Vocational and Industrial Training Board (VITB) of Singapore is the national authority for the development, provision and regulation of vocational and industrial training in Singapore with concomitant responsibility for continuing education. It was established in April 1979 by the merger of the Adult Education Board and the Industrial Training Board. One of the objects of the Vocational and Industrial Training Board is the provision of continuing education which includes all training and educational activities provided on a part-time basis. These programmes are organised with the aims of making a worker more efficient, more productive, better citizen and a better individual.

In Thailand, Malaysia and Singapore women are equal partners in all walks of life. They enjoy all the privileges and rights as men do. They are the best agents of social change. In India, specially in the backward states, like Rajasthan, from

where I come, it is necessary to give priority to women's education and development, as has been done in Thailand, Malaysia and Singapore.

CHAPTER II

ADULT EDUCATION IN THAILAND THRU' "KHIT PEN"

In Thailand, the basic concept of education is all round development of an individual on the basis of the spiritual, cultural and human values. Scientific and technical development is accepted alongwith this basic concept. Thailand's functional literacy programme goes beyond providing the adult with literacy skills. Its two other main objectives are to raise people's awareness of civic duties in a democratic society and to equip them with basic vocational skills which are needed for living. Secondly to promote the "Khit Pen" concept to enable people to know how to think creatively and solve problems effectively. This concept is similar to that of education in India.

In 1932, the absolute monarchy in Thailand was overthrown by the people. Among the basic principles laid down by the People's Party, was education of the people. It was recognized that for a democratic system of Government under a constitutional monarchy to take root, the people must be educated. This first national census undertaken in 1939, revealed that 68.8 percent or 6.8 million people over 10 years of age were illiterate. This prompted the Government to declare its policy to provide every adult with literacy and civic education and therefore, a national literacy campaign was launched for the out of school population.

In 1940, the Government declared that all the Thai citizens have a duty to learn

to read and write the Thai language and to guide and assist others to become literate in the Thai language. In the same year, the Adult Education Division was established within the Ministry of Education to administer the programme. Three years later, a law was promulgated enjoining upon all illiterate citizens aged between 24-50 to pay an annual education fee till they became literate according to the standard laid down by the Ministry of Education. Provision of literacy and civic education was given a high priority by Government agencies.

Concern for Development

As the problem of illiteracy became world-wide concern drawing the attention of the international community, Thailand joined other UNESCO member countries to share experiences and for exploring new concepts and models in providing literacy and other basic education for adults in a more meaningful way for national development. A concept of work-oriented functional literacy was introduced in 1968, in the Thai educational system. Its result was satisfactory in literacy achievement and in motivating the learners to attend classes. In 1969, literacy was combined with family life planning.

Later, "Khit Pen" was introduced. The new programme took up new principle of assisting the learners to identify their own problems, study their causes, analyse their own personal beliefs and identify their social and cultural environment, and formulate alternatives in solving the problems and make intelligent decisions in the selection of the solutions. "Khit Pen" literally means "able to think" or "to think appropriately".

Today, literacy is no longer a

privilege of the few but a basic right of every Thai. It is a decisive factor in liberating individuals from ignorance, a precondition for broad based democratic participation in Government and an indispensable vehicle for development.

The 1980, the National Census revealed that approximately 3.5 million Thais were illiterate. These people are found among the poorest of the poor, 60% are in working force and about 60% are women. The Thai Government's commitment to reducing illiteracy is reflected in the Fifth economic and social development plan. Because of the plan, the National Rural Development Committee directed the Ministry of Education to undertake the "National Literacy Campaign", which was initiated in 1984. This was Thailand's second campaign.

Where as the previous plan did not enunciate clear policy about literacy, the Fifth national economic and social development plan, clearly stipulated the target of reducing illiteracy from an estimated 15.5% in 1981 to 10.5% by the end of 1986 with an emphasis on the rural population. For this campaign, literate individuals were encouraged to become volunteers for teaching illiterates. Parents may teach their neighbours and so on. This method requires no teaching fee as it is regarded as an obligation on the part of literates to help illiterates in the age-group of 14-50 years to read and write Thai language which would assist in improving the quality of life and seeking further knowledge. Under this programme, efforts were made to mobilize assistance from the Government and private sectors as well as individuals, for the benefit of the people, through encouraging school and university students, academicians, monks and the public in general to take part as volunteer in the campaign for literacy. The

Ministry of Education provided technical assistance by supplying campaign manuals and learning materials, training organisers, undertaking, testing and granting certificate. The local Government units and the community were responsible for planning resource mobilization, operation and monitoring. It was expected that a total of 1.5 million illiterates would be made literate during the campaign.

Guiding Principles

The campaign was based on the following :

1. While the first campaign launched in 1940 was supported by a law, making it mandatory for all Thais to become literate, the present effort is based on voluntary participation. Local official and private citizens with the support of the mass media conduct ongoing, intensive efforts to popularize the programme and create an environment supportive to it. In addition, monitoring and reporting systems are designed to motivate both the learners and volunteers.
2. In recognition of the nation's relatively high literacy rate (over 80%), the campaign aims to mobilize literate family and community members to serve as organisers and instructors. Such an approach enables illiterates to receive individualized instruction. They can learn at their own pace and convenience. It also reduces operating costs significantly and provides an opportunity for people from all walks of life to participate in and develop a sense of commitment to the campaign and its goals.
3. The campaign operations are decentra-

lized. While the Ministry of Education provides the impetus for the campaign, its roles are confined to overall coordination and technical support. Responsibilities for planning, resource mobilization, operation and monitoring rest with the local government units and the community. The former takes the initiative in involving the latter in the effort.

4. The campaign is not an isolated programme but one plan, which is implemented along with other efforts. Foremost among these is the priority placed on achieving universal primary education within the campaign time frame in order to ensure that there will be fewer illiterates entering the target age group. Also critical are Government assurances that reading centres will be established in all of the campaign's target villages to provide neo-literates and others, with ready access to newspapers and other reading materials.

IDENTIFYING THE TARGET GROUP

A three year survey to identify illiterates was initiated prior to the start of the campaign. Through the cooperation of village leaders and local teachers, the names and addresses of individuals, who had not completed 4 years of primary schooling and could not read or write Thai were compiled. This data was computerized, printed and distributed to local campaign organizers for use in programme planning and monitoring.

ORGANISATION

The campaign utilized the existing rural development administrative structure consisting of inter-agency committees at

the National, provincial and district levels and the largely elected sub-district council and village development committees. These bodies were responsible for setting targets, formulating strategies, mobilizing resources and personnel and monitoring and reporting at their respective levels.

At the village level, one community volunteer for every ten illiterates, serve as an organizer. These individuals are responsible for matching each illiterate with a volunteer-tutor and for monitoring efforts to ensure that the matches remain viable or new ones are arranged. They also provide guidance to the tutors.

The volunteer-organizers are supported by the village headman and the village development committee which they chair. Every 3 months the headman report the names of new participants and volunteers, the date when study began and the names of individuals passing the campaign's examination to the Non-formal Education Centre in their province. This information is forwarded to Bangkok for feeding the campaign's computerized data retrieval system.

Village efforts are supported, in turn, by the sub-district chief and sub-district council over which he presides. support by the sub-district official follows strategies that were developed to suit the local conditions and resources.

CURRICULUM AND INSTRUCTIONAL PROCESSES

The curriculum responds to the programme's objective. It prescribes simple vocabulary that provides access to information relevant to daily life. A choice of one or two manuals are provided free upon request to each learner. Learner-tutor pairs may, however, use any other printed materials or texts they wish.

The village-level volunteer-tutors are the key to the campaign's success. Any one who can read and write well is eligible to volunteer regardless of age, sex or educational background. However, to increase the likelihood that the learner-tutor relationship will persist, the campaign encourages family members or close neighbours to serve as tutors. The rewards for these individuals are: Knowledge that they have helped some one close to them and the community recognition such action brings.

