APPEAL
Training
Materials
for
Continuing
Education
Personnel
(ATLP -CE)

Volume VI

INDIVIDUAL
INTEREST
PROMOTION
PROGRAMMES

UNESCO PRINCIPAL REGIONAL OFFICE
FOR ASIA AND THE PACIFIC
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*APPEAL training materials for continuing education personnel (ATLP-CE)*


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Volume VI

UNESCO PRINCIPAL REGIONAL OFFICE
FOR ASIA AND THE PACIFIC
Bangkok, 1995
Asia-Pacific Programme of Education for All (APPEAL) was launched in 1987 by UNESCO with the aims of promoting literacy and basic learning skills through three programmes, (1) Eradication of Illiteracy (EOI), (2) Universalization of Primary Education (UPE), and (3) Continuing Education for Development (CED). The concept of a basic education programme was reinforced and expanded by the World Declaration on Education for All adopted by the Jomtien Conference held in 1990. This expanded vision of education will help the people firstly to acquire survival life skills through pre-school education, primary education and functional literacy programmes. Secondly to acquire knowledge and skills to improve their quality of life, and attitude and habit of lifelong learning through continuing education programme.

The world is going through a process of change which is unprecedented in its magnitude and implication. This phenomenon is specially noticeable in the Asia-Pacific, Region where the progress is much faster and implications are far more profound. APPEAL has made a survey of continuing education programmes in various countries. The survey revealed that the countries were organizing continuing education programmes under different names such as post-literacy, adult education, and non-formal education. The Second Meeting for Regional Co-ordination of APPEAL (Bangkok, 1990) decided to classify continuing education into six categories. These are (1) Post-Literacy Programmes (PLP), (2) Equivalency Programmes (EP), (3) Quality of Life Improvement Programmes (QLIP), (4) Income-Generating Programmes (IGP), (5) Individual Interest Promotion Programmes (IIP), and (6) Future-Oriented Programmes (FOP). Following the decision UNESCO/PROAP developed the following manuals under the general title of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE).

ATLP-CE Volume I: Continuing Education: New Policies and Directions

ATLP-CE Volume II: Post-Literary Programmes (PLP)
ATLP-CE Volume III : Equivalency Programmes (EP)
ATLP-CE Volume IV : Quality of Life Improvement Programmes (QLIP)
ATLP-CE Volume V : Income-Generating Programmes (IGP)
ATLP-CE Volume VI : Individual Interest Promotion Programmes (IIP)
ATLP-CE Volume VII : Future-Oriented Programmes (FOP)

These volumes have been conceived, developed and written by experts on continuing education in the countries in the region. Therefore, they have combined theory and practice into suitable manuals and made them flexible, so that each country can adopt and adapt them according to its situation and needs. These volumes are designed to act as source material for launching continuing education programmes. UNESCO/PROAP hopes that each country will develop its own system of continuing education. A number of Regional and Sub-Regional Workshops are planned to train key personnel who would be working for continuing education in their countries. ATLP-CE will provide basic materials for such workshops. I hope the countries will also use them in their national workshops.

In the end I would like to express UNESCO’s grateful thanks to all the experts who have contributed to conceptualize, develop and write ATLP-CE. I would like request all the experts of continuing education to make suggestions to improve the series continuously. I firmly believe that in this ever changing panorama practitioners of education should not be silent spectators but the main actors to induce change in the right direction.

Hedayat Ahmed
Director, UNESCO/PROAP
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INTRODUCTION

Asia-Pacific Programme of Education for All [APPEAL] is comprised of the following three inter-related programmes, i.e.

1. Eradication of Illiteracy [EOI],
2. Universalization of Primary Education [UPE], and
3. Continuing Education for Development [CED].

APPEAL was born out of the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning (1985). The World Conference on Education for All held in Jomtien in 1990 expanded the vision of Education for All and reinforced the resolve of Member States to provide basic education for all by the turn of this century.

UNESCO Principal Regional Office for Asia and the Pacific (PROAP) has been working very closely with Member States to develop various learning materials and training manuals to improve Primary Education and Literacy Programmes under APPEAL. As a result of success in primary education and literacy, a large number of adults have become literate. Very few of them however could pursue formal secondary and tertiary education after acquiring basic education. Therefore a need has arisen to develop continuing education opportunities outside of the formal education system.

The world is going through a process of change which is unprecedented in its magnitude and implications. This phenomenon is especially noticeable in the Asia-Pacific Region where progress is much faster and implications are far more profound. Therefore, the First meeting for Regional Co-ordination of APPEAL (Bangkok 1988) recommended to the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) that it develop concepts, methods and materials for different types of continuing education. Following the recommendation APPEAL made a survey of continuing education programmes in various countries. The survey revealed that the countries were organizing continuing education under
different names such as post-literacy, adult education, recurrent education, and so on. The Second meeting for Regional Co-ordination of APPEAL (Bangkok, 1990) decided to classify continuing education into six categories. These are: (1) Post-Literacy Programmes (PLP); (2) Equivalency Programmes (EP); (3) Quality of Life Improvement Programmes (QLIP); (4) Income-Generating Programmes (IGP); (5) Individual Interest Promotion Programmes (IIP); and (6) Future-Oriented Programs (FOP). In order to develop the professional competency of personnel working in continuing education, UNESCO has developed the following manuals.

ATLP-CE Volume I : Continuing Education: New Policies and Directions
ATLP-CE Volume II : Post-Literacy Programmes (PLP)
ATLP-CE Volume III : Equivalency Programmes (EP)
ATLP-CE Volume IV : Quality of Life Improvement Programmes (QLIP)
ATLP-CE Volume V : Income-Generating Programmes (IGP)

From December 1 to 10, 1993 a Technical Working Group Meeting was held in Bogor and Jakarta, Indonesia.

The purpose of the meeting was to develop the following two manuals:

ATLP-CE Volume VI : Individual Interest Promotion Programmes (IIP)
ATLP-CE Volume VII : Future-Oriented Programmes (FOP)

The Technical Working Group Meeting was attended by Resource Persons and Experts from Australia, Indonesia, Japan, Malaysia, Nepal, Republic of Korea and Thailand (the list of participants is given in the Annex).

Individual Interest Continuing Education Programme (IIP) provide opportunities for individuals to participate in and learn chosen social, cultural, spiritual, health, physical and artistic interests to cope with ever increasing individual interests and aspirations.
Volume VI of ATLP-CE on Individual Interest Promotion Continuing Education Programmes (IIP) gives a definition and discusses the concept, justification, target groups, programme, delivery system, methodology and strategies for organizing, managing and presenting IIP.

The volume also discusses issues and prospect and the impact of successful IIP on human resource development. An attempt has also been made in compiling this volume to link the programmes to national development plans and priorities and to strengthen implementation through optimization of resources available in the countries in Asia and the Pacific.
Chapter One

DEFINITION, OBJECTIVES AND CONCEPTS

A. Definition

The UNESCO Asia-Pacific Programme of Education for All (APPEAL) has categorized continuing education programmes into six types and one of them is Individual Interest Promotion Programmes (IIP). APPEAL Training Materials for Literacy Personnel Volume I, Continuing Education: New Policies and Directions has defined Individual Interest Promotion Programmes (IIP) as:

Those continuing education programmes which provide opportunity for individuals to participate in and learn about their chosen social, cultural, spiritual, health, physical and artistic interests.

This definition implies the following:

1. Since IIP are a component of continuing education this implies that under APPEAL they are for literate youth and adults.
2. That IIP meet the needs and interests of individual learners rather than communities as a whole, whereas the Quality of Life Improvement Programmes (QLIP) place emphasis on the development of family groups and communities.
3. That the main motivation to participate in an IIP is to satisfy and follow a particular interest and in practice this is frequently, but by no means always, a recreational interest.

There is a misconception among some that IIP are only for those who are affluent and who have no worries about earning a livelihood and so have a lot of leisure time. Alternatively they are seen to be mainly for retired people and housewives with time on their hands. This is not a true picture. Even the poorest people in the villages of least well developed countries need Individual Interest Programmes. In most villages and towns people observe
Individual interest promotion programmes

local festivals during which they perform a variety of cultural activities such as singing, playing musical instruments, performing drama and plays, and so on. Examples including Wayang Kulit (Shadow play) and Gamelan playing (bamboo musical instruments) in Indonesia: Rambang (dance), Ranaad and Kongwong (musical instruments) and long boat racing, in Thailand; Madal and Dhemay (musical instruments) and Lakhe nach (dance) in Nepal. These, are not only means of entertainment they promote ethnic solidarity and ensure the transmission from generation to generation of indigenous cultural traditions. Such activities are part and parcel of local life and culture.

Unfortunately, due to urbanization and modernization many people are forgetting the skills and competencies needed to perform such cultural dances and music and other traditional practices. Therefore IIP Should help local people pursue such interests. This will help to enrich people’s lives and preserve their culture. It will also save them from being overwhelmed by foreign cultural influences.

Another role for IIP is to provide opportunities for youth and adults in rural areas and in otherwise culturally deprived situations to give direction to their physical, artistic and emotional energies and talents so that their lives are enriching and personally satisfying. It is true of course, that IIP in more affluent societies can and do cater for broader ranges of interest and so encourage personal development in many areas of growth. Thus IIP should be seen as promoting the cultural, artistic, physical, spiritual and other interests of all people in all places.

B. Objective

The objective of any Individual Interest Promotion Programme is to provide learning experiences to promote and improve individual interest of all adults, but especially people such as youth, women, and the elderly. It basically aims at promoting and strengthening learning activities which enhance (a) leisure utilization, (b) life improvement and (c) self actualization.

IIP can be categorized into the following types:
a) **Hobbies Games and Leisure Utilization**

Such as flower arrangement, cake decoration, photography, stamp collecting, bridge playing, chess.

b) **Cultural**

Such as art, painting, drawing, traditional music, dance, drama, ballroom dancing, calligraphy, comparative religions.

c) **Self-reliance**

Such as car care, video repair, dressmaking, sewing, knitting, healthy cooking, computer literacy, owner builder training, property investment, stocks and shares, self-defence for women, first aid.

d) **Sports**

Such as aerobics, swimming, mountaineering, badminton, tennis, billiards.

e) **Personal Development and Self-actualization**

Such as meditation, creative writing, speed reading, Tai Chi, interpersonal skills, public speaking.

