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# **DEVELOPMENT EDUCATION**

## **NEEDS ASSESSMENT**

Report prepared for the

### **PDAP DEVELOPMENT EDUCATION ADVISORY COMMITTEE**

Philippine Development Assistance Programme, Ottawa

by

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# EXECUTIVE SUMMARY

## PDAP DEV ED NEEDS ASSESSMENT

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### MAIN FINDINGS

#### PDAP Members' Current Activities and Resources

1. Less than half of the 14 PDAP member agencies contacted have an overall plan for their development education activities. Education activities are mostly planned around fund raising campaigns and/or specific projects. Current development education activities aim at information and education of the Canadian public on a range of international development issues. Mobilizing for action and advocacy types of activities are less.

2. Although funds allocated to development education (as a proportion of total agency funding) are low for most agencies, a variety of education activities are implemented that the PDAP development education programme can link up with. Close to 30 regular events are sponsored by PDAP members throughout the year. Most agencies also produce at least one regular publication for its education activities. Some 200 thousand individuals are reached by the combined circulation of agency publications included in the survey.

Half of the agencies have produced print and audio visual educational materials that focus and/or have a Philippine content, most of these are targeted for use in schools (elementary and high school).

3. Three groups constitute the target audience of most development education activities: students at the primary and high school levels, specific constituencies (e.g., member organizations, church members) and the general public. The business, labour and trade sectors, politicians and the Canadian government sectors are targeted by to a much lesser extent. Except for activities of Project Bata, which is a Filipino-Canadian organization, no development education efforts are specifically aimed at the Filipino-Canadian community.

4. PDAP members' most developed contacts among the different sectors are with: churches or church based groups and schools. None of the agencies have stated they have well developed contacts with learner centres. The sectors with which agencies want to develop contacts are: women's groups; Filipino-Canadian groups, and youth movements.

5. Most agencies have resources in-house to support development education activities such as photo/slide collection, resource centre or library, videos for loan and desk top publishing equipment for production of print materials.

6. For information to use in programme planning, agencies rely most on Philippine NGO partners, on PDAP Secretariats (Canada and Philippines) and on field visits by Canadian staff.

7. The combined PDAP membership's staff resources for both development education and overseas projects represent a wealth of experience and expertise (including some who have worked in the Philippines) that can be tapped for the PDAP Phase II development education programme, but not all of the development education staff are aware of their agencies' involvement in PDAP. Development education staff are responsible for planning for all the geographic areas that their agency operates in as well as for fund raising.

8. Close to two-thirds of the members support nonPDAP projects. The Phase II development education programme can potentially draw on agency experience in the Philippines that extends beyond PDAP.

#### PDAP Members' Interests and Needs

9. The **environment** is the single development issue that is of interest to almost all the agencies. Other issues that are of interest to more than 60 percent of the agencies are: **potable water and sanitation, food production and agrarian reform**. Between 50-57 percent of the agencies also express interest in the issues of **human rights, street kids and landlessness**.

10. The information categories for which the PDAP membership express the greatest need are: **social trends**, i.e., information on poverty, health, education, status of women and children; **information on NGO initiatives**, activities of both Philippine and Canadian NGOs and POs, available possibilities for cooperation; **current events and news; political/security situation** and the **agrarian reform situation**.

11. PDAP members specific suggestions on what the Phase II Development Education programme might address in its activities fall into four broad areas:

- a. **Improved information** - information that can be more readily used by individual agencies in their education work and a better system to collect, store, retrieve, and disseminate information. The concern with the latter is for **timely, up to date information**.
- b. **Training for the Canadian NGO community** (for staff as well as board members and volunteers)
- c. **Media access** - development of a media strategy and improved access to mass media.

- d. **Development of people-to-people links** between Canada and the Philippines -better linkages between education activities and overseas project work.

12. Membership interest in activities that involve mobilizing/advocacy around major policy issues appears to be markedly less compared to interest in information and education types of activities. Suggested PDAP activities in this area focus on mounting specific lobbying campaigns and supporting work of the solidarity groups.

13. Several of the agencies are concerned that Canadian members reach an agreement with Philippine partners on the "message" to be transmitted by the programme to the Canadian public and that the programme planning process should allow Philippine partners and the Filipino-Canadian community to participate.

#### Members' Willingness to Participate

14. Eleven out of the 14 agencies (79%) indicate that they plan to be actively involved in the PDAP programme and are willing to commit resources to the program. The availability of staff and resources is viewed by the agencies as the most significant constraint in agencies' involvement in the programme.

15. Thirteen out of the 14 PDAP members are members of other NGO consortia in addition to PDAP. Eleven 11 out of 14 of the PDAP members are also members of the Philippine Canadian Human Resource Development Program (PCHRD).

16. The PDAP membership does not as yet have a commonly held understanding of the concept of partnership in relationship to the development education programme. The partnership principles that emerge to be more critical than others are: **common understanding of development problems in the Philippines; an agreed set of purposes and goals; agreement to share resources, information and exchange ideas; mutual recognition and respect.**

#### Learner Centres and Filipino-Canadian Groups

1. Learner centres (including some that are doing Philippine programming) and Filipino-Canadian Associations are not familiar with objectives and activities of the PDAP.

2. The public information and education activities of learner centres<sup>1</sup> share many of the development education objectives of the PDAP member agencies. In addition, learner centres are more actively involved in mobilizing their constituencies to specific action on such issues as human rights, environment, and in advocating specific development policies or actions to the Canadian government.

The choice of issues and geographic areas focused on by learner centres are influenced by two factors: by the interests of the members or the community served by the learner centre and the experience and by the background of learner centre staff members.

Among the 8 learner centres contacted, three (Third World Resource Centre, Windsor; Global Village, Nanaimo B.C. and Cross Cultural Communications Centre, Toronto) have done Philippine programming and one (Third World Resource Centre, Windsor) specifically includes the Filipino-Canadian community among its target audiences.

3. Learner centres have a variety of information and education programmes. Most have forged close working relationships with local school boards and teachers. Learner centres have also successfully worked with NGOs in linking overseas projects with education work in Canada and in developing people-to-people links.

4. The priority issues addressed by learner centre programmes are the **environment, human rights, native and indigenous people, food and hunger.**

5. The areas that learner centres feel PDAP assistance can most meet their needs are the following: **provision of current information, production of educational materials, establishment of a centralized data base on Philippines in Canada, use of Filipinos as information resources and targets, and deployment of resource materials to learner centres.**

6. The **types of information** that learner centres would like to have from PDAP are: **current events and news, political and security situation, and social trends.**

7. Most of the learner centres express interest in taking an active role in the PDAP Development Education Programme, subject to the availability of staff and resources for Philippine programming. Learner centres are also willing to host speakers or arrange meetings for PDAP related education activities. The Third World Resources Centre (in Windsor, Ontario) is particularly keen to work with PDAP to expand its present Philippine programming.

8. Learner centres suggest the promotion of closer links between PDAP member NGOs and learner centres in the Phase II Development Education programme

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<sup>1</sup> Learner centres are community based nongovernmental institutions aimed to broaden public awareness and education on development issues. They draw their funding from CIDA through its Public Participation Programme (usually a major contributor), other governmental agencies, NGOs, membership dues, private grants and donations.

through such activities as for example: **speaker tours, exchanges** coordinated with learner centres, **school programmes, regional workshops** on Philippine development issues for learner centre staff and members, and a **cross-country day of action** on the Philippines.

9. Many Filipino-Canadian associations exist; the majority are oriented to organizing social functions or to providing social services assistance to community members. Fewer groups do public education on the current Philippine situation, engage in solidarity work with organizations in the Philippines, or seek to influence Canadian policy towards the Philippines. However, Filipino-Canadian associations have responded very well to fund raising efforts for disaster relief in the Philippines.

10. The Filipino-Canadian community is rather divided with factions frequently drawn along ethno-linguistic groupings and, to a lesser extent, along or income classes. The level of awareness and understanding of development issues in the Philippines is generally low. However, there are Filipino-Canadian community groups who have made gains in this area. PDAP needs to identify and make links with these groups. Because of the divisions in the community, however, PDAP should be aware that opting to work with a given group can preclude opportunities to work with another.

## **CONCLUSIONS AND RECOMMENDATIONS**

### Programming Considerations

In sum, the survey reveals the following main points which directly bear upon the development of an operational strategy for the PDAP Development Education Programme. Under each point we have listed the major implications for programming arising from these points.

1. **The level of interest and willingness to participate in the PDAP Development Education programme is generally high in majority of the member agencies, but at the same time competing demands on agency staff both from the agencies' internal requirements (developing the constituency base, fund raising, etc) and from the agencies' multiple NGO programming consortia memberships pose significant constraints on agency participation.**

- a. PDAP should maximize the use of existing, ongoing activities of the different groups - of which there are many - as channels for its programme. Resources of the associate agencies, which thus far seem to have played a secondary role, should be tapped and used more effectively.
- b. PDAP needs to coordinate closely with PCHRD'S proposed development education programme to minimize duplication and to explore potentials for joint activities or exchange of learning.

Mechanisms for coordination will need to be established. Other CIDA programmes in the Philippines - PICODAP, U.P. Los Banos and Dalhousie University Environmental Project, Women in Development - as well as nonPDAP Philippine projects supported by PDAP members could be likewise examined. For example, IMAC's nonPDAP projects may provide good materials for development of educational materials on environmental issues.

- c. The programme should facilitate the forging of links among its NGO members, learner centres, Filipino-Canadian community organizations. This will help create a broader base of support for Philippine concerns in Canada and at the same time relieve some of the pressure of programming from the member agencies.

There are learner centres that are already doing Philippine programming, these should receive priority in receiving assistance from PDAP's Development Education Programme. Working relationships with learner centres should be based on an agreement to do Philippine programming.

**2. The PDAP membership does not as yet have a commonly held understanding of the concept of partnership in general and as it applies to development education, in particular. There is, however, general agreement that a common understanding of development problems in the Philippines is a critical principle of partnership.**

- a. A common understanding of the development problems in the Philippines is the foundation of a common agenda for education work in Canada, which in turn is the basis for an effective partnership.
- b. The process of defining a common agenda for education work in Canada is as important as the outcome - the common agenda itself.
- c. Careful attention should be given to Canadian and Philippine inputs in the programme planning and implementation process. Appropriate mechanisms to facilitate participation of various groups will need to be designed.

**3. For most of the member agencies, information and education activities appear to be the preferred areas of involvement for joint programming under the PDAP programme. Action and advocacy is viewed as an activity best to be pursued at the level of the individual agency.**

- a. PDAP's desire to have the three components of information, education and action in every programme activity may not be a realistic goal at this time.

**4. The need for up to date and current information has been strongly expressed by both PDAP members and learner centres.**

- a. The improvement of the information base in Canada has to be looked at in a holistic manner, i.e., it has to be viewed as a system from collection, processing, analysis, storage, and through to dissemination of information.
- b. Since information is generated largely and from the Philippines this portion of the link must also be examined.

**5. Learner centres (including some that are doing Philippine programming) and Filipino-Canadian associations are not familiar with objectives and activities of the PDAP.**

- a. Outreach and promotional activities to learner centres and Filipino-Canadian associations need to be increased.
- b. If the PDAP development education programme is to specifically target the Filipino-Canadian community as among its audience, PDAP has to gain a better understanding of the dynamics of the community which will be needed in designing an appropriate strategy to reach this audience.