Although a particular instructional approach has been prescribed, appropriate suggestions are given in a hand-book for organizers. Even though an one-to-one approach is encouraged, a tutor can teach small or large groups if such an arrangement is preferred, and is possible.

TESTING AND CERTIFICATION

When a learner and his tutor feel that adequate competence has been achieved, the learner can apply to the local primary school, so that he can be tested. An individual can take the test at the school or in his or her home and can repeat the process as often as is needed to pass. Successful learners receive an official literacy certificate.

FOLLOW-UP

The campaign provides an individual the opportunity to take the first step in the life-long educational process. A variety of existing non-formal education programmes is planned to be strengthened and expanded to provide continuing learning opportunity to campaign participants. These are:-

i) Village Reading Centres

Neo-literates must have ready access to

reading materials in order to retain and further develop their newly acquired skills. Equally important, these materials should include up-to-date information and knowledge which these individuals can utilize in their daily life.

An existing government programme provides selected villages with daily newspapers and periodic reading materials and handbook they undertake to build a simple centre and establish a committee to manage it. As a part of the campaign, this programme has been greatly expanded and the goal is to support one such centre in each of Thailand's about 60,000 villages by the end of the campaign period.

In addition, requests have been made to the major rural development agencies to be aware of the needs of neo-literates and continue to modify their materials accordingly.

All addition, requests have been made to the major rural development agencies to be aware of the needs of neo-literates and continue to modify their materials accordingly.

All provinces receive central government support to produce simple wall-newspaper focusing on local news and information and utilizing village writers. Lastly, series of readers with numerous pictures or cartoons are being published with the cooperation of professional writers and artists.

ii) Continuing Functional Education Programme

For those who would like to study further, a series of non-formal functional education programmes are available through regular classroom or distant education approaches. The curriculum deals with issues concerning

daily life and lead to the award of a certificate equivalent to those earned in the formal school system. Campaign graduates can join the Functional Literacy Course which leads to a lower primary school certificate (grade-4). In addition, efforts are under way to organise an abbreviated version of this curriculum for campaign graduates with the help of radio, their original tutors and periodic group sessions.

iii) Interest Group and Short-Term Vocational Training Programmes

The Non-formal Education Department and 10 other government agencies offer short vocational training to the out-of-school population as follow-up educational activities to the Literacy Campaign.

Campaign Progress Through January, 1985

The campaign began in 18 provinces in 1984 and was expanded to cover 54 in 1985. Its progress and problems to date can be summarized as follows:

i) Learner Participation

A total of 239,460 learners are reported to have been involved through January 1985. This figure represents approximately 65% of the target population in 18 provinces where the campaign was underway in 1984.

Many organizers report difficulties in motivating individuals to participate. Reasons such as lack of spare time, desire or interest are commonly given. Among the apparently successful approaches is that communities have tried to over-come these difficulties through efforts at personal persuasion by Buddhist Monks, village headman and local leaders; the use of folk

entertainment troupes and through the local media; and school efforts to encourage their students to help motivate and teach illiterates family members or friends. In communities where illiterates simply do not have the time for study other strategies have been devised. For example, in the industrial estate areas of Samutaskorn province where a large number of illiterates work 10 hours a day in the factories, appeals were made to managements to allot time within the worker's schedules for literacy instruction.

ii) Volunteer Recruitment

Through January 1985, a total of 146,913 individuals were serving as volunteer-tutors. A large majority were family members or neighbours teaching on an one-to-one basis or in small groups.

Experience to date confirms the value and effectiveness of volunteer-tutor. Most villagers have been most willing to undertake social service: many appear to take pride in being selected as "Teachers".

In some areas it has been found that periodic group sessions with a local primary school teacher has been an effective supplement to tutor's efforts.

iii) Sustaining learners and volunteer interest

The campaign's most persistent problem has been to sustain learners' and volunteers' commitments. The campaign has indeed demonstrated that in Thailand volunteer-tutors with no training and no other qualification except literacy skill can, regardless of age, and sex, help people to become literate. In many cases, however, the partners encountered difficulties which when not overcome, led to a loss of interest on

the part of one or both individuals. Often these difficulties arose over relatively simple matters such as schedule conflicts. The campaign's operation, monitoring and supervision systems are, therefore, critical to its success.

Successful approaches to this issue developed by various localities included the use of monks, school teachers, farmers, group leaders, village medicos and health information agents and even patrolling policemen as local organizers. Mediation and encouragement provided by such people were effective in the rural Thai cultural context.

iv) Skill Retention

Over 11,000 new village reading centres have been established in 18 provinces involved in the campaign in 1984, bringing the current national total to over 20,000. In addition 600,000 copies of simple reading material have been distributed.

CENTRE FOR EDUCATIONAL MUSEUMS, BANGKOK

The centre serves as a centre of scientific knowledge, providing and promoting self-education for both in and out-of-school students. It provides educational services in science, technology, astronomy, space research and culture. It sets up permanent exhibitions and arranges lectures, discussions, film shows, demonstrations, experiments, seminars and training. This centre is organised into 11 sections: 1) Secretariat, 2) Bangkok Planetarium, 3) Science Museum, 4) Natural History Museum, 5) Work-shop, 6) Design Section, 7) Art Section, 8) Business Section, 9) Academic Service Section, 10) Thai History and Cultural Museum and 11) Mobile Exhibition Section.

Most interesting and educative sections are the Science Museum and the Bangkok Planetarium.

Science Museum

Realising the importance of Science, the Ministry of Education established the Science Museum in Bangkok as a source of information on science and technology. The museum serves the public and students of all levels, helping them to understand science and its application through simple exhibits, demonstration lectures as well as films, television and slide programmes. About 60-70% of the exhibits are permanent and reveal basic scientific ideas and concepts. The rest are temporary exhibits and activities which change every two months according to the situation. The Museum is also a place for recreation as well as study.

The museum is located close to the Ekamal Bus Terminal, very near the Bangkok Planetarium and the Astronomy Centre.

Enjoyable Museum

Most of the exhibits are prepared by the staff in the Museum's machine shop, electronic laboratory and graphic section. Additional exhibits have been contributed by companies and government agencies. The museum contains a few corridors to enable visitors to move about easily and choose their own ways among the exhibits. The exhibits are arranged systematically and each one is complete in itself. Most of the exhibits are working models, designed to be operated by visitors. Therefore, visitors enjoy themselves when they push, pull, crank, pedal and manipulate the exhibits to see how they work, and thus discover the wonders of science and technology.

Bangkok Planetarium

The Bangkok Planetarium is one of the major planetariums in the world. Its Sky Theatre is equipped with the Zeiss MK IV Projector and can accommodate up to 460 people. It was opened on August 18, 1964, and has so far been visited by more than 3 million people. It is considered as a wonder in Thailand and attracts people of all ages, who enjoy and study astronomy through exhibits outside the Sky Theatre.

Apart from the star projector, the planetarium has new auxiliary projectors such as cloud projector, globe projector, transit and eclipse projector and a system of 16 dissolved slide projectors. These help the Sky shows to be more interesting. The planetarium can show stars and planets as seen on any date and anywhere on earth.

Non-formal Education and the Life-Long Education

By early 1970, a broader concept of non-formal education had emerged. Non-formal education became an indispensable component of the educational system in developing the human resources of the country and in creating life-long education.

Education is viewed as an integral part of life and society and is life-long. It is believed that education should aim at providing people with opportunities to acquire knowledge and skills essential to fulfil their needs and to cope with the changing environment throughout life. Such opportunities can be created in formal and non-formal education, which need to be planned to complement each other in providing continuous and equal access to three categories of educational services: basic education, news and information and skill training.