In some respects it is difficult to demarcate IIP from other types of CE such as IGP and QLIP because someone may pursue an individual interest through training and practice under such programmes. But in IIP any income which is generated or any improvement in the quality of life of the community which may follow is secondary. Making money or improving the community is not the main motive which is purely to pursue, satisfy and enhance a specific area of interest. Of course financial and other benefits may follow indirectly. For example a lady may have learned flower arrangement as a hobby only to find that people start coming to buy her flowers. A man may have learned Tai Chi under an IIP to find later that other members of the community come to learn Tai Chi from him so promoting the health and the quality of life of the community as a whole.
Thus the distinction between IIP and other types of CE depends upon the motivation and purpose of the learners. If a person attends a CE course with the primary motive of enhancing income or to advance his or her career, for that person the course is an IGP. If another person attends the same course purely with satisfying a personal interest as the main motive, that course for him or her is part of an IIP.

This implies that courses included under other types of CE programmes such as post-literacy, quality of life improvement, income generation and even under equivalency or future oriented programmes can cater for individual interest. To do so however they should provide open access to all elements within their programmes for all people without restriction. Some people may be interested in only one part of the programme and not in other parts and if this interest is to be met there should be open access to the part or parts concerned irrespective of whether the learner enrolls in the whole programme or not. Similarly, there should be open access to units within any programme of formal education e.g. a single semester course within a university degree programme which could be taken for non-credit purposes and merely to satisfy individual interest. In fact this practice is now widespread in universities and colleges in countries such as Australia, Japan and Korea.

C. The Nature and Characteristics of “Interest”

In psychological terms an interest may be defined as: “... The reflection of attractions and aversions in our behaviours, of our feelings of pleasantness and unpleasantness, likes and dislikes.” In terms of action if we are interested in something we seek it out and tend to accept it. If we are uninterested in something we tend to avoid or reject it.

Expressing this a little differently, interest is an element or item in an individual’s make-up, either congenital or acquired, because of which he or she tends to have the feeling of worth-whileness in connection with certain objects, or matters relating to a particular subject, or a particular field of knowledge as, for example, music, fine art or science. What has been called the doctrine interest in education is the theory that education must be based on the interest of the
learner, always starting from existing interests, and seeking to develop new interests on the foundation of these. The justification for this theory is that if a person is interested he or she will want to learn - interest provides the motivation.

Psychologists describe interests in terms of their duration, their intensity and their extensivity. By duration is meant the length of time an individual will follow a particular interest. In some areas, an interest may be of short duration only - say a few weeks or months - we term this a “passing interest”. For example a person may be interested in learning to type but because of lack of opportunity to type regularly may lose the interest after a few months or years. On the other hand someone may be very interested in playing a musical instrument and may maintain that interest throughout life.

There are degrees or levels of intensity of interest in a particular object or phenomenon. If very interested we will seek out that object as often as we can, if less interested we will seek it less frequently and if we are not at all interested we will tend to avoid it. So someone very interested in fine art will go to art galleries as frequently as possible, is likely to buy books on art and become involved in artistic activities such as attending courses on painting or sculpture. Someone less interested would occasionally go to a gallery or attend a lecture. Someone with no interest in fine art would avoid art galleries, would not buy or read books on art and would be most unlikely to attend courses on fine art unless such courses could not be avoided.

By extensivity is meant the breadth or range of the interest. Some people may have only a very narrow and specific interest within a particular area and others may have broader interests. In music for example one person may enjoy all forms of music whereas another may be interested in the music of only one or two composers or styles.

Effective IIP, therefore, need to take these three characteristics and properties of “interest” into consideration. Providers should recognize that some people will enrol and leave their courses quickly because their interests have been satisfied, while others will want much longer term involvement. They should understand that some people will seek highly intensive programmes
pursuing some interest areas in depth whereas other people may require a much more generalized approach. Providers should also recognize that some people have a narrow interest and others much broader interest in a particular topic or area and so respond with a highly varied range of activities to cater for as many different variations as possible.

**D. The Importance and Significance of IIP**

**a) Interest and Human Development**

The main argument in favour of IIP is in terms of providing opportunities for the psychological growth of individuals through the enhancement of their personal interests. The focus is on personal development. Opportunities for personal development, including the development of interests, should be available throughout life.

This is by no means a frivolous or marginal objective, because all aspects of human development enhance the quality of the human resources of a nation or a community. In other volumes in this series it has been argued that human resource development is the key to wise and sustainable socio-economic development and so to improvements in the future well-being of all citizens.

Promotion of personal interests through IIP enhances personal development and hence improves the quality of the human resources of a society in the following ways:

i) Because (as discussed in Section C above) interest provides a motive for learning, IIP promote learning and so foster personal growth. This in turn leads to the emergence of a better educated society and so the overall quality of human resources is enhanced.

ii) The satisfaction and growth on interests in one area frequently leads to the broadening of interests in that area and also to the arousing of interests in another area. This leads to increased desire for more and more education and so the overall general knowledge and mental capacity of the population improves.
iii) IIP emerge from and reflect the growing and changing interests of a community and so provide a springboard for the development of that community. Individuals are likely to participate in educational programmes which interest them and so will be motivated to acquire skills and knowledge which are transferable from one programme to another. For example in a poor rural village the promotion of cultural traditions through IIP may lead to interest in basic education such as literacy and numeracy so that the culture can be further promoted and its continuity from generation to generation ensured.

IIP therefore, directly and indirectly enhance the richness and potential of human capability. In so doing they accelerate the growth of society as a whole and contribute to improvements in all aspects of human well-being.

b) IIP and other Types of CE Programme

Justification of IIP in terms of their influence on other types of CE, especially in regard to the transfer of knowledge and skill, provides an important argument in their favour. This idea is shown diagrammatically in Figure 1.1.

The diagram in Figure 1.1 suggests that interest is a common element in all six types of CE programme and that IIP can either stand alone or be offered in association with one or more of the other types of CE. It also suggests that people could seek individual interests not only through IIP as such but by enrolling in the relevant parts of other types of CE.

A further point is that people who enter an IIP purely for interest can also extend that interest into areas covered by other types of programme and so may be motivated to enrol in and complete one or more of the other types. IIP therefore provide a bridge between programmes and so promote transfer of knowledge and skill and increase the likelihood of participation in CE activities in general.
Figure 1.1 The interrelationships between six types of continuing education

Interactions between types of CE programme can be even more subtle. Take for example possible overlaps and interreactions which may occur between three types of CE which are clearly closely related in objectives and scope - namely IIP, IGP and QLIP (see Figure 1.2).

The diagram (Figure 1.2) suggests that common elements can promote different combinations of interest and motivate participants to participate more fully in a broader range of social and personal development activities. The common areas are as follows:-

- IGP + IIP = Individual interests with a market orientation
- QLIP + IIP = Individual/interests with a community development orientation
- IGP + QLIP = Marketing and community development orientation
The central shaded area shows elements common to all three types of programmes.

The six types of CE programmes under ATLP-CE, therefore, do not stand alone. They share the common objectives of promoting human development and of enhancing human resources in any given society. Motivation to enter one type of course can lead to motivation to participate in another type. An important bridge is the commonality of interest and so IIP are important not only in their own right but because they provide a gateway to other types of CE. This idea is illustrated in Figure 1.3.

c) Specific Contributions of IIP to Human Development

In terms of human development IIP achieve the following:

i. Enriching Life

Since IIP provide opportunity for individuals to participate in and learn about their chosen social, cultural, spiritual, health, physical and artistic interests, they extend the range of a person's capacity and capability and so enrich life in the following ways:
Figure 1.3 The structure of CE under ATLP-CE and the interrelationship between types of CE in promoting human development
Definition, objectives and concepts

• Psychologically, there is a strong tendency of people whether in rural or in urban life to explore, experience, choose and enjoy an area or activity which is in line with their interests. IIP cater for this.
• There is a need to strive for self-actualization or the fulfilling of one’s real potential in all areas of life. IIP therefore provide an opportunity for people to grow and develop by satisfying their need to “belong”, to promote self-esteem and gain the esteem of others and so foster self actualization.
• People involved in IIP will gain most from life if they have developed autonomous personalities. That is if they are willing to seek knowledge and understanding in areas of interest, have respect for ambiguity, ability to interpret complex patterns, possession of broad views and a willingness to seek complexity. IIP, since they are educational in context and objectives, and are self-motivating, promote the development of an autonomous personality.
• Following personal interests increases satisfaction and so promotes happiness. Individuals can set and work towards personal goals and so gain a sense of fulfillment and achievement.

ii. Catering for all People at all Levels of Socio-Economic Development

Everyone has interests - they are a universal psychological phenomenon. Some are narrow, some broad; some relate to the world of work, some to leisure; some are temporary and some long lasting. Their universality, however, is important for CE because this ensures that IIP can be designed for everyone. Four points can be stressed in this regard.
• Firstly, there is an urgency to pay more attention to individual interests in vocational or occupational areas. Therefore, vocational or occupational interests must be addressed in a very systematic and appropriate manner to accommodate individual interests. This can be achieved not only through more conventional vocational training but also through vocationally oriented IIP.
Individual interest promotion programmes

- Secondly, the quality of human resources needs to improve for the purpose of local, district, provincial and national development, as well as in regional and global contexts and in all aspects of life. To achieve this goal, IIP should be designed in such a way that all levels of a community can participate in them.

- Thirdly, in general, IIP are prevalent in communities which are moving rapidly towards or which already have become learning societies. In such contexts there is a wealth of opportunity for individuals to increase knowledge, understanding and skills in areas of their specialized interests and these can be promoted through TIP.

- Fourthly, in less well developed societies there is a key role for IIP as entry points to other forms of CE through the promotion of cultural interests.

iii. Catering for all Categories of Society

The type, duration, intensity and extensivity of interest in a particular area, object or phenomenon depends on the psychological, geographical, anthropological, economical and sociological conditions experienced by individuals. For this reasons IIP should be provided for all types of people in all categories of society. They provide transferable general societal skills. In particular IIP achieve the following:

- motivate all social categories to develop their personal interests;
- stimulate and promote effective participation by all citizens in the process of development at micro and macro levels;
- create a link between and promote dialogue among rich, middle class and poor in both urban and rural areas;
- initiate and sustain group action in fields of common concern from the perspective of interest.
iv. Promoting Cultural Activities - Especially in Rural Areas and in Urban Slums

The promotion and development of cultural interests of all citizens, but especially the underprivileged, through IIP is important for the following reasons.

