

THE SOCIO-ECONOMIC STATUS OF THE NONFORMAL  
EDUCATION GRADUATES IN CATBALOGAN

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A Thesis  
Presented to  
The Faculty of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

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In Partial Fulfillment  
of the Requirement for the Degree  
Master of Arts in Education

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by

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March 1991

## APPROVAL SHEET

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## ACKNOWLEDGMENT

The realization of this thesis was made possible because friends and peers went out of their way to make this thing happen. Hence the researcher wishes to convey with all humility her profound gratitude to all of them.

To Dr. Rizalina M. Urbiztondo, her adviser, for her indefatigable and continuous advice in the preparation, planning and organization of this study;

To Mrs. Teresita M. Malate, Regional Nonformal Education Supervisor, for her inspiring moral support;

To the late Miss Ramona T. Vasquez, retired Division Nonformal Education Supervisor, for her persistent encouragement in the completion of this study and her support for a scholarship grant to the researcher.

To Mrs. Violeta D. Pacoli, for her sincere sisterly concern, inspiration and support;

To Mr. Jorge T. Mendiola, her better-half and children Thea Mae, Jemuel George and Sean Winston who served as wonderful inspiration especially during the pressing and near-frustrating moments during the preparation of this work;

To my parents, for without them, I would not be here. With them I sincerely share this one glorious moment of ecstasy when a dream comes true by sheer grit

and determination.

And above all, to God for His countless blessings,  
I offer my sincerest prayers of eternal thanksgiving!!!

RSM

## DEDICATION

This study is humbly dedicated  
to all my co-workers in nonformal education  
whose loyalty to the cause of N F E  
deserves special appreciation and recognition.

## **ABSTRACT**

This study attempted to determine the extent to which non-formal education has contributed to the socio-economic upliftment of the non-formal education trainees in Catbalogan, Samar. This research was carried out with the use of the descriptive-normative survey. It specifically discussed the various instruments used in gathering data, the sampling procedures and the treatment of data, in that order. Status of the Non-formal Education Program: The trainees declared that the objectives of the non-formal education program were satisfactorily implemented in Catbalogan. The trainees agreed that Functional Literacy was implemented concomitantly with livelihood skills courses. Although the non-formal education program has greatly helped in the improvement of their socio-economic status, they are still willing to join skills training. A majority of the graduates were self-employed by applying the skills they acquired in training, in effect uplifting their own socio-economic status. Most of the livelihood skills training offered were on service. There were few who took up development of fishing and agricultural skills. Non-formal education planners and implementers should look deeper into the extent of implementation of the objectives, areas/aspects and strategies of the program with the end in view of evolving innovations that would make the program more responsive to the needs of the learners, the locality, the province and the country in general.

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## Chapter 1

### THE PROBLEM

#### Introduction

Education can no longer be viewed as a time-bounded and place-bounded process. What a person learns or ought to learn in a life-time cannot be acquired through school education alone. Even a well-developed and well-financed formal school system cannot provide all the information, skills and knowledge that an individual needs in the pursuit of life. There are many things that one learns through nonformal education which are equally, if not more significant and more meaningful than those acquired through contact with other people, or from work. Motivated self-study may affect a person's life more profoundly than those acquired through nonformal education.

The education of a person does not end on the day he graduates from school, college or university. His education, to be complete, should be a continuing and a permanent process that extends from the cradle to the grave, and takes place anywhere, anytime and in many ways.

Gregorio (1976:114) stressed that education is a continuous acquisition of knowledge and experiences in and mostly out-of-school. Education likewise grows with the progress of human endeavor and its sources is life

itself; therefore, it should not be provided for school children alone but also for out-of-school youth and adults.

Present day Philippines requires that each individual member should be more productive and involved in industrial, agricultural or socio-cultural endeavors in order to relate himself to the rapid changes in the society's needs and demands of technology, not only for the present but also for the future. One of the means to cope up with the many changes is education.

Human resource development through education is conceived as both the means and the ends of social and economic development. The large number of unemployable out-of-school youth need to be trained in certain vocational skills to make them economically productive and self-reliant citizens, instead of being liabilities to society. Viewed in this perspective, nonformal education may be considered as a means of compensatory education--something to compensate the individual for what he missed or did not get from the formal school system of education.

The Philippines as observed is still pathetically beset with awful economic problems which are characteristically universal. Foremost of these problems are inadequacies of basic needs of its people particularly in the rural areas and among the rural poor. This situation is aggravated by the seemingly uncontrolled population growth,

unabated rising prices of commodities, unemployment as well as underemployment. The gap between the rich and the poor is becoming wider (Urbiztondo:1).

Our country's population, 15 years old and over, stood at about 32 million as of 1985, with 52.7 percent in the labor force and 47.3 percent outside the labor force. Over the years the number of people, young and old, joining the labor force has been fluctuating, but generally exhibiting an increasing trend. As projected, the labor force for 1990 is expected to be about 24.2 million; and 27.4 million for 1995. This means therefore, that our country has to generate jobs not only for the present population but also for the future labor force (Bureau of Employment Report, 1984).

The National Economic Development Authority (NEDA) also reported that as of December, 1985, the employment rate was negated by a large underemployment rate of 10.7 percent of the total employed or 1.6 million people (NEDA Report, 1985). This indicated the shortage of productive employment in the country. In most instances even the income of those employed are not enough to raise them above the level of poverty. More and better income-earning employment opportunities must therefore be created to raise the general standard of living and to affect a more equitable income distribution in the country.

Hence, education must continue to be treated with high priority not only within the school, but also outside the school system.

According to Orillo (1964:7-8), nonformal education is considered as a good, well-conceived program of development for a country like the Philippines with a population of 58,000,000, 7.2 percent of which are illiterate, 13 percent out-of-school youth aged 12-17, 6.9 percent of the labor force unemployed, and many other and under-employed with meager pay due to limited knowledge and lack of skills.

The program of nonformal education aims to bring the classroom to that sector of the population, the out-of-school youth, the adults as well as the children who cannot afford to go to school due to financial problems and poverty. In this regard, Gregorio (1976:117-118) further underscored the need to understand that nonformal education should not only be on how to read and write, but also be an education program with trainings on the intellectual, economic and social status of the individual.

In the development of the nonformal education program, the enhancement of the labor force employability requires two things, namely: improvement of quality, and coverage of education and training along the needs of the

country. Improving the quality and coverage of education and training will improve the performance of the labor force; bring about the desired increases in productivity, while re-aligning education and training along manpower needs will minimize unemployment, underemployment and wastage in educational investment.

If fully and properly implemented, nonformal education may make the community a pleasant place to live in, develop the countryside, improve the life of the masses and ultimately make the nation rich and strong. It is a package approach to the solution of the continuing problems that impede national progress.

Catbalogan, with a projected population of 70,449 as of 1988, and one of the depressed towns in Region VIII and Samar in particular, with a stagnant economy, needs to be developed to improve its socio-economic status. A study by the National Manpower Youth Commission in 1985 revealed that the youthful age structure of the town's population evidently poses a heavy dependency problem for the economy as a whole. There is on one hand, high proportion of young people unable to contribute to the labor force. On the other hand, there is a general likelihood of difficulty for the economy to utilize a big proportion of available manpower resources. It was also stated by the study that a sizeable 81.0 percent of the working population work for less than 40 hours a week and that a big

percentage of the unemployed is concentrated on the married group and above 25 years old category; which means that many of those who are already household heads and responsible adults continue to be without means of stable support. It is therefore imperative from this perspective, that this study was conducted.

### Theoretical/Conceptual Framework

Nonformal education is not a new thrust of the government. It has metamorphosed from programs undertaken by the government in the past under different means, viz., adult and community education, literacy and adult education, and out-of-school youth education.

Nonformal Education classes have existed since the Spanish time. Classes were conducted by priests wherein selected youth were taught to read and write through the "Cartilla Method". They were also taught some vocational skills. During the time when Dr. Jose Rizal was exiled in Dapitan, he taught the out-of-school youth to read and cipher. He also initiated community development projects to improve the quality of life of the people (Bernardino, 1981).

Another group of the so-called socio-educational lecturers conducted projects in the country with the common purpose of relaying to the people the new trends in agriculture, health and sanitation, and to promote the

involvement of the people in the government thrusts.

As early as 1972, the Secretary of Education and Culture strengthened nonformal education for the purpose of urging continuing study for the out-of-school youth and adults. His belief for education was for attaining the social goal of equality, so that the "underprivileged" would be given the primordial preference. President Ferdinand Marcos during his time, expressed similar view point on this belief. He requested different institutions to work hand in hand to conceive a common goal in manpower development, to provide ample opportunities to out-of-school youth and adults, and to consider the role of the school and community in this type of education (Marcos, 1972)

In response to this request, the government with the cooperative efforts of the different institutions tried to develop and utilize to the fullest human resource at all age levels. The school leavers were encouraged to pursue their studies, formal or informal, or to undergo training for job he/she is interested in. For this common purpose, the National Educational Testing Center (NETC) had conducted the Philippine Educational Placement Test to assess the knowledge and work experiences of the clientele in their field of selected skills which would entitle them to a certain credit for academic equivalence. This



equivalence may be utilized for grade level placement in the formal school system for manpower training for job placement.

This type of test, aimed to; (1) retrieve school leavers and place them back to the mainstream of the formal school systems if they are interested, and (2) accredit and validate work experiences of school leavers for promotion, for training, employment and/or self-fulfillment.

This study is anchored on the belief of educators and development planners of the country that education is a powerful instrument in achieving national development goals. This belief and the enormous prevailing socio-economic problems faced by the country prompted the government to re-examine the educational program and came up with the Presidential Decree No. 6-A which provided among other things: (1972:3)

"Democratization of access to education opportunities through the provisions of financial assistance to deserving students skills training program for out-of-school youth and continuing education for non-literate adults."

This provision of P.D. 6-A paved the way to the passing of Presidential Decree No. 1139 on May 13, 1977, which ushered nonformal education in the country. It also created the position of the Undersecretary for Nonformal Education who has the overall responsibilities for the

nonformal education program of the Department of Education, Culture and Sports.

The contribution of the nonformal education program to the socio-economic development of the country is made more evident with the creation of the Bureau of Continuing Education by Batas Pambansa 232, otherwise known as Education Act of 1982. The Office of Nonformal Education became a full staff bureau of the Department of Education, Culture and Sports by virtue of this law.

The policy of the government with regards to non-formal education has been continuously expressed and strengthened in the 1986 Philippine Constitution. Article XIV, Section 2(4) of the Constitution provides that "the state shall encourage nonformal, informal and indigenous learning systems, as well as self-learning, independent, and out-of-school study program particularly those that respond to community needs; and provide adult citizens, the disabled, and the out-of-school youth with trainings in civic, vocational efficiency and other skills."

Section 15 of Executive Order No. 117, s. 1977 spells out the Reorganization of the Ministry of Education, Culture and Sports prescribing its powers and functions and for other purposes; provided among others the renaming of the Bureau of Continuing Education as the Bureau of Nonformal Education with functions stated there-

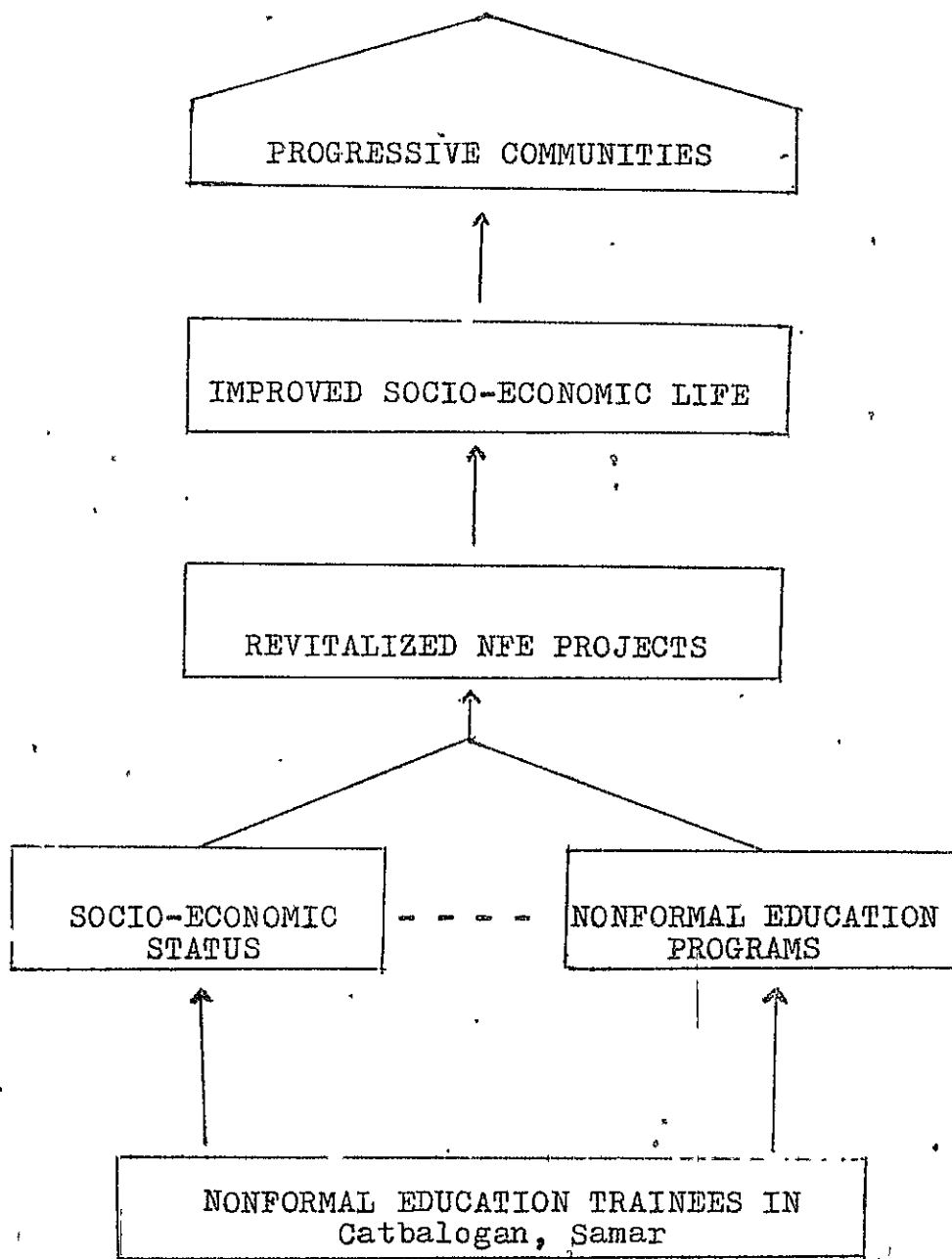


Figure 1. Conceptual Framework of the Program and its Relationship to the Trainees' Socio-Economic Status.

in as follows:

- (1) Serves as a means of meeting and learning needs of those unable to avail themselves of the educational services and programs of formal education;
- (2) Coordinates with various agencies in providing opportunities for the acquisition of skills necessary to enhance and ensure continuing employability, efficiency, productivity and competitiveness in the labor market;
- (3) Serves as a means for expanding access to educational opportunities to citizens of varied interests, demographic characteristics and socio-economic origin of status.

The objectives of nonformal education are to eradicate illiteracy and raise the standard or the level of literacy of the population and to provide unemployed and underemployed youth and adults with appropriate vocational/technical skills to enable them to become more productive and effective citizens; and to develop among the clientele, proper values and attitudes necessary for personal, community and national development.

The schema on page 10 illustrates the relationship of the implementation of the nonformal education program in Catbalogan and the socio-economic status of the trainees.

The perception of the trainees towards the implementation of the nonformal education program was sought and the acquired skills had assisted them in their socio-

economic upliftment. It is hoped that an insight into these two variables will enable the implementation to re-align or re-vitalize nonformal education projects to the needs of the clientele and the community.

Revitalized nonformal education projects in all areas of concern will eventually lead to improved socio-economic life and the development among the clientele, proper values and attitudes necessary for personal, community and national development.

#### Statement of the Problem

This study likewise attempted to determine the extent to which nonformal education has contributed to the socio-economic status of the nonformal education trainees in Catbalogan, Samar. Specifically, it is designed to answer the following questions:

1. What is the profile of the respondents as to;
  - 1.1. Sex?
  - 1.2. Age?
  - 1.3. Education Qualification?
  - 1.4. Civil Status
  - 1.5. Nonformal Education skills training?
2. What are the socio-economic conditions of the nonformal education graduates in Catbalogan?
3. How do the trainees perceive the status of the

nonformal education program as to;

3.1. implementation of the nonformal education objectives?

3.2. impact of the program areas on the trainees?

3.3. attitude towards the program as a whole?

4. What are the expressed needs of the trainees in terms of skills trainings?

5. What is the implication of this study in planning nonformal education projects?

#### Importance of the Study

The development of manpower skills plays a vital role not only in the economic advancement of a nation but also in the enhancement of the socio-economic life of its people. Nonformal education was launched towards this direction.

It is in the light of this development strategy that the researcher conducted this study to determine whether the scope of the program has contributed to the welfare of the trainees and the community as a whole.

It will also provide the researchers and planners a baseline data for future expansion and redirection of objectives and strategies for the nonformal education program. The data gathered in this study would reveal the weaknesses and strength of the program. Such identifi-

cation would serve as guidelines for effective planning, programming and implementation of the program toward the realization of the objectives of national development.

Furthermore, this study will serve also as a guide for the administrators, the trainers and other agencies involved in making alternative decisions based on priority needs of the clientele for the nonformal education program particularly in the province of Samar.

To the school administrators, this study will provide a basis for administrative support not only under the Department of Education, Culture and Sports but also to enable them to establish stronger linkages with other agencies that have to share with the responsibility in the program implementation.

For the trainees, this will motivate them to assess or evaluate their trainings acquired whether these had, to some extent, contributed in the improvement of their socio-economic status.

To the community, particularly to the out-of-school children, youth and adults, results of this study will give them insights into the benefits derived from the trainings offered by the program.

#### Scope and Delimitation of the Study

This study was conducted to determine whether

skills trainings program of the nonformal education improved the socio-economic status of the trainees in Catbalogan.

It presents the profile of the respondents, their perception towards the implementation of the program, the socio-economic status of the trainees and the needs for further skills training. It likewise presents the implications of this study as a basis in planning nonformal education projects.

There were 332 graduates who responded to this study. These graduates came from the three elementary schools, two secondary schools and from Samar State Polytechnic College in Catbalogan indicated in the map on page 17 and as shown in Table I.

This study covered school years 1987-1988, and 1988-1989.