Programmes and Activities

While non-formal education is committed to offer services in all the three areas mentioned above, the priorities in an area to a particular programme is based on a thorough analysis of the services already provided through the formal system to achieve a balanced provision of all three categories of services.

Basic Education

Basic Education is designed to equip the people with the foundations needed for functioning on their own and as members of the society. It involves acquiring learning tools (e.g. literacy and numeracy skills) and enhancing critical problem solving abilities through analysis of their own and society's conditions and technical knowledge. Basic education begins at home through the process of socialization and is further strengthened through formal schooling. Non-formal education helps to provide options for those unable to complete compulsory education and primary school leavers to receive functional and equivalency education. The major programmes in this area concern literacy and post-literacy continuing education.

Literacy Programme

At present, the major emphasis in this area is directed to the National Literacy Campaign which seeks to reach over 1.5 million illiterates (individuals with less than 4 years of schooling) in the 14-50 age group through the mobilization of community members to serve as organizers and tutors in a voluntary capacity. Graduates from the National Literacy Campaign can continue on the functional literacy programme which offers primary education equivalency certificate. Special curricula are also deve-

loped for different ethnic and linguistic groups such as hill tribes, Thai muslims and the khmer speaking Thai along the border.

Post-Literacy Programmes

Post-Literacy continuing education programme focuses on problems and issues the adult learners are likely to encounter in their daily lives. Around these matters languages, Arts, Science and Mathematics skill and knowledge are developed. In the more advanced programmes vocational electives are also available. The programmes are offered in class room setting and through Radio correspondence programme, utilizing radio, self-instructional materials, and periodic tutorial group sessions. About 200,000 learners are involved annually in the class room programmes, while over 50,000 were registered for the distant teaching course in 1984. Participants in both these programmes earn certificates equivalent to those offered upon completion of 6,10 and 12 years of formal schooling and the credit earned are interchangeable.

News and Information

Once individuals have attained the basic learning tools and the analytical abilities, whether through school or non-formal programme, they require a continuous flow of news and information to maintain and upgrade these skill and to make rapid advance. Non formal education efforts are made to establish and maintain a system which could provide such information properly.

Village Reading Centres

Community Resource Centres, established by village committees with government support, receive two daily newspapers, periodic wall-newspapers and supplies of

reading materials and practical handbook on matters related to agriculture, health and other issues relevant to the needs of the rural readers. Collection for general reading materials are made through public donations. At present, there are over 20,000 such centres throughout the country. The ultimate goal is to cover all 60,000 villages by 1990.

Public Library

Public Libraries exist in provincial and district centres with mobile services and book donation centres extending the library services to the rural areas.

Educational Media Units

The units operate in each of the provinces, and provide news and information to the people through films, slide shows and mobile exhibitions.

Educational Radio Programmes

Over 9000 hours of educational radio programmes are broadcast weekly through the government's educational network and through programmes offered by the Ministry of Education in universities and other government agencies.

Educational Television Programmes

There are more than 10 television stations in Thailand. The major producers are the Sukhothai Thammethirat Open University, the Ministry of Education and Cooperatives, the Ministry of Health and the Thai Army.

Science Museum and Planetarium

These institutions serve as resource centres in the field of Science and Techno-

logy for people of all ages and educational background. They possess several mobile units which bring selected exhibitions to the rural areas on a year round schedule.

Skill Development

Basic education equips individuals with learning tools and critical thinking abilities and information system provide them with content inputs necessary for sound decision-making. However, for successful action, specific skills or knowledge are often required. The third programme thus, addresses itself to the needs of individuals or groups to develop the needed skill. A large number of government and private agencies organize skill training programmes for the out-of-school people. Many of these programmes are standardized packages. Others, however, are developed in response to a specific local group. In 1984, about 9 lakh persons participated in these programmes. Generally speaking, they can be categorized as follows:-

Demonstration and Extension

These programmes are conducted by field-workers of all the major rural development agencies.

Interest Group

15 persons or more interested in acquiring a particular skill can form a learning group using a relevant local resource person who receives an honorarium from the government for 6 to 30 hours of instruction.

Vocational Courses

100 to 300 hours of courses are offered in educational institutions, non-formal education centres or through mobile units.

Intensive Training Programmes

Participants live in the training institutions for specified periods of time undertaking the study of theory and engaging in its practical applications.

Agencies Involved in Non-formal Education

A survey conducted in 1983 revealed that there have been over thirty government agencies involved in providing Non-formal Education. Among the major are:

Non-formal Education Department, Vocational Education Department, Religious Affairs Department, Fine Art Department, General Education Department, Primary Education Commission, Community Development Department, Labour Department, Public Welfare Department, Bangkok Metropolitan Administration, Agriculture Extension Department, Fisheries Department, Cooperatives Promotion Department, Industrial Promotion Department, Supreme Command Headquarters, Health Department and Universities.

In addition, there are over 30 non-profit organisations, a number of commercial enterprises and about 2,000 private schools offering courses for out-of-school youth.

These agencies are coordinated by a National Commission on Non-formal Education chaired by the Minister of Education with representatives from 21 Government and private agencies. The Commission is responsible for making recommendations on policy formulation, coordination and follow-up related to non-formal education activities. The policies and plans of non-formal education are integrated into the total educational development plan through the office of the National Education Committee.

At the provincial level, an inter agency committee on non-formal education is appointed to formulate operational plans and coordinate non-formal education activities. The provincial non-formal education centre serves as the secretariat of this committee. At the district, sub-district and village levels the rural development administrative structure function as coordinating bodies for non-formal education.

Direction for the Future

The next five-year Non-formal Education Development plan (1987-1991) will focus on efforts to:

1. eradicate illiteracy among the work force, provide compulsory education to out-of-school children and youth and promote further education opportunity for the out-of-school population;
2. expand news and information system through establishment of reading centres in every village, public library in every district and learning resource centres and utilize mass media for educating more effectively;
3. expand and improve vocational training activities with an emphasis on closer linkages to the demands of the labour market and local earning opportunities, greater collaboration with private commercial sectors in training and the promotion of self-employment.
4. integrate efforts to foster moral and cultural development in all types of Non-formal education programmes;
5. develop programmes for target group with special needs and problems, particularly those with different ethnic and linguistic backgrounds; the handic-

apped, the prisoners and other disadvantaged groups;

6. create closer integration and linkages between formal and non-formal education to provide life-long learning opportunities;
7. improve quality of non-formal education through research, development, training activities and the establishment of data system for planning at national and provincial levels;
8. ensure greater involvement of the community, educational institutions, religious organizations and the private sector in organizing services for the out-of school population;
9. decentralize planning and administration of non-formal education at operational levels and promote greater participation of target group representatives in programmes, organization and evaluation and
10. improve coordination and collaboration among agencies involved in non-formal education.

CHAPTER III

THAILAND AS I SAW

My first foreign trip began from a country which has preserved the ancient spiritual life, cultural traditions and civilizations. This land was known as Siam (Thailand) in olden days. In my opinion, modern Thailand is making progress on the footprints of her ancient culture and civilization, although one could see a good combination of ancient as well as modern culture in Thailand.

Bangkok, the capital is one of the modern cities of the world, but it continues to be a traditional city of Thailand.

Thailand is essentially a Buddhist country. Majority of the people follow Buddhism, but people of other religions are also living and enjoying a good and harmonious life. Besides Buddhists who are 76%, there are Chinese and Indians who are Thaidomiciles. They live peacefully and harmoniously. Religious tolerance is an essential quality of all of them. Thai people have very high regard for Indians, Buddhism came from India. Thai regard India's spirituality, scholarship and philosophical insight as of very high standard.

By nature, Thai people are simple and polite. Cleanliness in thought and living is their cardinal virtue. It is visible in streets, markets, parks, gardens, schools. Homes are neat and clean. All men and women work alike, There is no distinction in this respect. Home work is done by the house holders themselves; no servants are employed.