- They enhance the ability of a community to respect and foster its own culture.
- They enhance the capability of individuals to integrate existing cultural activities into other educational, informative and communication activities.
- They help people utilize cultural media to increase opportunities for development of personal and societal enrichment and creativity by fostering inventive activities and the development of resourceful behaviour across a whole range of socio-cultural and economic areas.
- They promote the creative use of leisure.

v. Promoting the Reading Habit and a Learning Culture

The way to achieve a learning society begins from promotion of reading habits and a culture of individually motivated learners. IIP promote this. The reasons why individuals should possess these values are:

- They contribute to an overall increase in general knowledge which is essential if individuals are to maintain and improve their reading habits and learning skills as autonomous individuals.
- Internalizing the values of reading and learning contributes to improvement in overall educational achievement in the community making individuals more able to work with groups and hence more capable and willing to be involved in unbiased and objective democratic processes.
- They raise the standard of living of individuals and the community by contributing to general well-being and by fostering self-actualization.
vi. Promoting Team Building

Due to the diversity of existing learning cells in society, promoting team building through sharing of common interests through IIP becoming indispensable. The reasons, why this is significant are as follows:

- IIP supplement and complement vocational and work related continuing education programmes (such as income generating and quality of life improvement programmes) by providing opportunities for members of the workforce to improve knowledge and skills in areas of work of special interest to them working together with and learning from people sharing the same interest.

- IIP encourage self reliance and self confidence and promote self esteem and so contribute to a positive attitude to the continued development of the community and of society as a whole.

vii. Promoting General Social Skills and Knowledge

There are three reasons why individuals need to be encouraged to utilize their skills, competence and knowledge gained from IIP activities in broader areas of life. These are

- Leadership skills are fostered which make thousands of course presenters more able to transfer their skills to other areas of life, e.g. to accept leadership roles in the workplace, in local government in voluntary associations and so on.

- Individuals as learners in IIP are entirely self motivated and IIP do not require costly research into individual and community needs or promotional programmes. Motivation to learn transfers to other walks of life.

- Individuals as learners in IIP will not only experience the process of learning but also will discover the joy of applying their skills, competence and knowledge for themselves and for others.
Chapter Two

PROGRAMMES, DELIVERY SYSTEMS AND TRAINING OF PRESENTERS

A. Framework and Formation of Programmes

In Asia and the Pacific IIP are relevant for all Member States, irrespective of the level of development. The origin and scope of the programmes, however, differ according to the extent to which a community or nation has become a learning society. Programmes with the broadest scope of activities are most prevalent in communities which are moving rapidly towards or which already have become learning societies. Since all societal agencies and adult individuals of a learning society have some educational role, the level of general community education is high, there is a wide range of individual interests in the community, and there is a wealth of opportunity for individuals to increase knowledge, understanding and skill in these various areas of interest.

In less highly developed countries not yet achieving learning society status IIP, while not as varied or extensive in scope, have an important role to play. They should build on and foster the traditional cultural and folkloric interests of the indigenous people of villages and towns.

In either situation, what usually happens in practice, is that courses emerge at local level. A group with a common interest comes together, coordinated by a local leader or expert in the area of interest. In a more developed community this interest could be one of many and may require a good standard of general education - courses in creative writing for example would require people to be able to read and write at a high standard. In less developed countries the common interests are more likely to relate to local cultural traditions such as religion, dance, music, folklore, traditional medicine and so on where the general educational background is less important but knowledge of local traditions is the key. These interests can be a springboard for the emergence of a wider range of interests as development proceeds.
Individual interest promotion programmes

In more developed countries IIP generally arise spontaneously. There are skilled qualified presenters available and participants are self motivated. There are agencies willing to promote, sponsor and present IIP activities and mechanisms are available to organize and administer IIP.

In less developed countries the main focus at all levels is on more obvious aspects of socio-economic development and priority may not be given to the preserving and enhancement of the traditional culture and activities through IIP. What is needed is a clear government policy in this regard. Governments need to broaden their views of CE so as to provide opportunities for individuals to participate in local religious, cultural, sporting and other traditional activities in order to preserve and foster them. Other traditional cultural activities and practices such as medical practice, farming techniques and so on which are still appropriate and relevant in the newly emerging society should also be preserved and promoted. Government policy should also foster the broadening of local interests e.g. say from traditional games to a wider range of physical activities relevant to nationally and internationally recognized sports.

The formation of any IIP group is facilitated by a CE agency at a learning centre. This agency is a local body. It may be a village or suburban community group, religious organization, a government agency, a community or evening college, the extension division of a formal school, university or college, a library, gallery, zoo or botanical garden, and so on.

The facilitating agency advertises and organizes the courses. It recruits the course leader, meeting costs from fees paid by those attending or from other sources. If fees are charged they are kept to minimum by means of government subsidy and/or by using very low cost learning centre venues such as schools (out-of-hours) and other public buildings. Some courses could be held in the homes of presenters or participants. The facilitating agency enrolls participants, provides resources and administers the programme. The work of the facilitating agency is usually supported through a national or provincial CE infrastructure such as a State Council of Continuing Education. Most facilitating agencies are members of nation-wide CE networks.
Programmes, delivery systems and training of presenters

IIP are demand driven. Each stands or falls on its own merits. Courses attracting viable enrolments are repeated and those which do not are discontinued.

Courses usually emerge in one of two ways. The first way, and by far the most common, is that a potential course leader offers his or her services in a specialized area, or is recruited by the facilitating agency. Based on previous experience, the facilitating agency decides if the course suggested is marketable and then advertises it. Courses which do not attract more than an agreed minimum number of participants do not proceed. The second way is for a group of local people with a common interest to request a course. The facilitating agency then finds a suitable leader and the course is initiated.

These procedures are illustrated in the following diagram (Figure 2.1).

B. Types of Courses and Activities

IIP reflect the personal interests of members of the community at large. In communities at a relatively low level of development interests outside those related to survival or to economic development may be restricted in range to the culture and traditional interest of the society. In more developed communities economic concerns are likely to be less dominant and a very wide range of personal interests emerge.

In broad terms, there are three types of IIP activities. These categories are not mutually exclusive but reflect the broad purposes of various types of activity.

1. Use of Leisure (L)

As societies develop, adults enjoy more and more leisure. In developed communities housewives, the unemployed and the aged have considerable free time. In poorer communities there is time available outside of work hours-especially in the cities where unemployed youth have little to do other than turn to crime, misuse drugs or engage in other anti-social behavior. Fostering creative use of leisure is therefore an important role for IIP. Typical courses and activities in this area include (i) crafts such as flower arrangement, weaving, jewelry
making and so on; (ii) hobbies such as collecting, model making and travel geography; (iii) Sporting and health activities such as games, physical fitness, gymnastics, Tai Chi, first aid and so on.
2. Life Enrichment (LE)

In the developed world cultural interests are broad and usually reflect the major cultural trends of the world as a whole. In less well-developed countries cultural interests are more traditional and are usually based on indigenous practice. In both situations, however, the role of culture is vitally important in adding richness and satisfaction to life, in promoting a sense of personal identity and of one's place in a cultural tradition or ethnic environment and in giving personal pleasure and satisfaction through creative expression. IIP in this area, therefore, generally deal with the fine arts, such as painting and sculpture, music, dance and literature. They also foster cultural communication skills such as drama and creative writing, foreign language studies, and creative writing in areas such as poetry, short stories, novels and other forms of literary expression.

3. Self-Improvement (SI)

All IIP aim at self improvement but what is specifically meant here is the type of activity which enhances an individual's opportunity to engage more effectively in his or her day-to-day activities. Some courses in this area focus on the promotion of self-help skills; for example car and home maintenance, cooking, speed reading, computing for personal use, and typing for personal communication. Other courses are concerned with aspects of personal development such as psychology, memory training, creative thinking and problem solving, interpersonal skills, conversation skills and time management. Another group of activities focusing on self improvement are those related to personal finances e.g. keeping personal accounts, planning investments, and preparing income tax returns. Important activities in this area are work related. To distinguish them from IGP however, it is important that the main motive for enrolment is to follow-up areas of special concern which would make the participants job more interesting and effective, not just with the aim of seeking a higher wage or salary although that may well be a welcome spin-off. Work related courses of this type could include foreign languages for business; small business management; word processing; interpersonal relations in the work-place; negotiation skills; leadership skills and writing for business.
Individual interest promotion programmes

The proportion of a total programme devoted to each of these categories of IIP would depend on the levels of income and status of economic development of the community. This idea is illustrated below (Figure 2.2).

C. Programme Development

In respect to overall programme planning within the framework of IIP, courses should be provided which cater for the genuine needs of the local adult community. This is generally achieved through two processes - (i) response to community requests and (ii) testing the market by advertising and piloting courses according to the availability of presenters. The latter approach is especially effective as only those courses which serve the true needs of the community survive. In addition in most cases the areas of interest of potential course presenters are representative of the interests of the community at large. Common-sense prevails. It is most unlikely that courses would be proposed which cater for only highly specialized interests. A course on general philately or on the philately of the participant’s country is likely to succeed. One on the stamps of Bavaria between 1840 and 1842 is not likely to attract a clientele.

An important feature of an effective IIP is to cater for individual needs within a particular group of participants. While it is true that all participants in a given IIP have come together because of a common interest, the presenter and

Figure 2.2   Changing proportions of IIP activities in communities at different level of income
each individual participant may have a personal agenda or need which must be
catered for. In an IIP on musical appreciation for example, all members of the
group may wish to learn to read a musical score. But individual members of the
group will be interested in specific types of music: classical romantic; modern
symphonic; hard rock and so on. The course presenter must be sensitive to the
different types of needs and interests and cater for them. Ideally the content,
that is the course curriculum, should be developed through negotiation and not
be pre-designed - at least in its detail.

The key elements in any single course within an IIP therefore are the
presenter, the participants and the content, or the curriculum. The closer these
are integrated the more truly the course will reflect the genuine interests of all
those involved. This idea is illustrated below (Figure 2.3).

Figure 2.3 reflects stages of development which generally follow stages in
the socio-economic development of a community. In communities at a relatively
low level of development the curriculum is usually designed by the facilitating
agency - a government or non-government body. The presenter is then recruited
and the participants enrolled. Neither the presenter nor the participants have
any say in the content of the courses which are presented.
At a stage where the community is more developed a greater degree of flexibility in course design is possible because of the higher levels of education of those involved. It is possible for both the presenter and the participants to introduce alternatives and to add or delete some content according to their personal preferences.

In more advanced levels of community development where all involved have a good general education the content of the course can be fully or almost fully determined by negotiation between the presenters and the participants. In this way the genuine interests of the whole group are catered for. Each course is unique. The aim in the development of an effective IIP is to move as quickly as possible from Stage I through Stage II to Stage III.

D. Design and Development of Courses

While many aspects of the design and development of IIP are much the same as for any type of CE programme there are some unique features. Given below is a diagram illustrating the various stages in the development of a single course within an IIP (Figure 2.4).

In Figure 2.4 the stages of development are numbered 1-13 and the following notes correspond to these numbered stages.