Programming Options: Towards a Common Agenda

What follows is an attempt to reexamine the broad framework set out in the *Development Education Working Paper* in the light of findings from the needs assessment and to set forth some programming options which the Committee may consider in defining an operational strategy for the programme.

Two programme directions emerge from the need assessment:

1. A **core programme of a series of activities centered around key development issues** as identified jointly with PDAP Philippines. The activities can take a variety of forms study tours, sectoral workshops, twinning, etc. but the approach would be the same in that the issues would be approached from a global perspective. This approach recognizes an increasingly interdependent one-world where problems of and potential solutions of the North and the South are inextricably linked. Interdependency, comparability, and mutual learning are the key concepts of this approach.

2. A **package of support services** intended to service the greatest number of member agencies, including members of the board and volunteers. (learner centres may be targeted here too). The idea is that PDAP supports activities that will provide member agencies with tools to enable them to design and implement more effective education programmes.

These could include initiatives such as developing a Philippine Resource Centre (to be managed by a learner centre or one of the member agencies) that can at a later stage be linked to regional centres, training workshops on various aspects of

development education programming (for example, audio visual production which was repeatedly stressed by members), and developing a media strategy.

One need that was repeatedly mentioned is that for improvements in the collection, processing, and dissemination of information. A good communications system is an essential part of this. PDAP may wish to consider looking at rapid, reliable and low-cost, communication links between PDAP Canada and the Philippines and within, Canada among the PDAP members to which will be a more cost-effective alternative to facsimile transmissions and courier services. This can be accomplished using high speed modems and personal computers at the fraction of the cost of facsimile transmission because data is transferred at much faster speeds (75 pages per minute versus facsimile 1.5 -2 pages/minute on an average machine). The added advantage is that the data can be manipulated on the computer directly.

*Programme Components.* Within these two programme area directions, specific components of information, education and action/advocacy can be situated. Rather than aim to have the three components to be part of any programme activity, each programme area can be phased to move through the continuum from -

information -> education -> action

*Target Groups.* Priorities will have to be set relative to the target groups that have been defined. One option is to concentrate on PDAP's own "backyard" its member agencies members and constituents, or to aim at a broader group. One way of bridging these options is to secure the involvement of the learner centres (on condition they make an explicit commitment to do Philippine programming) who have a wider base within their local communities and can facilitate people-to-people links. The choice of centres would be critical.

Learner centre experiences in joint programming with NGOs on specific overseas development projects can provide some models for the PDAP programme (for example the London Cross Cultural Learner Centre and Future Forests, an NGO, collaboration on a forestry project in Ethiopia where the learner centre undertakes development education and fund raising activities for the project). Learner centres are open to working with NGOs to develop these links and hope that NGOs can work with them to respond to initiatives that grow out of their educational work.

*Next Step.* A major concern raised at various points is the need to get an agreement on a "common message" which takes into account the Philippine perspective and at the same time recognizes the realities of doing education work in Canada. For example, PDAP Canada needs to make its Philippine partners aware of what audiences are in Canada, what potentials and limitations exist in doing education work, etc. At the same time Philippine partners need to be able to state the image of the Philippines that they would want portrayed in Canada, what areas of Canadian policy towards the Philippines would they like to influence and how. A forum to bring together Canadian and Philippine parties to work on this common message is the next step.

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# 1 INTRODUCTION

## 1.1 Objectives of the Study

This needs assessment was undertaken for the Development Education Advisory Committee of PDAP as the initial step in the design of the Development Education Programme for PDAP Phase II. The needs assessment seeks to provide an information base and recommendations to assist the Committee in defining an operational strategy for the programme. Its specific objectives are:

1. To identify the existing capacities and resources of the different groups to contribute to the PDAP Development Education Programme by examining their current development education efforts;
2. To get an indication of the groups' willingness to commit resources and preferred modes of involvement;
3. To determine the groups' level of awareness of the situation in the Philippines and their sources of information.

## 1.2 Methodology

Survey forms were sent to all of the PDAP member agencies and to a sample of learner centres and Filipino Canadian associations. Annex A contains the survey forms used; annex B shows the list of respondents. Follow up phone interviews were made but the summer holidays and overseas travel for many of the agency staff posed difficulties so not all survey respondents were interviewed.

## **2 PDAP MEMBERS**

This section provides information on the nature of current development education activities undertaken by the PDAP member agencies and their needs, interests, and willingness to participate in the PDAP Phase II Development Education Programme.

### **2.1 Nature of Current Development Education Activities**

Development education in its simplest sense involves "teaching and learning about development. Drawing on concepts of human interdependence and mutual responsibility, development educators seek to inform and promote critical thinking about and to encourage public action on global issues."<sup>1</sup>

All but two of the agencies contacted have some form of development education programme in Canada. The goals of the respective agencies' education programmes are usually determined jointly by the Board or Executive and the relevant agency staff. Less than half of the agencies have an overall plan for their development education activities. Those agencies that have established a more formal process of planning their development education programmes also conduct periodic reviews of plans, but only less than a third of the agencies (4 out of 14) have done a formal evaluation of their development education activities. [Table C.20]

#### **2.1.1 Objectives/Scope of Activities**

Current activities are primarily geared to information and education on a range of international development issues, which vary with the specific agencies' mandate. The promotion of action and advocacy is secondary. Other stated objectives are the encouragement of North-South linkages and the development of a network of volunteers. [Table C.1].

Funds allocated to development education activities (in proportion to total resources for the agency) are low for most agencies, nonetheless, member agencies have a variety of existing education activities. Most agencies also produce at least one regular publication for their education activities.

The specific objectives and content of programmes vary widely depending on the agencies' specific mandates. However, except for one associate agency (IMAC), development education is not a major component of agency programmes of the agencies surveyed. Sixty four percent of the agencies estimate that they spend less than 6 percent of their total agency funding on education activities. For several agencies, funds available for development education are tied to funding for specific projects. [Table C.2].

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<sup>1</sup> Michelle Philipps, "Development Education: On the Shelf or in the Classroom?" OAWG Quarterly (Newsletter of the Ontario Africa Working Group) 1 (September, 1989): 1.

Although development education claims a smaller share of agency resources among the PDAP membership, many ongoing activities exist that the Phase II development education programme can potentially link up with. Except for one agency, all members sponsor regular events that focus on or relate to development education. Close to 30 such events occur in the year; the peak period is in the Fall. [Tables C.3 and C.4. An inventory of regular development education events sponsored by member agencies is listed in Table C.8].

Less than half of the agencies, however, have an overall plan for its development education activities (These are YM-YWCA, HOPE, CWLR, OXFAM, and CCA; SCF-BC is moving towards a "more formalized and ongoing education programme.") Most tend to plan education activities around fund raising campaigns or specific projects. About ten of the 30 regular events sponsored by the agencies are specifically aimed at fund raising [Table C.5].

Given the diverse PDAP membership, no single issue emerges as the focus of most agencies' development education activities. Issues focused on in the regular development education activities vary from year to year depending largely on the agency priorities and the types of overseas development assistance projects supported by a given agency. Current issues focused on include food and hunger, rights of children, health, water and sanitation, and environmental conservation. [Table C.7]

### **2.1.2 Target Audiences**

Three groups constitute the target audiences of development education activities and publications: the general public, member organizations or constituencies (e.g., church members in the case of church based groups), and school children at the primary and high school levels. Several of the agencies have programmes specifically geared towards school children. [Tables C.6 and C.11]. Teachers are a secondary target audience as several agencies support teacher training and curriculum development activities.

Only the Project Bata, a Filipino Canadian group, has education activities of the membership are specifically aimed at the Filipino Canadian community. Furthermore, business, labour and trade groups are targeted by agency development education activities to a much lesser extent. Few activities were reported as specifically aimed at agency board members and volunteers.

### **2.1.3 Production of Educational Materials**

Ten out of the 14 agencies contacted produce at least one regular publication for their education activities; some have three regular publications. The most common form is the newsletter, which provides to the general public, information, research, or human interest articles on projects supported overseas. For some, issues are organized around a particular development theme. Close to half of these publications are produced every quarter and most are available in English only.

The audience reached by agency publications ranges from 400 to 160 thousand, half of these publications have a circulation of under 3,000. Some 200 thousand individuals are reached by the combined circulation of various member agency publications. These figures though are rough estimates and are likely to be highly underestimated since no figures are reported for many of the publications. [Tables C.9 to C.12. An inventory of agencies' regular publications is listed in Table C.14].

Over the past two years, the member agencies have produced a variety of educational materials. Reports on specific development themes or sectors and on overseas projects are the most common types of materials produced followed by slide tapes and photo exhibits [Table C14].

Half of the agencies have produced print and audio visual educational materials that focus and/or have a substantial Philippine content. A total of 8 materials were reported produced by PDAP members (3 of these by Hope International, 1 co-produced with SCFBC). Most of these are targeted for use in schools (elementary and high school) [Table C.16 lists details of these materials].

#### **2.1.4 Development Education and Overseas Development Assistance**

Close to two-thirds of the members support nonPDAP projects. The Phase II development education programme can potentially draw on agency experience in the Philippines that extends beyond PDAP.

Agency involvement in the Philippines ranges from 1 to 30 years, with the average length of involvement at 3.5 years (if we exclude CCFC which has 30 years involvement). Several members have Philippine branch offices or affiliates. [Table B.1].

Of the nine agencies involved in nonPDAP projects, about half are supporting nonPDAP projects with an estimated value of less than 100 thousand. The sectors and types of organizations supported in this projects parallel those in the PDAP projects. [Tables B.1 to B.7]

Sixty-four percent of the agencies have attempted to link their overseas projects with development education work in Canada. Methods most commonly used to make these links are: media features on the Philippines (news/magazine articles, radio and television shows, videos). Visits by Philippine partners to Canada have also been attempted as well as visits by Canadian partners to the Philippines. CCA has organized a tour of Canadian journalists to the Philippines as well as an exchange programme to place cooperative members from the Philippines in coops in Canada, both these initiatives were done outside of PDAP, however. [Table C.29-17, and C.18].

Most agencies want to increase their efforts in this area, especially "making people-to-people links." Specific suggestions on how to improve links between development education work in Canada and overseas development assistance fall

under three broad categories: the provision of timely information on projects; improved audio visual documentation of projects and issues by Philippine partners, and promotion of people-to-people links. These suggestions are discussed in further detail in section 3.3.3 of this report.

## **2.2 Resources for Development Education**

As already indicated, development education is not a major component of agency programmes in almost all member agencies. Human and physical resources available to support agencies' development education activities are limited and are inextricably linked with those for fund raising.

### **2.2.1 Human Resources and Public Sector Contacts**

The combined staff of the PDAP membership - those responsible for development education in Canada as well as those for Philippine projects represent a wealth of experience and expertise that can be drawn upon for planning and implementing the PDAP Phase II development education programme. Majority of the agency staff have academic training and many years of work experience (several with more than 15 years) in the international development field. Three of the agencies (CCA, SCFBC and Project Bata) have staff that have in fact worked in the Philippines. The majority of Project Bata's volunteer staff are former Philippine nationals [Table B.8].

Several of the development education staff have specialized training in communications and audio visual productions. Listings of both project and development education staff resources among member agencies are given in Tables B.7 (for staff in charge of Philippine projects) and D.1 (for staff in charge of development education).