#### Definition of Terms

For the purpose of this study, the following terms are defined within the context of the nonformal education:

Clientele. This term refers to a body of respondents. It refers to the out-of-school youth whose ages range from 14-24 and adults whose ages range from 25-50, who are not attending classes in the formal school system. They may be illiterates, semi-literates who are in need of those types of education that are normally provided by or



Table 1  
School and Number of NFE Clientele by Sex

Schools/ District	Respondents				Total
	1987-1988		1988-1989		
	M	F	M	F	
Catbalogan I	1	4	4	6	15
Catbalogan II	21	40	18	38	117
Catbalogan III	12	2	6	10	30
Samar National High School	2	3	4	6	15
Samar State Polytechnic College	34	20	58	22	134
Regional School of Fisheries	3	3	6	7	21
Total	73	72	98	89	332

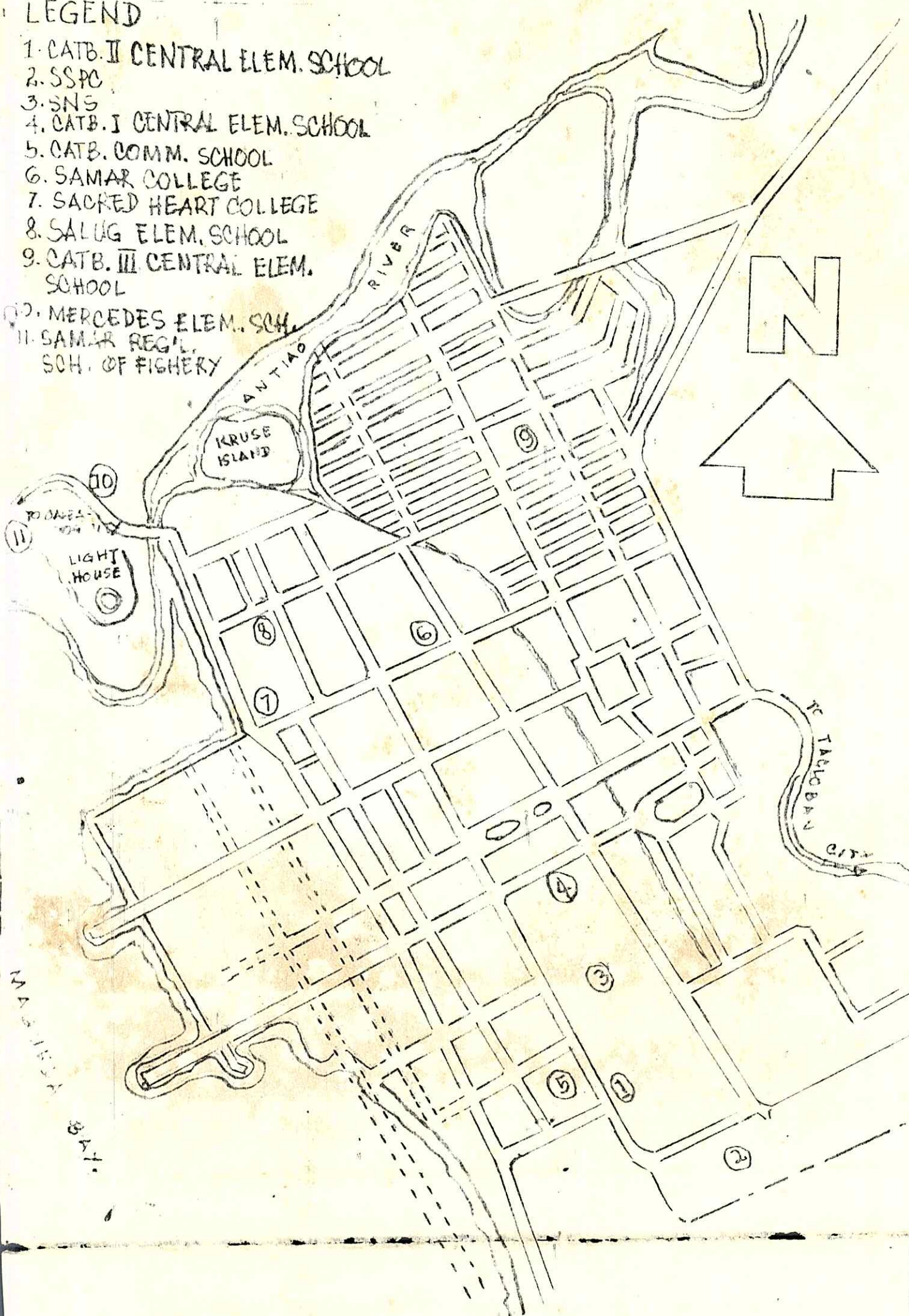
obtained from the formal school (Felizmena, 1987:13)

Development. This refers to the improvement of the individual within the utmost of his potentials and capabilities, thus attaining for himself spiritual, physical, social, economic and political growth. Towards this end, the clientele shall be equipped with the skills that will enable him to acquire gainful employment and contribute to his becoming an active and constructive participants in the community.

Formal Education. This term connotes specific

# LEGEND

1. CATB. II CENTRAL ELEM. SCHOOL
2. SSPC
3. SNS
4. CATB. I CENTRAL ELEM. SCHOOL
5. CATB. COMM. SCHOOL
6. SAMAR COLLEGE
7. SACRED HEART COLLEGE
8. SALUG ELEM. SCHOOL
9. CATB. III CENTRAL ELEM. SCHOOL
10. MERCEDES ELEM. SCH.
11. SAMAR REG'L. SCH. OF FISHERY



**POBLACION**  
MUNICIPALITY of CATBALOGAN  
PROVINCE of SAMAR

age, full time classroom attendance in a linear graded system geared to certificates, diplomas, degrees of other formal credentials. Formal education is thus easily defined also as its administration and control lodged in a ministry of education; its costs are measurable; and its outputs are easily defined (Brembeck, 1973:3).

Functional Literacy. It means education operational conceived as a component of economic and social development of projects. It also means the acquisition of essential training information which will enable a person to engage in all activities which education is required for effective functioning in his group and community as a whole and whose attainment in training information and education will make it possible for him to continue to use them towards his own and the community's development (Bernardino, 1980:9).

Illiterate. Adults who have never been to school, drop-outs before acquiring literacy skills. One who can not read nor write simple words, paragraphs or any other types of written statements.

Literate. This refers to a person who can read with understanding and write a simple statement about his everyday life.

Nonformal Education. This refers to any systemati-

cally organized activity carried on outside the framework of the formal school system to provide selected types of learning to particular sub-groups in the population especially to the out-of-school children, youth and adults (NFE Primer).

Out-of-School Youth. This includes children of school age who are not actively enrolled in or attending schools.

Semi-literate. This term refers to a person who can read with understanding but cannot write simple statement about his everyday life (NFE Primer).

## Chapter 2

### REVIEW OF RELATED STUDIES AND LITERATURE

In the course of researching and gathering of materials needed in, and related to this study, the researcher had the opportunity to avail of the research works and literature in the Philippines and abroad available in public and private libraries.

#### Related Literature

An article that appeared in the Dialogue, Kranszberg (1978:25) stated that "in every civilized society, social justice is embodied in ethical and moral codes that preaches the duty of everyone to aid his neighbor." It appears that conducting nonformal education is one of the moral obligations of an individual or institution to share with the less fortunate who cannot avail of the opportunity of formal education.

Advances in technology should, to some extent, be the vehicle to bridge the gap between the poor and the rich. In order to play a productive role in a developing country like the Philippines, workers, laborers and all the citizens must be able to write and read. The Department of Education, Culture and Sports has provided the means for broadening literacy and education through its

nonformal education program.

This program is an important development thrust, not only in the Philippines but almost all developing countries as well. As stated in SEAMEO's study (1976:36), "there is a wide array of activities operating in Asia at the moment and had been specifically carried out with the view to understanding the extent to which nonformal education is affected at the present and examining the potentialities of various methods in nonformal education."

Human resource development through education is conceived as both the means and the end of social and economic development. The large number of unemployable out-of-school children, youth and adults need to be trained in certain vocational skills in order to make them economically productive and self-reliant citizens, instead of being liabilities to society. Viewed in this perspective, nonformal education may be considered as a means of compensatory education--something to compensate the individual for what he missed or did not get from the formal system of education due to some reasons.

The international Council for Educational Development (1975) proposed the following working definition of nonformal education:

"Nonformal education refers to the wide assortment or organized, systematic educational and training program outside the formal system, designed to generate skills and knowledge

relevant and useful to particular subgroups in the population and labor force."

Nonformal education program has its peculiar characteristics according to Manscor and Combs (1975:12-13). It is a response to immediate needs and is related to action and use; that NFE has a variety of sponsors, both public and private; and tends to be responsive to local community requirements. Nonformal education program also shows strong potentials for getting at the the human conditions of those likely to be excluded from formal schools...the poor, the isolated, the rural, the illiterate, the unemployed and the underemployed.

According to Kleis, al (1974:6) there are specific characteristics of nonformal education. These are:

- (1) nonformal education is not likely to be identified as "education";
- (2) it is equally concerned with immediate and practical missions;
- (3) it usually occurs outside the schools, and any situation which affords appropriate experiences may be employed as the learning site;
- (4) proof knowledge is more likely to be by performance than by certificate;
- (5) usually does not involve highly organized content, staff, or structure;
- (6) involves voluntary participation;
- (7) is a part-time activity of participants;
- (8) usually it is less costly than formal education;
- (10) usually does not involve customary admission criteria;
- (11) selection



of mentors is likely to be based more upon demonstrated ability than on credentials, and voluntary leaders are frequently involved; and (12) is not restricted to any particular organizational, curricular or personnel classification.

In the Philippines, nonformal education is designed to achieve several priority goals but according to Bernardino and Ramos (1979:39) "the ultimate purpose is the development of the whole man - the realization of his total personality."

The priority goals of the development program are as follows: (1) Creation of an educated, self-reliant, self-sufficient and responsible citizenry; (2) development of human resources, particularly the out-of-school youth, to enable them to contribute more effectively to the development of various economic activities through the generation of skills and knowledge; (5) generation of employment and up-grading of the standard of living for the majority of the population; (4) achieving countryside development through various rural development programs; and (5) promotion of equal opportunity for all sectors of the population and a balanced development in all parts of the country (NFE Primer, 1973:4-5).

Cognizant of the importance of human resources development, a continuing training program is one of



the main concerns in the Bureau of Nonformal Education so as to provide its manpower force with the competence to serve more adequately in implementing rural development program. Upgrading the knowledge and skills of program implementors is necessary to teach them with the latest appropriate technologies that would serve best in the achievement of national development goals.

In order to function more effectively in the implementation of nonformal education training program for rural development, Perfecto (1980:23-24) enumerated the following strategies and policies of the nonformal education:

1. Developing and sustaining a more effective labor information system. A more systematic organization and dissemination of labor market information will direct the work force particularly new entrants and the unemployed to linkages between actual demand for, and supply of labor which will help identify skills requirements. This system will likewise serve as a feedback mechanism for human resource development.

2. Promotion of regional manpower planning and implementation. The regional approach to manpower planning and implementation aims to identify the specific training requirements based on the needs to achieve more effective job placement mechanism and to expand

training coverage to all regions. This will help urban decongestion and spread benefits of manpower training program for rural areas.

3. Increasing private sector participation in manpower development. The private sector will increase development and upgrading training skills. Incentives will be continuously provided to private industry to conduct manpower development training, notably apprenticeship and on the job training and entrepreneurship program.

4. Upgrading of skills training and quality of instruction. A mode of instruction adaptable to the learning capacity of the trainors will have to be developed. This also implies that the provision of functional literacy and basic craft skills, national trade standard testing and certification will have further developed and implemented. This will be undertaken in consultation with employers, workers, organization and government authorities.

5. Nationalization of export promotion. Manpower recruitment for overseas employment will be intensified but controlled. This will involve identification of unemployed to ensure non-shortage of manpower skills in the domestic market.

#### The Present Nonformal Education Program

Section 15 of Executive Order No. 117, s. 1987

which spelled out the Reorganization of the Ministry of Education, Culture and Sports, prescribing its powers and functions and other purposes, provided among others, the renaming of the Bureau of Continuing Education as the Bureau of Nonformal Education. The functions of the Bureau as stated are as follows:

- (a) Serves as a means of meeting the learning needs of those unable to avail themselves of the educational services and programs of formal education;
- (b) Coordinates with various agencies in providing opportunities for the acquisition of skills necessary to enhance and ensure continuing employability, efficiency, productivity and competitiveness in the labor market;
- (c) Serves as a means for expanding access to educational opportunities to citizens of varied interests, demographic characteristics and socio-economic origin of status.

The nonformal education program is designed to provide meaningful learning opportunities to its clientele as an alternative for, a supplement to, and an extension of the formal school system. These various tasks and functions, mentioned of effective planning and adminis-

tration for nonformal education but will not be completed without sufficient motivation for the clientele's participation and coordination of efforts among those involved in the total program.

### Related Studies

Like all government programs, the nonformal education program has to be evaluated both for its strength and weaknesses. It is only through proper assessment that a program can be improved.

Punongbayan (1977), in her study "Nonformal Education as an Innovation Approach to Community and National development in Iligan City" came up with the following findings:

1. That nonformal education is the joint efforts of the schools, both government and non-government agencies in the attainment of the New Society's development goals.

2. There were six major problems met by the community leaders and other persons involved in the implementation of the program: (a) the inadequacy of funds to support the program; (b) the negative attitude of some school officials and teachers toward the program; (c) lack of coordination between the local government and the different barangays toward the realization of the

program; (d) lack of qualified teachers to teach and handle the nonformal education classes; (e) the negative attitude of the clientele to participate in the program; and (f) lack of equipment, supplies and materials needed in the training.

Punongbayan further stated that while academic excellence is fundamental to the total school responsibility, the success of the nonformal education for that matter is also essential to the realization of the national goal, which is community and rural development. Therefore, all efforts of administrative and personnel should be focused towards the effective realization of the nonformal education program.

Punongbayan's study has bearings on the present study because some of the factors that she mentioned and discussed were similar to the factors included in this study as to objectives and problems met in the implementation of the program. This study, however, is more directed towards the upliftment of the trainees while Punongbayan's study emphasized content and approaches in the implementation of the program.

Leonen's (1978) study, "A Proposed Nonformal Education Program for Qurino, Based on Socio-Economic Profile" analyzed the socio-economic profile of Quirino province as a basis for structuring a nonformal education program.

that is relevant to the needs of the out-of-school youth and adults in Quirino province. The study came out with the following findings:

1. Eighty-three and three tenths (83.3) percent of the total population of Quirino province live in rural areas.

2. Fifty-two percent (52) of the total population were married and the average number of children in the family was six and most of them were low-income family.

3. Forty-two (42%) percent of the total population were engaged in gainful occupation while fifty-six percent (56%) were engaged in non-gainful occupation.

4. Only six and one tenth percent (6.1%) of the entire labor force acquired vocational/technical skills through formal and nonformal training.

5. Agricultural workers made up three-fourths of the labor force with gainful occupation; while the other fourth were composed of fishermen, hunters, loggers, craftsmen and production-process workers, professionals, workers in transportation and communication and domestic helpers.

6. Of the entire labor force, only few had acquired vocational/technical skills through schooling and apprenticeship while the rest were unskilled and semi-skilled workers.

7. The rate of literacy was higher than the rate of illiteracy.

8. Of the school-age population, a number were dropouts.

Leonen's study is similar to the present study as both looked into the status of the program. It is also similar in purpose and the study helped the writer determine some of the data needed for the present study. Leonen's study differed from the present study as she was more particular on the profile of Quirino population as a basis for the nonformal education program in the province. The present study looked into the socio-economic upliftment of the nonformal education trainees after they acquired skills and knowledge from the trainings.

Valdez (1979) found in his study that the nonformal education program has contributed to some extent in developing occupational skills and improving family and community life. Some of the individuals who attended nonformal education classes were gainfully employed and some were self-employed.

Valdez concluded that the school officials, nonformal education coordinators and teachers were very much aware of the role they played in implementing the program as shown in their sincere desire to organize nonformal education classes and hold meetings and community as-

semblies, in which topics affecting their lives were discussed. The program, with its noble goals to uplift the well-being of the populace especially in places with unlettered population, if seriously and vigorously pursued and given the much needed support, might be the major solution to the long nagging problems of unemployment and poverty.

Based on these findings, Valdez recommended that the materials of the project of the students should be provided, and guides and manuals for nonformal education teachers, textbooks and other references about nonformal education should be made available.

Valdez further recommended that activities in nonformal education should be periodically evaluated by school officials to determine roadblocks to success and solutions to problems met.

Valdez's study is similar to the present study in context, for both looked into the status of the program. However, the present study went further to determine whether the program had helped the trainees in their lives.

Angeles (1979) ascertained how far had nonformal education helped develop the countryside of Sorsogon in the years 1977-1979. The study revealed that the program of nonformal education in Sorsogon was directed and guided by its philosophy. Among its objectives that were carried



out was the development of self-reliant, self-sufficient, and self-disciplined citizens. The impact of the program on the countryside development pointed to changes in four areas; literacy, rural development, information education, and communication. There were various problems that were met in the implementation of the nonformal education program which made the program unpopular to the target groups. Time appeared to be the vital factor.

Angeles recommended that the program should be structured on the level of the target group to be served so that many could avail of the benefits of the program. Angeles further recommended that there should be more effort exerted, so that development changes should be accelerated. It is not enough that changes are perceived. It is necessary that the "ningas kugon" attitude be immediately changed or discarded altogether. It is also suggested that a follow-up program to what has been started be structured to determine if much changes and development met the purpose of improving rural life.

Angeles and the present study are almost similar as both looked into the benefits derived by the trainees from the nonformal education program. Angeles' study had helped the present study in looking into some vital factors for further development.

Chan-Gonzaga (1979) conducted a study on socio-

economic, cultural and psychological characteristics of the rural women of San Jose, Tacloban City. The results of this survey was used as a baseline data for developing a proposed design for nonformal education alternatives for the development of rural women in barangay San Jose, Tacloban City. The data were further used in identifying the nonformal education program that would meet the priority needs of the rural women considering the resources of the community.

The findings of Gonzaga's study showed that San Jose had the potential human, technological, institutional, and natural resources which could serve as inputs for varied nonformal education programs to develop woman power in the community. However, the rural women did not have the qualifications needed for employment opportunities available to them. Hence there was urgent need for manpower training.

Gonzaga's study is related to the present study as both deal with nonformal education programs and projects. The difference lies on the fact that the previous study was on gathering baseline data while the present study is on determining the impact of nonformal education trainings on the lives of the trainees.

Cepe (1980) conducted a study to determine how

nonformal education program was implemented in the City Schools Division of Manila during the period 1977-1979. The study revealed that nonformal education activities included four areas of concern which were: (1) training for occupational skills, such as dressmaking, tailoring and handicraft; (2) urban and rural development; (3) communication and information dissemination; (4) literacy and general education. These activities were conducted by the nonformal education teacher and coordinator.

The problems met in the implementation of the program areas were: (1) lack of funds; (2) lack of equipment and necessary facilities; (3) lack of teaching guides and other instructional materials and devices.

The study of Cepe is similar to the present study in some aspects of the content which focused on the needs and problems of the clientele.