Step 1: Presenters’ Skills and Attributes

This should be a main entry point. If it is possible to identify the special skills and attributes of available presenters, and later match community needs, with those skills and attributes, this will ensure development of a course which is realistic and which can be presented with confidence and full credibility. It is somewhat revolutionary in course design to start with a presenter’s attributes rather than the needs of the learners, but it is an effective starting point for a course of this type.
Figure 2.4  Steps in the Development of a Course within an IIP Programme. (Based on Meyer, Jenkins and Chan 1978)
Individual interest promotion programmes

Step 2-4:  The Three Filters I, II, III

The next step is to match up the skills and attributes of possible presenters with a series of checklists that will filter out those best suited to cope with adult courses. The three “filters” concerned at step (2) are: a checklist of general social needs as in Maslow’s Hierarchy of Needs; step (3): a checklist of the general conditions for effective learning and step (4): a list of the general characteristics of adult learners. If the qualities and background of the available presenters are such that they cannot cope with these general requirement it would be well advised to abandon the course or to provide some preliminary training.

Step 5:  Statement of Purpose

Write a broad statement of the intent of the course mentioning in particular for whom it is intended and the anticipated background of participants.

Step 6:  Statement of Aims

Prepare a list of up to ten (but no more than ten) general statements of goals to be achieved. Write these in broad non-behavioural terms.

Step 7:  Feedback A

At this stage it is important to relate the aims to each of the checklists in the three filters. This feedback step could ensure that the aims are consistent with the general needs and learning styles of adults.

Step 8:  Statement of Objectives

Objectives should be stated at a general level but using behavioural language. It is usually not necessary to itemize criteria (standards) for assessment or conditions of learning as the detailed programme of activities will usually give sufficient information on these points.
**Step 9: Designing General Learning Activities**

These should be broadly defined with the following aspects in mind.

i) the skills and attributes of the presenter

ii) the purpose, aims and objectives of the course

iii) the resources available

iv) the types of learners involved.

Part of this step is to arrange learning activities in a broad learning sequence ensuring that there is a smooth step-by-step development of concepts, attitudes and/or skills.

**Step 10: The Input-Process-Output Cycles**

This is a refinement of step 9. Each activity should have an input phase (say listening to a talk or seeing a movie); a process phase (such as a discussion session or a review), and an output phase involving a product of some kind (e.g. a manufactured object; a plan; a test; an essay; a drawing and so on produced by the participants and emerging from their interests). At the output phase some provision should be made for feedback to the learners and for reinforcement.

**Step 11: Designing Varied Responses**

Step 11 is a further refinement of step 9 and 10. It should be recognized that adult groups have widely varied backgrounds and interests. Some provision should be made for this by going back to step 8 and varying the general statements of objectives to cater for likely differences between sub-groups who may attend the course. With these variants of the objectives in mind the process and output phases of each activity might need to be produced in varying forms to cater for the various sub-groups.

At this stage too, it is important to again carefully review the teaching sequence - the sequence of events on the programme. As part of step 11 the final programme should be prepared listing the times, the topics and activities and the changes in groupings from activity to activity.
Individual interest promotion programmes

Step 12:  Evaluation of Outcomes

Evaluation procedures should be developed at this stage to check on the suitability of the objectives and on the effectiveness of the activities, the sequence of activities, the input-process-output cycles, any variants on the objectives and the activities to cater for sub-groups and the general outcomes of the course as a whole.

This information is then used to adjust the course design (Feedback B at step 13).

E. Scope and Content of IIP

As previously discussed the scope and content of any IIP will be determined by the level of development of a country.

In a well educated articulate adult community of the type found in suburbs of large cities of the more developed countries there is an enormous range of individual interests. A facilitating agency offering IIP, therefore, must respond by catering for as many interest groups as possible. Factors which should be considered in selecting interest areas to be covered by a particular programme could include the following:

- Availability of presenters - usually the interests of potential presenters are representative of the interests of the community at large.
- Level of specificity of interest - usually broad areas of interest should be dealt with, e.g. musical appreciation in general rather than a consideration of only one composer.
- Dominant occupations of adults in the catchment area of the facilitating agency - job related interests can then be targeted.
- Socio-economic levels of the local community.
- Social trends and fashions - for example the increasing use of video recorders, computers, fax machines etc. in the home.
- Local facilities - e.g. libraries, museums, clubs, sporting facilities and so on.
In large cities of developed countries, programmes are usually offered by facilitating agencies serving a group of neighbouring suburbs. Frequently they cover the suburbs in one or two municipalities (local government regions). Two examples of lists of courses provided by such CE agencies are given below, one from Australia, and one from Japan (see Examples 1 and 2).

Analysis of Examples 1 and 2 confirm that the three categories or types of course discussed above in Section B of this Chapter are covered by these programmes and that the predominant courses are in the creative use of leisure and in the area of life enrichment. Less emphasis is given to job-related courses and to other aspect of self-improvement.

At an intermediate stage of development the range of courses offered is less and the emphasis on recreational and leisure interests is reduced with about equal weighing being given to all three types - leisure, life enrichment and self-improvement - see Example 3.
**Example 1: Australia**

Individual Interest Courses offered in a three months period by One Community College in A Sydney Municipality

<table>
<thead>
<tr>
<th>Accelerated Learning</th>
<th>Car Care</th>
<th>English (ESL)</th>
<th>Literacy - PLD</th>
<th>Property Investment</th>
<th>Travel Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Bookkeeping</td>
<td>Choosing a Computer</td>
<td>Essay Writing Skills</td>
<td>Lotus 1 2 3</td>
<td>Psychology</td>
<td>Typing</td>
</tr>
<tr>
<td>Adult Literacy</td>
<td>Community Radio</td>
<td>First Aid - Certificate</td>
<td>Lotus 1 2 3 Advanced</td>
<td>Public Speaking</td>
<td>Upholstery</td>
</tr>
<tr>
<td>Aerobics</td>
<td>Comparative Religions</td>
<td>Fitness Walk</td>
<td>Mandarin</td>
<td>Raffia Hats and Bag Making</td>
<td>Variety of Crafts</td>
</tr>
<tr>
<td>Alexander Technique</td>
<td>Computer Accounting</td>
<td>Floral Art</td>
<td>Marketing Effectively</td>
<td>Real Estate Introduction</td>
<td>Venture Desk Publication</td>
</tr>
<tr>
<td>Aroma Therapy</td>
<td>Computer Programming</td>
<td>Floral Art II</td>
<td>Massage</td>
<td>Return to Study for Older Persons</td>
<td>Video Film-making Production</td>
</tr>
<tr>
<td>Art Painting and Drawing</td>
<td>Computer Technology</td>
<td>Folk Art</td>
<td>Medical Secretary</td>
<td>Return to Work for Woman</td>
<td>Voice and Expression</td>
</tr>
<tr>
<td>Art - PLD</td>
<td>Computer for Beginners</td>
<td>French Conversation</td>
<td>Meditation</td>
<td>Rock and Roll</td>
<td>Water Colour and Mixed Media Painting</td>
</tr>
<tr>
<td>Assortedness and Self Esteem</td>
<td>Continental Cakes</td>
<td>French</td>
<td>Home Gardening</td>
<td>Indonesian</td>
<td>Interior Design</td>
</tr>
<tr>
<td>Attache 4</td>
<td>Conveyancing</td>
<td>German</td>
<td>MS’DOS</td>
<td>Safety in the Workplace</td>
<td>Windows Introduction</td>
</tr>
<tr>
<td>Australian Poetry</td>
<td>Cooking- PLD</td>
<td>Graphic Design and Design</td>
<td>MS Excel</td>
<td>Screen Printing</td>
<td>Woodwork and Wood Turning</td>
</tr>
<tr>
<td>Ballroom Dancing</td>
<td>Cottage Craft</td>
<td>Greek</td>
<td>Natural Therapies</td>
<td>Self Defence for Women</td>
<td>Word for Windows</td>
</tr>
<tr>
<td>Ballroom Dancing Practice</td>
<td>Creative Writing</td>
<td>Guitar</td>
<td>Negotiation Skills</td>
<td>Shorthand</td>
<td>Word Perfect 5.1 Introduction</td>
</tr>
<tr>
<td>Basic Instruction Techniques</td>
<td>Creative Thinking and Problem Solving</td>
<td>Guitar for Starters</td>
<td>New Vogue Dancing</td>
<td>Silvery/Jewellery</td>
<td>Word Perfect 5.1 Advanced</td>
</tr>
<tr>
<td>Belly Dancing</td>
<td>Dance for Adults</td>
<td>Dance for Children</td>
<td>Dance for Children</td>
<td>Dance for Children</td>
<td>Dance for Children</td>
</tr>
<tr>
<td>Better Communication</td>
<td>Dance for Children</td>
<td>Healthy Cooking and Eating</td>
<td>Papier Maches</td>
<td>Small Business Management</td>
<td>Yoga</td>
</tr>
<tr>
<td>Botanical Drawing and Painting</td>
<td>Dancing -PLD</td>
<td>Home Gardening</td>
<td>Patch Work</td>
<td>Soft Furnishing</td>
<td>Yr 11 Chemistry Tutorials</td>
</tr>
<tr>
<td>Bricklaying and Paving</td>
<td>Dealing with Difficult People</td>
<td>Home Handy Person</td>
<td>Photography</td>
<td>Spanish</td>
<td>Yr 11 Maths Tutorials</td>
</tr>
<tr>
<td>Bridge - Lessons and Play</td>
<td>Drama After School</td>
<td>How to use your Video</td>
<td>Photography-Darkroom</td>
<td>Speed Reading</td>
<td>Yr 12 Ag. Science Tutorials</td>
</tr>
<tr>
<td>Business Writing Skills</td>
<td>Drama (Workshop)</td>
<td>Indonesian</td>
<td>Picture Framing</td>
<td>Stained Glass</td>
<td>Yr 12 Biology Tutorials</td>
</tr>
<tr>
<td>Buying and Selling a Home</td>
<td>Early Childhood</td>
<td>International Cooking</td>
<td>Pottery</td>
<td>1 Study Skills</td>
<td>Yr 12 Economics Tutorials</td>
</tr>
<tr>
<td>CAD</td>
<td>Easy Beats Gentle Exercises</td>
<td>Italian</td>
<td>Pottery Studio</td>
<td>Tai Chi</td>
<td>Yr 12 English Tutorials</td>
</tr>
<tr>
<td>Cake Decorating</td>
<td>English after School</td>
<td>Japanese</td>
<td>Presentation Skills</td>
<td>Tax Preparation</td>
<td>Yr 12 General Studies Tutorials</td>
</tr>
<tr>
<td>Calligraphy</td>
<td>English Conversation</td>
<td>Job Search Techniques</td>
<td>Telephone Skills</td>
<td>Yr 12 Maths Tutorials</td>
<td></td>
</tr>
<tr>
<td>Calligraphy Workshop</td>
<td>English Improvement</td>
<td>Law for Non-Lawyers</td>
<td>Thai Cooking</td>
<td>Yr 12 Physics Tutorials</td>
<td></td>
</tr>
<tr>
<td>Calligraphy Teachers Workshop</td>
<td>Life Drawing</td>
<td>Life Drawing</td>
<td>Life Drawing</td>
<td>Life Drawing</td>
<td>Life Drawing</td>
</tr>
</tbody>
</table>

**TERM 1: 8 February - 2 April**
Example 2: Japan

Individual interest Courses offered by an Adult Education Centre in Tokyo.