However, development education staff tend to be overworked. Development education needs of PDAP Phase II face stiff competition from programming demands of other geographic areas. Memberships in other NGO consortia - many of which also have a development education programme - also place additional demands on the staff, especially those of the smaller agencies.

In the majority of the NGO member agencies, planning development education and development assistance responsibilities rest with separate staff. The exception is SCF-BC where the staff person in charge of overseas programmes is also responsible for development education (this is soon to change with the recruitment of a part-time education staff person). While responsibility for planning overseas projects - at least in the larger member agencies - are divided among several staff by major geographic regions, development education responsibilities (in both large and small agencies) for the entire agency typically rest with one staff person (who is also in most cases responsible for fund raising). The typical agency set up is for the planning of development education activities to be the responsibility of 1-2 people: usually a communications or fund raising staff person with the primary responsibility and the agency head providing inputs. [Table D1.1, note the two

agencies that report more than 3 development education staff are associate agencies where volunteers do the all development education functions].

Fifty seven percent of the agencies utilize a volunteer network to implement their development education programmes. The majority of the agencies have a volunteer network of less than 50 persons. Typical functions assigned to volunteers are promotion of materials and programmes, serving as resource speakers, assistance in developing resource materials, hosting events and providing logistical support in organizing events, etc. [Table D.3 and D.4].

Agencies were asked to identify sectors of the Canadian public with whom they have the most developed contacts for development education work. Expectedly, churches or church based groups, rank first and schools, second. Four agencies, Project Bata included, indicate well developed contacts with Filipino-Canadian groups. None indicate well developed contacts with learner centres. [Table D.9].

Conversely, agencies were asked to identify the public sectors with whom they have not developed contacts and wish to do so. The responses ranked as follows: women's groups come first; Filipino Canadian groups and youth movements, second.

### **2.2.2 Physical Resources**

Most agencies have available in-house physical resources to support development education activities, most common are: a photo/slide collection and a resource centre or library. Five agencies have videos for loan to the public. Half of the agencies have acquired audiovisuals specifically on the Philippines. Slightly over half of the agencies subscribe to periodicals that have a Philippine content. [Tables D.5 through D.8. Audio-visual resources that are specifically on the Philippines are listed in Table D.6.1].

There is also some capacity to produce print materials quickly and at a relatively lower cost among agencies that have a laser printer and desk top publishing software. Only one agency has a video camera.

Agencies were asked to rank the importance of different sources of information for Philippine programming [Table D7]. For purposes of analysis we have combined the first and second ranked responses (although in the table these are reported separately).

Philippine NGO partners (and their project reports) are seen by the agencies as the most important source of information. PDAP Canada comes second. Third rank is split between PDAP Philippines and field visits by Canadian staff.

Except for CPAR, a PDAP new member, all the agencies have at least one staff member who has visited the Philippines. Agencies make one to two country visits annually.

## 2.3 Interest and Needs concerning PDAP Education Programme

This section covers the following aspects: agencies' extent of interest on development issues that PDAP has identified; agencies' views on areas where the PDAP Development Education programme can most meet their needs relative to their Philippine programme and education work in Canada; the types of information agencies needed for Philippine programming, and suggested specific activities for the PDAP programme.

### 2.3.1 Extent of Interest in Development Issues Identified by PDAP

Given the number of development challenges faced by the Philippines today, the PDAP development education programme plans to focus on key themes. The intent, as articulated in the *PDAP Development Education Working Paper* (March, 1990), is for these themes to serve as a guide for project selection and for implementation using a programmatic approach that will span both the programme in the Philippines and education work in Canada. The criteria used in the selection of potential themes include the consideration of the following points:

1. the major development concerns facing the Philippines
2. the potential of linking these concerns with issues in Canada
3. focusing on the issues where PDAP support would have the greatest impact in Canada and in the Philippines
4. identification of the themes would be influenced by Philippine NGOs, and
5. the themes must be of interest to both Philippine and Canadian NGOs and promote the principle of interdependency.

Prior to this needs assessment, two themes - **landlessness** and **water** - had already been identified in consultation with PDAP-Philippines. The themes are purposely broad so that more specific issues may be addressed as sub-themes. In the needs assessment survey a list of sub themes (drawn from the Development Education Working Paper) was presented to the agencies to verify their extent of interest in each theme.<sup>2</sup> The results are shown in Table E.1. For purposes of analysis ranks 4 (Interested to a great extent) and 3 (Interested to a fair extent) have been combined, these are however, reported separately in the Table E.1

The single issue that is of interest to almost all of agencies is the **environment**. Other issues that are of interest to more than 60 percent of the agencies are: **potable water and sanitation, food production and agrarian reform**. Between

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<sup>2</sup> Respondents were asked to indicate their extent of interest in each theme using the following scale: 1 = Not of interest; 2 = Interested to a slight extent; 3 = Interested to a fair extent; 4 = Interested to a great extent; 0 = Don't know/Can't say. Some respondents chose not to rate some of the issues at all, i.e., the entry was left blank. This in a way may be taken as an indicator of disinterest in a given issue. The category no response (N/R column) have been tabulated separately.

50-57 percent of the agencies also expressed interest in the issues of **human rights, street kids and landlessness.**

The environment issue figures prominently in the minds of the Canadian public as shown by various opinion polls as well as in the individual programme priorities of most Canadian NGOs in the next several years. Parallels between the Philippine and Canadian situations are many. As well, there are clear instances of direct Canadian impact on the Philippine environment arising from the involvement of Canadian companies (e.g. Placer Dome) in industrial activities in the Philippines.

Eight out of the 14 agencies (57%) state that they would be in a position to contribute to the development of an educational programme around the environment issue. As for the rest of the issues less than half of the respondents (range from 7-28%) indicated that they would be able to contribute. [Table E.2].

Other issues that members suggested to be included are given in Table E.3. These suggestions reflect the specific areas of interest of the particular agencies as set by their respective mandates. One suggestion, however, which cuts across specific agency sectoral priorities and would be well worth for PDAP to consider including in the programme is the issue of cooperation among Philippine development organizations (both NGOs and people's organizations) and their Canadian counterparts.

### 2.3.2 Agencies' Information Needs

The responses on how the PDAP Phase II Development Education programme can most meet members' needs tend to indicate a preference for PDAP to assume a facilitator role as opposed to a more direct programming role.

The areas indicated as where PDAP can most meet member agencies' needs are: the provision of current, accurate information (35%); production of educational materials (29%); improving access to media (21%), facilitating linkages between and among Canadian and Philippine organizations (21%). Only one agency thinks that PDAP should provide support for lobbying and advocacy efforts. [Table E.4].

The respondents were asked to rank their extent of need for different categories of information on the Philippines. For purposes of analysis ranks 4 (Needed to a great extent) and 3 (Needed to a fair extent) have been combined, these are however, reported separately in Table E.5. The information categories for which the PDAP membership express the greatest need are follows:

1) **social trends** (80%), i.e., information on poverty, health, education, status of women and children and 2) **information on NGO initiatives** (71%), activities of both Philippine and Canadian NGOs and POs. **Current events and news, political/security situation and agrarian reform situation** were all ranked equally (64%).

### 2.3.3 Suggested Activities for PDAP Programme

*Improving the Information Base.* The suggested activities to improve the information base focus not so much on the lack of information per se but rather on information that can be more readily used by individual agencies and a better system to collect, store, retrieve, and disseminate information. The concern in the latter is for timely, up to date information that can be readily used by individual members for their education activities.

- Steady, timely flow of information on Philippine projects
- Weekly or fortnightly 1-2 page fax to members on the Philippines as they happen
- Information service that can be readily accessed for statistics and is organized into a data base
- Regional updates from the Philippines
- Wider distribution of newsletters and project profiles
- Provide a more active and visible medium, e.g., newsletter, that makes specific suggestions on what associations can do to assist
- Establish a central information resource bank
- Regional information centres in Canada through, for example, designating a member NGO to be the focal point for PDAP in the region - to service other members needs as well as that of the general public, schools, etc.
- Make information more readily useable and interesting through -
  - a. Good analysis of problems in the Philippines for use in agency newsletters, educational material and community work
  - b. Current news and feature articles on specific projects to include achievements, project impact, photographs
  - c. Preparing better visual documentation of projects and issues by Philippine partners

*Increasing Canadian Expertise on the Philippines.* The suggestions focus on training for the Canadian NGO community (including board members and volunteers and exchanges).

- Training and Exchanges
- Staff exchanges

- a. NGO community seminars with personal visits from Philippine partners
  - b. Staff training sessions using resource persons from the Philippines
  - c. Exposure program for Board members and staff
  - d. Sponsor day-long seminars for NGOs in Canadian cities
  - e. Speaking tours by Philippine visitors
  - f. Sponsor a youth work program, link First World and Third World youth in a twinning programme which PDAP-Canadian partners would develop with Philippine-PDAP partners
  - g. Conduct seminars for development education staff focused on thematic issues on Philippine development
  - h. Exposure tour for Board of Directors
  - i. Include Philippine partners in ongoing NGO meetings/conferences
  - j. Exchange scholarships
- Improve access to media
    - a. Develop a network of media contacts which would be utilized by Canadian NGOs
    - b. Develop a strategy for using the mass media and for keeping stories appearing regularly
    - c. Public awareness campaign with a large media component
  - Research
    - a. Facilitate research in the Philippines
    - b. Background information on issues and sectors

*Mobilizing NGOs and Canadian Public.* Membership interest in mobilizing NGOs and the Canadian public around major policy issues appears to be less relative to that on information and education activities, agencies who came forth with suggestions in this activity were markedly fewer. Because of the political nature of this activity, some agencies feel that these should be "left for individual agencies to do rather than be an area for joint programming."

- Support solidarity groups in advocacy efforts
  - a. Involve Canadian NGOs in advocacy
  - b. Sponsor a series of videos on issues with a historical perspective and at the end of the series forecast what may happen, NGO action
- Support PCHRD tour of farmers and agrarian reform NGOs
- Focus on "action" activities for the public (e.g. write MPPs)
- Specific, targeted lobbying campaigns

### **2.3.4 Involvement in PDAP Development Education Programme**

Eleven out of the 14 agencies (78.57%) plan to be actively involved in the PDAP programme and are willing to commit resources to it [Tables E.6 and E.7]. The availability of staff and resources is viewed by the agencies as the most significant constraint in agencies' involvement in the programme [Table E.9].

The CCFC, states it can be involved only in a limited sense because it "is not primarily a development education organization and has the responsibility to educate Canadians about 29 countries as well." The CCCFC is also a member of 12 other NGO consortia. The Project Bata and the IMAC also qualified their involvement since they have no permanent staff.

The CCA does not intend to be involved and the reason cited has been the difficulty of raising matching funds required for PDAP projects. They also already have a fairly large development education programme. The WRC is uncertain about its involvement at this time given the shortage of staff to "develop programs for internal use." CLE did not respond to this question.

### **2.3.5 Views on Partnership**

Some key principles of partnership emerge as more critical to the members than others, but, on the whole the PDAP membership does not as yet have a commonly held understanding of the concept of partnership. Three partnership principles deemed most important by at least half of the agencies are: a **common understanding of development problems in the Philippines (71%)**; **agreement to share resources, information and exchange ideas (50%)**; **mutual recognition and respect (50%)**. Only 2 of the agencies - YM/YWCA and CCA have actually developed a statement on partnership.