Women are working in Government institutions as well as non-government institutions like men. Their wages and salaries too, are equal to those of men. They work, not only in day times also at night. The number of working women is more than men in schools, hospitals and government offices, private services etc.

From economic point of view, Thai people are better than Indians. Every member of the family is earning. He works at home or out side. They take their meal mostly in hotels or food stalls. They are neat and clean. The food is kept closed in the pots. There is no fly or mosquito in the hotels or stalls. Per capita monthly income is 2000/- [Bahts] i.e. 1000/- Indian Rupees.

The roads are not crowded. All persons follow the traffic rules.

Military training is compulsory for all boys and girls. Before the age of 20 years, they have to get the military training for 2 years.

Study of Non-Formal Education Centre- Ayudhaya

72 Kilometers from Bangkok, Ayudhaya can be reached by road or rail. Ayudhya has rice as its principal crop. It has 16 Districts, 208 Sub-districts, 1453 villages, 3 Municipalities and 19 health precincts. It's population is over 6.24 lakhs, most of whom are Buddhists. Most of the people are poor because they still cling to agricultural occupation without modern technology. It was the old capital of Thailand. It has an old monastery and a Buddhist temple.

History of Non-Formal Education Centre

The Non-formal Education Centre was

established on August 26, 1976, and was placed under the charge of the Department of Non-formal Education, when it was established in 1980. The centre is responsible to run all types of non-formal education activities. Presently, the centre has 42 temporary employees, and has its own building.

Activities

It conducts the following activities in and out of the centre:-

1. Vocational interest groups and other related activities in local communities.
2. Various continuing education programmes including the functional education level 3-4 (regular and through radio and correspondence programmes) general education and various vocational education courses.
3. Public libraries and village reading centres.
4. Education and training through the use of instructional media such as the video tapes, television and radio and correspondence education, movies and other media.
5. Educational museum, educational technology and rural technology.

The NFE centre has six sections: General Administration, Plan and Projects, General Education, Vocational Education, Training Development and Mass Education.

Supported Agencies

In order to fulfil its responsibilities and extend the services to reach every

local area, the provincial centre has networks at the district, sub-district and village levels. Moreover, it also fosters co-ordination among agencies concerned (supported agencies) in organizing non-formal education activities. These networks and concerned agencies are, for example:

The District Public Libraries

At present there are 16 district Public Libraries located in every district of Ayudhaya province. Apart from providing people with various kind of books and reading materials, the District Libraries also organize other supplementary activities. Two staff members take responsibilities of operating each Library with the support of the District Governor and the District Education Officer.

General Education and Vocational Education

ADULT SCHOOLS

The provincial NFE Centres fosters co-ordination among formal primary and secondary schools and vocational schools to provide general education programmes at levels 3,4,5,6, and vocational education programme for out-of-school persons. In this case, places and facilities or even staff of the formal schools in the district are used out of normal school time (in the evening).

The sub-district Libraries and Village Reading Centres

At present there are 140 VRCs in Ayudhaya province and 5 of them are upgrading 60 sub-district libraries. Apart from providing the village with various kinds of reading materials, the sub-district libraries and VRCs are also the places where the village or facilitators of many agencies

organize a number of village activities such as vocational training courses, village meeting activities related to tradition and culture etc.

After visiting the provincial centre, I went to the village Menoyen, in Tambon sub-district, about 20 Kilometers from the Centre of Ayudhya Province. The village Reading Centre is centrally located and self-constructed in Thai style with bamboo walls and plaited leaves roof. It is decorated with tree and flowers around. Apart from the Centre, three mushroom shape pavilions are set aside for resting, reading or even organising some village activities. The villagers had collected funds for construction of the Centre and the land was donated by Mrs. Mansri Manoyen, in whose name the centre is known. Apart from being the chairman of the centre, she is also taking keen interest in other developmental activities. The Centre is also used for village meetings, agriculture group meetings, vocational short courses etc.

Later I visited the village Ban Musn Chun. Its population is 600. Except one person, who is mentally disturbed, all villagers are literate. Vocational training and training in electric works and dress making are provided here. 50 people attend this Centre daily. Average yearly income of this village per family is about 20,000 bhats which is equivalent to about 10,000 rupees. Each family consists of about 5 members.

After visiting this Centre, we visited the village ARANVIK. This village is famous for making knives. Each home is making knives. Knives are sold throughout the country, villagers are adopting new scientific methods for improving the quality of their products. This industry is flourishing along with agriculture. The field trip was

educative, interesting and informative. The village life of Thailand resembles Indian-village life to a great extent. Being an agricultural country, its social and cultural life is similiar to India. The people are very polite, humble and social. They are not dogmatically religious but are religion-loving people. Religious differences are unknown to them. The economic life and standard of living of the people are better than ours. The villages are neat, clean and well maintained.

The food and the clothes are quite different from us. They are mostly non-vegetarians and eat rice and meat. They take part in national development and educational work with enthusiasm, zeal, and dedication. They cooperate with each other whole heartedly in this work, because education is the first priority for them. Therefore literacy is 90%. With the help of scientific knowledge and new techniques, they are progressing fast towards a happy and prosperous life.

CHAPTER IV

NON-FORMAL EDUCATION IN MALAYSIA

Malaysia, is an ancient country with close ties with India. Moreover Indians have played a role in building up the modern Malaysia.

The diversified and abundant resources of Malaysia coupled with a strong infrastructure, balanced industrialization and a sound financial policy have enabled the country to sustain a rapid growth rate. Despite this impressive growth, national wealth has not been evenly distributed. However, priority was given to redistribution of income through New Economic Policy (NEP), adopted in 1970 to increase the Bumiputras' (Malaysian and other indigenous people) share of capital to 30 percent by 1990 compared with 2.4 percent in 1970. This has resulted in greater opportunities in all sectors of the economy.

Nevertheless, the consumers, particularly those in the lower income group are in a most disadvantaged position and as such are subjected to manipulation, exploitation and controls and socio-economic and environmental injustice. The concept of simple justice demands that consumers should not be exposed to safety and health risks, unfair commercial practices, manipulation and exploitation that erodes their rights, human dignity and the quality of life.

To redress the kind of problems mentioned above, the Federation of Malaysian Consumers Association (FOMCA) was formed in June, 1973. It has covered 13 states out of

14 states in the country. It has made great strides in protecting and promoting the interest of consumers. It has drawn up a long term plan for consumer education and action.

FOMCA was formed primarily to strengthen the growth and spread of organised consumer movement in Malaysia and to serve as a coordinating and consultative agency by and through which consumers organisations in Malaysia can further their objectives in providing information, education and protection. It is a member of the International Organisation of Consumers Union (IOCU).

FOMCA'S 5 Year Action Plan (1985-90)

Objectives:

- (1) To inform, educate and project the consumer in Malaysia.
- (2) To help develop critical awareness, social ecological responsibilities, involvement and solidarity among consumers.
- (3) To help build up a strong and self-reliant grassroot supported organisation.
- (4) To help build up and train people and organisations specially NGOs in its efforts to make the weak in society strong and the strong more just.
- (5) To act as an agency against socio-economic and environmental exploitations and injustices.

The comprehensive and integrated approach of FOMCA in solving the many problems of consumers has contributed a lot. It has developed self-consciousness and awareness

amongst the people and is helping to narrow down the economic inequalities.

In India, Consumers movement is linked with the cooperative movement. But it is unlike that of FOMCA in terms of comprehensive and integrated approach, FOMCA having its impacts on the society as a whole. More and more people are coming forward and joining it and contributing their mite. This experiment is an unique one which should be tried in India. Consumer education, information and resistance are its bed-rock.