<table>
<thead>
<tr>
<th>A. PERSONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open learning courses</strong></td>
</tr>
<tr>
<td>(23 courses) e.g.</td>
</tr>
<tr>
<td>Counselling</td>
</tr>
<tr>
<td>Creative living in retirement</td>
</tr>
<tr>
<td>Introductory philosophy</td>
</tr>
<tr>
<td>Writing fiction</td>
</tr>
<tr>
<td><strong>Religion</strong> (13 courses) e.g.</td>
</tr>
<tr>
<td>Christianity and Islam</td>
</tr>
<tr>
<td>Religions of the world</td>
</tr>
<tr>
<td>Traditional Japanese scripture</td>
</tr>
<tr>
<td><strong>Mind and Body</strong> (20 courses) e.g.</td>
</tr>
<tr>
<td>How to relax</td>
</tr>
<tr>
<td>Introduction to psychology</td>
</tr>
<tr>
<td>Religious meditation</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong> (5 courses) e.g.</td>
</tr>
<tr>
<td>Study of evolution</td>
</tr>
<tr>
<td><strong>Japanese culture and history</strong> (20 courses) e.g.</td>
</tr>
<tr>
<td>Ancient history of Japan</td>
</tr>
<tr>
<td>East Asia in 16th and 17th centuries</td>
</tr>
<tr>
<td>Historical documents</td>
</tr>
<tr>
<td>Political leaders since WW II</td>
</tr>
<tr>
<td>Ryukyu-history</td>
</tr>
<tr>
<td><strong>Foreign culture and history</strong> (16 courses) e.g.</td>
</tr>
<tr>
<td>Archeology in South-East Asia</td>
</tr>
<tr>
<td>Roman culture</td>
</tr>
<tr>
<td>Silk roads</td>
</tr>
<tr>
<td><strong>Literature</strong> (38 courses) e.g.</td>
</tr>
<tr>
<td>Appreciating Chinese poets</td>
</tr>
<tr>
<td>Japanese poetry</td>
</tr>
<tr>
<td>Seventeen word verse</td>
</tr>
<tr>
<td>Writing essays</td>
</tr>
<tr>
<td>Writing fiction</td>
</tr>
<tr>
<td>Writing non-fiction</td>
</tr>
<tr>
<td>Writing plays</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. PARTICIPATING IN SOCIETY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open learning courses</strong></td>
</tr>
<tr>
<td>(4 courses) e.g.</td>
</tr>
<tr>
<td>Politics in Japan in 1993</td>
</tr>
<tr>
<td><strong>Communications</strong> (16 courses) e.g.</td>
</tr>
<tr>
<td>Making a speech</td>
</tr>
<tr>
<td>Writing compositions</td>
</tr>
<tr>
<td>Voice training</td>
</tr>
<tr>
<td><strong>Law and Economics</strong> (4 courses) e.g.</td>
</tr>
<tr>
<td>Japanese constitution</td>
</tr>
<tr>
<td><strong>Business courses</strong> (23 courses) e.g.</td>
</tr>
<tr>
<td>Macintosh computers</td>
</tr>
<tr>
<td>Lotus</td>
</tr>
<tr>
<td>Personal computers</td>
</tr>
<tr>
<td>Word processing</td>
</tr>
<tr>
<td>Windows</td>
</tr>
<tr>
<td><strong>Volunteer Training for Handicapped</strong> (9 courses) e.g.</td>
</tr>
<tr>
<td>Finger language</td>
</tr>
<tr>
<td>Braille</td>
</tr>
</tbody>
</table>

* * *

**NOTE**

1. For “Open learning courses” there are no registration fees but tuition fees are charged. For all other courses both registration and tuition fees are charged.
2. Many courses are repeated at alternative times outside working hours - early mornings and Sundays.
3. A limited number of courses are also available by correspondence.
### C. LANGUAGES

<table>
<thead>
<tr>
<th>Open learning courses</th>
<th>(6 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining Tokyo in English</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English language (65 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
</tr>
<tr>
<td>Conversation English</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
<tr>
<td>Learning other languages through English</td>
</tr>
<tr>
<td>Listening via video</td>
</tr>
<tr>
<td>Pronunciation</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Translation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English conversation (21 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic English conversation</td>
</tr>
<tr>
<td>Business English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation for English tests (7 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL</td>
</tr>
<tr>
<td>TOEIC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>European languages (73 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Czech (5)</td>
</tr>
<tr>
<td>French (16)</td>
</tr>
<tr>
<td>German (15)</td>
</tr>
<tr>
<td>Greek (5)</td>
</tr>
<tr>
<td>Hungarian (1)</td>
</tr>
<tr>
<td>Italian (7)</td>
</tr>
<tr>
<td>Latin (3)</td>
</tr>
<tr>
<td>Polish (3)</td>
</tr>
<tr>
<td>Portuguese (1)</td>
</tr>
<tr>
<td>Russian (5)</td>
</tr>
<tr>
<td>Spanish (9)</td>
</tr>
<tr>
<td>Swedish (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asian languages (35 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic (2)</td>
</tr>
<tr>
<td>Chinese (11)</td>
</tr>
<tr>
<td>Hindi (3)</td>
</tr>
<tr>
<td>Indonesian (5)</td>
</tr>
<tr>
<td>Korean (6)</td>
</tr>
<tr>
<td>Thai (5)</td>
</tr>
<tr>
<td>Turkish (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Japanese language (31 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese for teaching foreigners (17)</td>
</tr>
<tr>
<td>Japanese for foreigners (14)</td>
</tr>
</tbody>
</table>

### D. FINE ARTS

<table>
<thead>
<tr>
<th>Open courses (24 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calligraphy</td>
</tr>
<tr>
<td>Italian architecture</td>
</tr>
<tr>
<td>Sketching</td>
</tr>
<tr>
<td>Wood cut printing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art (68 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of European Art</td>
</tr>
<tr>
<td>History of Japanese Art</td>
</tr>
<tr>
<td>Indian ink drawings</td>
</tr>
<tr>
<td>Japanese painting</td>
</tr>
<tr>
<td>Oil painting</td>
</tr>
<tr>
<td>Sculpture</td>
</tr>
<tr>
<td>Sketching</td>
</tr>
<tr>
<td>Water colour painting</td>
</tr>
<tr>
<td>Wood cut printing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Photography (10 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape photography</td>
</tr>
<tr>
<td>Photography for women</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penmanship (17 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal penmanship</td>
</tr>
<tr>
<td>Japanese penmanship (14)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music and dance (82 courses) e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alto sax</td>
</tr>
<tr>
<td>Choral music</td>
</tr>
<tr>
<td>Classical ballet</td>
</tr>
<tr>
<td>Classical piano</td>
</tr>
<tr>
<td>Disco dance</td>
</tr>
<tr>
<td>Electric bass</td>
</tr>
<tr>
<td>Flute</td>
</tr>
<tr>
<td>Guitar</td>
</tr>
<tr>
<td>Japanese classical dance (19)</td>
</tr>
<tr>
<td>Japanese classical music (19)</td>
</tr>
<tr>
<td>Jazz piano</td>
</tr>
<tr>
<td>Jazz vocal</td>
</tr>
<tr>
<td>Jazz dance</td>
</tr>
<tr>
<td>Karaoke</td>
</tr>
<tr>
<td>Mandarin</td>
</tr>
<tr>
<td>Popular piano</td>
</tr>
<tr>
<td>Social dance</td>
</tr>
<tr>
<td>Tango</td>
</tr>
<tr>
<td>Tap dance</td>
</tr>
<tr>
<td>Thai dance</td>
</tr>
</tbody>
</table>
### E. Creativity in Daily Life

**Open Courses** (37 courses) e.g.
- Candle stands
- Ceramics
- Flower arrangement
- Knitting
- Make-up

**Handicrafts** (54 courses) e.g.
- Art flowers (3)
- Craft (12)
- Doll making (5)
- Dyeing
- Japanese carving (7)
- Needlework (10)
- Paper folding (6)
- Patchwork (2)
- Sewing (6)

**Planning for Daily Life**  
(7 courses) e.g.
- Colour co-ordination
- Table co-ordination

**Playing Games** (7 courses) e.g.
- Chinese chess

**Flower Arrangement and Tea Ceremony** (18 courses) e.g.
- Burning incense (3)
- Chinese cooking
- Dessert cooking
- French cooking
- Italian cooking
- Japanese cooking
- Table setting
- Thai cooking

### F. Health and Sport

**Open Courses** (17 courses) e.g.
- Canoeing
- Hang gliding
- Horse riding

**Health** (32 courses) e.g.
- Aerobics
- Body building for women
- Karate
- Tai Chi
- Yoga

**Sports and Games** (43 courses) e.g.
- Billiards
- Bowling
- Golf
- Horse riding
- Racket ball
- Scuba diving
- Swimming
- Tennis

### NOTE:

Correspondence Courses include:
- Art in daily life - 8
- Foreign languages - 7
- Historical
- Japanese poetry - 7
- Penmanship - 6
- Psychology - 4
- Publishing in Japanese - 6
**Example 3**

IIP courses offered by various educational institutions a rapidly developing country such as Malaysia