Several agencies note that partnerships are very demanding on agency resources. Funding constraints as well as staff limitations currently keep some agencies from entering into partnership relationships. On the other hand, the expansion of NGO consortia programming of development assistance for specific countries or geographic regions increases the demands on staff of the member agencies. Many of the consortia also have a Canadian education component. Seventy-nine percent (9 out of 4) agencies are members of 4 or more NGO consortia (PDAP included). CCFC Canada tops the list with membership in at least 12 other NGO consortia, followed by Oxfam-Quebec with 9 other memberships. [Table F3.1].

It is also important to note that 79 percent (11 out of 14) of the PDAP members are also members of the Philippine Canadian Human Resource Development Program (PCHRD) [Table F.3]. Given that PCHRD is planned to have a substantial development education component in Canada and that memberships overlap, development of the PDAP programme should be closely coordinated with the PCHRD programme.

Several of the agencies have also expressed a concern that Canadian members reach an agreement with Philippine partners on the "message" to be transmitted by the PDAP programme to the Canadian public. The programme planning process should allow Philippine partners and the Filipino-Canadian community to

participate. Sharing the plan with PDAP Philippine partners and obtaining their feedback, review of education materials by Philippine partners, joint decision making on PDAP expenditures, and encouraging agencies to link their education programmes with their partners in the Philippines are some of the ways suggested to address this concern [Table E.8].

Partnership is "a continuum evolutionary process where organizations involved are learning from each other."<sup>3</sup> While partnership relationships are important, adequate support must be provided to sustain them, especially partnerships with overseas organizations - whether NGOs or people's organizations (POs). Personal contact through field visits, working with project holders along with the endorser, and working on longer term or "second-time" projects, and encouraging people-to-people links are all factors that help true partnership relationships to evolve.

### **3 LEARNER CENTRES**

#### **3.1 Nature of Current Development Education Activities**

Learner centres are mostly nongovernmental institutions whose main objectives are to broaden public awareness and education on development issues in the specific community or constituencies they serve. Learner centres share many of the development education objectives of the PDAP member agencies [Table G.1]. Their constituencies, however, tend to be smaller in number (compared to NGOs) and tend to be located in the communities they serve. In addition, learner centres are more actively involved in mobilizing their constituencies to specific action on such issues as human rights, environment, and in advocating specific development policies or actions to the Canadian government. Because most centres are community based institutions they use more face-to-face, interactive outreach through community events and work with the schools. The general public, elementary and highschool students, church and community organizations, and teachers are the main target audiences addressed by learner centre programmes [Table G.3 and G.13].

Like the PDAP members, the specific development issues dealt with by learner centres vary widely. The choice of issues and geographic areas focused on by learner centres are influenced by two factors: by the interests of the members or the community served by the learner centre and the experience and by the background of learner centre staff members. The development issues that dominate current interest of learner centres surveyed include: **environment, human rights, native and indigenous people, food and hunger, debt crisis and global economy** [Tables G.2 and G.10].

Among the 8 learner centres contacted, three - the Third World Resource Centre (Windsor), Global Village (Nanaimo B.C.) and Cross Cultural Communications

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<sup>3</sup> Definition taken from the Asian Regional Consultation : Strategic Analysis of Development Partnerships in Asia held in Chiangmai, Thailand 5-9 February 1990.

Centre (Toronto) have undertaken programmes on the Philippines. The Third World Resource Centre (TWRC) has for several years developed programmes specifically for the Filipino-Canadian community in its area (Windsor has the second largest - first is Toronto - proportion of Filipino-Canadians in the province of Ontario). The TWRC's current Executive Director is a Canadian of Filipino origin who was involved in development work in the Philippines (its previous Executive Director was also originally from the Philippines).

Learner centres have a variety of information and education programmes. All centres produce newsletters to keep their respective constituencies informed of the centres activities and to serve as a forum to discuss key development issues [Table G.14]. These usually serve as the main education vehicle. These publications are distributed locally to members who usually pay an annual fee, libraries, service clubs, and to local schools. One of the centres contacted, the Victoria International Development Education Association, produces a bi-annual publication for teachers which is distributed nationwide. [Table G.15 gives a list of learner centre publications].

In addition to producing educational materials, learner centres have many face-to-face, interactive outreach programmes to the community. School programmes are a major component of most learner centres activities. Most have forged close working relationships with local school boards and teachers to integrate global development issues into the existing curriculum by developing curriculum kits, holding teacher training workshops and providing resource materials for classroom use, and making classroom presentations. The services provided by learner centres include: thematic workshops or seminars on development issues; resource centres; videos for loan; teacher training and curriculum development for elementary and high school levels. Learners centres also sponsor fund raising events featuring sales of products from the developing world [Tables G.4 and G.12].

The fall season is peak period for learner centre activities [Table G.6 list events sponsored by learner centres]. World Food Day and Development Day, both in October, are two events that are annually sponsored by almost learner centres. The latter is designated by the government and funding support is available for organizing special events on this date.

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Five out of the 8 learner centres contacted have attempted to link overseas projects with their development education work through such means as supporting specific overseas projects, twinning, linking with women's groups and cooperatives in the developing world, purchase of products produced in development projects for sale

### 3.3 Interests and Needs

Most of the learner centres have not heard of the PDAP before at all. Of those that were aware (3 centres), only one was familiar with the objectives and activities of PDAP. programme.

Without details on the proposed PDAP Phase II Development Education Programme, it is difficult for most of the learner centres to make any commitments about their possible involvement. Nevertheless, **all express an interest to assist in distribution of PDAP educational material, in hosting speakers and arranging presentations provided enough lead time is given to them, and in developing links between their education work and specific development initiatives overseas.** Further involvement would be contingent on knowing details of PDAP's plans and on the availability of resources to do Philippine programming. Two centres - the TWRC and VIDEA - are keen to pursue their possible involvement with the PDAP.

The TWRC is willing to be a member in any working committee for the PDAP Development Education Programme. It has a growing collection of Philippine resource materials and would like to collaborate with PDAP in this area as well as in sponsorship of regional workshops on key development issues in the Philippines for learner centres and the general public. The Centre also works closely with faculty members in the University of Windsor who have an interest in the Philippines (e.g. David Wurfel).

The VIDEA wants to explore solidarity work with people's organizations in the Philippines especially with the union movements. The VIDEA has well developed links with environmental groups in British Columbia, this is another area of collaboration that may be explored.

The **types of information** on the Philippines that learner centres would like to have from PDAP are: **current events and news, political and security situation, and social trends** [Table G.31].

The areas that learner centres feel PDAP assistance can most meet their needs if they were to do Philippine programming are the following: **production of educational materials and provision of current information** [Table G.32]. The development of a **centralized data base** on the Philippines in Canada and **the use of Filipino-Canadian groups both as resources and targets** of education activities is also suggested [Table G.29].

Other suggestions for increasing understanding of Philippine issues in Canada during the Phase II programme include the development of better links between PDAP member NGOs and the learner centres through such activities as for example: **speaker tours, exchanges** coordinated with learner centres, **school programmes, regional workshops** on Philippine development issues for learner centre staff and members [Table G.30].

Since most of the learner centres are not familiar with Philippine issues, they - understandably - have less to suggest on how to mobilize action by the NGOs and by the general public on Philippine concerns. These suggestions include

in annual fund raisers [Table G.17]. Their experience can be useful for the PDAP programme.

Among the interesting examples is the collaboration between the London Cross Cultural Communications Centre (London, Ontario) and Future Forests, a London based NGO which is currently supporting a community forestry project in Ethiopia. The LCCCC has contract with Future Forests to undertake development education on the project as well as fund raising. The programme was jointly developed with Future Forests. The programme has two aspects. First, a schools component where the Centre has produced a kit on reforestation and daily life in Ethiopia with comparisons to the Canadian situation. Second, a community component directed at service clubs, churches and other community organizations which currently have no specific interest in international development. Presentations are made to these groups and twinning proposals are being pursued. In both components, parallels between the Ethiopian and Canadian situations are emphasized.

Another interesting and apparently successful attempt at making people-to-people links is that of the Global Community Centre (Kitchener, Ontario). The Centre hired for a period of 4 months a Ghanaian woman to develop an education programme on Ghana and women which was very well received in the community. The major comment was that "it was very different to hear from someone who has first hand experience of the country."

### **3.2 Resources**

The centres are funded by membership dues, private grants and donations, contributions from NGOs, grants from the Canadian International Development Agency (CIDA) and other government agencies such as the Secretary of State. Some 29 learner centres throughout Canada are funded by the CIDA through the Public Affairs Branch and the Public Participation Programme.

Learner centres have paid staff although staffing levels can vary from year to year depending on the availability of funding. Five of the centres contacted have between 1-5 paid staff members. In addition, most rely on a network of volunteers to assist in programme planning, developing resource materials, and making presentations to the community [Tables G.22 through G.24].

All the centres maintain a library or resource centre for use of the public. The size of holdings varies widely but in general, most centres have made an effort develop computerized listings of their holdings. Six out of the 8 centres have audiovisual materials on the Philippines (the most common mentioned is the video on internal refugees "Bakwet").

identification and discussion of the Canadian government policies on the Philippines and a cross-country "day of action" on the Philippines [Table G.31].

## **4 FILIPINO-CANADIAN GROUPS**

Many Filipino-Canadian associations exist. The greatest number are groups organized along ethno-linguistic or regional groupings. The majority are oriented to organizing social activities among members or to providing social services assistance to community members. Fewer groups do public education on the current Philippine situation, engage in solidarity work with organizations in the Philippines, or seek to influence Canadian policy towards the Philippines.

The Filipino-Canadian community is rather divided with factions frequently drawn along ethno-linguistic groupings and, to a lesser extent, along or income classes. An umbrella organization the United Council for Filipino Associations in Canada (UCFAC) exists but it has similarly had problems drawing the community together. The recent loss of UCFAC's very dynamic President (Juliet Cuenco) may further reduce UCFAC's effectiveness.

The level of awareness and understanding of development issues in the Philippines among Filipino-Canadian associations is generally low. The learner centres that have done some Philippine programming as well as the associations that have done education work note that it the response to education efforts has generally been poor. However, there are Filipino-Canadian community groups who have made gains in this area (for example, the British Columbia Committee for Human Rights in the Philippines and Campaign for Democracy and Independence, Project Bata), their experiences deserve closer attention. PDAP needs to identify and make links with these groups and in particular, to identify supportive individuals. Because of the divisions in the community, however, PDAP should be aware that opting to work with a given group can preclude opportunities to work with another.

Despite the low level of awareness about development concerns, Filipino-Canadian associations have responded very well to fund raising efforts for disaster relief in the Philippines. Future education work with the Filipino-Canadian community can be built around a follow up to this initial positive response.

## **5 CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Programming Considerations**

In sum, the survey reveals the following main points which directly bear upon the development of an operational strategy for the PDAP Development Education Programme. Under each point we have listed the major implications for programming arising from these points.

- 1. The level of interest and willingness to participate in the PDAP Development Education programme is generally high in majority of the**

member agencies, but at the same time competing demands on agency staff both from the agencies' internal requirements (developing the constituency base, fund raising, etc) and from the agencies' multiple NGO programming consortia memberships pose significant constraints on agency participation.