Adult & Non-formal Education

In the fourth Malaysian plan, substantial resources were allotted for training in skills needed to sustain greater economic growth, including non-formal education. The investment on education represent about 22 per cent of the total public expenditure.

The following are the activities undertaken in the field of adult and non-formal education:

FURTHER EDUCATION CLASSES (FEC)

The Further Education Classes were started in 1958 and are the best examples of second chance education in Malaysia. The system consists of evening classes in selected centres for people who are over-aged for regular schools, are unable to continue their education in regular schools and are employed but wish to improve their qualifications.

In-service Education for Teachers

There are several programmes for in-service education and training of teachers, during their service period. The main objectives of in-service education are:-

- (1) To improve the language skills in Bahasa Malaysia as a medium of instructions and English as a second language;
- (2) To increase the academic and professional knowledge and experience of trained teachers in various disciplines;
- (3) To orient trained teachers towards new developments in teaching methods and techniques;
- (4) To equip teachers with sufficient knowledge and skills to enable them to play effective roles beyond classroom instruction: and
- (5) To provide training in educational administration and movement for head teachers, school organisers and administrators.

UNIVERSITIES

The Universities in Malaysia run a successful campus programme for ten years. Students, who are adults with full time occupation, take five years for the normal three-year degree courses. Students spend their first four years studying at home but the final year must be a full time study at the University itself. In addition, students are required to attend tutorials for three weeks in December during the first four years in the University. So far, this is the only example in Malaysia of a distance learning system.

Generally the Universities attempt to discharge their obligations to the community by:-

- (1) Providing facilities for seminars and public lectures organised by professional and learned bodies;

- (2) Publishing books, journals, lectures and other original contribution to knowledge;
- (3) Holding exhibitions of projects or work done by staff and students;
- (4) Staging cultural programmes and providing facilities for such performances; and
- (5) Organising film festivals for the public with the cooperation of accredited diplomatic missions.

Students unions are active in some form on non-formal education programmes for the benefit of rural people and plantation workers. They are organising free language classes for school drop-outs and civic classes for women. They are trying to bring about attitudinal changes among rural people so that they will get rid of negative attitudes towards education and vocational choices of their children. Most of the non-formal educational activities are arranged during the long vacation of the rural people.

VOCATIONAL, TECHNICAL AND PROFESSIONAL EDUCATION

A well-known category of adult education relates to the programmes of instruction in vocational, technical and professional education. In Malaysia, this branch of non-formal education has developed significantly and many institutions have come up. Non-formal education in this branch comprises programmes for preparation of an adult for a first job, or for a new job. It includes schemes for further education for an adult to keep him up-to-date on new developments in his occupation.

Private Sector Education

There is a great demand for variety of business skills, particularly management skills.

Two institutions whose programmes are widely patronized are the Malaysian Institute of Management (MIM) and the National Productivity Council (NPC). The MIM is a private body depending on private firms for financial support. The NPC is however a statutory corporation. It organises a variety of courses, seminars and publications, which are aimed at developing executive competence. Courses are held every year in subjects such as salesmanship personnel management, advertising, company law and taxation, industrial relation and report writing.

The private sector plays an important role in providing education and training in basic skills and knowledge of their own employees.

An unique example of non-formal education is carried out by the Incorporated Society of Planters (IISP) the leading professional organisation for managers of rubber, palm oil and coconut planters.

COMMERCIAL SCHOOLS

There are numerous private establishments in the large town of Malaysia that provide tuition and training in commercial skills that are in great demand in the country today.

PRIVATE INSTITUTIONS AND VOCATIONAL COURSES

There is a large number of small private and full time business establishments which provide practical training and instructions for young women who wish to acquire a skill.

PUBLIC SECTOR INSTITUTIONS

There is a National Institute of Public Administration which is responsible for in-service training for all grades of civil servants. There are other public sector institutions such as the Railway Training School, Telecom Training School, National Merchant Marine Academy and Fire Department Training School. The statutory bodies also have their own training institutes.

Industrial Training Institute

ITI provides all types of trade training. The ITI has developed very close contacts with industry and is able to ensure that the quality of their courses will be such that the youth after completing training can find work.

MINISTRY OF YOUTH, SPORT AND CULTURE

The Ministry of Youth, Sport and Culture has programmes concerned with technical, vocational and leadership goals. The National Youth Department provides training designed to inculcate discipline as well as civic consciousness. The National Pioneer Corps provides 18 months skill-oriented training in the areas like, agriculture, masonry, carpentry, motor mechanics, radio and television repairs and tractor driving.

TRADE UNION AND NON-FORMAL EDUCATION

All trade unions in Malaysia have their Education Committees. In addition, the Malaysian Trades Union Congress (MTUC) provides financial support and organises its own seminars and courses for affiliated unions. The aims of trade unions and workers education programmes are:-

- (1) To help workers to acquire better understanding of work environment and social objectives;

- (2) To promote the development of worker's natural instinct and potentials for the advancement of his career; and
- (3) To instil in him an active interest in the social, economic, educational, cultural and political life of his country.

The MTUC employs an education officer, who is a qualified and experienced teacher on leave from the Ministry of Education, for a period of two to three years. He works closely with the unions and is often called upon to provide resource personnel as well as materials for affiliated unions holding courses and seminars.

Some University Department's academic staff participate in seminars for workers. The usual method of promoting non-formal education, as far as the trade unions are concerned, is through weekend residential courses. Courses deal with Industrial Relations Law, negotiation techniques, elementary economics and social security benefits. Seminars may cover other themes also.

Indigenous non-formal educational traditions

In Asian society, mass education, in the past, for the community at large was carried out through certain colourful traditional practices. There are some age-old indigenous traditions which can be identified as non-formal education. The mosque has been a centre of religious instruction both for young and old. In addition, many mosques provide guidance and counselling for young people who are contemplating marriage.

The Hindu temples are also noted for religious instruction using non-formal met-

hods. Scenes from the epics Ramayana and Mahabharata are often staged. Another popular folk tradition is the recitation of legends and stories to convey moral values. This is done with wit and humour as well as song and verse to sustain the interest of the audience. Shadow play has been the obvious traditional vehicle for communication of the knowledge of the epics.

The Christian Churches organise a variety of non-formal education programmes such as guidance classes for engaged couples, seminars on moral and social issues and free tuition for students from disadvantaged homes.

Public Library Development

There has been a significant increase in the number of public libraries in Malaysia throughout the country. It has become one of the most important means for the non-formal and further education programmes.

Education for civic competence is imparted through National Solidarity classes. Education for civic, political and community competence is an important category of Adult and Non-formal Education. This programme officially has been designed as Education for National Solidarity and it is the responsibility of the National Unity Board, a statutory body.

NATIONAL UNITY BOARD

After the race riots of May 1969, the Government of Malaysia felt that there was a need to embark on a deliberate policy of promoting goodwill and inter-communal harmony. A Ministry of National Unity was established to organise programmes of non-formal education aimed at developing national unity. The Ministry later became a

department and later the National Unity Board. The importance of this Board and its activities can be judged by the fact that this Board has been placed directly under the Prime Minister's Department. It is responsible for the following objectives:-

- To promote national unity in the country so that an integrated society is created where individuals not only share a common identity and values as Malaysian but also possess a feeling of belonging to Malaysia to the extent where the disruptive forces of communalism and regionalism would no longer be significant among the various ethnic groups.
- To assist in building of a united, democratic, just, liberal and progressive society consistent with the 'Rukunegara' a national ideology.

The National Unity Board runs two types of educational programmes:-

- Classes in Bhasa Malaysia for Non-Malays and classes devoted to the study of the customs, traditions and religious beliefs and festivals of the three ethnic groups in the country Malaya, Chinese and Indian. The purpose of the national solidarity classes programme are:
 - (1) To enable Malaysians of all racial groups to communicate with one another in the national language; and
 - (2) To inculcate the virtues of loyalty and good citizenship so that they can play a more constructive role in their democratic way of life. The emphasis is on oral expression as a first step to-

wards mastering the national language. The solidarity classes comprise three stages: Elementary, intermediate and advanced. The advanced stage is comparable to grade VI or the highest class in primary education.