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Family development</th>
<th>Negotiation strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>- Cooking (domestic)</td>
<td>Painting (art)</td>
</tr>
<tr>
<td>Adventure skills</td>
<td>- Cooking (commercial)</td>
<td>Photography</td>
</tr>
<tr>
<td>Aerobics</td>
<td>- home economics</td>
<td>Poetry</td>
</tr>
<tr>
<td>Agriculture</td>
<td>- home maintenance</td>
<td>Popular culture</td>
</tr>
<tr>
<td>Art</td>
<td>- home management</td>
<td>Positive thinking</td>
</tr>
<tr>
<td>Assertiveness training</td>
<td>- nursery school</td>
<td>Religion-general</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>- nutrition</td>
<td>Religion for youth</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>- parenting</td>
<td>Religion for adults</td>
</tr>
<tr>
<td>Business law</td>
<td>- pre-school</td>
<td>Self-defense</td>
</tr>
<tr>
<td>Business management</td>
<td>First aid</td>
<td>Self-esteem</td>
</tr>
<tr>
<td>Calligraphy</td>
<td>Floral arrangement</td>
<td>Singing</td>
</tr>
<tr>
<td>Camping</td>
<td>Gardening</td>
<td>Small scale business</td>
</tr>
<tr>
<td>Car driving</td>
<td>Golf</td>
<td>Speed reading</td>
</tr>
<tr>
<td>Car maintenance</td>
<td>Horticulture</td>
<td>Stenography</td>
</tr>
<tr>
<td>Carpentry</td>
<td>House painting</td>
<td>Stocks and shares</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Interior decorating</td>
<td>Study tours</td>
</tr>
<tr>
<td>Computer literacy</td>
<td>Languages</td>
<td>Summer camps</td>
</tr>
<tr>
<td>Conducting meetings</td>
<td>- Arabic</td>
<td>Swimming</td>
</tr>
<tr>
<td>Counselling skills</td>
<td>- Chinese</td>
<td>Tennis</td>
</tr>
<tr>
<td>Creative leisure</td>
<td>- English</td>
<td>Traditional culture</td>
</tr>
<tr>
<td>Creative writing</td>
<td>- Spanish</td>
<td>Traditional crafts</td>
</tr>
<tr>
<td>Dancing</td>
<td>- Malay</td>
<td>Traditional music</td>
</tr>
<tr>
<td>Drama</td>
<td>Lateral thinking</td>
<td>Tutorials</td>
</tr>
<tr>
<td>Drawing</td>
<td>Law in daily life</td>
<td>- arts</td>
</tr>
<tr>
<td>Dressmaking</td>
<td>Leadership skills</td>
<td>- mathematics</td>
</tr>
<tr>
<td>Electrical repairs</td>
<td>Management skills</td>
<td>- science</td>
</tr>
<tr>
<td>Entrepreneurship skills</td>
<td>Managing voluntary groups</td>
<td>- other subjects</td>
</tr>
<tr>
<td></td>
<td>Managing youth clubs</td>
<td>- for drop-outs</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td>- for ongoing students</td>
</tr>
<tr>
<td></td>
<td>Mechanical maintenance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivation study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Musical appreciation</td>
<td>Wood carving</td>
</tr>
<tr>
<td></td>
<td>Musical performance</td>
<td></td>
</tr>
</tbody>
</table>
Programmes, delivery systems and training of presenters

In a less well-developed country the scope is inevitably more restricted and the emphasis is on indigenous culture, basic education and the development of job-related and income generating skills - see Example 4.

Example 4

Representative IIP offered by village learning centres in a less well-developed countries such as Bangladesh, Nepal or Papua New Guinea.

<table>
<thead>
<tr>
<th>Basic literacy</th>
<th>Home gardening for profit</th>
<th>Raising poultry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bee keeping</td>
<td>Introduction to woodcraft</td>
<td>Small animal production</td>
</tr>
<tr>
<td>Carpentry</td>
<td>Local language</td>
<td>Soccer coaching</td>
</tr>
<tr>
<td>Cooking to earn money</td>
<td>Mask making</td>
<td>Swimming styles</td>
</tr>
<tr>
<td>Dance (traditional)</td>
<td>Primary schooling for adults</td>
<td>Traditional cooking</td>
</tr>
<tr>
<td>Fish farming</td>
<td>Quality of life activities</td>
<td>Traditional medicine</td>
</tr>
<tr>
<td>Folk costumes</td>
<td>Religious belief</td>
<td>Village health</td>
</tr>
<tr>
<td>Folk tales</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the middle range and lower range of development IIP are more closely related to other types of CE such as Equivalency, Post-Literacy, Income Geneneration or Quality of Life type programmes. The more flexible these types of programmes in regard to access and enrolment the more likely they may be used by individuals to follow-up personal interests.

F. Delivery Agencies and Systems

IIP are provided by a variety of agencies. In developing countries these are usually local learning centres or agencies working in co-operation with learning centres. Most activities are government sponsored but frequently governments work closely with non-government organizations.

At an intermediate level of development the providing agencies are more varied and may include community centres, religious and cultural organizations, reading centres, industrial organizations, and businesses as well as basic government providers.
In developed countries almost all agencies of society can provide IIP. Since recreational type courses are usually dominant at this level of development hobby groups and social clubs play a particularly important role. In some countries networks of adult community courses are provided by governmental and para-governmental agencies, universities, colleges and secondary schools.

In any type of community, irrespective of its level of development, individuals with special knowledge or skill can also play an important role by offering privately sponsored courses, possibly in their own homes.

IIP can be delivered by any of the methods available for other types of CE - face-to-face classes, individual self-paced learning, or distance education or by combinations of these. Study tours and visits are also an alternative form of delivery.

a) **Face-to-Face.** This is by far the most frequent method of delivery.

One of the driving forces for the presentation of IIP is to cater for groups with common interests. Such groups come together as an informal class supervised by an expert group leader. The teaching methods are relaxed and individual interests within the group are catered for. This approach is appropriate for communities at any stage of development.

b) **Individual Self-Paced Learning.** In a learning society almost all adults pursue personal interests through informal learning - the music lover, the stamp collector, the sports person and so on develop their own programme of activities and follow their own developmental pathways. Facilitating agencies, however, can play a role in helping people pursue their interests more systematically and at greater depth. They can provide an advisory service, establish contacts, help build networks and provide support services. Individual self paced learning for IIP in developing countries are usually more structured than those in more developed societies. They may take the form of programmed learning approaches or step-by-step guided individual instruction within a group.
c) **Distance Education.** In many more developed countries this is now a growth area. Commercial organizations, professional bodies, clubs, hobby groups and so on provide structured reading programmes and even systematic home-based learning programmes. This type of delivery is especially prevalent in areas such as foreign languages for the businessperson or traveller, vocational oriented interests such as computing and communication and personal enrichment areas such as creative writing. For example, in Australia “The Writing School”, a private commercial organization, offers a full correspondence programme for the development of creative writing skills in areas such as novel and short story writing, poetry, drama, TV and radio scripting and so on. The programme has a recreational/hobby type emphasis rather than being work related. Learning materials include printed materials, audio recordings and videos.

In less developed countries IIP courses can also be delivered by distance methods, especially by mean of radio and television. However, they generally give greater emphasis to basic, education, literacy and the development of job related skills.

d) **Study Tours and Visits.** These are appropriate for all levels of development but usually have a different focus according to the development situation of the community. For example, in a developed community they may relate to recreational travel geography. For a community at intermediate stage of development they could focus on acquiring specific job-related skills while for a poorer community they may be part of a cultural exchange programme.

e) **Combinations.** Many IIP, especially those offered by the extension or CE divisions of formal educational institutions or by Departments of Non-formal Education are delivered through combinations of group meetings, individual learning, distance education, and study tours. Some courses which are essentially given by correspondence provide for a few group meetings and also set individual assignments. Most of
these are work oriented but some cater for purely recreational interests such as a study of family history or the development of home maintenance skills.

**G. Qualities of a Good Programme**

Individual Interest Programmes of high quality have the following characteristics (see box).

1. Responds to and enhances the interests of participants;
2. Allows active participation;
3. Brings direct benefit to the participants;
4. Is action oriented and developmental in focus;
5. Time-bound to achieve specific-targets and yet open-ended enough to allow for further growth;
6. Is multi-dimensional in approach;
7. Allows creativity to flow;
8. Culturally relevant;
9. Uses non-formal adult learning principles;
10. Integrates into the development vision of the country;
11. Is flexible enough to allow participation of people from all walks of life;
12. Is cost effective;
13. Encourages and utilizes local wisdom;
15. Promotes the development of other related interests.

The most important criterion for effectiveness is that participants feel that their individual interests have been catered for and enriched. They should feel satisfied with the course or courses they have attended and feel that the quality of their lives has been enhanced by the experience.

An important aspect of any IIP activity is that it should promote the development of new related interests. In this way it will encourage participants to join other courses and so continue to contribute to personal growth and the growth of the community as a whole.
H. Training of Personnel

An individual has his or her own personal interests. Different people have different interest. Besides, people have different skills and different life styles. Adults usually find highly structured learning inappropriate, especially adults in rural areas. Adults usually find that the delivery systems used in schools and in regular programmes of any other formal educational institution are not suitable for their lifestyles. Thus, in responding to an individual’s interests, a learning system and instructional methods requires a high degree of flexiblility. For these reasons, non-governmental agencies and individuals with particular skills (local wisdom) seem to be suitable agencies for providing individual interest programmes. These providers are mainly local people with no experience in teaching or training. Therefore, they need some knowledge and skills in training techniques. The training programme should be in the form of short workshops together with consultation, short training booklets, training videos, and other AV training methods. The programme should emphasize an “on the spot training” approach. A wide choice of agencies to take this responsibility includes learning centres, non-formal centres, professional organizations, local adult education organizations, NGOs, and volunteers.

a) Pre-training stage

Local people with certain knowledge and skills or local wisdom are generally willing to co-operate with a providing agency but they are not always prepared mentally or technically to the job. They may feel that the task is something beyond their capabilities and refuse to accept a role as course presenter. Therefore, some preparation is required before the actual training programme begins.

i. Appropriate techniques are needed to motivate presenters to willingly co-operate. Course providers should understand the importance of locally available knowledge and skills in areas of specialty and be aware of the need for preserving and developing them. Potential presenters should be made to feel valued and needed.
ii. Local providers should clearly formulate and explain proposed conditions of employment.

iii. Information should be obtained and reviewed from local presenters themselves on how their knowledge and skills were transferred to them, what skills were transferred and what methods of transferring to others are likely to be most appropriate? This information should be discussed with other potential presenters.

iv. Potential local presenters should become acquainted with different methods and techniques for training participants, including using different types of learning materials such as AV resources. Possibly they could be invited to observe programmes in action.

b) Training Stage

Actual training should be competency based. Twelve competencies are identified for local presenters. Brief comments are provided on each.

i. Analyzing tasks. This involves skill in the following areas:
   - breaking the interest area speciality into teaching components;
   - portioning the specialty into separate areas so as to respond to individual needs.

ii. Sequencing the content. Presenters should be able to sequence the content in teaching steps.

iii. Designing the programme. Presenters should be able to design the interest course using grids of competencies or areas of knowledge.

iv. Designing and using learning materials. Emphasis could be on:-
   - developing simple printed materials;
   - selecting suitable resources from available learning materials;
   - using relevant AV materials.

v. Selecting appropriate training methods. Presenters should be able to identify and select suitable methods of teaching and specify the types of learning approaches needed for each Unit of the programme.
vi. **Using varied communication skills.** Presenters should be able to communicate with participants by effectively using different approaches and learning materials.

vii. **Responding to needs.** In particular, presenters need training in the following areas:

- **Leadership and Negotiation**
  
  In dealing with participants in individual interest programmes, the situation is different from that of a formal classroom in which students just follow the teacher. Local presenters must deal with highly varied groups and should be well prepared in leadership and negotiation skills.