Adducul (1981) stated in her study that nonformal education graduates improved in their learning capacity and life style through various income generating activities, like increasing food production, handicraft, hog and poultry raising, food processing and preservation, radio repair work, tailoring and dressmaking jobs. Their economic status, nutritional value and environmental sanitation were greatly improved after attending the non-formal education classes. The study underscored the

following deficiencies:

1. Inadequate in-service trainings of nonformal education teachers and coordinators.
2. Lack of professionally trained nonformal education teachers and coordinators.
3. Lack of funds to operate the nonformal education programs.
4. Indifferent attitudes of out-of-school youth and adults towards the program.

On the basis of her findings, Adducul recommended the following:

1. Nonformal education district coordinators and teachers involved in the program should be encouraged to take up courses in nonformal education that could make them culturally and professionally trained on the program thrusts.
2. Periodic evaluation of the activities and accomplishment of on-going literacy and vocational/technical courses should be made in order to identify deficiencies in the program implementation as basis for improving the performance of nonformal education teachers and coordinators and the effectiveness of the program.
3. Considering the massive target clientele of the nonformal education program, more funds should be

appropriated by the national government for operational expenses like the purchase of needed equipment, supplies, instructional materials, traveling expenses and honoraria of teachers, coordinators and other officials involved in the program.

The present study is closely related to the study of Adducul as both are concerned with the change of the life style of the trainees. Both studies also looked into the status of nonformal education program and came up with almost the same problems. The difference lies in the locality of the study.

Felizmena (1982) stated that training programs or courses both for youth development workers and teachers have always been conducted by the Bureau staff in collaboration with the field workers and supervisors where a participants come from. For this matter, a program must have a built-in evaluation mechanism, which should be evolved through evaluation workshops and conferences which bring clientele and field implementors together. In addition to evaluating the benefits gained by the target clientele, this evaluation conference also brings forth the training needs of both the workers and the leaders. Once identified, these needs are incorporated in considering modifications of existing courses.

Since the ultimate objective of these training

programs or courses is towards the quality of life, the impact of the training is finally ascertained with the upliftment of the well-being of the individual and the community. The upliftment process is tested through the number of rehabilitated cases, either individual or family cases, and finally in the context of community improvement.

The study of Felizmena gave emphasis on the evaluation of programs which led into the identification of problems and the impact of the program in the community. The present study is more interested in the effects of nonformal education trainings on the socio-economic status of its clientele.

Nasol (1982) said that the usual way of finding out project impact is to do evaluation after development activities have been undertaken and all project productive assets and liabilities are in place.

However, it is becoming a practice to have an ongoing periodic monitoring and evaluation of project impact. This generates additional information which detects undesirable effects earlier and enables project management and policy makers to prescribe measures to come up with amended new policies and redesign or modify projects accordingly. This eliminates or minimizes undesirable effects of the project while implementation is

on-going.

Nasol recommended that a system of impact monitoring and evaluation be designed to measure the effects and impact of development activities, which are attributed to rural and farm households, their uses of resources and environment. The system generally should consist of the following:

1. Benchmark survey which defines the project parameters of selected key attributors or variables.
2. Periodic survey measure which directs project effects and determine cumulative impacts.
3. An ex-post or after-the-project evaluation survey to measure the total benefits/impacts after full project development.

This study of Nasol is different from the present study as it dealt more on instruments for evaluation of nonformal education program. The present study looked into the socio-economic development of the trainees who have benefited from the program.

Delantar (1984), in her study of nonformal education program in the sub-province of Biliran, Leyte, its implication on countryside development of the sub-province, came up with the findings that nonformal education program in that part of the country is addressed to meet the goals of equity, thus improving the quality of life of

the people who have less in life. The goals of the program imply raising the level of life of its clientele beyond the concept of agricultural development. The non-formal education program should be geared towards countryside development to include all the aspects of rural life: economic, social, cultural and political.

It was also revealed by the study that the respondents perceived development of livelihood skills as the area of nonformal education program which they needed most. The problem related that the content of nonformal education in the rural areas and the need for skills training program should be more attuned to job opportunities in the rural areas.

In the light of these findings and conclusions of her study, Delantar recommended the following:

1. The Schools Division Superintendent must continuously provide for staff development program which involve more administrators and teachers in the graduate courses. Teachers should be encouraged to attend in-service trainings, seminars and workshops in all training levels.

2. The educational planners, whether in local, regional or national level should come up with a curriculum for nonformal education literacy and vocational/technical classes that will cater to the needs of the



clientele group in the whole of Region VIII.

3. The school administrators, the nonformal education coordinators and trainers should exert greater efforts in establishing closer linkages with other government and private agencies, for the nonformal education program to gain wider participation and greater success.

Delantar's study is similar to the present study as both tried to evaluate the impact of nonformal education program on the community. Delantar was interested to come up with a proposed nonformal education program for Biliran while the present study wanted to find out how the program affected the socio-economic status of the in Catbalogan, Samar.

## Chapter 3

### METHODS AND PROCEDURES

The research was carried out with the use of the descriptive-normative survey. It specifically discussed the various instruments used in the sampling procedure, data gathering and treatment of data, in that order.

#### Instrumentation

Since this study looked into the socio-economic status of the nonformal education trainees and their perception towards the implementation of the program in the municipality of Catbalogan, it became imperative that three types of instruments be utilized.

Questionnaire. The questionnaire was the principal instrument used in this study. It consisted of two sets, one written in English and the other one in "Waray" to insure comprehensibility of the instructions and questions by the respondents. This was constructed by the researcher after a thorough review of related literature and studies and after making a careful analysis of the problem to determine the necessary information for the study.

The questionnaire was so constructed that the

respondents could answer it with ease and facility. Instructions were provided so that the respondents would know what to do with each question. The questionnaire was submitted and referred every now and then to the adviser for review, comments and suggestions.

Validation of the Questionnaire. Before the questionnaire was finalized, it was tried out in a dry-run among elementary pupils in Catbalogan II and out-of-school youth in Barangay 12. Comments and suggestions were solicited from the pupils and out-of-school for the improvement of the questionnaire. Final draft of the questionnaire was prepared and finally approved by the adviser.

Interview. In order to validate information brought by some questions in the questionnaire, the respondents were interviewed. Items which were vaguely answered in the instruments were the same questions asked in the interview. Opinions of the interviewees regarding the problems were solicited and their suggestions were sought and taken.

Ocular Survey or Observation. Ocular survey or walk-through was done to gain clearer picture or insight into the socio-economic condition of the respondents. This is necessary to double check the veracity of

answers to some questions.

### Sampling Procedure

The stratified random sampling was used in this particular study. The researcher selected samples from the nonformal education trainees who graduated from the six schools involved in this study. The number was taken by taking 20 percent of the total nonformal education trainees graduated from the six schools shown in Table 2. Their names were written on a piece of paper and picked at random by the researcher. In case where the trainees could not be located, he or she was replaced through the same procedure. This had insured 100 percent retrieval of the questionnaire.

The findings and general conclusions were evolved from the total number of returned questionnaire.

### Data Gathering

The questionnaire was personally floated by the researcher with the help of the Barangay Captain. Seeking the help of the Barangay Captain was very necessary in locating the nonformal education trainees involved in this study.

### Treatment of Data

After the data were gathered, they were catego-

Table 2

Nonformal Education Graduates and Respondents  
from Six Schools in Catbalogan

Schools	1987-1988				1988-1989				Total			
	Graduates		Respondents		Graduates		Respondents		Graduates		Respondents	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Catbalogan I	26	3.49	5	3.38	48	5.21	10	5.43	74	4.44	15	4.52
2. Catbalogan II	306	40.99	61	41.22	280	30.41	56	30.43	585	35.14	119	35.24
3. Catbalogan III	71	9.54	14	9.46	82	8.90	16	8.70	153	9.19	30	9.04
4. Samar National School	27	3.63	5	3.38	48	5.21	10	5.43	75	4.50	15	4.52
5. Samar State Polytechnic College	286	38.44	57	38.51	40	43.48	80	43.48	687	41.26	137	41.26
6. Regional School of Fisheries	29	3.90	5	4.05	62	6.72	12	6.52	91	5.47	18	5.42
Total	744	100.00	148	100.00	921	100.00	184	100.00	1665	100.00	332	100.00

rized, tabulated and analyzed. Two statistical measures were used in this study, namely; frequency counts with percentages and the weighted mean.

Frequency distribution and percentages. Frequency distribution expressed in percentages of the subjects' responses were used for interpretation of simple numerical facts. This was used to present the personal and socio-economic status of the respondents.

Weighted Mean. To obtain the reaction of the non-formal education trainees towards the impact of the nonformal education program areas in the community, on program and needs of the trainees and on how the program have developed the locality, the weighted mean was used. Five descriptive ratings were used.... Fully Implemented, Satisfactorily Implemented, Moderately Implemented, Less Implemented and Not Implemented for the impact of the nonformal education on the community and needs of the trainees. For the development of the nonformal education program on the individual and the community, Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree, were used. These descriptive ratings were assigned a weight of 5,4,3,2,1 respectively.

After tallying the frequency for each item under each column, each frequency was multiplied by the

corresponding weight. The total weight for each item was then divided by the total number to determine the weighted average of each item.

The weighted mean for each item was interpreted by using this scale:

<u>Descriptive Rating</u>	<u>Range Weighted Mean</u>
Fully Implemented/Strongly Agree	4.51 - 5.00
Satisfactorily Implemented/Agree	3.51 - 4.50
Moderately Implemented/Uncertain	2.51 - 3.50
Less Implemented/Disagree	1.51 - 2.50
Not Implemented/Strongly Disagree	1.00 - 1.50

## Chapter 4

### PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the findings, analyses and interpretation of the data based on specific questions presented in this investigation. For purposes of clarity in the interpretation of data, appropriate tables were used.

This study attempted to determine the extent to which nonformal education had contributed to the socio-economic upliftment of the trainees in Catbalogan, Samar as revealed by 332 graduates.

#### Profile of the Respondents

To be able to determine whether the implementation of the program is directed towards the proper clientele as provided, for by its objectives, it is important to look into the personal profile of the respondents. In this study, the characteristics of the respondents such as sex, age, educational attainment and civil status were looked into, studied and analyzed.

Sex of Respondents. Generally, there were more male than female respondents in this study as reflected in Table 3.



Table 3  
Ages of Respondents by Sex

Age Bracket	Respondents							
	Male				Female			
	F	%	F	%	F	%	F	%
36 - 37	4	2.34	1	1.63	5	1.5		
34 - 35	6	3.50	4	2.48	10	3.01		
32 - 33	8	4.68	6	3.73	14	4.21		
30 - 31	2	1.17	4	2.48	6	1.81		
28 - 29	2	1.17	5	3.10	7	2.11		
26 - 27	12	7.08	10	6.21	22	6.62		
24 - 25	36	21.05	16	3.73	42	12.65		
22 - 23	42	21.56	31	19.25	73	21.99		
20 - 21	18	10.53	29	18.01	49	14.16		
18 - 19	21	12.28	32	19.87	53	15.96		
16 - 17	10	5.85	11	6.83	21	6.32		
14 - 15	10	5.85	22	13.66	32	9.64		
Total	171	100.00	161	100.00	332	100.00		

As gleaned from Table 3, there were 171 or 51.51 percent male respondents and 161 or 48.49 percent female respondents. The difference of only ten male respondents over that of female respondents clearly illustrated that Filipino youth of today are eager to learn skills that will lead them to the upliftment of their economic status. The tradition that females are only for the house is clearly being gradually erased from the Filipino way of

life.

Ages of Respondents. Generally, the 1980's non-formal education trainees belong to the younger generation as shown in Table 3. Seventy-three or 21.90 percent of the trainees belonged to early twenties with ages that ranged from 22-23 years. Of this number, 42 or 24.56 percent are male and 31 or 19.25 percent were female. There were also 53 or 15.98 percent with ages of 18-19 years. In this age bracket 21 or 12.28 percent were male and 32 or 19.17 percent were female. Forty-nine or 14.16 percent were of the 20-21 years of age; 42 or 12.65 percent of the 24-25 years old while 32 or 9.64 percent were of 14-15 years old. Very few of the trainees belonged to the age bracket of 30 years and above.

The data clearly illustrated that most of the trainees belonged to the younger generation. This further signified that these trainees must be out-of-school youth who had not finished schooling and therefore needed livelihood skills training.

Educational Qualification of Trainees. Specifically, the nonformal education trainees were out-of-school youth. Table 4 shows that 80 or 24.10 percent were high school graduates, 56 or 16.87 percent have not finished college studies and 56 or 16.87 percent were elementary

graduates. There were also 50 or 15.06 college graduates and 13 or 3.92 percent professionals.

Table 4  
Educational Qualification of Trainees

Educational Qualification	Male		Female		Total	
	F	%	F	%	F	%
Professional	5	2.93	8	4.97	13	3.92
College Graduates	21	12.28	29	18.01	50	15.06
Undergraduates	34	19.88	22	13.66	56	16.87
H.S. Graduates	39	20.81	41	25.47	80	24.10
Non H.S. Graduates	15	8.77	22	18	37	11.14
Elem. Graduates	32	18.71	24	14.91	56	16.87
Primary Graduates	21	12.28	15	9.32	36	10.8
No Schooling	4	2.34	0	0	4	1.21

The data clearly illustrated that the targets of the nonformal education program were not only those who did not have the opportunity to continue their schooling but also college graduates and professionals who would like to gain more livelihood skills.

Civil Status of Trainees. As gleaned from Table 5, majority of the trainees were still single. There were 192 out of the 332 or 57.62 percent of them. Of this number, 117 or 68.42 percent were male and 75 or

46.58 were female.

Table 5  
Civil Status of Trainees

Civil Status	Respondents							
	Male				Female			
	F	%	F	%	F	%	F	%
Widow	6	3.51	2	1.24	8	2.41		
Separated	2	1.17	14	8.70	16	4.82		
Married	46	26.90	70	43.48	116	34.94		
Single	117	68.42	75	46.58	192	57.83		
Total	171	100.00	161	100.00	332	100.00		

These data show that the economic status of a person influence his decision on marriage. The data likewise prove that nonformal education clientele are mostly out-of school youth and still young.

There were 116 or 34.94 percent married respondents, 16 or 4.82 percent were separated from their spouses and eight or 2.41 percent widow/widower.

#### Socio-Economic Status of Trainees

One of the objectives of the nonformal education program is to train out-of-school youth and adults on livelihood skills that will enable them to earn a living

and improve/uplift the socio-economic status of the family. In this particular study, the researcher found it pertinent to look into the employment status, and income of the trainees after the training program and other factors which have contributed to their economic upliftment.

Employment of Graduates. A majority of the trainees on the livelihood skills development of the nonformal education program created their own employment after graduating from the nonformal education skills training as shown in Table 6. There were 196 or 59.04 percent of the

Table 6

## Employment of NFE Graduates

Placement	Respondents						Total
	Male			Female			
	:	%	:	F	%	:	
Employed	:	56 : 32.75	:	42	: 26.09	:	98 : 29.52
Self-Employed	:	102 : 59.65	:	94	: 58.38	:	196 : 59.04
Unemployed	:	13 : 1.60	:	25	: 15.53	:	38 : 11.44
Total	:	171 : 100.00	:	161	: 100.00	:	332 : 100.00

332 trainees who were self-employed. Of this number of self-employed trainees, 102 or 59.65 percent were male and only 94 or 58.38 percent were female. There were 98 or 29.52 percent who were employed and 28 or 11.44 percent

who had not found employment at all.

### Training Skills Acquired by Trainees

Table 7 shows the different livelihood skills acquired by the trainees through the nonformal education skills training program. The predominant skills training demanded by the trainees is automotive with 46 or 13.86 percent of the 332 trainees. Of this number, 44 or 25.73 had undertaken the skills training while only two or 1.24 percent of the 161 female took up automotive. There were 43 or 12.45 percent of the 161 female who took up cosmetology. Only five or 1.51 percent had taken furniture making and eight or 2.41 basketry.

The data show that skills trainings which demand certain amount to invest for self-employment do not attract trainees. This could be attributed to the poor socio-economic status of the trainees in the nonformal education program.

Other courses that have attracted trainees were Hair Science/Beauty Culture with 34 or 10.2 percent; Dressmaking with 31 or 9.34 percent; Marine Resources Processing with 30 or 9.04; Electronics with 23 or 6.92 percent and Tailoring with 21 or 6.34 percent. The data on Table 7 show that most of the nonformal education skills training offered were more on service rather than on

production.

Table 7

## Nonformal Education Skills Acquired by Trainees

Skills	Respondents						Total	
	Male			Female				
	F	%		F	%		F	%
Electronics	21	12.28		2	1.24		23	6.93
Electricity	19	11.11		0	0		19	5.72
Watch Repair	10	5.85		1	.62		11	3.31
Cosmetology	12	7.02		31	19.25		43	12.95
Hair Science	6	3.51		26	17.39		34	10.24
Tailoring	12	7.02		9	5.59		21	6.32
Dressmaking	0	0		31	19.25		31	9.34
Food Processing	0	0		11	6.83		11	3.33
Automotive	44	25.73		2	1.24		46	13.83
Poultry Raising	6	3.51		8	4.97		14	4.22
Marine Resource Processing	4	2.32		26	16.15		30	9.04
Fish Culture	12	7.02		4	2.48		16	4.82
Hollow Block Making	10	5.85		0	0		10	3.01
Pig Raising	6	2.92		4	2.48		10	3.01
Furniture Making	5	2.95		0	0		5	1.51
Basketry	4	2.34		4	2.48		0	2.41
Total	171	100.00		161	100.00		332	100.00

Occupation of Trainees. The employment of trainees after they have taken nonformal education training is reflected on Table 8. The data reveal that only 38 or

Table 8

## Occupation of Trainees After the NFE Skills Training

Employment	Respondents								Total
	Male				Female				
	F	%	F	%	F	%	F	%	
Farmer	4	2.94	1	.62	5		.5		
Fisherman	8	4.68	2	1.24	10		3.01		
Furniture Maker	5	2.92	0	0	5		1.5		
Carpenter	2	1.17	0	0	2		.60		
Driver	21	12.28	0	0	21		6.63		
Auto Mechanic	6	3.51	0	0	6		1.81		
Truck Helper	13	7.60	0	0	15		3.92		
Electrician	8	4.68	0	0	8		2.41		
Tailor	12	7.02	5	3.11	17		5.12		
Radio Repair	18	10.53	1	.6	19		5.72		
Watch Repair	5	1.75	0	0	3		.90		
Beautician	6	3.51	19	11.80	25		7.53		
Cosmetology	12	7.02	26	16.15	38		11.45		
Dressmaking	0	0	22	13.66	22		6.63		
Food Business	4	2.34	26	16.15	30		9.04		
Livestock/Swine Raiser.	6	3.52	2	1.24	8		2.41		
Poultry Raiser	6	3.51	4	2.48	10		3.01		
Fish Pond Helper	4	2.34	1	.62	5		1.50		
House Helper	0	0	18	11.18	18		5.42		
Hollow Block Maker	8	4.68	0	0	8		2.41		
No Job	13	7.60	25	15.54	38		11.44		
Total	171	100.00	161	100.00	332		100.00		



11.44 percent of the 332 trainees were not able to gain employment. A remarkable majority of 294 or 88.55 percent were employed. This implies that the skills trainings offered to, and acquired by the trainees had significantly helped them either to be employed or create their own employment.