The Board has a Community Relations Division which is responsible for the integration of the various races in the country through programmes and projects that aim at fostering understanding and closer co-operation among one another, and to instil the feeling of love for the nation through mutual response between the people and the government.

The Board has been publishing various books on social and cultural practices of different ethnic-groups in the Malaysian society and on festivals and religious functions of these groups.

NEIGHBOURLINESS

In Malaysia, due emphasis is being given on Neighbourliness Programme. The spirit of neighbourliness is the desire among neighbours to live together in harmony helping and respecting one another.

The residents feel responsible towards peace and harmony in their neighbourhood, and feel obliged to upkeep public amenities, cleanliness and beauty of their neighbourhood. They also cooperate for their mutual benefit, welfare, understanding and education.

Community Development and Adult Education Programme

Adult Education programmes in Malaysia are undertaken by various organisations

both governmental and non-governmental. Although these programmes cater for different groups of interest, they may be classified as:

- (1) Fundamental Education concerned with hygiene, health, nutrition, family and the community.
- (2) Vocational Training for skills in farming, animal husbandry; fishing and trade and crafts.
- (3) Remedial and continuing education for those who are not in school to give them a second chance to continue their education
- (4) Literacy Education
- (5) Correspondence Education
- (6) Religious Education
- (7) Co-operative Education and other educational programmes primarily for adults.

The main agencies engaged in the adult education work includes the Community Development Division of the Ministry of Agriculture, the Ministry of Culture, Youth and Sports, National Unity Board, Federation of Malaysian Consumers' Association (FOMCA), Malaysian Association of Continuing Education (MACA) and Malaysian Trade Union Congress, etc. There is no coordination amongst these agencies, hence there is a considerable duplication. A national body is required to coordinate the activities of all these agencies.

The Community Development Division of the Ministry of Agriculture is known as 'KEMAS' which means 'Neat and Tidy'. Since 1970, there have been many changes in responsibilities entrusted to it. Its main target is the rural people most of whom live below poverty line. The KEMAS programmes are geared towards developing the community both individually and collectively to improve their socio-economic status. It could be said that the KEMAS approach in Malaysia is similar to that of India's Community Development Programme.

The KEMAS has two objectives; firstly to change the attitude of the community to be more development-oriented and to be willing and able to participate actively in educational, economic and political life of the nation, and secondly to promote self-reliance in the community so that the members can undertake the responsibility of improving their own economic and social conditions.

For this purpose a three-pronged approach has been adopted. First, was to arouse interest and awareness of the community to be willing and able to accept and participate in development programmes. Second, was to develop initiative among the people to participate in development programmes by exploiting readily available resources and to become self-reliant. Lastly, to cooperate with other extension services to get full benefits and where this is not possible to make use of the available resources.

The Community Development (KEMAS) Division has divided its activities into three main parts (a) Community Development Projects which constitute - Home Economics, Rural Industry, Village Development Cooperatives and self-reliance Village Programme (b) Community Education (c) Non-formal Education, which consists of functional literacy programmes, Islamic religious education, vocational training activities of various artisan trades which are suitable to the specific rural areas, community services which constitute rural libraries, marketing of rural handicrafts, kindergarten for rural children. All these activities are based on the 3K's approach before they are implemented. The three criteria "Felt Needs", "Autonomous participation" and "Self-help" were translated by the 'KEMAS' as three K's felt needs, necessities, and potentialities.

The community development projects are geared towards the betterment of the community economically, socially, culturally and politically, whereby they would maintain the stability of the democratic system of the community.

The following are the major adult educational activities of KEMAS:

(1) Functional Literacy Programme

A programme to eradicate illiteracy was launched in 1961 through the opening of literacy classes throughout Malaysia. In 1963, it was extended to Sabah and Sarawak. By 1971 an estimated half a million adults were made literate. According to the 1970 census, about one and three quarter million adults were still illiterate. In 1974 the mere literacy classes were abolished except in Sabah and Sarwak and functional literacy programme was adopted.

Curriculum and Methods of Teaching

Adults, even though they are illiterate, are engaged in certain occupations. The early method of teaching only the Romanized scripts is inadequate. Other than providing literacy, some sort of help should be given to adults to improve their living. The curriculum is based on the learning needs of the people which encompass several elements such as health, population education, civics, skill training and so forth. It encompasses the learning of reading and writing together with discussion on how to improve the quality of life, how to increase production and thereby contribute towards material and spiritual upliftment. Functional Literacy is based on problem-solving and geared towards the needs of the learners.

Learning materials are drawn up in the

form of lesson sheets that make up the totality of a subject. Each lesson is distributed at each session so that a regular student will find that he has more materials than one who only attends occasionally.

Learning is imparted in three stages. In the first stage, learners identify words, construct short sentences and do simple written arithmetic. In stage two, participants are enabled to write short compositions of three to five sentences, read short paragraphs and do simple arithmetic. In the third stage, the learners are able to read, write and do simple arithmetic. They should be able to write letter and read simple reading materials without any help from others. It is on the lines of Indian Literacy standard of acquiring the knowledge of 3 R's.

(2) Work-Oriented Classes

This programme was started in 1968 as a step towards diversifying adult education activities. It became active simultaneously with the launching of the Second Malaysian Plan (1971). Initially the programme was intended to fill in leisure-time besides providing adults with basic skills in certain trades and crafts. Today, it aims at the betterment of the socio-economic conditions of the rural community. The objectives are:

- To provide people with an opportunity to further their interest and training in a particular skill or trade.
- To provide them with an opportunity to embark on a business of their own.
- To provide better chances of finding employment, and

- To receive and retain traditional skills as well as to encourage invention using locally available resources.

There are two categories of vocational or skill programmes. The first category consists of Automobile Mechanism, Radio and Television Repairs, Wiring (Electrical/Electronic) and Bicycle/Motor Cycle Repairs. The second category is made up of Tailoring/Embroidery, Weaving, Carpentry, Handicraft Wood/Bamboo/metal/leather, Beauty Culture, food preservation, typing and other trades/crafts approved by the department.

Adults who have left school and are above 15 years of age are eligible to participate. To set up a group, a minimum of ten participants is required. The classes are opened where the community decides, on the basis of availability of instructors and finance to purchase equipment.

The time and the date of the classes are fixed by agreement between the teachers and the participants. The participants appear for trade examinations. These trade examinations are organised by National Industrial Training and Trade Certification Board of Malaysia (NITTCE).

Training of Teaching Personnel Teachers of vocational teaching classes are selected on the basis of their experience and skills in a particular trade or craft. To enhance their skills and knowledge in their respective trade, facilities are provided for them at Industrial Training Institute.

(3) Islamic Education

The Islamic Education classes are held to cater for the learning needs of the rural community who are motivated to learn

religious principles which could be extended to the developmental needs of the community. The Islamic Education aims at developing the spiritual values as well as the humanitarian values which are in accordance with Islamic principles to educate and guide the community to help itself in response to government development projects.

(4) Self-Reliant Village Programme

The programme, known in Malay language as 'Rancangan Daso Usaha' (RDU), aims at developing certain small area by utilising its own potentialities and capacities, by the community based on their felt needs, self-help and participation with minimum guidance and supervision from the government development machineries. The programme encompasses agriculture, animal husbandry, fish culture, cooperative, health, education, small industries, recreation and self-help projects. KEMAS provides a community development organiser who acts as a facilitator.