- **Group Dynamics**
  
  In general, participants in IIP have a common interest. However, they differ in some aspects, such as their specific objectives and background, which have some direct effect on managing learning activities. Therefore, presenters should possess skills in identifying the needs of each individual and be able to apply group dynamic techniques so that the interest programme can respond to individual concerns and preferences.

viii. **Applying adult learning principles.** In teaching adults who learn through self-determination and interaction, presenters should understand adult learning behaviour. They should be able to develop group activities and know how to apply home-based and self-paced approaches, whenever they are applicable.

ix. **Co-ordinating team teaching.** Individual interests differ and life styles of individuals are varied. Sometimes, team teaching, by local presenters in the same areas of specialty living in the same community or nearby is necessary both for convenience and to respond effectively to the specific interests of the participants. Local presenters may need support from agencies and individuals in the
community or nearby. Therefore, presenters should have knowledge and skill in team-building and team teaching techniques.

x. **Assessing progress.** Assessment is necessary for quality control purposes. Presenters should be trained in assessment skills so that records of learning activities and the progress of each individual can be made continuously and systematically. In IIP however this should be done informally, preferably based on observation of learning outcomes.

xi. **Organizing study visits.** Study visits are interesting and exciting learning activities. A planned study visit helps in motivating participants to learn about different aspects of the interest specialty in different situations. Local presenters should be able to prepare and organize study visits.

xii. **Improving knowledge and abilities of local presenters.** In order to promote the efficiency of individual interest programmes and the growth of specialty interests, presenters should themselves be encouraged by appropriate means to make progress in their own area of interest, and to extend their range of interests.
A. Implementation - General Issues

In implementing IIP several factors should be kept in mind.

1. Purpose of the Programme

The purpose of an IIP should be clear to organizers, presenters and participants since the purpose not only justifies its existence but becomes the focus for planning, monitoring and evaluation. This idea is illustrated in the following diagram (Figure 3.1).

![Diagram showing the purpose of an IIP and its relationship with planning, monitoring, and evaluation.]

Figure 3.1 The purpose of an IIP determines planning, monitoring and evaluation
If it is understood that the main purpose is to cater for and enhance individual interests then the programme needs to be planned in such a way that it reflects the full spectrum of community interests in hobbies, cultural areas, self-reliance activities, personal development interests and sports. Some system must be found to identify and recruit presenters who are anxious to share their interests in these areas with others.

Monitoring should focus on the extent to which community interests are being catered for. If the purpose of the programme is clear then organizers can be sensitive to changing trends and patterns in community interests. If there is a popular trend towards a particular sport or hobby then the programme should be able to cater for the increased demand.

In regard to evaluation the main aim should be to assess whether the presenter and the groups they are working with are suitably matched and whether or not the programme is successful in catering for and promoting personal growth in the various categories of interest.

2. Target Groups

As discussed in Chapter One implementation will be influenced by the characteristics of the target groups. In a community at a relatively low level of socio-economic development the focus will be on cultural and income generating interests. For more developed communities there will be a greater emphasis on hobbies, the wise use of leisure and on interests which contribute more directly to personal development and the achievement of self actualization. As the quality of life in a community improves IIP must change to reflect changing interests. These ideas are summarized in Figure 3.2.

3. Participation

A key aim of IIP is to improve the life styles of all adults by increasing their creativity and promoting happiness through satisfying the need to participate in activities related to personal interests. Therefore the programmes should cater for all categories of society irrespective of social class or level of income. Specific groups can be targeted through special types of activities which
reflect their particular interests - unemployed youth, housewives, working mothers, the aged, the handicapped, business leaders and so on, but no category should be neglected. The programme must be accessible to all and courses must be representative of the whole range of community interests.

Figure 3.2 Changing patterns within IIP for different target groups.

In the more developed countries this is generally achieved by having different programmes for different communities, even within the one city or rural district. In say upper class affluent suburbs the emphasis is on leisure because the people in those suburbs are seeking to satisfy hobby-type interests. In middle class suburbs the emphasis could be on self-reliance programmes because many people in such suburbs want to develop self-help skills such as home maintenance or car care. In areas of high unemployment the emphasis could be on job seeking skills and on activities to enhance personal confidence and self-esteem.
In these ways participation by people from all walks of life is ensured. Entry should be open to all with no selection procedures, admission tests or other restrictions. One programme in a suburban district of Sydney, Australia, advertise as follows: “Anyone can join our courses who is over 15 years of age and who has a desire to learn and mix with others”. The bond which brings them together is the sharing of a common interest and groups can form from people of both sexes, a wide age range, and from varied ethnic backgrounds. This promotes social harmony and fosters good community relationships which are essential for sound socio-economic development.

**Figure 3.3  IIP are for all adult citizens**

If ensuring maximum participation becomes a guiding principle in the planning and organization of IIP then local level management must respond accordingly by seeking and recruiting representative group presenters and by offering courses and other activities which truly reflect the full range of local interests. This is less likely to be achieved if courses are centrally planned by a “top-down” bureaucracy.
4. The Issue of Fees

Development and implementation of IIP must be guided by the principle of cost control, and they must be managed efficiently and effectively in economic terms. This is a critical factor because otherwise the growth of IIP would be limited by the scarcity of resources, even in the so-called “rich” or “developed” countries. One thing is clear, funds cannot come from government alone.

Since the focus of IIP is on personal development and satisfying individual interests it is reasonable that in communities which can afford them, fees should be paid to cover costs of hiring presenters, organizing venues and providing resources. Fees however can be kept to a minimum by subsidies from government, non-government agencies, donations from the private sector, from special interest groups such as hobby or sporting clubs, from community development projects and the like.

In the case of genuine hardship - e.g. for the unemployed or very low income groups - fees can and should be waived and met by the sponsoring agency under affirmative action programmes. This is especially important in countries or communities at lower levels of development where most of the population is poor and semi-literate. Such people should not be excluded since their creative power can be harnessed through IIP and so community development can be accelerated.

While sound business practice and the principle of “affordability” should be adhered to in organizing IIP, risk of economic failure can be reduced by cross-subsidies. Some profits gained from lucrative programmes can be set aside to finance programmes for the underprivileged. This can happen even with private sector providers who offer programmes with a profit motive. This is because the private sector is now expected to be more socially accountable as a caring and sharing mode of socio-economic development becomes the order of the day.

These ideas are illustrated below in Figure 3.4.
Individual interest promotion programmes

5. Principles of Non-Formal Education

An IIP may be offered by the formal or non-formal sector of education but since they cater for adults they must use techniques of course design suitable for adults. Such approaches use less structured and more informal methods than courses offered by most formal educational institutions.

This principle is especially important for IIP because catering for individual interests is usually even more spontaneous and less structured than for other types of CE such as post-literacy or equivalency. There are no “grades” or “certificates” and the content is usually very flexible emerging partly or wholly through negotiation between the presenter and members of a particular course.

In earlier volumes of the ATLP-CE series the ideas of the adult educator Arlen Wayne Etling on the characteristics of an effective adult education programme were discussed. These characteristics are summarized below in Figure 3.5 in relation to the design and development of IIP.

6. Recruitment and Preparation of Presenters

As has been discussed elsewhere (Chapter Two) presenters may come from two sources. They may be identified and recruited by the facilitating agency or by themselves offering their services. Since they are motivated by their own interests they may be willing to present as volunteers without salary
or for very low salary. But if they do require to be paid the money must come from the budget of the facilitating agency. In poorer communities volunteerism is important to reduce costs and to widen participation by avoiding the need to charge fees.

**Figure 3.5** Characteristics of an effective IIP based on principles of adult Learning

These ideas are summarized in the following diagram (Figure 3.6).

**Figure 3.6** Recruitment of presenters and formation of IIP groups
Individual interest promotion programmes

Since most presenter in IIP are ordinary members of the community characterized only by having a particular area of interest and special knowledge and expertise in that area they area rarely if ever qualified or experienced as teachers. The facilitating agency, therefore, must help them to be effective course designers and presenters. They need to develop the skills discussed in Chapter Two, but do not require long or involved training. Some facilitating agencies do provide short training courses of a few days duration. Others simply give presenters a training booklet of suggestions and hints - some provide short training videos. But since both presenters and participants are highly motivated by their common interest bond the group can itself usually work out what it wants and how its goals can be achieved.

7. Balanced Approach

An IIP course starts from the existing interests of a group. It aims to encourage those interests and through them to raise the general level of education of the community. The approach therefore must be carefully balanced so that it has a longer term and broader term impact rather than merely satisfying the immediate interests of a small group. There is an inevitable diffusion effect. This must be achieved however while satisfying the interest needs of the individuals attending particular IIP courses. This idea is shown below in Figure 3.7.

8. Value Centred Emphasis

Interests arise from many sources but are related to the cultural values of the society. Organizers shotild be aware of this relationship and understood that in order to cater for a full range of community interests the value systems from which they are derived must be analyzed. For example in a post industrial consumer society values may be associated with owning objects, increasing personal wealth or enhancing social status. Interests related to such values could include collecting hobbies; financial management and the acquisition of better skills of communication. In a less Well developed society the values may be related to collective living and to the preservation of cultural traditions.
Implementation and management

Figure 3.7 A balanced strategy for IIP. One interest may lead to another and these must be kept in balance to ensure transfer to other areas of life.

Interests here may be in the formation of co-operatives, living effectively as a member of an extended family or participating in folk festivals. The ideas of value based IIP are illustrated in the following diagram (Figure 3.8).
Individual interest promotion programmes

9. Mobilizing Local Resources

Recruitment of individual presenters has been discussed in Section A(f) above but organizers need to do more than merely identify and employ individual presenters on a one-off basis. They must be continuously on the alert to identify local wisdom in a wide variety of interest areas. A dossier for each interest area should then be compiled to keep cumulative records of successful presenters and likely potential presenters.

Material resources must also be mobilized. For some courses such as creative writing these may be minimal. For other courses such as crafts or computing, more expensive resources may be required. In some cases it may be possible to require participants to pay for materials themselves or to bring their own materials. In some cases (e.g. craft work) costs can be recouped from sale of products. Sometimes more expensive equipment can be borrowed or hired. Policies need to be determined in regard to these matters. In particular if
Implementation and management

resources are to be purchased from fees appropriate fees should be charged and if these are high because of the need to buy expensive items the reasons must be explained to participants. These ideas are summarized in Figure 3.9.