Most of the trainees who gained employment were those who took up Cosmetology with 38 or 11.45 percent. Of this number, there were 12 or 7.02 percent male and 26 or 16.15 percent female. Other skills that were employable were Food Business with 30 or 9.04 percent; Beautician with 25 or 7.53 percent; Dressmaking with 22 or 6.63 percent; Drivers with 21 or 6.63 percent and Tailoring with 21 or 6.63 percent.

Only two or .60 percent were employed as carpenter. Also, there were only three or .90 percent who were employed as Watch Repairer and five or 1.50 percent as farmer, furniture maker and poultry raiser.

The data on Table 8 imply that skills for services are very popular among the graduates. This suggests that graduates are more attracted to skills which do not require much capital and provide immediately employment and additional income for them.

Income of Trainees. One indication of success in the skills training program of the nonformal education is

whether the income of the trainees from their employment has increased. Table 9 shows the estimated income of the trainees before and after they undergone skills training.

Table 9

Estimated Income of Trainees Before and After Training

Income	Before		After	
	F	%	F	%
P 100.00 - 499.00	149	44.88	92	27.71
500.00 - 999.00	62	18.67	58	17.47
1000.00 - 1499.00	48	14.46	72	21.69
1500.00 - 1999.00	18	5.42	36	10.84
2000.00 - 2499.00	38	11.45	42	12.65
2500.00 - 2999.00	13	3.92	8	2.41
3000.00 - over	4	1.20	24	7.23
Total	332	100.00	332	100.00

It could be noted from the data in Table 9 that the income of the trainees had considerably increased after undergoing skills trainings. The number of trainees who used to earn only P 100.00 - P 499.00 before training was reduced from 145 or 44.88 percent of 332 to 92 or 27.71 percent. The 62 or 18.67 percent who were earning only P 500.00 - P999.00 before were likewise reduced to 58 respondents or 17.17 percent. In both cases reduction of the numbers of less earners meant increased in number of

higher earners.

On the other hand of the four or 1.20 percent of the respondents were earning P 3,000.00 or more before, increased to 24 or 7.23 percent. There was a considerable increase of twenty trainees. It could also be gleaned from Table 9 that those who earned P 1,000.00 to P 1,499.00 likewise increased from 48 or 14.46 percent to 72 or 21.69 percent; those with income of P1,500.00 - P 1,999.00 rose from 18 or 5.42 percent to 36 or 10.84 percent and those who used to earn P 2,000.00 - P 2,499.00 also rose from 38 or 11.45 percent to 42 or 12.65 percent.

The data imply that the trainees were not only able to supplement their incomes through the training offered by the nonformal education -- but also tremendously increased them, concomitantly uplifting their socio-economic status.

The data further tend to suggest that nonformal education implementors should continue improving the ongoing program and as much as possible find ways and means to promote more skills not only in the service area but also in the field of management which will enable the trainees to become entrepreneur.

Prices of commodities are rising, therefore, non-formal education implementors should assist trainees/ graduates to avail of economic assistance and come up with

plans that would prepare them to be self-employed and economically self-sufficient.

Appliances/Furnitures of Trainees. The standard of living rises as a socio-economic development of the country progresses. To keep up with the rising standard of living, an individual tries to acquire appliances and other household conveniences to make life more pleasant and comfortable. In this study it became imperative to find out whether the trainees were able to purchase those appliances with their income resulting from the trainings gained through the nonformal education.

An examination of the data presented in Table 10 discloses that 312 or 93.98 percent of the 332 trainees are able to own electric fans. Other appliances acquired by the trainees were radio with 301 or 90.66 percent; gas stove with 204 or 61.45 percent; sala set 198 or 59.64 percent; electric iron with 118 or 35.54 percent and dining set with 114 or 34.34 percent.

Of the 332 trainees only 8 or 2.41 percent were able to purchase components. Likewise, there were only 12 or 3.01 percent who bought washing machines.

These data imply that the trainees were able to purchase appliances that make life more comfortable and convenient through earnings from skills gained through the nonformal training program.

Table 10

## Appliances Acquired Through NFE Employment Income

Appliances	: Respondents :	%	: Rank
Radio	: 301	: 90.66	: 2
Stereo-Cassette	: 48	: 14.46	: 15
Sala Set	: 198	: 59.64	: 4
Gas Range	: 38	: 11.45	: 17
Gas Stove	: 204	: 61.45	: 3
Dining Set	: 114	: 34.34	: 6
Electric Fan	: 312	: 93.98	: 1
T.V.	: 89	: 26.81	: 8
Beta Player	: 54	: 16.27	: 14
Sewing Machine	: 72	: 21.69	: 10
Sing-Along	: 62	: 18.67	: 12.5
Pressure Cooker	: 92	: 27.71	: 7
Washing Machine	: 12	: 3.61	: 21
Blender	: 32	: 9.64	: 18
Toaster	: 28	: 8.43	: 19
Dresser	: 76	: 22.89	: 9
Electric Iron	: 118	: 35.54	: 5
Electric Stove	: 62	: 18.67	: 12.5
Refrigerator	: 68	: 20.48	: 11
Rice Cooker	: 21	: 6.32	: 20
Components	: 8	: 2.41	: 22

Plans of Trainees

In so far as the needs for advancement was felt by

the trainees, Table 11 shows that most of the trainees signified their intention to pursue economic advancement.

Table 11  
Plans of Nonformal Education Graduates

	Responses						Total	
	Yes		No					
	F	%	F	%	F	%	F	%
1. Are you contented with your present job?	102	30.72	230	69.24	332	100		
2. Do you feel that your NFE training has helped you in your economic status?	278	83.73	54	16.27	332	100		
3. Do you need that your school find another job for you?	198	50.64	184	40.36	332	100		
4. Are you interested to acquire another NFE skills training?	301	90.66	31	9.34	332	100		
5. Do you intend to stay in your employment permanently?	108	32.53	224	67.47	332	100		

Most of the trainees/graduates expressed dissatisfaction with the present employment as gleaned from Table 11. Of the 332 graduates, 230 or 60.28 percent

expressed dissatisfaction or discontentment with their present jobs. Only 102 or 30.72 percent felt satisfied with their employment.

Majority of the trainees/graduates felt that the nonformal education training skills they acquired had helped them improve their earning capacity and therefore raised their socio-economic status. There were 278 or 16.27 percent who expressed this feeling and only 54 or 16.27 percent said that nonformal education training had not helped them.

One hundred ninety-eight or 59.64 percent wanted their respective nonformal education training centers to help them prepare in another job while 134 or 40.36 felt that they could study on their own.

Most of the graduates expressed their willingness to acquire other skills. There were 301 or 92.66 percent who articulated their ideas while only 31 or 9.34 percent felt that they had already the necessary skills which could help them find better employment.

Only 108 or 32.53 percent were willing to stay in their present job/employment permanently. Most of them would like to seek another employment. This view was expressed by 224 or 57.47 percent of the trainees.

The findings in Table 11 revealed that while the majority of the trainees improved their socio-economic

standard through the nonformal education training they acquired, they were interested to learn other skills.

#### Status of the Nonformal Education Program in Catbalogan

The status of the program of the nonformal education in Catbalogan, Samar as viewed by the graduates is presented in this chapter to enlighten leaders, planners and participants on trends and informations that will enable them to evolve provisions for gearing nonformal education offerings to the needs of the out-of-school youth and adults and other members of the community who need the necessary skills that will enable them to earn better living.

Objectives of Nonformal Education as Implemented in Catbalogan. The four general objectives provided for in the revised nonformal education primer were the same objectives used in the questionnaire. weighted average was used to determine the extent of implementation of these objectives. Five descriptive ratings were used -- fully implemented, satisfactorily implemented, moderately implemented, less implemented and not implemented --each assigned weight of 5, 4, 3, 2, 1, respectively.

Table 12 shows the responses of the 332 trainees. It was noted that the trainees asserted that all of the four objectives of the program were satisfactorily



Table 12

Attitudes of the Trainees Towards the Implementation of NFE Objectives  
in Samar

Behavioral Outcome	Degree of Responses					Total	Average: Descriptive	
	Fully Implemented	Satisfactorily Implemented	Moderately Implemented	Less Implemented	Not Implemented		Weight	Rating
	5	4	3	2	1			
1. Awareness of the vital role as a change agent in the promotion of NFE activities.	78 390	141 564	101 303	10 20	2 2	332 1279	3.85	SI
2. Provides training in vocational and occupational skills either as preparation for; employment or for increasing competency in various vocational and occupational area.	141 205	104 416	47 141	21 42	19 19	332 1323	3.98	SI
Total	395 1975	168 1872	311 933	109 218	45 45	1328 5043	3.80	SI

Table 12 (Continued)

Behavioral Outcome	Degree of Responses										Total	Average Weight	Descriptive Rating
	Fully Implemented	Satisfactorily Implemented	Moderately Implemented	Less Implemented	Not Implemented	Not Implemented	Not Implemented	Not Implemented	Not Implemented	Not Implemented			
	5	4	3	2	1								
3. Evolves an effective program of work based on community needs.	78	141	101	10	2	332							
	390	564	303	20	2	1279	3.85	S I					
4. Provides training in vocational and occupational skills either as preparation for; employment or for increasing competency in various vocational and occupational areas.	141	104	47	21	19	332							
	205	416	141	42	19	1323	3.98	S I					
T O T A L	395	168	311	109	45	1328							
	1975	1872	933	218	45	5043	3.80	S I					

Legend: The upper number is the frequency of response while the lower number is the weighted average.

implemented in Catbalogan. The total weighted average for the implementation of objectives was 3.82.

Number four objective provides training in vocational/technical skills either as preparation for employment or for increasing competency in various vocational and occupational areas, and obtained the highest weighted average of 3.98. On this particular objective, 141 or 43.47 percent of the trainees cited that this was fully implemented; 104 or 31.32 percent voiced that it was only moderately implemented; 21 or 6.33 percent felt that it was implemented and 14 or 4.22 percent said that it was not implemented.

An analysis of the data shows that the trainees really felt that the objectives of the program have been successfully carried out in Catbalogan. This partial feeling must be a result of the benefit they derived from the program.

Attitudes of Trainees Towards the Implementation of the Nonformal Education Program Areas. The nonformal education program was organized to promote civic consciousness and responsibilities, desirable health habits, socio-cultural development, functional literacy, leadership training and to develop out-of-school youth and adults into productive individuals and co-builders of a progressive society. Nonformal education offerings were geared

towards the basic needs of the trainees and the community which eventually contributed to the progress of the province and of the nation as a whole.

There are seven areas in the nonformal education program. To determine finally the effectiveness in the implementation of the program areas in the locality of Catbalogan, it is necessary to measure the attitude of the trainees towards the program as a whole. Such attitude is measured in two ways: toward the program areas in general and toward each itemized components or aspects in particular. If the general attitudes is unfavorable it will be advisable to continue the program. But if the general attitude is favorable to the program areas as a whole although not entirely favorable to certain aspects, only in these less favored areas should improvement be considered.

The program areas were divided and reflected in seven different tables. Five descriptive ratings of: strongly agree, agree, uncertain, disagree, and strongly disagree with ratings of 5, 4, 3, 2, and 1, respectively, were applied.

Attitude of Trainees Towards the Implementation of Functional Literacy. Table 13 shows the different aspects/goals of functional literacy as identified by the trainees in the implementation of nonformal education program in

Table 13

Attitude of Trainees Towards the Implementation of NFE Program  
Functional Literacy

Behavioral Outcome	Degree of Responses						Total	: Average :	: Weighted : : Rating :
	: Strongly : : Agree :	: Agree : : 4 :	: Un- : certain :	: Dis- : agree :	: Strongly : : Disagree :	: 1 :			
1. I can express my thoughts.	189 945	112 448	8 24	23 46	-	1	332 1463	4.40	Agree
2. I can express my thoughts in writing.	102 510	204 816	12 36	10 20	4 4		332 1386	4.17	Agree
3. I can comprehend what I read.	208 1040	101 404	-	23 46	-		332 1490	4.19	Agree
4. I develop love for reading.	98 490	184 736	10 30	38 16	2 2		332 1274	3.84	Agree

Table 13 (Continued)

Behavioral Outcome	Degree of Responses										Total	Weighted Average	Descriptive Rating
	Strongly Agree					Disagree							
	5	4	3	2	1	5	4	3	2	1			
5. I can make numerical computation for my needs.	201	104	2	25	-	332					1452	4.37	Agree
6. I learn and acquire new knowledge and skills.	218	101	5	6	2	332					1523	4.58	S Agree
7. I learn to relate with others.	212	108	2	8	2	332					1516	4.57	S Agree
Total	1248	814	39	147	10	2324					10084	4.34	Agree

Legend: The upper number is the Frequency while the lower number is Weighted Average.

the Municipality of Catbalogan. The total weighted average for the seven areas identified by the trainees is 4.34 which means that the trainees agreed that the seven areas were implemented in Catbalogan.

The trainees completely agreed that they learned and acquired new knowledge and skills and how to relate themselves with other members of the society, with weighted averages of 4.58 and 4.57, respectively.

The trainees had not developed the love for reading so much. Though they agreed that this had been implemented in Catbalogan, this aspect had only a weighted average of 3.84.

The data in Table 13 imply that the majority of the respondents favored the teaching of new knowledge and skills. It is understood that the main objective of the trainees is to earn and improve their economic status. The findings likewise suggest that there is a need for the nonformal education trainers and implementors to give more emphasis in the teaching of reading, writing and computation. Functional literacy should also be geared towards helping people to acquire simple mathematical computation. Acquisition of these skills will enable trainees to become more productive and self-reliant. It will also raise the literacy level of the people in the community as a whole.

Attitude of Trainees Towards the Implementation of Vocational/Technical Skills Training Program. Livelihood skills training as the goal of the trainees obtained weighted average of 4.58 percent as shown in Table 14. This signified that the trainees strongly agreed in this particular area of the nonformal education program which was implemented in Catbalogan.

One hundred of the trainees strongly agreed that they were already enjoying the income from the vocational/technical skills they acquired from the program. There were also 231 who declared that they now live a more productive and comfortable life because of the added income they are earning through services after acquiring skills.

These findings imply that the nonformal education trainees choose the courses that they consider more useful to them. These findings will likewise guide the trainers and implementors of the program on the choice of vocational/technical skills that will enable trainees to become more self-reliant, self-improved and economically self-sufficient to improve their socio-economic status.

Attitude of Trainees Towards the Implementation of Civic Citizenship Training. Civic Citizenship as an area in the nonformal education program is usually given as added instruction to trainees enrolled in vocational/technical courses to complement their training in skills,



Table 14

Attitude of Trainees Towards the Implementation of NFE Program  
Vocational/Technical Skills Training

Vocational/Technical Skills Training	Degree of Responses										Total	Ave. Weight:	Descriptive Rating
	Strongly Agree	Un- certain	Dis- agree	Strongly Disagree	Strongly Disagree	Disagree	Disagree	Disagree	Disagree	Disagree			
	5	4	3	2	1								
1. I utilize the vocational/technical skills acquired.	228 1140	94 396	0 0	10 20	0 0	332 1536	4.63	Agree					
2. I show improvement in my occupational skills.	197 985	108 432	4 12	23 46	0 0	332 1475	4.44	Agree					
3. I enjoy an increase in income because of improved occupational skills.	241 1205	72 288	0 0	17 34	2 2	332 1529	4.60	Agree					
4. I live a more productive and useful life.	231 1155	87 348	1 3	12 24	1 1	332 1531	4.61	Agree					
Total	897 4485	361 1441	5 15	62 124	1 1	1326 6066	4.58	Agree					

Legend: Upper number is the Frequency while the lower number is the Weighted Frequency.

knowledge, values and attitude.

Table 15 shows the responses of the trainees towards the implementation of this area in Catbalogan. The trainees generally agreed that this area in civic citizenship training was implemented in Catbalogan. The total weighted average was 3.96.

It was revealed by the data that the trainees had a deeper love for the country and had become nationalistic. There were 188 of the 332 trainees who also declared that they strongly agreed on this area. One hundred seventy-nine agreed that they became more involved in community development activities.

The data on Table 15 imply that the trainees had benefited from the civic-citizenship training integrated in the skills training program. This should be given more emphasis by the nonformal education implementors as civic-citizenship training is badly needed by the out-of-school especially in today's state of the country where moral decadence is evidently on the rise.

Attitude of Trainees Towards the Implementation of the Socio-Cultural Development. Socio-Cultural development aims to promote desirable cultural values through the organization of dance troupes, choral groups and musical activities, drama groups and other cultural activities.

Table 15

Attitude of Trainees Towards the Implementation of NFE Program  
Civic Citizenship Training

Civic Citizenship Training	Degree of Responses										Total	Weighted: Descriptive
	Strongly: Agree	Agree	Un- certain:	Dis- agree:	Strongly: Disagree:	Strongly: Disagree:	Disagree:	Agree:	Strongly: Agree:	Average:		
	5	4	3	2	1							
1. I become aware of the present gov't. development activities.	81	121	40	82	8	332				3.56		Agree
	405	484	120	164	8	1181						
2. I am more involved in community development activities.	78	179	48	17	10	332				3.89		Agree
	390	716	144	34	10	1294						
3. I love my country and become nationalistic.	188	121	3	18	2	332						
	940	484	9	36	2	1471				4.43		Agree
Total	347	421	91	117	20	996				3.96		Agree
	1735	1684	273	234	20	3946						

among the out-of-school youth and adults. Friendly competition in various cultural activities among the out-of-school group are encouraged.

Table 16 revealed that the trainees were not sure whether the activities that they had participated in were part of their socio-cultural development. This received a weighted average of 3.16 or uncertain. The trainees agreed though that they loved and appreciated an indigenous culture. This particular indicator got a weighted average of 3.60.

The data show that there is still a great deal to be done by the nonformal education implementors to enhance meaningful socio-cultural activities.

Attitude of Trainees Towards the Implementation of Physical Fitness Development. The ultimate purpose of nonformal education is the development of the whole man -- the realization of the total personality. It is not enough that a person knows how to read, write and compute. Nonformal education students should learn how to work and live together in peace and mutual respect through wholesome games and sports.