- a. PDAP should maximize the use of existing, ongoing activities of the different groups - of which there are many - as channels for its programme. Resources of the associate agencies, which thus far seem to have played a secondary role, should be tapped and used more effectively.
- b. PDAP needs to coordinate closely with PCHRD'S proposed development education programme to minimize duplication and to explore potentials for joint activities or exchange of learning. Mechanisms for coordination will need to be established. Other CIDA programmes in the Philippines - PICODAP, U.P. Los Banos and Dalhousie University Environmental Project, Women in Development - as well as nonPDAP Philippine projects supported by PDAP members could be likewise examined. For example, IMAC's nonPDAP projects may provide good materials for development of educational materials on environmental issues.
- c. The programme should facilitate the forging of links among its NGO members, learner centres, Filipino-Canadian community organizations. This will help create a broader base of support for Philippine concerns in Canada and at the same time relieve some of the pressure of programming from the member agencies.

There are learner centres that are already doing Philippine programming, these should receive priority in receiving assistance from PDAP's Development Education Programme. Working relationships with learner centres should be based on an agreement to do Philippine programming.

**2. The PDAP membership does not as yet have a commonly held understanding of the concept of partnership in general and as it applies to development education, in particular. There is, however, general agreement that a common understanding of development problems in the Philippines is a critical principle of partnership.**

- a. A common understanding of the development problems in the Philippines is the foundation of a common agenda for education work in Canada, which in turn is the basis for an effective partnership.
- b. The process of defining a common agenda for education work in Canada is as important as the outcome - the common agenda itself.
- c. Careful attention should be given to Canadian and Philippine inputs in the programme planning and implementation process. Appropriate

mechanisms to facilitate participation of various groups will need to be designed.

**3. For most of the member agencies, information and education activities appear to be the preferred areas of involvement for joint programming under the PDAP programme. Action and advocacy is viewed as an activity best to be pursued at the level of the individual agency.**

- a. PDAP's desire to have the three components of information, education and action in every programme activity may not be a realistic goal at this time.

**4. The need for up to date and current information has been strongly expressed by both PDAP members and learner centres.**

- a. The improvement of the information base in Canada has to be looked at in a holistic manner, i.e., it has to be viewed as a system from collection, processing, analysis, storage, and through to dissemination of information.
- b. Since information is generated largely and from the Philippines this portion of the link must also be examined.

**5. Learner centres (including some that are doing Philippine programming) and Filipino-Canadian associations are not familiar with objectives and activities of the PDAP.**

- a. Outreach and promotional activities to learner centres and Filipino-Canadian associations need to be increased.
- b. If the PDAP development education programme is to specifically target the Filipino-Canadian community as among its audience, PDAP has to gain a better understanding of the dynamics of the community which will be needed in designing an appropriate strategy to reach this audience.

## **5.2 Programming Options: Towards a Common Agenda**

What follows is an attempt to reexamine the broad framework set out in the *Development Education Working Paper* in the light of findings from the needs assessment and to set forth some programming options which the Committee may consider in defining an operational strategy for the programme.

Two programme directions emerge from the need assessment:

1. **A core programme of a series of activities centred around key development issues** as identified jointly with PDAP Philippines. The activities can take a variety of forms study tours, sectoral workshops, twinning, etc. but the approach would be the same in that the issues would be approached from a global

perspective. This approach recognizes an increasingly interdependent one-world where problems of and potential solutions of the North and the South are inextricably linked. Interdependency, comparability, and mutual learning are the key concepts of this approach.

2. A **package of support services** intended to service the greatest number of member agencies, including members of the board and volunteers. (learner centres may be targeted here too). The idea is that PDAP supports activities that will provide member agencies with tools to enable them to design and implement more effective education programmes.

These could include initiatives such as developing a Philippine Resource Centre (to be managed by a learner centre or one of the member agencies) that can at a later stage be linked to regional centres, training workshops on various aspects of development education programming (for example, audio visual production which was repeatedly stressed by members), and developing a media strategy.

One need that was repeatedly mentioned is that for improvements in the collection, processing, and dissemination of information. A good communications system is an essential part of this. PDAP may wish to consider looking at rapid, reliable and low-cost, communication links between PDAP Canada and the Philippines and within, Canada among the PDAP members to which will be a more cost-effective alternative to facsimile transmissions and courier services. This can be accomplished using high speed modems and personal computers at the fraction of the cost of facsimile transmission because data is transferred at much faster speeds (75 pages per minute versus facsimile 1.5 -2 pages/minute on an average machine). The added advantage is that the data can be manipulated on the computer directly.

*Programme Components.* Within these two programme area directions, specific components of information, education and action/advocacy can be situated. Rather than aim to have the three components to be part of any programme activity, each programme area can be phased to move through the continuum from -

information -> education -> action

*Target Groups.* Priorities will have to be set relative to the target groups that have been defined. One option is to concentrate on PDAP's own "backyard" its member agencies members and constituents, or to aim at a broader group. One way of bridging these options is to secure the involvement of the learner centres (on condition they make an explicit commitment to do Philippine programming) who have a wider base within their local communities and can facilitate people-to-people links. The choice of centres would be critical.

Learner centre experiences in joint programming with NGOs on specific overseas development projects can provide some models for the PDAP programme (for example the London Cross Cultural Learner Centre and Future Forests, an NGO, collaboration on a forestry project in Ethiopia where the learner centre undertakes development education and fund raising activities for the project). Learner centres

are open to working with NGOs to develop these links and hope that NGOs can work with them to respond to initiatives that grow out of their educational work.

*Next Step.* A major concern raised at various points is the need to get an agreement on a "common message" which takes into account the Philippine perspective and at the same time recognizes the realities of doing education work in Canada. For example, PDAP Canada needs to make its Philippine partners aware of what audiences are in Canada, what potentials and limitations exist in doing education work, etc. At the same time Philippine partners need to be able to state the image of the Philippines that they would want portrayed in Canada, what areas of Canadian policy towards the Philippines would they like to influence and how. A forum to bring together Canadian and Philippine parties to work on this common message is the next step.

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**ANNEX A**

**SURVEY QUESTIONNAIRES**

## PDAP DEV ED NEEDS ASSESSMENT SURVEY OF MEMBER AGENCIES

### A. AGENCY INFORMATION

1. Name of Agency: \_\_\_\_\_

2. Name(s)/Designation(s) of Respondent(s):  
\_\_\_\_\_  
\_\_\_\_\_

### B. DEVELOPMENT ASSISTANCE IN THE PHILIPPINES

1. When did your agency first start supporting projects in the Philippines? \_\_\_\_\_

2. Do you now have non-PDAP projects in the Philippines?

Yes       No, PLEASE SKIP TO QS. 3

IF YES, for the current year, please state the following:

2.1 Number of non-PDAP projects supported: \_\_\_\_\_

2.2 Total Approximate value: \_\_\_\_\_

2.3 Sectors supported: CHECK AS MANY AS APPLICABLE .

- |  |   |
|--|---|
| <input type="checkbox"/> Agriculture                               | <input type="checkbox"/> Communications & Transport           |
| <input type="checkbox"/> Education                                 | <input type="checkbox"/> Water and Sanitation                 |
| <input type="checkbox"/> Energy                                    | <input type="checkbox"/> Industry (large-scale)               |
| <input type="checkbox"/> Fisheries                                 | <input type="checkbox"/> Micro-enterprises, informal sector   |
| <input type="checkbox"/> Forestry                                  | <input type="checkbox"/> Institutional Strengthening/Training |
| <input type="checkbox"/> Health & Nutrition                        | <input type="checkbox"/> Others _____                         |
| <input type="checkbox"/> Population, Human Settlements,<br>Housing | _____   |
| <input type="checkbox"/> Mining & Metallurgy                       | _____   |

2.4 Please list the Philippine organizations you currently support in your non-PDAP projects:

Name of Organization	Type (see below)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Types of Organizations: 1 = religious or church based; 2 = training/research organization group; 3 = professional group (e.g. home economist's association); 4 = labour/trade group; 5 = agricultural/ fisheries group; 6 = educational institution; 7 = cooperative; 8 = community organization; 9 = private development foundation; 10 = women's group; 11 = government agency; others, please specify.

3. Please list your staff members who are responsible for your overseas Philippine programme (both PDAP and nonPDAP). Please include those who are based in the Philippines (please mark overseas staff with an \*), if any.

Name	Position	Professional/Academic Background
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Have any of your present staff in Canada worked in the Philippines?  Yes  No, SKIP TO QS.5

4.1 If YES, please describe briefly their work experience and length of stay in the Philippines. \_\_\_\_\_

5. How many of your present staff in Canada have visited the Philippines? \_\_\_\_\_

6. On average, how often does your agency staff visit the Philippines? \_\_\_\_\_

**C. DEVELOPMENT EDUCATION ACTIVITIES**

1. Please state briefly the objectives of your agency's development education programme? (Or if you have documents describing your programme please attach a copy).

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2. Approximately, what percentage of your agency's total funding is spent for development education? \_\_\_\_\_

3. Are there Third World related public events (e.g. World Food Day, Development Day) or campaigns (e.g. fund raisers) regularly sponsored by your agency every year ?

Yes       No, PLEASE SKIP TO QS.4

Please list these events in TABLE 1, for each please indicate:

- 3.1 Name of event or campaign
- 3.2 When it occurs (date or approximate time of the year).
- 3.3 Specific purpose
- 3.4 Target Audience(s)
- 3.5 What are major issues are focused on in the activity, if any?

4. Apart from regular public events or campaigns, what are the other major activities in your agency's education programme for this year? Please list these in TABLE 2, for each please indicate:

- 4.1 Types of activities, e.g., school programmes, thematic workshops, teacher training, North-South linkage projects, solidarity campaigns, lobbying, radio broadcasts, etc.
- 4.2 Specific purpose
- 4.3 Target Audience(s)
- 4.4 What major issues are focused on in the activity?
- 4.5 Will the activity have any content related to the Philippines? Check off Yes or No.

5. Has your agency sponsored any development education activities related to the Philippines in the previous two years?  Yes       No

6. Does your agency produce regular publications such as a newsletter for your public education activities?  Yes       No, PLEASE SKIP TO QS.7

For each publication, please give details in TABLE 3:

- 6.1 Title and type of material (e.g. newsletter, annual report, pamphlets)
- 6.2 Language (E = English; F =French; others, please specify)
- 6.3 Frequency of publication
- 6.4 Brief description of content
- 6.5 Target audience (church members, youth, general public etc.)
- 6.6 Size of Target Audience (number of copies distributed per issue)

7. Apart from your regular publications, what other education material (both print and audio visual) have been produced by your agency over the last two years? Please attach a list, if available.

- |  |   |
|--|---|
| <input type="checkbox"/> Curriculum kit      | <input type="checkbox"/> Books                          |
| <input type="checkbox"/> Documentaries       | <input type="checkbox"/> Catalogues of dev ed resources |
| <input type="checkbox"/> Slide tape          | <input type="checkbox"/> Media handbooks                |
| <input type="checkbox"/> Educational posters | <input type="checkbox"/> Others _____                   |
| <input type="checkbox"/> Photo exhibit       |   |
| <input type="checkbox"/> Reports             |   |

8. Has your agency produced any educational materials that focus on the Philippines?  
 Yes       No, PLEASE SKIP TO QS.9

If YES, please list these in TABLE 4, for each material produced, please state:

- 8.1 Title of material
- 8.2 Type of material
- 8.3 Brief description of content
- 8.4 Type of Target audience (please give size of audience, if available)

9. Please describe how your agency prepares its development education programme, giving particular attention to the following points:

- 9.1 How are objectives and priorities set?
- 9.2 Who are involved in the decision making?
- 9.3 Is an annual plan prepared for the programme or does it tend to be linked to specific development assistance projects?