Figure 3.9 Mobilization of resources for IIP

B. Specific Management Issues

Apart from the broad implementation policies and strategies outlined in Part A above there are several specific issues in the day-to-day management of
Individual interest promotion programmes

IIP which need to be addressed if the programme is to be effective. These are briefly discussed below:

1. Management Agencies

IIP can be sponsored by almost any type of community agency. Examples could be formal education institutions, adult evening colleges, community colleges, libraries and reading centres, municipal bodies, business and commercial firms, manufacturing industries, government departments, voluntary bodies, charities, religious institutions, university extension services, clubs and hobby groups, sporting bodies and even by individuals working independently. The more developed a country the greater will be the number of agencies involved. In less well developed communities the range may be limited to government agencies, schools, selected non-government bodies or to development project groups and to village or urban co-operatives or management institutions.

Ideally each sponsoring agency will offer a range of courses, recruit and pay the presenters and enrol the participants. The work of such agencies within a particular community — say a group of city suburbs, or a small town or village - would be best co-ordinated by a local community Learning Centre which would be the central agency for the network of providers in its catchment area. The Learning Centre itself, could also provide a range of courses and activities to complement and supplement the work of other providers. See ATLP-CE Volume VIII for further consideration of the role of Learning Centres.

2. Control and Responsibility

In a developed community which has become a learning society control and responsibility for IIP could be largely left to the individual agencies providing the programmes. Even here, however, if some government aid or subsidy is required, then it is desirable for the agencies to be linked into a national network. In less well developed countries IIP should be part of the nation wide infrastructure developed for the implementation and management of continuing education as a whole. A scheme for this is illustrated below (Figure 3.10).
The National Co-ordinating Committee for Continuing Education (NCCCE) as proposed in ATLP-CE Volume I would determine overall policy in regard to the promotion of IIP as one type of CE and in particular would specify the levels of subsidy such programmes should enjoy. The subsidy could be in the form of money, the provision of personnel or the supply of physical resources such as low cost venues.
Individual interest promotion programmes

The Provincial level or State PCCCE would implement national policy in its local areas and help in establishing networks of learning centres and other providers. It could also keep registers of agencies, presenters and suitable venues. District level DCCCEs would be directly responsible for the Learning Centres and would ensure that government subsidies were appropriately disbursed. They would work to promote and co-ordinate IIP at that level.

It is important to stress however that since IIP reflect the full range of interests of a given community they should be controlled and managed at community level. Government, intervention should be minimal and the links through the CE infrastructure should be to support, facilitate and subsidize. In developing countries, Management Committees of Local Learning Centres could be the main managers of IIP within a given community but in more developed countries individual facilitating agencies could manage their own programmes calling for support from the government network only as required.

3. Venues

Facilitating agencies could form IIP groups in any venue suitable for the type of interest involved. Venues, however, should be low cost. Schools, colleges and universities could provide meeting rooms after hours. Local halls, libraries, community centres, private homes and so on could be utilized without too much expenditure.

In the case of interests requiring specialized equipment such as machines for metalwork or tools for carpentry or motor mechanics it may be possible to meet after hours in vocational training centres or private sector venues could be sought in factories or farms.

Venues should be chosen which are convenient and appropriate for participants and which provide suitable environments for adult learning. They could be permanent or temporary, owned by the provider or even the presenter, or be borrowed, hired or rented (see figure 3.10).

4. Publicity, Marketing and Advertising

The scope of courses and activities under an IIP offered by each providing or facilitating agency should be widely advertised. In developing communities
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this could be organized by local learning centres using village and community wall newspapers and noticeboards, mass media and by word of mouth.

In countries which have highly developed IIP many devices are used to publicize programmes. These include the following:

- Brochures mailed to all homes in the catchment area of each provider.
- Brochures left in stores, supermarkets, shopping malls, and other retail outlets.
- Notices in public buildings such as libraries and other educational institutions.
- Special supplements in daily national newspapers.
- Advertisements in local newspapers and magazines.
- Announcements through mass media such as radio and TV.
- Brochures sent to the parents of school children through local primary and secondary schools.
- Catalogues sold by newsagents.

The aim should be to ensure that every adult in a given community is aware of the programme and understands how to enrol and participate.

Therefore the brochures must not only list courses by title but should include brief descriptions of each course, identify the presenter giving some personal details, indicate duration of the courses or activities, the venues, the meeting times, the costs and the enrolment procedures.

5. Duration, Scheduling and Timetabling

Courses and activities under any IIP could vary in duration from only a few hours (say one day) to several days or even weeks. Some activities such as a short study tour or a residential workshop could be limited, say, to one weekend or to one week. Others could extend over several weeks.

Scheduling could be arranged so that participants meet for say one or two hours per week, or for one day per week for a specified number of weeks. Some IIP are offered by evening and/or adult community colleges which keep to a
standard semester of say ten weeks with courses presented on agreed days and at specified hours.

Many providers in more affluent communities offer the same courses or activities at alternative times so as to widen participation and to allow working people to attend. For example they can be offered in the evenings, the early mornings or at the weekend as well as during normal working hours. In a few instances courses and activities can be offered by correspondence or via video or television so that learning can be home-based.

6. Format of Courses and Activities

Individual interests can be catered for in a whole variety of ways but clearly the format should be appropriate for the type of interest concerned. Some of the more popular formats include the following:

- Discussion groups
- Craft production groups
- Practical workshops
- Group therapy activities
- Study tours and visits
- Travel - local, national and foreign
- Debating groups
- Sport and games activities
- Creative workshops for fine art, writing, etc.
- Musical groups - memberships of orchestras, choirs, etc.
- Reading programmes
- Computer based programmes
- Correspondence course
- Walking tours
- Fairs, exhibitions and displays
- Confereneck;

⇒ And many others
7. Enrolment Procedures

Most organizers include enrolment forms in their advertising brochures but for larger institutions enrolment procedures are kept as flexible and varied as possible. Participants may enrol by telephone, by fax, by mail or by calling in to the facilitating agency in person.

Usually enrolments are accepted until a course or other activity is full but if there is a big demand the course may be repeated at another time. Because IIP are demand driven refunds are rarely given unless courses or activities are cancelled. This is one factor in reducing drop-outs but the drop out rate is usually very low anyway because participants are highly motivated by their interest.

As stressed earlier there should be no formal entrance requirements and there should be open access for all youth and adults.

8. Certification and Accreditation

Since IIP cater for individual interests and are highly varied they cannot be easily standardized. In fact standardization would be counter productive because it would impose a structure on each course or activity which would prevent it from genuinely catering for the interest of all members of the group. Therefore, it is usually not possible to award a certificate of proficiency or attainment which would be acceptable to an accrediting authority.

What frequently happens in practice is that if a statement of attendance would be helpful for an individual for gaining promotion, applying for a job or indicating that some training has been completed, informal letters of attendance can be provided either by the providing agency, by the co-ordinating Learning Centre, or by the presenter. Such letters may be useful in building up a personal curriculum vitae or for a job application. Usually such letters are given only when the course or activity has some vocational relevance.

9. Voluntary Administrative Support

Since IIP are community based and since every effort is made to contain costs, most seek support from local volunteers to assist in various ways. This support could include assistance with registration and enrolment, in helping the
course presenter organize learning activities, in organizing or managing re-
resources; in providing transport for the aged and handicapped and for study tours;
and in providing private homes for venues.

As we move towards a caring and sharing type of societal development citiz
citizens because more aware of their obligations to others. IIP provide an excellent opportunity for social participation and involvement.

10. Sustainability

Sustainability is “built-in” to IIP. Since all presenters and participants are highly self-motivated, and because fees are usually paid “upfront”, the drop-
out rate is minimal. Further, as a community becomes more and more committed to the concept of life-long learning, the ideal of personal growth and development becomes habitual. There is therefore an increasing demand for IIP in most developed countries. So much so that the provision of IIP has become an economically viable “industry” in its own right.

As adults seek self-actualization they demand opportunities to enrich their lives and the lives of their families and of the community in general. One of the most satisfying forms of personal enrichment is to follow personal interests and to enjoy the “belongingness” of sharing these interests with others. IIP serve this need and as pursuit of interests and growth and diversification of interests is totally open-ended, sustainability of IIP activities is ensured.

C. Managing the Monitoring and Evaluation of IIP

Because IIP emerge from local initiatives, and because most courses are unique, arising as they do from the immediate interests of a group and with precise content determined by on-the-spot negotiation between presenter and participants, monitoring and evaluation generally does not need to be as comprehensive or systematic as for other types of CE programme. Nevertheless there are some aspects which should be addressed.

1. Monitoring

Aspects which need regular monitoring include the following:
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- The effectiveness of the presenters. This could involve visits to classes and observation of activities to ensure that the approach and methods used by each presenter are appropriate for the groups and cater directly for their interests.
- Reactions of participants. Organizers should check that participants are enjoying the courses and activities and feel satisfied that their interests are being adequately catered for. This may involve use of questionnaires, interviews and end-of-course reports.
- The scope of the programme as a whole. This should be assessed in terms of the areas of interest covered. These should be continuously monitored to ensure that the programme reflects a true sample of the interests of the community at large. Registers of courses and numbers attending should be maintained and trends and changing patterns noted. It would be useful also if organizers could make sample surveys of local community interests to check if their programmes reflect those interests.

2. Evaluation

What is needed here is to check on overall quality and impact of individual courses and activities and of the programme as a whole.

Individual courses, should be evaluated not only to see if they are genuinely catering for and satisfying the interests of participants, but also to see if interests are expanding and diversifying. Since a longer term aim is to enhance personal development and so enrich and improve the educational quality of the society as a whole, flow-on effects should be investigated. For example do participants of one course attend others catering for the same, related or new interests? Are the presenters of one course keen to present others? Answers to these kinds of questions are indicators of the wider impact of the programme.

Evaluation of the total programme should also be undertaken to ensure that it expands and grows in response to changing and growing areas of interest of the community. Also it is important to ensure that quality is not only
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maintained but is steadily improved. A management system should be designed which integrates all the management and implementation issues and strategies discussed in this chapter and which ensures that the programme will be responsive to changing needs. Such a system is summarized below in the form of a strategic quality improvement cycle (Figure 3.11).

**Figure 3.11  A strategic quality improvement cycle for IIP**
As has been stressed throughout this volume, IIP are not just one-off responses aiming to satisfy specific interests of privileged individuals. They enrich life and enhance the capacity of the community at large to expand and develop in a way which ensures appropriate socio-economic development and enhances well-being. Monitoring and evaluation, therefore, should aim at checking that these broader aims are being achieved.
**SUGGESTED READING**


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**APPEAL Training Materials**
for Training of Continuing Education Personnel
(ATLP-CE)

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