Table 17 revealed the attitude of the trainees towards these particular aspects of the nonformal education program. The total average weight for these indicators

Table 16

Attitudes of Trainees Towards the Implementation of NFE Program  
Socio-Cultural Development

Socio-Cultural Development	Degree of Responses							Total	Average Weight	Descriptive Rating
	Strongly Agree	Agree	Un- certain	Dis- agree	Strongly Disagree					
	5	4	3	2	1					
1. I join worthwhile socio-cultural activities such as: choral groups, dance troupe, dramatic guilds, etc.	64 320	102 408	36 108	82 164	48 48			332 1048	3.16	Uncertain
2. I love and appreciate an indigenous culture.	78 390	149 596	21 63	61 122	23 23			332 1194	3.60	Agree
Total	142 710	251 1004	57 171	149 286	71 71			664 2242	3.38	Agree

Table 17

Attitudes of Trainees Towards the Implementation  
of NFE Program on Sports Development

Behavioral Outcome	Degree of Responses					Total	Average	Weight	Descriptive Rating
	Strongly Agree : 5	Agree : 4	Un- certain : 3	Dis- agree : 2	Strongly Disagree : 1				
1. I engage myself in sports activities like basketball, softball, volley- ball, arnis, etc.	92 460	127 508	10 30	98 196	5 5	332 1199	3.61		Agree
2. I develop skills in playing the above games.	86 430	118 472	29 87	72 144	27 27	332 1160	3.49		Uncertain
3. I learn to exhibit sportsmanship and fair play.	98 490	108 432	41 129	56 112	29 29	332 1186	3.57		Agree
Total	276 1380	353 1413	80 240	226 452	61 61	996 3545	3.56		Agree

Legend: Upper number is the Frequency of Responses while the lower number is the Weighted Frequency.

listed for sports development is 3.56 which means that the trainees agreed that this part of nonformal education is carried out in Catbalogan.

It is also gleaned from the table that behavioral outcome on "I engage myself in sports activities like basketball, softball, volleyball, etc.," got a weighted average of 3.61 and "I learn to exhibit sportsmanship and fair play" with a weighted average of 3.57 which means that the trainees agreed on its implementation.

However, the trainees were undecided on whether they had developed the skills in playing basketball, softball, volleyball and other sports activities. This behavioral outcome was rated with a weighted average of 3.49 only.

The data on Table 17 signify that nonformal education implementors have still much work to do with regards to the instruction of sports development.

Attitude of Trainees Towards the Implementation of Leadership Training Program. Training program in non-formal education are organized for selected youth and adult leaders in the community to train them for greater participation in community development projects and activities. The trainees were requested to react towards these important aspects in this area.

Table 18

Attitudes of Trainees Towards the Implementation of  
NFE Program on Leadership Training

Behavioral Outcome	Degree of Responses--							Total	Average Weight	Descriptive Rating
	Strongly Agree 5	Agree 4	Un- certain 3	Dis- agree 2	Strongly Disagree 1					
1. I initiate/ organize/lead worthwhile activi- ties in the community.	102 510	146 524	21 63	43 86	20 20		332 1263	3.80		Agree
2. I participate in seminars/ workshops.	98 490	108 432	82 246	39 72	5 5		332 1245	3.75		Agree
3. I want to serve my country and fellowman.	149 745	109 436	6 18	62 124	6 6		832 1323	3.98		Agree
Total	249 1745	363 1452	109 227	144 282	31 31		996 3837	3.85		Agree



The trainees agreed that Leadership Training was integrated and taught in the nonformal education instruction. The total weighted average was 3.85. The trainees likewise agreed that they initiated, organized and led worthwhile activities in the community. They participated in seminars and workshops and were willing to serve their country and fellowmen. These items got weighted averages of 3.80, 3.75 and 3.98, respectively.

The data imply that while the trainees can already be depended upon in the community, there are still many projects and activities which can be promoted and used as training grounds to make them outstanding leaders in their respective localities. Today the country needs leaders who can propel their respective communities to progress.

Attitude of Trainees Towards the Implementation of Mass Media Program. One of the activities of the Office of the Nonformal Education is the promotion of nonformal education through the mass media. This is done through periodic radio broadcasts on special topic related to nonformal education. In every district, a radio listening program is organized by the Barangay Captain and the youth group, assisted by the nonformal education coordinator. The listening group tune in to a radio broadcast at a

Table 19

Attitudes of Trainees Towards the Implementation of  
NFE Program on Mass Media

Behavioral Outcome	Degree of Responses						Total	Average Weight	Descriptive Rating
	Strongly Agree 5	Agree 4	Un- certain 3	Dis- agree 2	Strongly Disagree 1				
1. I now listen periodically to radio broadcasts in special topics related to NFE, etc.	198 970	108 432	8 24	16 32	2 2	332 1480	4.46		Agree
2. I now read newspapers, magazines, etc.	102 510	129 516	12 36	85 170	4 4	332 1036	3.72		Agree
3. I now view television programs on gov't. thrusts/projects.	92 460	196 784	12 36	29 58	3 3	332 1341	4.04		Agree
Total	392 1960	433 1732	32 96	130 260	9 9	996 4257	4.07		Agree

certain hour after which they discuss among themselves the message of the broadcast. This is where learning takes place -- thus the listeners exchange views and ideas on the various aspects of the topics presented in the broadcast program.

Table 19 shows these indicators/behavioral outcomes of the program. The total weighted average was 4.07 which meant that the trainees agreed in the implementation of this area. The trainees agreed that they now periodically listen to special nonformal education broadcast, they read newspapers and magazines and they viewed television program on government thrusts and projects. These behavioral outcomes received weighted averages of 4.46, 3.72 and 4.04, respectively.

The data signify that the trainees are becoming aware of the importance of mass media.

#### Problems Encountered by the Trainees in the Implementation of the Program

Awareness of problems obtaining in any program is a plus factor for an effective implementation of such program. In this study, the respondents were made to identify their problems in relation to the program.

The simple frequency and percentage distribution was used in determining the gravity of the problems met by the trainees in the implementation of the nonformal

education program as shown in Table 20.

Table 20

Problems Encountered by Trainees in the  
Implementation of NFE Program

Problems	F	%	Rank
Lack of placement for graduates	312	93.98	1
Lack of equipment and tools for instructional purpose.	301	90.66	2
Short time allotment for training	246	74.10	3
Lack of involvement of the people in the program.	213	61.16	4
Lack of definite reading center	201	60.54	5
No market for NFE products	198	59.64	6
Lack of funds to buy materials and other NFE supplies	164	49.40	7
Lack of qualified trainers to teach vocational/technical skills	159	17.89	8
No problem	16	4.82	9

The foremost problem encountered by the trainees was "lack of placement for graduates." There were 312 or 93.98 percent who responded to this item. It should be noted that the measure of an effective training program is the immediate employment of its graduates. The second most urgent problem is "lack of equipment and tools for instructional purposes". This was claimed by 301 or 90.66 percent of the respondents. Nonformal education

implementors should understand that tools and equipment are very necessary for effective skills development.

Other problems that called for immediate attention were "Poor scheduling of classes" with 278 or 83.73 percent; "Time allotment for training is short" with 246 or 74.10 percent; "Lack of involvement of the people in the program" with 213 or 64.16 percent.

There were only 16 or 4.82 percent who signified that they did not have any problem at all. The data imply that the respondents were aware of and concerned with the improvement of the program.

#### Solutions to Problems as Suggested by Trainees

Problems encountered should not be left unsolved. Something must be done either to minimize or eliminate them altogether. Alternative to solve the problems were offered by trainees, as reflected in Table 21. It is noted that suggestions offered matched with the given problems.

The foremost solution offered as evolved by 320 or 96.36 percent of the 332 trainees was to "provide more tools and equipment" for skills training. Other suggestions according to their importance were "Classes must coincide with free time of the clientele" with 310 or 93.37 percent; "Have qualified trainers" with 304 or 91.57 percent and "Provide better incentives for trainees" with

Table 21

## Solutions to Problems as Suggested by Trainees

Suggestions	F	%	Rank
Provide more tools and equipment	320	96.36	1
Classes must coincide with the free time of the clientele	310	93.37	2
Have qualified trainors	304	91.57	3
Provide placement for graduates	299	90.06	4
Provide incentive to trainees	296	89.16	5
Faster/better support from the people	292	87.95	6
Courses must be in line with the needs of the clientele	268	80.72	7
Provide definite learning center	210	65.25	8
Promote a closer tie-up between private/public officials	108	32.53	9
No suggestions	16	4.82	10

296 or 89.16 percent.

There were 16 or 4.82 percent who did not offer any suggestion for the solution of their problems. There were trainees who were probably not so much interested in the program.

It should be noted that the suggestions given mostly pertain to individual development of the trainees. This

implies that man is basically interested and concerned with his own progress rather than of his fellowmen.

### Courses as Suggested by Trainees

One of the suggestions to the solution of the problems was offering courses that are in line with the needs of the trainees. In this regards, the trainees were requested to suggest courses/trainings which they felt were more in line with their needs. Table 22 reflect the courses that were suggested. The courses were divided into four categories, namely; Trade/Technical, Foods, Services and Handicrafts.

The course that was most needed or demanded by the trainees was Master Cutting with 182 or 54.82 percent. Other courses that were demanded by the trainees to be offered were Heavy Equipment Operator, Patis/Toyo-Making, Masonry, Plumbing and Candy-Making.

Among the trade and technical group, the trainees wanted that "Heavy Equipment Operator" should be given the priority. This got responses from 148 or 44.58 percent of the 332 trainees. Other courses which the trainees preferred were Masonry and Plumbing.

In the Food category, the trainees preferred for the offering of Patis/Toyo-Making which got responses from 182 or 54.82 percent. Others preferred courses recom-

Table 22

## Nonformal Education Courses as Suggested by Trainees

Courses		F	%	Rank
<b>A. <u>Trade/Technical</u></b>				
1.	Diesel Mechanic	102	30.72	8.5
2.	Heavy Equipment Operator	148	44.58	2
3.	Masonry	98	29.52	9
4.	Refrigeration	144	43.37	4
5.	Upholstery	102	30.72	8.5
6.	Wood Carving	92	27.71	11
7.	Plumbing	126	37.95	5.5
<b>B. <u>Foods</u></b>				
1.	Pâtis/Toyo Making	146	43.97	3
2.	Cake Decorator	94	28.31	10
3.	Candy Making	126	37.95	5.5
<b>C. <u>Services</u></b>				
1.	Master Cutter	182	54.82	1
2.	Fashion Designing	112	38.73	7
3.	Hair Science	42	12.65	7
<b>D. <u>Handicraft</u></b>				
1.	Home Decor	58	17.57	14
2.	Bag Making	61	18.37	13
3.	Hair Accessories	72	21.69	12



Table -23

Responses of the Trainees Towards the Impact of Nonformal Education  
Program on the Behavior of the People and Community

Behavioral Outcome	Degree of Responses							Total	Weighted: Descriptive	
	Strongly: Agree 5	Agree 4	Un- certain 3	Dis- agree 2	Strongly: Disagree 1				Average:	Rating
1. Positive interest on community affairs.	248 1240	98 342	4 12	2 4	0 -		332 1568		4.72	Agree
2. Active involvement in community affairs.	12 60	208 832	52 156	58 116	2 2		332 1166		3.51	Agree
3. Wholesome attitudes towards leadership and fellowship.	52 260	212 848	41 123	21 42	6 6		332 1279		3.85	Agree
4. Increased respect for law and order.	12 60	102 408	98 294	88 176	32 32		332 970		2.92	Uncertain

Behavioral Outcome	Degree of Responses -										Total	Weighted: Descriptive	
	Strongly:		Un-		Dis-		Strongly:		Average:			Rating	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree					
	5	4	3	2	1								
5. Improved quality of home life, health and sanitation, nutrition.	198 990	104 416	2 6	26 52	1 2	332 1466			4.42		Agree		
6. Increased respect for public and private property.	252 1260	88 353	2 6	2 4	0 0	332 1622			4.89		Agree		
7. Higher economic status.	102 510	95 380	118 354	14 28	2 3	332 1275			3.84		Agree		
8. Increase awareness in environmental ecology.	8 40	64 256	124 172	106 212	30 30	332 910			2.74		Uncertain		
Total	884 4420	951 3804	441 1323	317 634	75 75	2668 10256			3.84		Agree		

mended were Candy-Making and Cake-Designing.

For the service category, the trainees suggested that Master Cutting and Fashion Designing be offered. These two courses got responses from 182 or 54.82 percent and 112 or 38.72 percent, respectively.

For the Handicraft category, the trainees expressed preference for the offering of Hair and Accessories and Bag-Making.

The data on Table 22 suggest that the trainees like to have additional training on courses which enhance better chances of self-employment.

#### Impact of Nonformal Education Program on the Behavior of the People and the Community

To determine whether the nonformal education program had provided evident impacts on the lives of the people and the behavior of the community, the trainees were made to react to eight positive statements. Other attitudes were measured in two ways: towards the program in general and towards each itemized component or aspect in particular.

Table 23 shows the eight positive statements on the impact of nonformal education program on the people and the community.

The total weighted score for "strongly agree" was 4420, for "agree" 3804, for "undecided" 1323. The total

weighted score for "disagree" and "strongly disagree" were 634 and 75, respectively. The total weighted average was 384 which meant that the respondents agreed on the positive impact of the program on their lives and community.

There were four items which received a response of "agree". These were items number 2, 3, 5 and 7 with a weighted average of 3.51, and 3.51, respectively. The trainees strongly agreed on item 1 with a weighted average of 4.72 and item 6 with 4.89. However, the trainees were undecided on items 4 and 8. These two items have a weighted average of 2.92 and 2.74. These were only the two items which drew unfavorable responses from the trainees.

Table 24

Summary of the Distribution of Weighted Average  
for Table 23

Weighted Score	:	Number	:	Percent	:	Description
5	:	2	:	25.00	:	Strongly Agree
4	:	4	:	50	:	Agree
3	:	2	:	25.00	:	Undecided
2	:	0	:	0	:	
1	:	0	:	0	:	
Total	:	8	:	100.00	:	

Table 24 reveals the summary of the weighted averages for the responses in Table 23. There were 2 or 25% who strongly agreed, four or 50 percent who signified a descriptive rating of "agree"; 2 or 25.00 percent for "undecided".

The findings shown on Table 24 proved that the attitude of the trainees towards the implementation of the nonformal education program in Catbalogan was significantly favorable in all aspects.

#### Implication to Nonformal Education Program

Education is for human development. Be it formal, nonformal or informal, education aims to develop the human potentials in terms of knowledge, skills and values.

In line with the thrusts of the Department of Education, Culture and Sports in improving the quality of life of the greater number of people, especially in the rural areas, the Department, through the Bureau of Non-formal Education provides meaningful learning opportunities to its clientele, particularly the out-of-school children, youth and adults. This nonformal education program is an alternative for, a supplement to, and extension of the formal school system.

Nonformal education activities are carried outside the framework of the formal school system. They maybe

conducted either outside or inside the formal school classroom but it is best conducted in buildings or centers built for the purpose. The operation of nonformal education program has been on-going for almost two decades but a number of problems have yet to be solved.

While the government provides resources -- material and personnel -- to nonformal education program to achieve certain objectives, results and effects are far from being encouraging because of the apathy and indifferences not only of the target clientele but also of school administrators.

There is a need for a cooperative endeavor, not only among the implementors of the program but also among all those who are involved in the education of the masses. People must be involved, everybody must be motivated to participate actively in this program.

It has been pointed out that there are many agencies of government and non-government, involved in nonformal education program. However, the field is too wide and the number of clientele is too big that even with the participation of many agencies, some areas can not be fully covered. "The harvest is plenty but the laborers are few". The participation of many agencies and people in the program, both quantitatively and qualitatively is still essential.

Nonformal education program should be systematically planned. The interest, problems and needs of the clientele, community and the country as a whole should always be considered. The objective must be the total development of the trainees for social and economic progress. Courses like civic-citizenship, leadership, sports and others should always be integrated in the livelihood training.

Funding must be provided and better incentives to coordinators and trainers should be given. A misconception of the value and importance of nonformal education to national and economic development on the part of the policy makers and economic planners can lead to the emasculation of the funds allocated to the program.

While the number of out-of-school youth and adults keeps on increasing, the mission of nonformal education consequently becomes bigger and intensive, and if unattended to, becomes unfulfilled. Past achievements can be the bases in mapping our future activities to ensure further achievements. Given more encouragement and public support, understanding, and appreciation nonformal education as an instrument for national development, may yet be greatly improved and successful.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This study attempted to determine the extent to which nonformal education has contributed to the socio-economic status of its graduates in the different public schools in the municipality of Catbalogan. It involved 332 trainees, 171 of which are male and 161 are female. It covered school years 1987-1988 and 1988-1989.

#### Findings

The findings of this study are presented in accordance with the order of the specific questions.

##### 1. Profile of respondents

1.1. There is a negligible difference as to sex on the number of respondents in this particular study. There were 171 male and 161 female respondents.

1.2. Generally, the trainees were of the younger generation. A majority of them were under 24 years old. Seventy-three or 21.99 percent were of ages 22-23 years, 53 or 15.96 percent with ages of 18-19 years, 49 or 14.16 percent with ages



of 20-21 years of age. There were 32 or 9.64 percent who were only 14-15 years old and only 5 or 1.5 percent were of the late thirties.

1.3. Generally, the trainees were mainly out-of-school youth. A majority of 80 or 24.10 percent were high school graduates. Fifty-six or 16.87 percent were elementary school graduates. There were 50 or 15.06 percent who obtained college degrees and 13 or 3.92 percent were professional. The college graduates were mostly unemployed adults.

1.4. A big number of the trainees were still single. There were 192 or 57.83 percent who were of this status. There were 116 or 34.94 percent were married.

## 2. Socio-economic status of trainees

2.1. A majority of the trainees with trainings on livelihood skills created their own employment. There were 196 or 59.04 percent of the 332 trainees who were self-employed. Ninety-eight or 29.52 percent were employed and only 38 or 11.44 percent

had not found any employment at all.

- 2.2. The predominant livelihood skills acquired by the graduates was Automotive with 46 or 13.86 percent of the 332 trainees.

Most of these graduates were male with only two female. Cosmetology was the most demanded skills among the female group with 43 or 19.25 percent. The least attractive course among the male group was furniture making with only five or 1.51 percent and Basketry with 8 or 2.41 percent.

- 2.3. A majority of the graduates have gained employment. Most of them who created their own employment were those who took up Cosmetology. There 38 or 11.45 percent of them. Other skills that were employable were Food Business with 30 or 9.04 percent; Beautician with 23 or 7.53 percent, Dressmaking with 22 or 6.63 percent and Driving with 21 or 6.63 percent.

- 2.4. Generally, the trainees/graduates had earned additional income for their family with their improved or newly acquired

from the courses taken through the non-formal education program. The number of trainees who used to earn income of P100.00-P499.00 was reduced from 149 or 44.88 percent to 92 or 27.71 percent. Those who used to earn P3,000.00 or over increased from 4 or 1.20 percent to 24 or 7.23 percent.

- 2.5. That the graduates were able to acquire appliances out of their additional income through the nonformal education trainings is very evident as 312 or 93.98 percent of the 332 were able to acquire electric fans. There were also 301 or 90.66 percent who acquired radio sets, 204 or 61.45 percent, with gas stoves, and 198 or 59.64 percent acquired sala sets.