(5) Home Economics Class

The home economics group or class high-lights home science activities centering around nutrition, family health, child care, home budgeting and handicrafts. Its objectives are to develop happy and well adjusted families and community, and to educate women on their roles in the community, give training in artisan skills to supplement the family income and family management skill.

(6) Rural Industrial Programme

The abundant local resources which were not utilised previously and the artisan skills that were not propagated in the rural areas become the concern of the KEMAS which began motivating community to be

better producers in rural areas using available raw material. The products are collected and marketed at the handicrafts (Karyaneka) Centre in Kaulalumpur. The Karyaneka centre is thus becoming the outlet for rural industries and artisan crafts.

(7) Village Development Cooperatives

The 'self-help' concept inspires the formation of village development cooperatives at the village, district and national levels. The cooperative is planned to help villagers to become self-reliant and share common goals through active participation in the community. Government assistance and subsidies are preferably given to these cooperatives in preference to individuals, who cannot benefit the community.

(8) Rural Library

The rural libraries are provided to counter relapse into illiteracy by neo-literates, to furnish reference books for rural students, to become the resource centres for the rural areas and to inculcate reading habits among rural people. However, the number of the rural libraries are insufficient in comparison to the rural people.

(a) Kindergarten for rural children

In order to provide rural children with equal opportunity as provided to urban children, KEMAS has started kindergartens in rural areas. They look after the social, physical, emotional and mental need of children at the pre-school level. Hundred's of such classes are being run in the rural areas.

SEDAR

The Socio-Economic Development and At-

titude Re-orientation Institute - Kualalumpur (SEDAR) has been established to serve two purposes.

- (1) Provide skills in community development, particularly on the technical and professional side.
- (2) Stimulate the requisite response from the community itself as well as non-government organizations towards upliftment of rural living standard.

Apart from providing training, this institute conducts research and evaluation in Community Development and Adult Education. It also organises awareness courses of two weeks duration. The annual target for this course is 13000. It is also organizing job training courses for community development functionaries of different levels.

National Youth Training Centre

The National Youth Training Centre at the village PERETAK in district Kubu Baru of Selengor state is one of the centres in Malaysia which is engaged in various types of training for rural youths. This centre is under the Ministry of Culture, Youth and Sports. The centre is located in a beautiful surrounding full of flowers and trees. It has good hostel facilities for males and females separately, staff quarters and workshops for different vocations and teaching aids.

In my opinion, this Centre is similar to the ones we had started in India: Rural Institutes, Janta Colleges and manjari Schools under the intensive rural education scheme in 1953-54. The objectives, as stated by the Director, are the same as of our Janta Colleges:

- Leadership training for rural youth,
- Vocational training for rural youths for enrichment of their traditional professions as also the need-based courses for them. They are not trained for jobs but for self-employment in the villages, to supplement and assist them technically for improving their profession.

Out-of-school youths or dropouts are admitted in this Centre for different courses of their choice.

Youth in Business

In Malaysia, Youth Clubs are formed in rural and urban areas for all round development of youth. These Clubs organise educational, cultural, physical and economic development activities with the help of the government and other agencies under the economic development programme. A Youth Club member Mr. NASUHA, received loan of 30,000/- Malaysian dollars from the government and started a curry powder factory in Kuala Lumpur. At present 40 people are working with him and he is earning 16,000/- dollars net per annum. It is a good case study. They call it a success story, but such cases are rare.

CHAPTER V

ADULT EDUCATION IN SINGAPORE

Singapore is an Island city State having a urban population of 2.56 million people. It is a cosmopolitan city of different ethnic groups (Chinese, Malay and Indian) forming an affluent society. It is an industrial city, a place of tourist interest and international business centre.

There is no problem of illiteracy in this country. Only four to five per cent of people are illiterate. In its adult education programme, there is emphasis on continuing education, skill development, language teaching and enrichment of work force.

The thirst for knowledge and self-improvement among Singaporeans has promoted institutions, clubs, commercial enterprises and grassroot organisations to offer an extremely varied choice of continuing education courses.

The Vocational and Industrial Board, Peoples Association, Extra-mural Studies Department of the National University of Singapore, YMCA, YWCA, Singapore Armed Forces, Reservists Association, Residents Committees, Nanyang Academy of Fine Arts and commercial schools are among the organisations running continuing education courses. Though operating independently, their efforts are complementary to each other.

VOCATIONAL AND INDUSTRIAL TRAINING BOARD

The Vocational and Industrial Training Board (VITB) of Singapore is the national authority to provide, regulate and develop

vocational and industrial training in Singapore, with main emphasis on continuing education. It was established in April, 1979 by the merger of the Adult Education Board (Formed in April, 1973). Its main objectives are:

- (1) To provide for, promote, and regulate the training and apprenticeship of persons employed in or intending to be employed in commerce or industry, and to up-grade the skills of such persons by providing further job-oriented knowledge and training.
- (2) To establish the nature and length of the training and to decide when training should be imparted, and
- (3) To conduct such programmes of continuing education as may be required from time to time.

It is concerned with vocational preparation at the skilled level—from artisan, junior technician and advanced craftsman to sub-professional.

CONTINUING EDUCATION

One of the objects of the VITB is the provision of continuing education which includes all training and educational activities provided on a part-time basis. Programmes are organised with the aims of making a worker more efficient and productive, besides making him a better citizen and a better individual. Its role in continuing education is four-fold:

- (1) To provide training in improved skills to workers in the industrial, commercial, applied arts and service sectors.
- (2) To provide academic education for

workers and persons outside the formal education system who wish to further their education for career or personal advancement.

- (3) To provide training in language, namely, the official language of Singapore and the foreign language relevant to the economy of Singapore and
- (4) To provide and promote continuing education programmes for enrichment of the work-force and the population as a whole.

CERTIFICATION AND TESTING SYSTEMS

It awards Industrial Technical Certificate, National Trade Certificate, and Certificate of Competency. The Industrial Technical Certificate Programme is a two-year full time or three-year part-time course for persons who have completed ten years of education. The National Trade Certificate Programme is designed to certify skills that have scope for development upto the level of a master craftsman.

The Certificate of Competency Programme is designed to establish the necessary standards and to certify skills which are narrow in scope and terminal in nature.

The part-time skill development courses have their own limitations in contrast to regular attendance, course content, distinction between theory and practice and duration of the courses. To overcome the limitations of the part-time training system, the VITB, in January 1980, restructured its curriculum into models of employable skills. The main characteristics of the modular system of training are:

1. Each Modular unit is a self-contained learning programme.

2. Each modular unit represents an acceptable division in the organisation of work in a job.
3. Each modular unit constitutes a significant amount of learning, and
4. The worker has a defined goal from which he derives a sense of accomplishment on completing the module.

The advantages derived from adopting the modular system are three-fold. Firstly, a worker need enrol only for the modules in which he lacks the skill or knowledge, thereby shortening the training time. Secondly, a person, working on a job calling for narrow skills, can choose to upgrade himself in those skills only, if he so desires. Thirdly, a worker who is unable to attend a course of training for a long period, because of the nature of his work, can pick up from where he left off when he is again able to resume his training.

A module of employable skill is a comprehensive training programme. Every module of employment skill has its own training objectives. The modular approach is amply suited and widely applicable to the retraining of unskilled or semi-skilled workers whose skills have become obsolete or redundant owing to changes in technology and in the economic structure of the country.

Emerging Conditions in Singapore

Singapore's social and economic fabric is complex and dependent on technology. A worker's skills must be upgraded to the highest level within his proficiency. The objective of the VITB is that every worker should have the means to attain the highest level of competency in his vocation or skill. Training begins with basic institu-

tional programmes and it continues through upgrading, broadening and conversion courses, acquisition of parable or higher qualifications and continuing education.

The VITB has two functions-preparing school leavers for works in commerce and industry at the skill level, and providing opportunities to workers and other adults for upgrading their skills towards self-improvement.