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10. Has your agency made an attempt to directly link your development assistance projects in the Philippines with your public education work in Canada?

- Yes       No, PLEASE SKIP QS. TO 10.2



3. Which of the following resources are available in-house in your agency?

- |  |  |
|--|--|
| <input type="checkbox"/> Desk Top Publishing Software  | <input type="checkbox"/> Photo scanner                       |
| <input type="checkbox"/> Laser Printer                 | <input type="checkbox"/> Books for sale                      |
| <input type="checkbox"/> Video Camera Equipment        | <input type="checkbox"/> Resource Centre/library             |
| <input type="checkbox"/> Video editing facilities      | <input type="checkbox"/> Translation, specify language _____ |
| <input type="checkbox"/> Photo/slide bank              | <input type="checkbox"/> Speakers Bureau                     |
| <input type="checkbox"/> Videos for hire to the public | <input type="checkbox"/> Others, please specify _____        |

4. Does your agency have at its disposal any film, video or other audio-visual materials (not produced by your agency) on the Philippines?  Yes  No

5. What sources of information do you rely on to assist your agency in programming its work in the Philippines? Please rank these sources' importance **1 = most important**.

- |  |  |
|--|--|
| <input type="checkbox"/> In-country staff or branch offices      | <input type="checkbox"/> PDAP Philippines    |
| <input type="checkbox"/> Field visits by Canadian Staff          | <input type="checkbox"/> Mass Media          |
| <input type="checkbox"/> Philippine NGO partners/Project reports | <input type="checkbox"/> Books/other reports |
| <input type="checkbox"/> CIDA                                    | <input type="checkbox"/> Others _____        |
| <input type="checkbox"/> PDAP Canada                             |  |

6. Does your agency subscribe to periodicals that feature news/articles on the Philippines?  Yes, how many titles? \_\_\_\_\_  No

7. Listed below are different sectors of the Canadian public, please identify three sectors with whom your agency has the **most well developed contacts** in terms of your public education work, PLEASE MARK WITH A CHECK [ ]. Please identify three sectors with whom your agency has the **least developed contacts** and with whom you would **wish to develop better contacts** in your education work, PLEASE MARK WITH AN [ X ].

- |  |   |
|--|---|
| <input type="checkbox"/> Churches or church based groups | <input type="checkbox"/> Universities/Colleges                    |
| <input type="checkbox"/> Solidarity groups               | <input type="checkbox"/> Schools                                  |
| <input type="checkbox"/> Women's groups                  | <input type="checkbox"/> Research institutions                    |
| <input type="checkbox"/> Filipino-Canadian groups        | <input type="checkbox"/> Alternative media                        |
| <input type="checkbox"/> Other ethnic minority groups    | <input type="checkbox"/> Government agencies                      |
| <input type="checkbox"/> Youth/student movements         | <input type="checkbox"/> Print Mass media (list cont'd next page) |
| <input type="checkbox"/> Environmental groups            | <input type="checkbox"/> Audio-visual media                       |
| <input type="checkbox"/> Trade unions                    | <input type="checkbox"/> Others, please specify _____             |
| <input type="checkbox"/> Individual politicians          |   |
| <input type="checkbox"/> Learner Centres                 |   |
| <input type="checkbox"/> Political parties               |   |

**E. NEEDS**

1. What information does your agency need to assess your current work in the Philippines

and to plan for future development assistance and education activities? Please rate each type of information relative to your agency's **extent of need** for it using the following scale.

Scale: 1 = Not needed; 2 = Needed to a slight extent; 3 = Needed to a fair extent; 4 = Needed to a great extent; 0 = Don't know/can't say.

- |   |   |
|---|---|
| <input type="checkbox"/> Current events and news                            | <input type="checkbox"/> Gov't development policies and plans |
| <input type="checkbox"/> Economic analysis, production sectors              | <input type="checkbox"/> Info on NGO structures               |
| <input type="checkbox"/> Political and security situation                   | <input type="checkbox"/> Info on NGO initiatives              |
| <input type="checkbox"/> Social trends: health, education, housing, poverty | <input type="checkbox"/> Social justice/human rights          |
| <input type="checkbox"/> Agrarian reform                                    | <input type="checkbox"/> Others, _____                        |

Comments: \_\_\_\_\_

2. In your view, what are the areas where the PDAP Phase II development education programme can most meet your agency's needs relative to your Philippine programmes (overseas projects and education work in Canada)? Please rank the following areas of activity in their order of importance to your agency starting with **1 = the most important**.

- \_\_\_\_\_ Provision of current, accurate information
- \_\_\_\_\_ Situational analysis of different sectors
- \_\_\_\_\_ Orientation of staff and cooperants on development situation
- \_\_\_\_\_ Production of educational materials
- \_\_\_\_\_ Assistance in fund raising
- \_\_\_\_\_ Support for lobbying and advocacy efforts
- \_\_\_\_\_ Improving access to mass media
- \_\_\_\_\_ Facilitation of linkages
- \_\_\_\_\_ Training of staff in the development and evaluation of education programmes
- \_\_\_\_\_ Others, \_\_\_\_\_

Comments: \_\_\_\_\_

3. What specific education activities/projects do you suggest for the PDAP Phase II programme to undertake in order to achieve the following objectives:

3.1 To improve the information base and increasing expertise on the Philippines in Canada to guide members' programming decisions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.2 To develop a greater understanding of Philippine development issues among the NGO community and the Canadian public \_\_\_\_\_

3.3 To mobilize NGOs and the Canadian public around major policy issues affecting development in the Philippines \_\_\_\_\_

4. "LANDLESSNESS" and "WATER" are two development issues that have been identified (in consultation with PDAP-Philippines) as the possible focus of the PDAP development education programme. The following sub-themes have been identified under these main themes, for each theme, please indicate on a scale of 1 to 4 the extent of your agency's interest in these issues.

Scale: 1 = Not of Interest; 2 = Interested to a slight extent; 3 = Interested to a fair extent; 4 = Interested to a great extent; 0 = Don't know/can't say.

INTEREST

ISSUES

- [ ] Small landless farmers
- [ ] Role of women in agriculture
- [ ] Human rights issues "internal refugees"
- [ ] Environment
- [ ] Agrarian Reform
  
- [ ] Food production
- [ ] Urban Land Tenure
- [ ] Street Children
- [ ] Cultural Minorities
- [ ] Potable water and Sanitation
- [ ] Women and water
- [ ] Subsistence fisherfolk

- Environment
- Human rights issues
- Fisheries
- Credit, fish processing and marketing

4.1 Please state which issues your agency would be in a good position to contribute to in the development of education programmes. \_\_\_\_\_

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4.2 Are there any other issues you suggest to be included in the PDAP programme/Other Comments: \_\_\_\_\_

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5. Does your agency plan to be actively involved in the education activities of PDAP Phase II?  Yes  No, please explain why not

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6. Is your agency willing to commit resources (material or human) to the PDAP development education programme?  Yes  No

Comments: \_\_\_\_\_

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7. Do you have any specific suggestions on actions that PDAP should take to work towards a developing an education programme based on the partnership model?

8. What do you anticipate to be the significant constraints to your agency in developing a partnership relationship for the PDAP Phase II development education component? Please rank constraints **as follow: 1 = most significant**).

Rank  
1-10

- \_\_\_ Reconciling your agency's particular education purposes and goals with that of the PDAP programme
- \_\_\_ Availability of staff and resources to work on partnership relations
- \_\_\_ Convincing your staff/board/constituency of the importance of partnership
- \_\_\_ Involving partners in your agency's decision making process
- \_\_\_ Locating suitable partner(s) with similar goals, mission and values
- \_\_\_ Others, please specify \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**F. PARTNERSHIP**

1. The following are some partnership principles. What do you think are the **three most important** of these principles if PDAP Phase II is to develop its programme based on a partnership model? Add your comments, if you wish.

- [ ] Common understanding of Philippine development problems and strategies to address them
- [ ] An agreed set of purposes and goals
- [ ] Agreement to share resources, information and experience
- [ ] Joint decision-making process between agencies and country committees
- [ ] Mutual recognition and respect for values, knowledge and skills of members
- [ ] Integration of overseas project funding with development education
- [ ] Interdependency
- [ ] A sense of solidarity in achieving agreed objectives

Comments on partnership principles: \_\_\_\_\_

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1.1 Are there any other partnership principles you consider important, please list them.

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1.2 Has your agency developed a policy statement or document on "partnership"?  
 Yes  No. If yes, please attach a copy.

2. What other NGO consortia is your agency involved in this year?

- None
- Partnership Africa Canada  South Asia Partnership
- Cooperation Canada Mozambique  Solidarite Canada Sahel
- Ethiopia Support Programme  Programme Angola
- Philippine Canadian Human Resource Development Programme
- Cross-Border Consortium (Eritrea-Tigray)
- Indonesia Forum
- Inter-Church Fund for Intl Development
- Others, specify \_\_\_\_\_

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2.1 Among the consortia that you are involved in, please specify those that you are playing an active role in the education component. \_\_\_\_\_

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3. The matrix below lists different levels of partnership for different types of activities. Given your agency's insitutional base, please indicate which **areas of activity** you wish to develop partnership links and your preferred **levels of partnership** for PDAP Phase II? PLEASE MARK WITH AN "X" your preferred activity-partnership level combinations.

Activities	Levels of Partnership * SEE BELOW									
	A	B	C	D	E	F	G	H	I	J
1. Project Development										
2. Project Funding										
3. Human Resource Development (HRD)										
4. Organizational Development										
5. Lobbying/Advocacy										
6. Fund Raising										
7. Development Education in Canada										
8. Others, specify										

Notes: HRD refers to measures to impart knowledge and skills that will improve people's motivation and ability to meet their development needs. Organizational development refers to measures to strengthen organization's ability to carry out their functions e.g., financial management systems, creation of networks and support bases.

Levels of Partnership:

- A = Individual NGO (i.e. your agency) partner with other Canadian NGOs
- B = Individual NGO partner with the Philippine Secretariat
- C = Individual NGO partner with Philippine endorsers
- D = Individual NGO partner with Philippine NGOs
- E = Individual NGO partner with People's Organizations in the Philippines
- F = Your agency with other Canadian NGOs partner with the Philippine Secretariat
- G = Your agency with other Canadian NGOs partner with Philippine endorsers
- H = Your agency with other Canadian NGOs partner with Philippine NGOs
- I = Your agency with other Canadian NGOs partner with People's Organizations
- J = Others, please specify

THANK YOU FOR YOUR COOPERATION! Please return the questionnaire by 28 June 1990 to DEVELOPMENT WORKSHOP. Address: 58 Merion St.Guelph, Ontario N1H 2L8. Fax: (519) 821-3438.

**PDAP DEV ED NEEDS ASSESSMENT  
SURVEY OF LEARNER CENTRES**

**A. ORGANIZATION INFORMATION**

1. Name of Centre: \_\_\_\_\_

2. Address: \_\_\_\_\_  
\_\_\_\_\_

3. Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

4. Name(s)/Designation(s) of Respondent(s):  
\_\_\_\_\_  
\_\_\_\_\_

**B. DEVELOPMENT EDUCATION ACTIVITIES**

1. Please state the objectives of your development education programme (or if you have documents describing your programme please attach a copy).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.1 Please specify the priority issues addressed by your organization's development education programme. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.2 Which population groups are targetted by your organization's programmes?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Which of the following services are offered by your organization?