### 3. Plans of Graduates

- 3.1. Most of the graduates expressed dissatisfaction with their employment before training. Of the 332 graduates, 230 or 69.28 percent had expressed this feeling. Only 102 or 30.72 percent were satisfied with their job.

3.2. Majority of the trainees felt that the nonformal education program had greatly helped them in the improvement of their socio-economic status. Two hundred seventy-eight or 83.72 percent expressed this feeling.

3.3. One hundred ninety-eight or 59.64 percent of the graduates felt that the nonformal education training assisted them in their job placement.

3.4. Most of the graduates were still willing to acquire additional skills. There were 301 or 92.06 percent who expressed this feeling.

#### 4. Status of the Nonformal Education Program

4.1. The trainees have declared that the objectives of the nonformal education were satisfactorily implemented in Catbalogan. The total weighted average for the four objectives was 3.80.

4.2. The trainees have agreed that Functional Literacy, one of the areas in the non-formal education program was implemented in Catbalogan. This obtained a total

weighted average of 4.24. Of items 6 and 7 of the seven items for Functional Literacy, the trainees have strongly agreed on their implementation.

4.3. Livelihood skills or vocational-technical courses received a total weighted average of 4.57 which signified that the trainees strongly agreed on its implementation.

4.4. Civic-citizenship course which is usually integrated in all skills training scored a total weighted average of 3.96 which meant that the trainees agreed on its implementation. One hundred eighty-eight of the trainees have agreed that they have learned to be nationalistic and developed a deeper love for the Philippines.

4.5. The trainees have also agreed on the implementation of the socio-cultural aspect of the program. The total weighted average for the two items on this aspect was 3.38. However, the trainees were undecided on the effectiveness of the implementation of item number one which refers to the trainees'

participation in the socio-cultural activities.

4.6. The trainees have also agreed that leadership training was integrated and taught in the nonformal program. The total weighted average for this was 3.65.

4.7. The trainees have likewise agreed on the implementation of the mass media. They felt that this strategy had developed in them the love for listening over radio broadcast and the habit of reading more newspapers. The total weighted average for this was 4.07.

4.8. Various problems have been encountered by trainees with regards to the implementation of the nonformal education program. Foremost of these problems is the "Lack of placement for graduates." This got responses from 312 or 93.98 percent of the 332 respondents. Another significant problem of the trainees is the "Lack of tools and equipment for instructional purposes". There were 301 or 96.66 who declared on this.

4.9. Problems that arose in the implementation

of the program must be solved. Three hundred twenty or 96.36 percent of the trainees declared that tools and equipment be provided for effective instructions on skills development.

- 4.10. The trainees were made to suggest some training courses which they needed. There were five courses suggested, such as: Master Cutting, Heavy Equipment Operator, Patis/Toyo-Making, Refrigeration, Plumbing and Candy-Making.

5. Impact of Nonformal Education Training on the Behavior of the People and the Community

- 5.1. The trainees agreed that the Nonformal education program have somehow influenced and modified the behavior of the people and the community. The total weighted average for the eight items included in the questionnaire was 3.84.
- 5.2. The trainees strongly agreed on "Positive interest on community affairs" and "Increased respect for public and private property with a weighted average of 4.72 and 4.89, respectively.
- 5.3. The trainees were undecided on items

number 4 and 8. The obtained average for these two items were 2.92 and 2.74, respectively.

6. Implication to Nonformal Education program.

6.1. While the nonformal education program is carried outside of the framework of the formal school system, it must have the full support from the administrators, instructors, clientele and the community.

6.2. Funds should be afforded to the program for its implementation and effective operation.

6.3. The needs of the clientele and the economy of locality should be given utmost consideration in the offering of courses.

Conclusions

In the light of the data gathered, the following conclusions were drawn:

1. Respondents to the study were mature and mostly belong to out-of-school youth and unemployed adults.

2. The nonformal education program particularly on vocational/technical skills had contributed to the employment of its graduates.

3. A good number of the graduates were self-



employed by applying the skills they acquired in trainings, thus uplifting their socio-economic status.

4. Most of the livelihood skills training offered were on service. There were very few who took up fishing and agricultural skills.

5. The objectives and the various aspects of the nonformal education program were satisfactorily implemented in Catbalogan. Much more could be done to make the program more viable and responsive to the needs of the community.

6. The most pressing problems which hindered the effectiveness of the program were; lack of placement for graduates, lack of tools and equipment for instruction and the time allotted for the training program was too short.

7. The general attitude of the trainees towards the various areas of the nonformal education program was favorable. This implied that the trainees accepted the program in general.

8. The nonformal education program had a great impact on the behavior of the people. It had developed on them, consciousness of their role as responsible citizens not only in their particular community but also of the country.

### Recommendations

In the light of the findings, revealed in this study, the following recommendations are offered:

1. Nonformal education planners and implementors should look deeper into the extent of the implementation of the objectives, areas/aspects and strategies of the program with the end in view to evolving innovations that will make the program more responsive to the needs of the trainees, the locality, the locality, the province and the country in general.

2. The measure of a truly successful education program is when its graduates find themselves gainfully employed and earning enough for a comfortable life. To attain this degree, it is imperative that the program must look into the placement of its graduates.

3. Courses offered by the nonformal education program with insignificant relevance to the needs and demands of the trainees should be replaced with those courses which were suggested by the trainees.

4. The nonformal education program is addressed to meeting the universal goal of equity, which is improving the quality of life of the people who have less in life. The program therefore, should be geared towards the total development of life, itself; its implications on the economic, social, political and cultural well being of man.

5. There should be closer and stronger linkages between government and non-government agencies in order for the program to gain wider participation and greater success.

6. Like other investigations, this study has its own limitations. To be able to project a more encompassing profile of the nonformal education program in the community, more extensive researches should be in order. The researcher hereby recommends the following:

6.1. A socio-economic survey of the graduates be conducted in the interval of three years.

6.2. Survey on the impact of rural development through nonformal education.

6.3. Study on community resources as a basis for offering skills training.

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## A P P E N D I C E S

APPENDIX - A

QUESTIONNAIRE

NONFORMAL EDUCATION PROGRAM: ITS IMPACT ON THE  
SOCIO-ECONOMIC DEVELOPMENT OF THE TRAINEES

Sir/Madame,

You have been selected as one of the respondents on the study of "Nonformal Education Program: Its Impact on the Socio-Economic Development of the Trainees". The data that you will provide will be used for educational purposes. Please answer the questions as accurately and honestly as possible. Everything will be held confidential.

Thank you,

Remedio S. Mendiola

-----  
INSTRUCTION:

Please write the information asked of you in the space provided for or place a check mark (/) where it is necessary.

Personal Data:

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_

NFE Course taken \_\_\_\_\_ Year Taken \_\_\_\_\_

NFE Training Center \_\_\_\_\_

Home Address \_\_\_\_\_  
Street Barangay Town

Civil Status: ( ) Married : If married, name of spouse  
\_\_\_\_\_

( ) Single :

( ) Widow : No. of Dependents  
\_\_\_\_\_

Nationality \_\_\_\_\_

Educational Attainment:

Please check your educational status.

_____ Professional	_____ High School Graduate
_____ College Graduate	_____ Undergraduate High Sch.
_____ Undergraduate-College	_____ Elementary Graduate
_____ No schooling	_____ Primary Graduate

Employment Record:

Name of Present Job \_\_\_\_\_

Write "Unemployed" if not employed

Employer: \_\_\_\_\_

Write self-employed if you are engaged in a gainful occupation without working for somebody.

What employment did you get from your Nonformal Education training? Please check.

_____ Farmer	_____ carpenter
_____ fisherman	_____ food business
_____ auto mechanic	_____ swine/livestock raiser
_____ driver	_____ beautician
_____ poultry raiser	_____ Manicurist
_____ dressmaker	_____ tailor
_____ watch repairer	_____ others (Please specify)
_____ radio technician	

What is your estimated income from your Nonformal Education knowledge and skills? Please check.

_____ P 100.00	-	P 499.00
_____ 500.00	-	999.00
_____ 1000.00	-	1499.00
_____ 1500.00	-	1999.00
_____ 2000.00	-	2499.00
_____ 2500.00	-	2999.00
_____ 3000.00	-	over

Please check the different appliances that you have acquired through Nonformal Education training income.

_____ radio	_____ electric fan
_____ stereo-cassette	_____ electric iron

_____ rice cooker	_____ television
_____ gas range/stove	_____ electric stove
_____ pressure cooker	_____ beta.
_____ blender	_____ sewing machine
_____ toaster	_____ washing machine
_____ refrigerator	_____ others (Please specify)
_____ components	

Plans and expressed needs of the nonformal education graduates: Please check the answer to the following questions.

- a. Are you contented with your present job or employment? . . . . . ( ) Yes ( ) No
- b. Do you feel that your nonformal education training had helped you in your economic status? . . ( ) Yes ( ) No
- c. Do you from the school to find job for you? . . . . . ( ) Yes ( ) No
- d. Are you interested to acquire another nonformal education skills training? . . . . . ( ) Yes ( ) No
- e. Do you intend to stay in your employment permanently? . . . . . ( ) Yes ( ) No

#### Status of the Nonformal Education Program

Below are the objectives of the nonformal education Program according to the nonformal education Primer. Check the column that best describes the effectiveness of its implementation.

Objectives	:Fully :Imple- :mented	:Satis- :factori: :ly lm- :plemen- :ted	:Mode- :rately :Imple- :mented	:Less Im- :plemen- :ted	:Not Im- :plemen- :ted
	:	:	:	:	:

1. Aware of the : : : :

Objectives	:Fully :Imple- :mented : :	:Satis- :factori: :ly Im- :plemen- :ted :	:Mode- :rately :Imple- :mented : :	:Less Im- :plemen- :ted : :	:Not Im- :plemen- :ted : :
vital role as :	:	:	:	:	:
CHANGE agent					
in the promo- :	:	:	:	:	:
tion of the					
activities :	:	:	:	:	:
2. Integrates so-:	:	:	:	:	:
cial and eco-					
nomiC develop-:	:	:	:	:	:
ment programs					
and activities:	:	:	:	:	:
and services					
of organiza- :	:	:	:	:	:
tion and agen-					
cies for the :	:	:	:	:	:
disadvantaged					
through coo- :	:	:	:	:	:
perative plan-					
ning and work.:	:	:	:	:	:
3. Evolves an :	:	:	:	:	:
effective pro-					
gram of work :	:	:	:	:	:
based on com-					
munity needs. :	:	:	:	:	:
4. Provides trai-:	:	:	:	:	:
ning in voca-					
tional and occu-	:	:	:	:	:
pational skills					
either as pre-:	:	:	:	:	:
paration for					
employment or :	:	:	:	:	:
for increasing					
competency in :	:	:	:	:	:
various voca-					
tional and :	:	:	:	:	:
occupational					
areas. :	:	:	:	:	:



Below are the program areas of nonformal education program. Check the column that best describes the impact of which the activities for each program area have developed in Yourself.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Uncer-</u> <u>tain</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
A. Functional Literacy					
1. I can express my thoughts. _____					
2. I can express my thoughts in writing. _____					
3. I can comprehend what I read. _____					
4. I develop love for reading. _____					
5. I can make numerical computation for my needs. _____					
6. I learn and acquire new knowledge and skills. _____					
7. I have learned to relate with others. _____					

<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Uncer-</u> <u>tain</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
---------------------------------	--------------	------------------------------	-----------------	------------------------------------

B. Vocational/Technical Skills Training

- |   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| 1. I utilize the vocational/technical skills required.                    | _____ | _____ | _____ | _____ | _____ |
| 2. I show improvement in my occupational skills.                          | _____ | _____ | _____ | _____ | _____ |
| 3. I enjoy an increase in income because of improved occupational skills. | _____ | _____ | _____ | _____ | _____ |
| 4. I live a more productive and useful life.                              | _____ | _____ | _____ | _____ | _____ |

C. Civic Citizenship Training

- |  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| 1. I become aware of present gov't development activities. | _____ | _____ | _____ | _____ | _____ |
| 2. I am more involved in community development activities. | _____ | _____ | _____ | _____ | _____ |
| 3. I love my country and become nationalistic.             | _____ | _____ | _____ | _____ | _____ |

Strongly <u>Agree</u>	Agree <u>      </u>	Uncer- <u>tain</u>	Disagree <u>      </u>	Strongly <u>Disagree</u>
--------------------------	------------------------	-----------------------	---------------------------	-----------------------------

D. Socio-Cultural Development

- |   |               |               |               |               |
|---|---------------|---------------|---------------|---------------|
| 1. I join worth-<br>while socio-<br>cultural<br>activities<br>such as cho-<br>ral groups,<br>dance troupes,<br>dramatic<br>guilds, etc. | <u>      </u> | <u>      </u> | <u>      </u> | <u>      </u> |
| 2. I love and<br>appreciate an<br>indigenous<br>culture.  | <u>      </u> | <u>      </u> | <u>      </u> | <u>      </u> |

E. Sports and Physical Fitness Development

- |  |               |               |               |               |
|--|---------------|---------------|---------------|---------------|
| 1. I engage<br>myself in<br>sports acti-<br>vities like<br>basketball,<br>volleyball,<br>arnis, etc. | <u>      </u> | <u>      </u> | <u>      </u> | <u>      </u> |
| 2. I develop<br>skills in<br>playing<br>the above<br>games.  | <u>      </u> | <u>      </u> | <u>      </u> | <u>      </u> |
| 3. I learn to<br>exhibit<br>sportsman-<br>ship and<br>fair play.                                     | <u>      </u> | <u>      </u> | <u>      </u> | <u>      </u> |

<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncer- tain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
---------------------------	--------------	------------------------	-----------------	------------------------------

F. Leadership Training

- |  |       |       |       |       |
|--|-------|-------|-------|-------|
| 1. I initiate/<br>organize<br>worthwhile<br>activities<br>in the com-<br>munity. _____ | _____ | _____ | _____ | _____ |
| 2. I participate<br>in seminars,<br>workshops. _____                                   | _____ | _____ | _____ | _____ |

G. Mass Media

- |  |       |       |       |       |
|--|-------|-------|-------|-------|
| 1. I listen<br>periodically<br>to radio<br>broadcasts<br>in special<br>topics re-<br>lated to<br>Nonformal<br>education,<br>agriculture,<br>etc. _____ | _____ | _____ | _____ | _____ |
| 2. I read<br>newspaper,<br>magazines,<br>etc. _____  | _____ | _____ | _____ | _____ |
| 3. I view<br>television<br>programs on<br>government<br>thrust/<br>projects. _____   | _____ | _____ | _____ | _____ |

## Problems in the Implementation of the Program

Please check the problems which you have met in the implementation of the Nonformal Education program.

- \_\_\_\_\_ 1. Poor scheduling of classes.
- \_\_\_\_\_ 2. Lack of funds to buy supplies and materials.
- \_\_\_\_\_ 3. Lack of permanent training centers.
- \_\_\_\_\_ 4. No placement program for graduates.
- \_\_\_\_\_ 5. No market of products.
- \_\_\_\_\_ 6. Time allotment is short.
- \_\_\_\_\_ 7. Lack of tools/equipment for instructional purposes.
- \_\_\_\_\_ 8. Lack of qualified trainers to teacher vocational skills.
- \_\_\_\_\_ 9. Lack of community involvement in the program.
- \_\_\_\_\_ 10. No problems.
- \_\_\_\_\_ 11. Others, please specify

## Solutions to Problems Met

Please check the solutions listed below which you think can help solve the problems.

- \_\_\_\_\_ 1. Classes must coincide with free time of trainees.
- \_\_\_\_\_ 2. Sincere support from the community.
- \_\_\_\_\_ 3. Provide placement for graduates.
- \_\_\_\_\_ 4. Have more qualified trainers.
- \_\_\_\_\_ 5. Provide training centers.
- \_\_\_\_\_ 6. Provide better incentives to trainees.
- \_\_\_\_\_ 7. Provide more tools and equipment.
- \_\_\_\_\_ 8. Courses must be in line with the needs and interest of the trainees.
- \_\_\_\_\_ 9. Provide closer tie-up with public/private sectors.
- \_\_\_\_\_ 10. Others, please specify

## Suggested Courses that Must be Offered

Please check the different courses which you believe must be offered by the program.

### A. Trade/Technical

- \_\_\_\_\_ 1. Automotive
- \_\_\_\_\_ 2. Engine trouble

- \_\_\_\_\_ 3. Diesel Mechanic
- \_\_\_\_\_ 4. Plumbing
- \_\_\_\_\_ 5. Heavy Equipment Operator
- \_\_\_\_\_ 6. Refrigeration
- \_\_\_\_\_ 7. Masonry
- \_\_\_\_\_ 8. Wood Carving
- \_\_\_\_\_ 9. Furniture-Making
- \_\_\_\_\_ 10. Upholst.
- \_\_\_\_\_ 11. watch Repair
- \_\_\_\_\_ 12. Others, please specify

B. Food Business

- \_\_\_\_\_ 1. Food Processing
- \_\_\_\_\_ 2. Cake Decoration
- \_\_\_\_\_ 3. Candy-Making
- \_\_\_\_\_ 4. Pastries
- \_\_\_\_\_ 5. Main Dishes Preparation
- \_\_\_\_\_ 6. Fish Cooking
- \_\_\_\_\_ 7. Patis/Toyo-Making
- \_\_\_\_\_ 8. Others, please specify

C. Services

- \_\_\_\_\_ 1. Fashion Designing
- \_\_\_\_\_ 2. Dressmaking
- \_\_\_\_\_ 3. Cosmetology
- \_\_\_\_\_ 4. Beauty Culture
- \_\_\_\_\_ 5. Hair Science
- \_\_\_\_\_ 6. Master Cutting
- \_\_\_\_\_ 7. Others, please specify

D. Handicraft

- \_\_\_\_\_ 1. Home Decor-Making
- \_\_\_\_\_ 2. Bag-Making
- \_\_\_\_\_ 3. Shell Craft
- \_\_\_\_\_ 4. Basketry
- \_\_\_\_\_ 5. Hair Accesories
- \_\_\_\_\_ 6. Others, please specify

Impact of Nonformal Education Program on the Behavior of  
the people and the Community.

Below is a list of Behavioral changes which may have been affected by the Nonformal Education program in the people and in the community as a whole. Please check which appropriately describes your observation.