LANGUAGE COURSES

The languages offered are the four official language-English, Bahasa Malaysia, Mandarin and Tamil as well as some foreign languages, like Aratice, French, Japanese and Thai. Courses include those for conversational proficiency only as well as comprehensive courses catering to conversational and written levels. They are offered over a range of levels to suit the needs of different sections of society.

PEOPLE'S ASSOCIATION

The people's Association is the most important organisation in Singapore which is playing an important role in providing citizenship training and social development and welfare activities through voluntary efforts. The nucleus of these activities are the community centres operating throughout the country.

The People's Association (PA) is a statutory body which was established on the 1st July 1960. At that time there was serious unrest because of the communists. Communists and secret societies were exploiting the miseries of the divided and poor people. The survival of Singapore was at stake. The main task of the government then was to bring about political stability, racial harmony and economic

development, and safeguard the interests of the people. Therefore, as a major grassroots organisation, PA helps to promote national identity and unity within the diversity of culture, race and religion in Singapore. Its national-wide network of community centers, bridges the gap existing between the government and the people. To perform this task effectively, the Association ensures that its resources are mobilised to meet not only the existing but also the emerging needs and interests of the people and make them realise that they belong to a multiracial community, the interests of which transcend sectional loyalties.

ORGANISATIONAL STRUCTURE

The Board of Management is the policy making body of the Association. The Board comprises of the Prime Minister as its Chairman, a minister appointed by the Chairman as its Deputy Chairman, eight other appointed members and four elected members from amongst the corporate members.

Community Centres

The People's Association was established to help to integrate the different racial, language, income and religious group into a harmonious and cohesive society through the promotion of group participation in the activities of Community Centres, through a recreational and educational programmes but without the intruding hand of politics.

The Community Centres have come to represent one of the most important components in the infrastructure of the Republic's development. This is a national programme of Singapore. Its importance is inherent in its objectives. As the Republic toiled towards its goals, the Centres were moulded into an indispensable tool for the task of building a nation. It is in this

context that the Centres become all the more crucial to ensure that the responses of the community continue to be in keeping with the country's needs and aspirations. With the radical change in Singapore's life style during the last two decades, the role of the Community Centres assumed a new dimension. The prospect of meeting people's expectations takes on new directions when demographers predict that by the year 2000 A.D. 12.7 per cent of the population will be 55 years old and above. These are the changes that call for suitable responses from Community Centres. Every parliamentary constituency has at least one Community Centre, having its M.P. as the President. The People's Association has already set up more than 158 Community Centres, which are jointly managed by the Association staff and management committees whose members are volunteers.

Each Centre, whether urban or rural, has an office, a meeting room, kindergarten class-rooms, activity rooms, a games room and a store. The urban Centre has in addition, a hall with a stage, a reading room and an office for the various committees. In addition, most Centres have a basketball court and a badminton-court. An urban Centre costs on an average \$2000 while a rural one \$ 8000. New Centres numbering about 60 are being built at a cost of 80 million dollars each. Each Centre has a general office, two committee offices, conference rooms, a home craft room, a games room, a hall and stage and a reading room. Additionally, they may have an airconditioned lounge, billiard room, soundproof music studio, health fitness room, photographic dark room, arts and crafts workshops, two kindergarten classrooms, two squash courts, netball, and tennis court. There are 61 rural Centres, 35 temporary Centres housed in HDS shophouse units, 45 Urban and semi-urban

Centres in operation. Only 17 of the modern Centres have been completed.

All 158 Centres are managed by the people themselves. Since 1971, almost 20 million dollars have been raised by the people to build their community centres. This is in addition to the millions of dollars the people have contributed towards day-to-day running of the Centres. Since 1964 when the management committee took over the running of the centres the people have contributed 87 per cent of the operating costs.

NATIONAL YOUTH LEADERSHIP TRAINING INSTITUTE

The National Youth Leadership Training Institute (NAYTI) was established in 1964 as the training wing of the People's Association. Its objectives are: (i) to train community leaders and workers; (ii) to enhance social and political awareness; (iii) to inculcate leadership qualities; and (iv) to promote dedication to community service.

Besides training the Association staff, it also reaches the community activists, students and trade unions through its various leadership training programmes.

YOUTH ACTIVITIES

The People's Association Youth movement plays a vital role in community development. It organises sports, recreational, educational, cultural and social activities for the youth. It attaches a strong emphasis on youth participation and leadership in community service. Members of the PA youth movement lead or participate in community and welfare activities such as national

campaigns, tuition scheme for needy students, counselling service for ex-drug addicts and service to welfare agencies.

SPORTS

Sports facilities such as badminton, basket ball and volley ball centres are available at the Community Centres. Since 1977, PA has embarked on a rapid expansion programme which includes the building of new generation of Community Centres. These Centres are equipped with music and dance studios, squash and tennis courts as well as health and physical fitness equipment. Sports tournaments, competitions and friendly matches are also held throughout the year at the inter-club, regional and national levels.

SPECIAL SERVICES

Other projects undertaken by the Association and its net work of Community Centres include; Retiree Service Scheme, Neighbourliness Programme, Premature School Leavers Programme, Senior Citizen's Club, Tuition Classes and Voluntary Services to Welfare Home and Organisations.

SOCIAL EDUCATION

Forums, talks and debates are organised by the Community Centres in various languages on social, economic, educational and other topics. These programmes are aimed at making people aware of their environment and social responsibilities.

The Community Centres also serve as effective channels for disseminating information and inculcating desirable social values and attitudes among the people. Since 1967, send off parties have been organised for national service men by the community centres to forge community ties.

KINDERGARTEN CLASSES

Kindergarten classes or pre-school education for children have been organised by the Association since 1964. English, Bahasa Malaysia and Mandarin with a second language are taught by qualified teachers.

CULTURAL ACTIVITIES

Cultural programmes are organised at Community Centres to promote cultural awareness among the people. These programmes are carried out by many organised groups like the PA cultural troupe which has a Chinese Orchestra, a Military Band, an all girl bagpipe Band, a Choire, a singing team, and a dance company.

Besides staging public performances, courses in dance, drama and music drawn from all cultural backgrounds are organised by the Community Centres with a view to promote and develop the culture of Singapore.

NATIONAL UNIVERSITY OF SINGAPORE

The Department of Extramural Studies was formally established on the 21st June, 1966, two years later, the University of Singapore started its programme of extramural courses. Now it is one of the nonfaculty departments of the National University of Singapore.

The aims of the Department are to provide:-

- (a) Continuing Education for citizens in understanding the fundamental issues relating to a new independent nation;
- (b) Training and up-grading of the professional and technical skills of the working population.

Since its establishment, the Department has been providing continuing education and training facilities according to the needs and interests of the urban community. The courses cover a wide variety of subjects including arts, commerce, economics, education law, medicine, philosophy, politics and various areas of social management, engineering and computer science.

There are no entrance requirements for admission to most of the courses. These courses are conducted mainly in English and Mandarin. These are non-examination courses and do not lead to any formal certificate. Active participation in discussions and other activities in the class is encouraged. In its efforts to reach more people, the department emphasises on decentralization. Apart from classes conducted at the Institute of Education, classes are also conducted at Waterloo centre except weekend courses and seminars. All courses are conducted in the evening between 5.30 p.m. and 10.00 p.m.

DIPLOMA PROGRAMME IN ADULT EDUCATION

The Diploma programme is jointly offered by the Department of Administrative, Higher and Adult Education, University of British Columbia and the Singapore Association for Continuing Education. It began in early December, 1985. It is designed for practitioners in the broad field of adult education and training who wish to acquire or improve the skills and generally administer programmes in adult education and training.

The participants are entitled to get a Diploma in Adult Education of the University of British Columbia, Canada.