- |  |  |
|--|--|
| <input type="checkbox"/> Drop-in Resource Centre | <input type="checkbox"/> Language classes                    |
| <input type="checkbox"/> Loan of Books           | <input type="checkbox"/> Briefings                           |
| <input type="checkbox"/> Videos/films for hire   | <input type="checkbox"/> Thematic Workshops/Seminars         |
| <input type="checkbox"/> Sale of books           | <input type="checkbox"/> Courses on int'l development issues |
| <input type="checkbox"/> Speakers Bureau         | <input type="checkbox"/> Others, please specify              |
| <input type="checkbox"/> Photo/slide bank        | _____  |
| <input type="checkbox"/> Translation             | _____  |
| <input type="checkbox"/> Teachers Training       |  |
| <input type="checkbox"/> Travelling Library Kits |  |

3. Are there Third World related public events (e.g. World Food Day, Development Day, or campaigns that are sponsored by your organization every year, i.e., these are regular events?  Yes  No, PLEASE SKIP TO QS.4

Please list these events in Table 1, for each please indicate:

- 3.1 Name of event or campaign
- 3.2 When it occurs (date or approximate time of the year).
- 3.3 Specific purpose
- 3.4 Who is the target audience(s)?
- 3.5 What major issues/themes are focused on in the activity, if any?

4. In addition to regular public events or campaigns, what are the other major activities in your organization's education programme for this year?

Please list these in Table 2, for each please indicate:

- 4.1 Types of activities, for example: secondary/elementary school programmes, thematic workshops, North-South linkage projects, networking, solidarity campaigns, lobbying/advocacy, please specify.
- 4.2 Specific purpose
- 4.3 Who are the target audience(s)?
- 4.4 What major issues/themes are focused on in the activity, if any?

5. Has your organization sponsored any activities related to the Philippines in the past 2 years?  Yes  No

6. Does your organization produce regular publication(s) for your public education activities such as a newsletter?  Yes  No, PLEASE SKIP TO QS.7

For each publication, please give details in Table 3:

- 6.1 Title and type of material (e.g. newsletter, annual report, pamphlets)
- 6.2 Language (E = English; F =French; others, please specify)
- 6.3 Frequency of publication
- 6.4 Brief description of content
- 6.5 Target audience
- 6.6 Size of Target Audience (circulation or number of copies distributed per issue)

7. Apart from your regular publications, what other education material (both print and audio

visual) have been produced by your organization over the last two years? Please attach a list, if available.

- |  |   |
|--|---|
| <input type="checkbox"/> Curriculum kit      | <input type="checkbox"/> Media Articles                 |
| <input type="checkbox"/> Documentaries       | <input type="checkbox"/> Books                          |
| <input type="checkbox"/> Slide tape          | <input type="checkbox"/> Catalogues of dev ed resources |
| <input type="checkbox"/> Educational posters | <input type="checkbox"/> Media handbooks                |
| <input type="checkbox"/> Photo exhibit       | <input type="checkbox"/> Others                         |
| <input type="checkbox"/> Reports             |   |
| <input type="checkbox"/> Radio Broadcasts    |   |

8. Has your organization produced any educational materials (both print and audio-visual) on the Philippines?  Yes  No, PLEASE SKIP TO QS. 9

If YES, please list them in Table 4, for each material produced, please state:

- 8.1 Title and type of material
- 8.2 Brief description of content
- 8.3 Target audience and estimated size of target group, if available

9. Have you made attempts to link your public education work with specific development assistance projects overseas?

Yes  No

9.1 If YES, please give details (what methods were used, how successful was the effort). If you have any written materials on these attempts, please include a copy.

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10. Have you made any attempts to do a formal evaluation of all or specific components of your development education activities?  Yes  No

**C. RESOURCES**

1. For the current year, please state your organization's:

No. of paid staff:                      No. of dev ed staff:  
No. of Members:  
No. of Volunteers:

2. Does your organization utilize a volunteer network in your development education activities?

Yes  No, SKIP TO QS. 3

2.1 Approximately how many volunteers are involved? \_\_\_\_\_

2.2 What are the typical functions that they perform in relation to your education activities?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Have any of your staff/members worked in the Philippines?

Yes  No, SKIP TO QS.5

3.1 If YES, please describe briefly their work experience and length of stay in the Philippines. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. How many of your staff/members in Canada have visited the Philippines? \_\_\_\_\_

5. Which of the following resources are available in-house your organization?

- |   |  |
|---|--|
| <input type="checkbox"/> Desk Top Publishing software | <input type="checkbox"/> Laser Printer                               |
| <input type="checkbox"/> Photo scanner                | <input type="checkbox"/> Computerized data base for library holdings |
| <input type="checkbox"/> Video Camera Equipment       | <input type="checkbox"/> Others, please specify _____                |
| <input type="checkbox"/> Video editing facilities     |  |

6. Does your organization have at its disposal any film, video or other audio-visual materials on the Philippines that are not produced by your agency?  Yes  No

If YES, what are these materials? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. Does your organization subscribe to periodicals that feature news/articles on the Philippines?

Yes, how many titles? \_\_\_\_\_  No

8. Among the different sectors listed below, please identify three sectors with whom your organization has the **most well developed contacts** in terms of your public education work, PLEASE MARK WITH A CHECK [  ].

8.1 From the same list of sectors, please identify three sectors with whom your organization has the **least developed contacts** and with whom you would wish to develop better contacts for your education work, PLEASE MARK WITH AN [ X ].

- |  |   |
|--|---|
| <input type="checkbox"/> Churches or church based groups | <input type="checkbox"/> Research institutions      |
| <input type="checkbox"/> Solidarity groups               | <input type="checkbox"/> Alternative media          |
| <input type="checkbox"/> Women's organizations           | <input type="checkbox"/> Local/community newspapers |

- |  |   |
|--|---|
| <input type="checkbox"/> Ethnic minority groups    | <input type="checkbox"/> National print media               |
| <input type="checkbox"/> Youth/student movements   | <input type="checkbox"/> Audio-visual media (radio,TV,film) |
| <input type="checkbox"/> Environmental groups      | <input type="checkbox"/> Government agencies                |
| <input type="checkbox"/> Trade unions              | <input type="checkbox"/> Schools                            |
| <input type="checkbox"/> Political parties         | <input type="checkbox"/> Others, please specify             |
| <input type="checkbox"/> Individual politicians    | _____   |
| <input type="checkbox"/> NGO groups                | _____   |
| <input type="checkbox"/> Business/Corporate sector |   |

**E. NEEDS**

1. What information does your organization need to develop education programmes on Philippines? Please rate each type of information relative to your organization's **extent of need** for it using the following scale:

1 = Not needed; 2 = Needed to a slight extent; 3 = Needed to a fair extent; 4 = Needed to a great extent; 0 = Don't know/can't say.

- |   |   |
|---|---|
| <input type="checkbox"/> Current events and news                            | <input type="checkbox"/> Gov't development policies and plans |
| <input type="checkbox"/> Economic analysis                                  | <input type="checkbox"/> Info on NGO structures               |
| <input type="checkbox"/> Political and security situation                   | <input type="checkbox"/> Info on NGO initiatives              |
| <input type="checkbox"/> Social trends: health, education, housing, poverty | <input type="checkbox"/> Social justice/human rights          |
| <input type="checkbox"/> Agrarian Reform                                    | <input type="checkbox"/> Others, _____                        |

Comments: \_\_\_\_\_

2. In your view, what are the areas where the PDAP Phase II development education programme can most meet your organization's needs in implementing programmes on the Philippines? Please rank the following areas of activity in their order of importance to your organization starting with **1 = the most important**.

- \_\_\_\_\_ Provision of current, accurate information
- \_\_\_\_\_ Situational analysis of different sectors
- \_\_\_\_\_ Orientation of staff and cooperants on development situation
- \_\_\_\_\_ Production of educational materials
- \_\_\_\_\_ Assistance in fund raising
- \_\_\_\_\_ Support for lobbying and advocacy efforts
- \_\_\_\_\_ Improving access to mass media
- \_\_\_\_\_ Facilitation of linkages with Canadian and Philippine NGOs
- \_\_\_\_\_ Training of staff in the development and evaluation of education programmes
- \_\_\_\_\_ Others, \_\_\_\_\_

Comments: \_\_\_\_\_

3. What specific education activities/projects do you suggest for the PDAP Phase II programme to undertake in order to achieve the following objectives:

3.1 To improve the information base and increasing expertise on the Philippines in

Canada to guide members' programming decisions \_\_\_\_\_

3.2 To develop a greater understanding of Philippine development issues among the NGO community and the Canadian public \_\_\_\_\_

3.3 To mobilize NGOs and the Canadian public around major policy issues affecting development in the Philippines \_\_\_\_\_

4. The PDAP Phase II Development Education Programme intends to focus on a few selected development issues. Are there any issues relating to the Philippines that are of great interest and concern to your organization?  Yes  No

4.1 IF YES, please state what these issues are: \_\_\_\_\_

4.2 Other Comments: \_\_\_\_\_

5. PDAP is premised on developing partnerships. The primary principle of partnership is that PDAP structures, procedures and approaches promote mutual planning, action, decision-making and evaluation at every step and level of the PDAP process. The following are some partnership principles. From your organization's viewpoint what do you think are the **three most important** of these principles? Add your comments if you wish.

Common understanding of Philippine development problems and strategies to address them

Table G.3 Target Audience of Learner Centre Programmes

TARGET AUDIENCE	NO.	PERCENT
1 General Public	6	75.00
2 Primary and Highschool Students	6	75.00
3 Church/Religious Groups	6	75.00
4 Community Groups	6	75.00
5 Teachers/Professional Groups	5	62.50
6 Business/Trade Groups/Labour	4	50.00
7 University Students	4	50.00
8 Other Organizations	2	25.00
9 Filipino/Ethnic Community	2	25.00
TOTAL NUMBER OF AGENCIES	8	--

Table G.4 Services Offered by Learner Centres

SERVICES OFFERED BY ORGANIZATION	NO.	PERCENT
1 Thematic Workshops/seminars	8	100.00
2 Drop-in Resource Centre	8	100.00
3 Videos/films for loan/rent	8	100.00
4 Loan of Books	7	87.50
5 Teacher training	6	75.00
6 Courses on int'l development issues	5	62.50
7 Speakers Bureau	4	50.00
8 Sale of books	3	37.50
9 Briefings, Public Presentations	3	37.50
10 Resource Development	2	25.00
11 Photo/slide bank	2	25.00
12 Travelling Library Kits	2	25.00
13 Youth Group/Leadership Training	2	25.00
14 Speaker Tours	2	25.00
15 Film Festivals	1	12.50
16 Translation	1	12.50
TOTAL NUMBER OF AGENCIES	8	800

Table G.5 Number of Learner Centres by Sponsorship of Regular Events

REGULAR SPONSORED EVENTS	NO.	PERCENT
Centre Sponsors Regular Events	6	75.00
No regular events	2	25.00
<b>TOTAL NUMBER OF AGENCIES</b>	<b>8</b>	<b>100</b>

Table G.7 Regular Events By Time of Year They Occur

MONTH EVENT OCCURS	NO.	PERCENT
January	3	7.89
February	8	21.05
March	4	10.53
April	2	5.26
May	-	
June	-	
July	1	2.63
August	-	
September	-	
October	11	28.95
November	4	10.53
December	4	10.53
Not stated	1	2.63
<b>TOTAL</b>	<b>38</b>	<b>100.00</b>