The Nonformal Education Program has developed in the individual and Community:

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Uncer-</u> <u>tain</u>	<u>Dis-</u> <u>Agree</u>	<u>Strongly</u> <u>Disagree</u>
1. Positive interest on community affairs.	_____	_____	_____	_____	_____
2. Active involvement in community affairs.	_____	_____	_____	_____	_____
3. Wholesome attitude towards leadership and fellowship.	_____	_____	_____	_____	_____
4. Increased respect for law and orders.	_____	_____	_____	_____	_____
5. Improved quality of homelife, health and sanitation, nutrition, etc.	_____	_____	_____	_____	_____
6. Increased respect for public and private property.	_____	_____	_____	_____	_____
7. Higher economic status.	_____	_____	_____	_____	_____
8. Increased on environmental ecology.	_____	_____	_____	_____	_____
9. Others, (Please specify)	_____	_____	_____	_____	_____

Legend:

Strongly Agree	-	Buong Pagsangayon
Agree	-	Sumasangayon
Uncertain	-	Walang tiyak na Kapasiyahan
Disagree	-	Hindi Sumasangayon
Strongly Disagree	-	Buong hindi Sumasangayon



## APPENDIX B

MGA PAKI-ANA-HITONGOD HAN PAGRAMA HAN EDU-  
KASYON DIREPORMAL: AN EPEKTO HA  
PANSOSYAL NGAN PANEKONOMIYA  
NGA PAGUSWAG HAN MGA  
TRENES

Sir/Madam:

Osa ka nga napili nga tagbaton dida nin osa nga pag-aram han Program han Edukasyon diri pormal: "An Epekto Ha Pansosyal ngan pan ekonomiya nga Pagduk wag han mga Trenes". An mga datos nga iyo ihahatag gaga-miton ha panuyo panedukasyon. Kon mahihimo alayon hin paghatag hin tuptup nga baton. An ngatanan dinhi hihilomon.

Salamat,

REMEDIOS S. MENDIOLA

Instruksiyon:

Alayon pagsurat han impormasyon nga inaaro ha imo dida hit blanko nga lugar o butangi hin tsek (/) kon ginkikinahanglan,

Datos nga Personal:

Ngaran \_\_\_\_\_ Babaye \_\_\_\_\_ Lalaki \_\_\_\_\_ Edad \_\_\_\_\_

Kurso ha NFE nga Ginkuha \_\_\_\_\_

Tuig kuhaon \_\_\_\_\_

Sentro/Lugar han Trening \_\_\_\_\_

Inookyan/adres \_\_\_\_\_  
Kalsada \_\_\_\_\_ Barangay \_\_\_\_\_ Bungto \_\_\_\_\_

Estado sibil: \_\_\_\_\_ Inasaw-an; kon inasaw-an; ngaran han  
asawa/bana \_\_\_\_\_

\_\_\_\_\_ Waray asawa

\_\_\_\_\_ Balo

Kadamo han ginsusuportahan \_\_\_\_\_

Pagkatawo nasyonal \_\_\_\_\_

Edukasyon nga natapos \_\_\_\_\_

Alayon pagtsek han pag-aradman nga imo natapos:

\_\_\_\_\_ Propesyonal

\_\_\_\_\_ Gradwado ha Kolehiyo

\_\_\_\_\_ Naglu-ang ha kolehiyo

\_\_\_\_\_ Nagtapos ha hay-eskul

\_\_\_\_\_ Naglu-ang ha hay-eskul

\_\_\_\_\_ Gradwado ha Seksto Grado

\_\_\_\_\_ Naglu-ang ha elementarya

\_\_\_\_\_ Nagtapos han primarya

\_\_\_\_\_ Naglu-ang han primarya

\_\_\_\_\_ Waray pag-eskoyla

Rekord hionong han trabaho:

Ngaran han yana nga trabaho \_\_\_\_\_

Konwaray trabaho alayon pagsurat - "waray trabaho"

Amo \_\_\_\_\_

Isurat "tiglugaring" kon may-ada nimo kalugaringon nga pagpakabuhi ngan waray ka amo.

Ano nga pag-employo an imo nakuha katima han imo trening ha NFE?

\_\_\_\_\_ parag-oma  
\_\_\_\_\_ parapangisda  
\_\_\_\_\_ mekanilo han awto  
\_\_\_\_\_ drayber  
\_\_\_\_\_ pagmanukan  
\_\_\_\_\_ parapanahi hin bado  
\_\_\_\_\_ para-ayad hin relo  
\_\_\_\_\_ tekniko han radyo  
\_\_\_\_\_ karpentero  
\_\_\_\_\_ pagbaligya hin pagkaon  
\_\_\_\_\_ pagbabuyan/pagbakahan/pagkarabuan  
\_\_\_\_\_ pagpahusay hin kahimo  
\_\_\_\_\_ pagmanikyur  
\_\_\_\_\_ panahi para kalalakin-an  
\_\_\_\_\_ iba pa (alayon pagtukib)

Pera iton imo kita tikan han regular mo nga pagpakabuhi? Alayon pag tsek.

_____ P 100.00	_____ P 499.00
_____ 500.00	_____ 999.00
_____ 1,000.00	_____ 1,499.00
_____ 1,500.00	_____ 1,999.00
_____ 2,000.00	_____ 2,499.00
_____ 2,500.00	_____ 2,999.00
_____ 3,000.00	_____ subra pa

Pera iton bana-bana mo nga kita tikang han imo nahibaruan nga kalasguran han NFE? Alayon pag tsek.

_____ P 50.00	_____ P 99.00
_____ 100.00	_____ 199.00
_____ 200.00	_____ 299.00
_____ 300.00	_____ 399.00
_____ 400.00	_____ 499.00
_____ 500.00	_____ 599.00
_____ 600.00	_____ 699.00
_____ 700.00	_____ 799.00
_____ 800.00	_____ 899.99
_____ 900.00	_____ 999.00
_____ 1,000.00	_____ subra pa

Alayon pag tsek an magkalain lain nga mga garamiton nga imo naparuk tikang han kita mo pagkatapos han trening han NFE.

\_\_\_\_\_ radyo  
 \_\_\_\_\_ esteryo-kaset  
 \_\_\_\_\_ gas rends/gas estob  
 \_\_\_\_\_ bentilador  
 \_\_\_\_\_ elektrik nga plantsa  
 \_\_\_\_\_ elektrik estob  
 \_\_\_\_\_ rays koker  
 \_\_\_\_\_ presyur koker  
 \_\_\_\_\_ blender  
 \_\_\_\_\_ toster  
 \_\_\_\_\_ repridyeretor  
 \_\_\_\_\_ komponent  
 \_\_\_\_\_ telebisyon  
 \_\_\_\_\_ beta  
 \_\_\_\_\_ makina hin pagtahe  
 \_\_\_\_\_ makina hin paglaba  
 \_\_\_\_\_ iba pa. Alayon pagtukib

Mga plano o iginpaabat nga mga kinahanglan han nagtapos han NFE. Alayon pag tsek han mga baton han mga masunou nga mga paki-ana.

a. kontento ka ba hit imo yana trabaho o empleyo?

\_\_\_\_\_ O-o \_\_\_\_\_ Diri

b. Naabat ka ba nga an imo trening ha NFE nakabulig ha imo yana estado ekonomiko?

\_\_\_\_\_ O-o \_\_\_\_\_ Diri

k. Nagkikinahanglan ka ba hin tambulig tikang na eskuylahan hit pamiling mo hin iba nga trabaho?

\_\_\_\_\_ O-o \_\_\_\_\_ Diri

d. Interesado ka ba magkamay-ada iba pa nga kalusguran han NFE?

\_\_\_\_\_ O-o \_\_\_\_\_ Diri

e. Ano nga kalusguran han NFE it imo naruyagan pagtrening;

\_\_\_\_\_ (alayon pagtukib)

Estado han Programa han NFE:

Ha ubos amo an mga tingoha han Programa han NFE subay han primer han NFE. Tseke an kolum nga nagsusumat hin maupay han kaepektibo han implementasyon.

Mga Tingoha	:Daru-: :damo :	:Damo :	:Guti:	:Guru-: :guti :	:Waray
1. Pag-abat han pagka- importante nga katungdanan ha pangin ahente han pag-bag-o han promosyon han mga trabahoon.	:	:	:	:	:

Mga Tingoha	:Daru- :damo	:Damo	:Guti	:Guru- :guti	:Waray
-------------	-----------------	-------	-------	-----------------	--------

2. Pagtimpo han mga programa pagpadukwag pansosyal ngan pan-ekonomika ngan han mga buruhaton ngan serbisyo han mga organisasyon ngan mga ahensiya para han mga kablas pina-agi hin binuligay nga pagplano ngan pagbuhat.

: : : : :

3. Paghimugso hin epektibo nga programa hin panarabaho base han kinahanglan han komunidad.

: : : : :

4. Paghatag hin trening parti han bokesyonal ngan panginabohi nga kalusguran para preparasyon ha pag-employo o para pagdugang han kalusguran han magkalainlain nga bokasyon o pag-pakabuhi.

: : : : :

Ha ubos amo an mga programa sakop han NFE nga pagaradman. Tseke it kulum nga nagsusumat han ka epektibo han mga artibedades han kada programa nga nakapagpauswag han imo kalugaringon.

A. Pagkabasa/ Pakasurat	:Duro- :damo	:Damo	:Guti- :ay	:Guro- :guti	:Waray :gud
----------------------------	-----------------	-------	---------------	-----------------	----------------

1. Naisisiring ko an akon ginhuhunahuna-an.

: : : : :

2. Naisisiring ko an  
 akon ginhuhunahuna-  
 an pinaagi hin pag-  
 surat. : : : : :
3. Nasasantup ko it  
 akon nababasa. : : : : :
4. Nagkamay-ada ako  
 pagkaruyag hin  
 pagbinasa. : : : : :
5. Nakakapagkontar ako  
 hin mga numero para  
 ha akon kalugaringon  
 nga panginahanglan. : : : : :
6. Nahibabaro ako ngan  
 nagkakamay-ada bag-  
 o nga hibaro ngan  
 kabatiran. : : : : :
7. Nahibaro ako hin  
 pagtagad han igka-  
 sitawo. : : : : :

B. Trening ha Bokesyonal/Teknikal nga Kabatiran

1. Nagagamit ko an  
 bokesyonal/teknikal  
 nga kabatiran nga  
 akon naamkon. : : : : :
2. Naipapakita ko an  
 pagtikaupay hit akon  
 kabatiran ha pag-  
 pakabuhi. : : : : :
3. Natitilawan ko an  
 dugang nga kita  
 tikang han maorooipayda  
 nga kabatiran han  
 pagpakabuhi. : : : : :
4. Produktibo ngan  
 mapulsanon it akon  
 kinabuhi. : : : : :

K. Trening ha Katungdan Sibiko.

1. Nahibaruan ko an  
mga aktibidades han  
yana nga pan-gobyer-  
nohan para pagka-  
duk wag.

: : : : :

2. Nahiaapi ako ha mga  
buruhaton nga pagka-  
duk wag ha komunidad.

: : : : :

3. Nagin mahigugmaon  
ako hit akon nasyon  
ngan naging "nasyon-  
alistiko" ako.

: : : : :

D. Sosyo-Kultura nga Pagduk wag.

1. Nabulig/nasali ako  
hin mga mag-upay nga  
mga buruhaton pan-  
sosyo-kultura sugad  
hin panganta hin  
grupo, pagsayaw ha  
grupo, mga drama  
ngan iba pa.

: : : : :

2. Nahigugma ngan  
naruruyag ako  
hit aton kalu-  
garingon nga  
kultura.

: : : : :

E. Esports nga Pagpaduk wag han Fisikal nga Kabatiran

1. Nagbubuhat ako han  
mga aktibidades pan  
esports sugad han  
basketbol, arnis  
ngan iba pa.

: : : : :

2. Nagkamay-ada ako  
kabatiran pag-uyag  
han ada na igbaw  
nga mga uyag.

: : : : :



3. Nahibaro ako  
pagpakita hin  
pagka esport  
ngan pag-uyag  
hin waray limbong.

: : : : :

F. Trening nan Pagkalider.

1. Ako an nagtitikang/  
nag-oorganisar hin  
mga mag-upay nga  
mga aktibedades  
hin usa nga lider  
ha komunidad

: : : : :

2. Nabulig ako ha  
mga seminar o  
workshop.

: : : : :

G. Pagsangyaw ha Kadam-an.

1. Namamati ako hit  
kada brodkast ha  
radio labi na an  
mga topiko nga may  
kalabotan ha NFE,  
agrikultura ngan  
iba pa.

: : : : :

2. Nagbabasa ako  
hit mga peryodiko,  
mga magasin ngan  
iba pa.

: : : : :

3. Nagkikita ako  
han mga programa  
ha telebisyon  
nga may kalabutan  
hit mga proyekto  
o katuyuanan hit  
gobyerno.

: : : : :

## Mga Problema Ngan Mga Ginkikinahanglan:

Ha ubos nakalist an mga problema ngan mga kakulangan nga nasasakupan han implementasyon han programa han NFE. Tseke han kulom nga nagsusumat han imo ihahatag nga grado.

	:Duro-:	:Damo	:Guti-:	:Guro-:	:Waray
	:damo	:Damo	:ay	:guti	:gud
1. An pagkamay-ada mga magtuturo/trenor.	:	:	:	:	:
2. Pakigburobligay hit iba nga mga ahensiya hit gobyerno ngan hit pribado nga mga ahensiya.	:	:	:	:	:
3. Eksperto nga panut-duan hit mga maestro.	:	:	:	:	:
4. An pagkamay-ada mga ekipanis ngan iba pa nga pisikal nga pasilidad/ gamit.	:	:	:	:	:
5. An pagkamay-ada mga libro ngan iba pa nga higamit han pagtuturo.	:	:	:	:	:
6. An pagkamay-ada kinukunaan hin mga panigasto.	:	:	:	:	:
7. An kadamo han oras han pagtrening.	:	:	:	:	:
8. An pagkamay-ada trabaho katapos gud la han pagtrening basi may kabatiran.	:	:	:	:	:
9. An pagkamay-ada mababaligyaan han nahuman nga produkto.	:	:	:	:	:

10. An pagkamay-ada importante nga relasyon han kurso nga pag-aradman ngada han mga kakalungan han komunidad.

: : : : :

11. Sentro han pagtrening para han NFE.

: : : : :

12. Iba pa, alayon pagtukib.

: : : : :

(Legend: Unnecessary - stated at the beginning of this particular question).

Epekto han Programa han NFE dida han pamatasan han mga tawo ngan ha komunidad.

Ha ubos nakalista an mga nabag-o/naliwat nga mga pamatasan nga bangin epekto han programa han NFE dida ha mga tawo ngan dida ha komunidad. Alayon pag-tsek hit nagsusumat han imo obserbasyon.

An programa han NFE nakahimo ha osa katawo ngan ha komunidad;

	:Makusog:	:Waray :	:Makusog
	: nga :Na-	:desis-:Natipa:	: nga
	: Pag- :aboyon:	: yon :	:Natipa
	:aboyon :	: :	:

1. Positibo nga interes han mga nahihinabo ha komunidad.

: : : : :

2. Aktibo nga pag-api ha mga nahinanabo ha komunidad.

: : : : :

3.	Maupay nga pag-tagad han liderato ngan han pagkasumurunod.	:	:	:	:	:
4.	Dugang nga pag-respeto ha mga bala-od ug pagkamurayaw.	:	:	:	:	:
5.	Nag-oroopayda nga kalidad han pag-ukoy ha panimalay, kamaupay han panlawas, sanitasyon, nutrisyon ngan iba pa.	:	:	:	:	:
6.	Dugang nga pag-respeto para han publiko ngan pribado nga mga propiyedad.	:	:	:	:	:
7.	Horohutas-a/ Dugang nga estado ekonomiko.	:	:	:	:	:
8.	Dugang nga pag-tagad han mga naglilibot nga ekolohiya.	:	:	:	:	:
9.	Iba pa, alayon pagtukib.	:	:	:	:	:

(Legend: Unnecessary - reflected already in the column).

APPENDIX C

MALACAÑANG  
Manila

PRESIDENTIAL DECREE NO. 1139

CREATING THE POSITION OF UNDERSECRETARY OF EDUCATION  
AND CULTURE FOR NONFORMAL EDUCATION

WHEREAS, nonformal education as a means of providing learning to the sector of the population who are not in a position to avail themselves of the facilities of formal education, is fast gaining support and acceptance among the people;

WHEREAS, various agencies of the government are now implementing nonformal education program as part of the government-wide campaign to upgrade manpower skills for industry, improve the literacy of the large masses of the people, and reorient them towards the new values posed by development;

WHEREAS, despite the efforts of these agencies much is yet to be done to achieve programs in nonformal education which would make it at least comparable to formal education;

WHEREAS, there is a further need to insure utmost coordination of the nonformal programs of various government agencies by way of rationalizing and integrating these efforts;

NOW THEREFORE, I, FERDINAND E. MARCOS, President of the Philippines, by virtue of the powers vested in me by the Constitution, we do hereby desire and order the following:

SECTION 1. There shall be created in the Department of Education and Culture the position of Undersecretary of Education and Culture with overall responsibility for the nonformal education program of the Department.

SECTION 2. It shall likewise be the responsibility of the Undersecretary for Nonformal Education to establish linkages with institutions with similar programs, both government and non-government, to assure effective and integrated implementation of these programs.

SECTION 3. Immediately after his appointment, the Undersecretary for Nonformal Education shall make an overall assessment of the existing nonformal education programs and submit his report with recommendations to the Secretary of Education and Culture.

SECTION 4. This Decree shall take effect immediately.

DONE in the city of Manila, this 13th day of May, in the year of our Lord, nineteen hundred and seventy seven.

(SGD.) FERDINAND E. MARCOS  
President of the Philippines

By the President:

(SGD.) JACOBO C. CLAVE  
Presidential Executive Assistant

/A true copy

APPENDIX D

Republika ng Pilipinas  
(Republic of the Philippines)  
Ministry of Education, Culture and Sports  
Manila

January 1978

MECS MEMORANDUM  
No. 263, s. 1978

DESIGNATION OF ONE ASSISTANT SCHOOL SUPERINTENDENT  
AS OVER-ALL COORDINATOR OF NONFORMAL EDUCATION  
IN PROVINCIAL/CITY DIVISIONS

TO: Bureau Directors  
Regional Directors  
Coordinator, State Colleges and Universities  
Schools Superintendents  
Heads of Private Schools, Colleges and Universities

1. To facilitate the achievement of the goals of national development which emphasize, among others, (a) self-sufficiency in food and greater reliance in energy; (b) increased development activities in the rural areas and lagging regions; and (c) improvement of habitat through development of human settlements, there is a need to strengthen and revitalize the nonformal education programs in all provincial/city divisions through effective administration and coordination. This will give greater emphasis on rural and countryside development and provide out-of-school youths and adults with relevant information that will enable them to participate more effectively in rural development.

2. To promote more effective administration of NFE, regional directors are requested to designate one assistant superintendent in each provincial/city division as over-all coordinator of NFE. The person so designated should have undergone the school Executive Development Program SEDP training or, in the absence thereof an assistant superintendent who has aptitude for nonformal education. He shall take charge of the implementation of the NFE program in the division, in addition to his regular duties. This memorandum strengthens Department Memorandum No. 121, s. 1977.

3. The names of the assistant superintendents designated as over-all coordinators of NFE should be submitted to this office as soon as possible.

4. Immediate compliance to this Memorandum is enjoined.

(SGD.) JUAN L. MANUEL  
Minister of Education and Culture

Reference:

Department Memorandum: (N. 121, s. 1977)

Allotment: 1-2-3-4-- (D.O. 1-76)

To be indicated in the Perpetual Index under the following subjects:

COMMUNITY DEVELOPMENT  
COMMUNITY IMPROVEMENT  
NONFORMAL EDUCATION

OFFICIALS  
PROGRAM  
SCHOOL



APPENDIX E

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN, NG EDUKASYON AT KULTURA  
(Department of Education and Culture)  
Maynila

August 26, 1977

DEPARTMENT MEMORANDUM  
No. 181, s. 1977

ORGANIZATION OF PILOT CENTERS  
FOR NONFORMAL EDUCATION

To: Bureau Directors  
Regional Directors  
Coordinator, State Colleges and Universities  
Heads of Private Schools, Colleges and Universities  
Schools Superintendents

1. In line with the provisions of P.D. 1139 and LOI, it is desired that each school division and every private colleges and universities set up a pilot center for nonformal education.

2. The center is designed to serve the needs of Kabataang Barangay, out-of-school youths and adults to enable them to develop themselves further, to acquire knowledge and skills for more effective social participation, and to contribute better society.

3. The following are the suggested guidelines in the setting up of this center:

- a. At least one pilot center for nonformal education shall be set up in each school division and private college/university although more centers specially in the barangays shall be most beneficial.
- b. The pilot center may be housed in any existing learning center or available school room, shop building, home economics building and administration building of any big central/barrio high school in the community where there is a big number of out-of-school youths. A new building may be also constructed out of school funds.

- c. The pilot center may be the venue for meetings/ classes of Kabataang Barangay and out-of-school youths and adults either enrolled in various nonformal education programs/classes or not.
- d. The pilot center shall properly equipped with tables, stools/chairs/benches, blackboards, facilities for cooking, sewing, craftwork, carpentry, work and agricultural activities, daily newspapers (English and Filipino), magazines, newsletters, easy to read books, medical hand-outs, transistor radios, etc.
- e. A division committee of five or more members headed by the school division superintendent shall be created to take responsibility for the program and see to it that the division pilot center is properly managed.
- f. Local committees on the district and barangay levels shall likewise be created to take responsibility over center in the district/barangay. These committees should be given free authority to plan and implement the program for the center like putting it in a proper shape and condition, attending to its needs; seeing that KS/NFE programs are properly conducted soliciting funds for the center and programming, evaluating and assessing accomplishment.
- g. Teachers for the center should be recruited from school teachers who may teacher part-time, and members of the community who possess certain expertise. This may be given honorarium out of the special education fund of the division allotted for citizenship training. Local resources of funds like civic organization and municipal funds may also be tapped for this purpose.
- h. Sample of programs on NFE may be the following:
  - 1. Development values and attitude like love of country, self-reliance, self-discipline, integrity, honesty, etc.
  - 2. Functional Literacy
  - 3. Numeracy

4. Elementary understanding of science and one's environment.
5. Economic productivity and occupational skills.
6. First Aid.

4. It is desired that these pilot centers be set up immediately, if none has been organized yet, so that they may be utilized for nonformal education activities of the division, at all levels.

5. A report on pilot NFE leading centers including committee membership should be submitted to the Under-secretary for Nonformal Education on or before December 31, 1977.

(SGD.) JUAN L. MANUEL  
Secretary of Education and Culture

Reference:

None

Allotment: 1-2-3-4-- (D.C. 1-76)

To be indicated in the Perpetual Index  
under the following subjects

CENTER  
COMMUNITY DEVELOPMENT  
NONFORMAL EDUCATION  
OFFICIALS  
PROGRAMS, SCHOOL  
REPORT  
SCHOOLS

/A true copy

APPENDIX F

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON AT KULTURA  
(DEPARTMENT OF EDUCATION AND CULTURE)  
Maynila

January 25, 1978

DEPARTMENT MEMORANDUM  
No. 27, s. 1978

PROVIDING APPROPRIATION FOR NONFORMAL EDUCATION

To: Bureau Directors  
Regional Directors  
Coordinator, State Colleges and Universities  
Schools Superintendents  
Heads of Private Schools, Colleges and Universities

1. Pursuant to the provisions of P.D. 1139, LOIs Nos. 561, 606 and 607, and Department Memorandum Nos. 121 and 181, s. 1977, the implementation of nonformal education programs and projects is being undertaken in all regions/divisions in the country making the need for fund imperative.

2. To facilitate the organization of NFE classes, the payment of honoraria of teachers and travel expenses of NFE supervisors/coordinators, and the purchase of much needed supplies and equipment, all local school boards (district, provincial and city) vocational schools, colleges and Universities are hereby directed to appropriate annually a substantial amount for NFE to meet the above-needs.

3. Immediate compliance to this Department Memorandum is enjoined.

(SGD.) JUAN L. MANUEL  
Secretary of Education and Culture.

Reference:

Department Memorandum: (Nos. 121 and 181, s. 1977)

Allotment: 1-2-3-4--(D.C.).1-76)

To be indicated in the Perpetual Index  
Under the following subjects:

APPROPRIATIONS .  
LEGISLATION  
PROGRAM, SCHOOL  
PROJECTS

PURCHASE  
SCHOOLS  
UNIVERSITIES AND.  
COLLEGES

A TRUE COPY:

## APPENDIX G

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS  
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)  
Maynila

March 18, 1987

DECS O R D E R  
No. 27, s. 1987

IMPLEMENTING GUIDELINES ON THE REORGANIZATION  
OF THE DEPARTMENT OF EDUCATION, CULTURE  
AND SPORTS PURSUANT TO EO NO. 117

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Cultural Agency Directors  
Regional Directors  
Schools Superintendents  
Chief of Service and Heads of Units/Centers  
Presidents, State Colleges and Universities  
Vocational School Superintendents/Administrators

In accordance with the implementing authority contained in Section 30 of Executive Order No. 117 dated January 30, 1987, empowering the Secretary of the Department of Education, Culture and Sports to issue such rules, regulations and appropriate instances to ensure the effective implementation of the provisions of the aforesaid executive issuance, these Implementing Guidelines are hereby promulgated:

1. Title

This department issuance shall be referred to as the "1987 DECS Reorganization Implementing Guidelines".

2. Objectives of the Reorganization

The reorganization of the Department of Education, Culture and Sports, hereinafter referred to as the Department, shall be undertaken under authority of Executive Order No. 117 issued on January 30, 1987 in order to promote efficiency and effectiveness in the delivery of education and public services. For this purpose, there shall be a rationalization, redefinition and clarification of the organization,

functional and position structure of the DECS in order to achieve the elimination of overlapping and duplication of services functions and activities and the standardization of position, structures, titles and salary scales.

3. Scope and Reorganization

The reorganization of the Department shall cover the organizational structure, functions and staffing patterns of the various bureaus, offices, agencies, centers, service units and other units of the Department including those in its field service, the attached cultural agencies, and other attached agencies except government corporations.

4. Preparation and Effectivity of implementing details

4.1 The implementing details for the reorganization the Department pursuant to EO 117 shall be completed and issued as a DECS Order not later than May 27, 1987: Provided, that partial implementing details may be prescribed from time to time within said period for any of the service units, bureaus, offices, agencies and centers of the Department as reorganized, when completed in consultation with the Department of Budget and Management: Provided: further that the consolidated implementing details earlier issued if any, shall be issued as a DECS Order on or before May 27, 1987, circulation to shall concerned.

4.2 The implementing details, including such partial implementing details as may be issued, shall be effective on the date of issuance of the appropriate DECS Order issued for the purpose, but the necessary implementing actions, such as appointments of personnel to the positions in the new staffing patterns, shall be undertaken within six (6) months after effectivity.

5. Effects of Reorganization

5.1 All service units, bureaus, offices and agencies including divisions and units not included in the approved new structure are hereby deemed abolished.

- 5.2 All positions in the approved revised staffing patterns of the Department as reorganized are hereby considered new.
- 5.3 All incumbent officials/personnel of the Department not appointed to position items in the new staffing patterns are hereby deemed separated from or reorganized out of the service.
- 5.4 All officials/personnel appointed to positions in the new approved staffing patterns shall continue to receive their present actual salaries or the hiring rates, which ever is higher.
- 5.5 Pending completion of the consolidated implementing details for the reorganization of the Department and their full implementation, partial original appointments and/or reappointments may be made by the Secretary or proposed to the President with respect to Presidential appointees.
- 5.6 For this purpose, an itemization of new position items in the central office and in the field service of the Department shall be included in the partial implementing details to be issued as a DECS Order referred to in paragraph 4.1 herein above to serve as basis for the extension of an original appointment and/or reappointment as called for in paragraph 5.5 supra.
- 5.7 All officials/personnel considered separated from the reorganized out of the service, including the effectivity of their separation, shall be notified accordingly.

6. Detail of Officials/Personnel.

- 6.1 The detail of all officials and personnel outside of their respective offices or official place of assignment are deemed terminated as of May 27, 1987. All such officials/personnel shall report to their respective official stations not later than 30 days after their appointment to their respective positions in the new staffing patterns. Otherwise, they shall be considered separated from or reorganized out of the service. The officials/personnel concerned shall officially notify both the Central Office Personnel Division when appropriate, on their having reported to their respective official stations.



- 6.2 This report-to-station requirement shall not apply to those who are detailed to the office of the President or temporarily reassigned in view of on-going or pending investigations or for disciplinary reasons.
- 6.3 No extension of detail or out-of-station assignment shall be authorized after the implementation of the reorganization unless with the prior approval of the Assistant Secretary for Human Resources Development and/or the Regional Directors in the field offices or the respective heads of the attached or cultural agencies, as the case may be.
- 6.4 The respective heads of service units, bureaus, offices, agencies and centers are hereby required to submit a report of detailed or reassigned officials/personnel not later than May 1, 1987 to the Central Office Personnel Division Chief.
- 6.5 All officials/personnel who are on extended leave of absence without pay at the time of the implementation of the reorganization and who are appointed to positions in the new staffing patterns are deemed recalled, unless the Secretary authorizes an extension thereof, and those who do not report to their official stations within 30 days from the effectivity of their appointment shall be deemed separated from the service. Those who have been absent without official leave are also deemed separated from the service.

7. Personnel Service Budget

- 7.1 The appropriation for personnel services provided for the Department in the current General Appropriation Act of 1987 shall constitute as the ceiling for the cost of the new staffing pattern of the entire Department.
- 7.2 All heads of service units, bureaus, offices, agencies and centers shall prepare and submit their budget estimates for Fiscal Year 1988 on the basis of the approved new organizational structure and staffing patterns of the Department as reorganized pursuant to Executive Order No. 117.

8. Retirement/Separation Benefits

- 8.1 As authorized in Executive Order No. 117 (1987), officials/personnel who are separated from the service as a result of the reorganization shall receive the retirement benefits to which they may be entitled under existing laws, or shall be paid separation benefits equivalent to one (1) month basic salary for every year of service or the equivalent nearest fraction thereof favorable to them on the basis of highest salary received, but in no case shall such payment exceed the equivalent of twelve (12) months salary.
- 8.2 All retired and separated officials/personnel entitled to payment of terminal leave benefits shall be paid their accrued leave and separation benefits in accordance with applicable rules and regulations.

9. Personnel Action Referrals

All questions and issues arising out of any personnel actions shall be brought to the official attention of the Undersecretary for Legal Affairs.

10. Injunction

Pursuant to Section 24 of Executive Order No. 117, no court or administrative body shall issue any writ or preliminary injunction or restraining order to enjoin the separation/replacement of any officer or employee affected under said Executive Order.

11. Separability Clause

Any portion or provision of these Implementing Guidelines which may be declared as contrary to Executive Order No. 117 (1987) shall not have the effect of nullifying other portions or provisions hereof.

12. Repealing Clause

All Department orders, memoranda, circulars and other Department issuances which are inconsistent with these implementing Guidelines are hereby repealed or modified accordingly.

13. Effectivity Clause

These Implementing Guidelines on the Reorganization of the Department of Education, Culture and Sports pursuant to Executive Order No. 117 (1987) shall take effect upon its approval.

APPROVED, March 18, 1987.

(SGD.) LOURDES R. QUISUMBING  
Secretary

Reference:

Department Order: No. 23, s. 1987

Allotment: 1-2-3-4- (M.O. 1-87)

To be indicated in the Perpetual Index  
under the following subjects:

APPOINTMENT, EMPLOYMENT, REAPPOINTMENT  
APPROPRIATIONS  
EMPLOYEES  
LEAVE  
OFFICIALS  
RETIREMENT  
RULES & REGULATIONS  
SERVICE

## CURRICULUM VITAE

NAME : REMEDIOS SANTIANO MENDIOLA  
DATE OF BIRTH : April 12, 1945  
PLACE OF BIRTH : Cabiao, Nueva Ecija

### EDUCATIONAL BACKGROUND

Elementary : Cabiao Central School  
Cabiao, Nueva Ecija  
1951-1957

Secondary : Cabiao High School  
Cabiao Nueva Ecija  
1957-1961

College : Far Eastern University  
Quezon Boulevard, Manila  
1961-1965

Graduate Studies : University of the Philippines  
Diliman, Quezon City  
1967-1968

: Philippine Normal College  
Taft Avenue, Manila  
1983-1984

: Samar State Polytechnic College  
Catbalogan, Samar  
1989-1991

### TEACHING EXPERIENCES

Classroom Teacher : 1966

District NFE Coordinator : 1978 to date

### CIVIL SERVICE ELIGIBILITY

Elem. Teachers' Exam.: September 28, 1969

## SCHOLARSHIP GRANT

MECS - PNC Scholarship Program : 1983-1984

## CURRICULUM PURSUED

Master of Arts in Teaching (MAT)	: Philippine Normal College Taft Avenue, Manila 1983-1984
Master of Arts in Education (M.Ed.)	: Samar State Polytechnic College Catbalogan, Samar 1988-1991

## SEMINARS and WORKSHOPS ATTENDED

Regional Training of Literacy Teachers in the Expansion of "Magbasa Kita" Project (Trainor)  
Candahug, Leyte Sept. 26- Oct. 24, 1990

Writing Curriculum Workshop for Literacy Teaching  
Regional Office, Tacloban City Oct. 1-15, 1990

Tri-Regional Consultative Conference and Workshop of NFE Implementors Organized by the Staff Development Div., Bureau of Nonformal Education  
Lapu-Lapu City Nov. 24-26, 1989

National Nonformal Education Training of Literacy Curriculum Writers  
Cavity City April 17-26, 1989

Regional Workshop on the Preparation of NFE Instructional Materials for Literacy  
Tacloban City Aug. 14-19, 1989  
Tanawan, Leyte Oct. 24-26, 1989

National ASEAN In-Country Training Program on Population and Development for Field Workers  
Tacloban City June 15-26, 1987

Regional Joint Military and Civilian Rural Communicators' Course  
Camp Lukban, Catbalogan July 27-Aug. 6, 1987

National Seventh Congress of Southeast ASEAN Librarian  
Philippine Convention Center, Manila Feb. 15-21, 1987

Regional Workshop on 8th Population Education Program  
GSP, Catbalogan Sept. 20-26, 1987

Regional First Training Course on Monitoring and  
Evaluation Procedures for NFE Program  
Tacloban City Dec. 18-22, 1986

Regional Seminar-Workshop on the Adaptation/Development  
on POPEd for NFE Coordinators (Curriculum Writing)  
Sab-a Basin, Leyte July 25-Aug. 3, 1984

Regional Seminar-Workshop on the Development of Neo-  
Literacy Materials Tacloban City August 4-10, 1985

National Annual Seminar-Workshop-Workshop NFE Focus on  
Human Development PPSTA, Manila Feb. 20-24, 1984

Regional Seminar-Workshop on Kilusang Kabuhayan at  
Kaunlaran -YCAP People's Center Tacloban City  
July 27-29, 1982

National Seminar-Workshop on the Use of Media  
National School Jan. 18-20, 1982

Regional Workshop Conference for NFE Coordinators  
Catbalogan, Samar Jan. 14-16, 1981

Regional YCAP Consultative Development Theater Workshop  
Naval, Leyte Nov. 17-21, 1989

Regional YCAP Seminar-Workshop People's Center  
July 16-20, 1979

#### AWARDS

Certificate of Appreciation	:	:	:	:	:	In Grateful recognition and Unselfish Support in the Implementation of FYDP/NFE in Samar
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Certificate of Recognition	:	:	:	:	:	In Conducting Regional Training for Literacy Teachers Candahug, Leyte Sept. 26-Oct. 24, 1980
-------------------------------	---	---	---	---	---	--

Certificate of  
Recognition . . . . Meritorious and Outstanding  
Performance in the Implemen-  
tation of NFE Program  
Regional Award  
Leyte National High Sch.  
June 22, 1990

Certificate of  
Recognition . . . . Regional Curriculum Writer  
and Trainor on the Prepara-  
tion of NFE Instructional  
Materials for Literacy  
Teaching  
Regional Office Aug. 14-16, 1969  
Leyte Oct. 21-26, 1989

Certificate of  
Recognition . . . . Active Participation on the  
Regional Seminar-Workshop  
on the Development of Neo-  
Literacy Materials  
Tacloban City Aug. 4-8, 1985

Diploma of  
Service . . . . In Recognition of Outstanding  
Service for the Cause of NFE  
Catbalogan March 1983

Certificate of  
Recognition . . . . Demonstrator, Division Echo  
Seminar-Workshop on People's  
Forest and SSS  
Catbalogan, Dec. 11-14, 1984

Certificate of  
Appreciation. . . . For Active Participation in the  
Regional Conference for NFE  
Coordinators Catbalogan  
Jan. 16, 1981

Certificate of  
Appreciation. . . . For Active Participation  
in the Regional Seminar-  
Workshop on the Use of Media  
Catbalogan Jan. 1982

Certificate of Recognition . . . .	Meritorious and Outstanding Performance in Implementing MECS Nutrition Program Catbalogan June 1980
Certificate of Appreciation . . . .	Unselfish and Devoted Services in the Advancement of "Lingap ng Pangulo sa Barangay" Manila 1983
Certificate of Appreciation . . . .	For Effective Assistance and and Support Toward Regional Seminar-Workshop on YCAP Catbalogan July 16-20, 1978

#### OTHER SPECIAL ASSIGNMENT

Regional Curriculum Writer for Literacy Teaching in the  
Expansion of "Magbasa Kita" Project

Regional Trainor and Consultant for Literacy Teachers in  
the Expansion of "Magbasa Kita" Project

#### MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

President, Samar Association of NFE/Adult Coordinators

Member, Philippine Association of NFE/Adult Coordinators

Member, Philippine Association of NFE/Adult Curriculum  
Writers

President, Summer Students' Association  
Samar State Polytechnic College  
Summer 1991



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