Table G.6 Calendar Regular Development Education Events Sponsored by Learner Centres

Time/ Date	Event	Specific Purpose	Target Audience	Sponsor/ Centre
January/ February	Ten Days for World Development	International Debt and Environment issues	Church Groups General Public	GIRC TWRC
January/ February	Global Economics for the Overwhelmed	Laypersons intro course to Global Economics	General Public	VIDEA
February	Development Week /Day	Awareness of various development	General Public Schools	Global Village GIRC VIDEA
February	Heritage Week	Cultural Appreciation issues	Schools	LCCLC
February/ December	International Human Rights Week	Increase awareness of Human Rights	Schools Labour	TWRC
March	Anti-Racism Campaign	Sensitivity training re: racism issues	Schools	TWRC
March	Duse Symposium	Distribution of Information	Vancouver Island community	Global Village
March	International Women's Day	Women in Development	General Public	Global Village
Spring	Model UN Conference	Simulation Various issues	Highschool students	Global Village
July	Hillside Festival	Fundraiser Promotion	General Public	Global Village
October	World Food Day	Increase awareness of food issues	General Public Schools Farmers	All Centres
October	Development Day	Increase awareness of dev. efforts and	General Public University Ham Radio Operators	Global Village LCCLC SHAIR,

Table 6.6 Calendar Regular Development Education Events Sponsored by Learner Centres

Time/ Date	Event	Specific Purpose	Target Audience	Sponsor Centre
		opportunities for involvement	Schools	TWRC
October	Guelph International Film festival	Awareness of issues	General Public Schools University	GIRC
Fall	International Youth for Peace and Justice Tour	Awareness of justice issues	Schools	GIRC
November	One World Show and Sale	Fundraising and Display of Goods	General Public	LCCLC
November	Global Village Festival	Promote work of Victoria's NGO Community	General Public	VIDEA
November	Annual Craft Sale	Fundraiser	General Public	
November	Fiesta	Fundraiser	General Public	Global Village
December	Human rights Day	Awareness of issues	General Public Schools	Global Village
December	Christmas with a Conscious	Raise awareness of Third World issues	General Public Schools	
December	Tourism Workshop	Traveller's sensitivity	Travellers	LCCLC
Weekly	Radio Show	Awareness of issues	University	LCCLC

Table G.8 Specific Purpose of Regular Development Education Events

SPECIFIC PURPOSE OF EVENT	NO.	PERCENT
Development Issues	12	31.58
Food and Hunger Issues	7	18.42
Human Rights Issues	6	15.79
Fundraising	4	10.53
Promote work of NGO's	3	7.89
Provide Training	3	7.89
Opportunities for Involvement	2	5.26
Promote Cultural Appreciation	1	2.63
TOTAL	38	100

Table G.9 Target Audience of Regular Development Education Events

TARGET AUDIENCE	NO.	PERCENT
General Public	20	43.48
Primary and Highschool Students	16	34.78
Specific Groups		
University Students	3	6.52
Church/Religious Groups	2	4.35
Labour	1	2.17
Teachers	1	2.17
Ham Radio Opporators	1	2.17
Farmers	1	2.17
Travellers	1	2.17
TOTAL	46	100

Table G.10 Issues Focused on in Regular  
Development Education Events

MAJOR ISSUE	NO.	PERCENT
Food Issues and Hunger	5	23.81
International Debt and Global Economics	5	23.81
Development Issues in General	4	19.05
Human Rights	2	9.52
Racism	2	9.52
Fundraising	2	9.52
Promote Work of NGO's	2	9.52
Environment	1	4.76
Agriculture and Fisheries	1	4.76
Peace and Justice Issues	1	4.76
Women in Development	1	4.76
TOTAL	21	100

Table G.12 Number of Learner Centres by Other Sponsored Activities

TYPES OF SPONSORED ACTIVITIES	NO.	PERCENT
Thematic Workshops	10	26.32
School Programmes	7	18.42
General Presentations	5	13.16
Community Educational Programn	3	7.89
Arts and Craft Programn	2	5.26
Conferences	2	5.26
Lobbying	2	5.26
Television Interviews	1	2.63
Networking with other Organizations	1	2.63
Various Publications	1	2.63
Education of the Constituency	1	2.63
Education of Youth Groups	1	2.63
Education of Women in Development	1	2.63
Radio Show	1	2.63
TOTAL	38	100

Table G.13 Target Audience of Other Sponsored Events

TARGET AUDIENCE	NO.	PERCENT
General Public	21	30.43
Primary and Highschool Students	14	20.29
Local NGO's	12	17.39
Church and Religious Groups	6	8.70
Teachers and Professional Groups	5	7.25
University Students	3	4.35
Immigrant and Minority Groups	2	2.90
Organizational Members	2	2.90
Women's Groups	2	2.90
Solidarity Groups	1	1.45
Activists	1	1.45
TOTAL	69	100

Table G.14      Number of Learner Centres with Regular  
Development Education Publications

REGULAR DEV ED PUBLICATION	NO.	PERCENT
Centre has Dev Ed Publication	8	100
None	0	0
Total Number of Learner Centres	8	100

Table G.15 Number of Learner Centres by Type of Material Produced in the Last Two Years

TYPE OF EDUCATIONAL MATERIAL	NO.	PERCENT
Curriculum Kit	4	50.00
Slide Tape	4	50.00
Radio Broadcasts	4	50.00
Reports	3	37.50
Catalogues of Dev. Ed. Resources	3	37.50
Bibliographies on Specific Topics	2	25.00
Educational Posters	1	12.50
Photo Exhibit	1	12.50
Media Articals	1	12.50
TOTAL NUMBER OF AGENCIES	8	---

Table G.15 Inventory of Regular Publications Produced by Learner Centres

Learner Centre	Title	Language		Frequency	Content	Target Audience	Size
		Eng.	Fr.				
Cross Cultural Communication Centre	Newsletter	E		monthly	analysis of events	Community based groups	
	Books	E			anti-racism history of immigration women's issues multi-culturalism	Schools Labour Libraries NGO's	
Global Community Centre	Newsletter	E		5 times per year	Global issues		2,000
	Annual Report	E		Annually	Summary of years work		300
	Global Flyer	E			Summary of 'who we are'	Visitors and display tables within the community	
	R-V Catalogue	E		Revised every 12 to 18 months	Listing and description of slide shows and videos available at Global		
	Occasional Fact Sheets	E			On issues addressed in programmes	Visitors and display tables within the community	2,000
Global Village	Newspaper - 'Horizons'	E		10 times a year	Each issue focuses on a specific dev.ed. related issue	Members	250
						Other NGO's and Organizations	50
						Periodic distribution through daily newspaper	15,000
Guelph International Resource Centre	Interconnections Newsletter	E		Seasonally	Update - info on various issues and	General Distribution	600

Table 6.15 Inventory of Regular Publications Produced by Learner Centres

Learner Centre	Title	Language Eng. / Fr.	Frequency	Content	Target Audience	Size
				activities		
London Cross Cultural Learner Centre	Calendar of Events	E	Monthly	Announcement of events, book reviews and new acquisitions	Members	550
	Fundraising mailing	E	Annual	Info on programms and Third world conditions	Community contacts	5,000
	Radio show	E	Weekly	Interviews and info on international development	Students General Public	10,000
	Annual Report	E	Annual	Report on activities and circumstances	Members and friends	500
SHAIR Intl Resource Centre	International Forum Newsletter	E	Monthly	Selected monthly themes on development, upcoming events and class notes	Schools Church groups General Public	300
Third World Resource Centre	Newsletter	E	5 times per year	Thematic, programme update	Partners and interested individuals	
	Annual Report	E	One/year	Programme report and financial status	Partners and Founders	
	Community Programs	E	5 times per year	Program update	Partners and interested individuals	
	Policy	E	3 times	State Centre's	Partners and	

Table G.15 Inventory of Regular Publications Produced by Learner Centres

Learner Centre	Title	Language Eng.   Fr.	Frequency	Content	Target Audience	Size
	Analysis Paper		per year	position on development issues	interested individuals Government	
Victoria International Development Education Association (VIDEA)	Newsletter	E	Monthly	Various topics		600
	Teachergram	E	Bi-annual	Teaching tool for teachers on various issues	Canada-wide demand	

Table G.16 Number of Learner Centres Who Have Attempted to Link Overseas Projects with Development Education Work

ATTEMPTS TO LINK PROJECTS	NO.	PERCENT
Yes	5	62.5
No	3	37.5
TOTAL NUMBER OF AGENCIES	8	100

Table G.17 Methods Used to Link Overseas Projects With Development Education Work

METHODS USED TO LINK PROJECTS	NO.	PERCENT
Support Specific Overseas Projects	4	36.36
Purchase Products from Third World Cooperatives and Women's Groups	2	18.18
Education Twinning Programns	2	18.18
Link with Third World Groups	2	18.18
Exchange of Information with Third World Countries	1	9.09
TOTAL	11	100

Table G.18 Number of Learner Centres that Have Done a Formal Evaluation

FORMAL EVALUATION	NO.	PERCENT
Yes	4	50.00
No	3	37.50
No Response	1	12.50
Total Number of Learner Centres	8	100

Table G.22 Number of Learner Centres by  
Number of Development Education Staff

NUMBER OF DEV.ED.STAFF		NO.	PERCENT
PAID			
	1 - 2.5	2	25.00
	3 - 6	6	75.00
VOLUNTEER			
	5	1	12.50
Total Number of Learner Centres		8	100

Table G.23 Number of Learner Centres that Utilize  
a Volunteer Network in Implementing  
Development Education Programme

AGENCY HAS VOLUNTEER NETWORK		NO.	PERCENT
Yes		7	87.5
No		1	12.5
Total Number of Learner Centres		8	100

Table G.24 Typical Functions of Volunteers

FUNCTIONS OF VOLUNTEERS		NO.	PERCENT
Provide the Community with Information and Education		7	22.58
Assist in Resource Development		7	22.58
Clerical Services		6	19.35
Help with Program Planning		5	16.13
Work on Newsletters		2	6.45
Advocacy Roles		2	6.45
Serve as Board Members		1	3.23
Work at Fundraising		1	3.23
Total Number of Learner Centres		8	--

Table G.25 Number of Learner Centres That Have Staff with Work Experience in the Philippines

STAFF OR MEMBERS WORK EXPERIENCE	NO.	PERCENT
With Philippine Work Experience	3	37.5
Without Philippine Work Experience	5	62.5
Total Number of Learner Centres	8	100

Table G.26 Number of Learner Centres by Development Education Resources Available within Centre

IN-HOUSE RESOURCES	NO.	PERCENT
Computerized Data Base	6	75.00
Desk top Publishing software	3	37.50
Slide Projectors	1	12.50
Photocopier	1	12.50
Total Number of Learner Centres	8	---

Table G.27 Number of Learner Centres with Audio-Visual Material on the Philippines

PHILIPPINE AUDIO-VISUAL MATERIAL	NO.	PERCENT
Centre has Philippine Material	6	75
Centre does not have Material	2	25
Total Number of Learner Centres	8	100

Table G.28 Number of Learner Centres by the Number of Periodicals they Subscribe to

NUMBER OF TITLES SUBSCRIBE TO	NO.	PERCENT
Yes		
2	3	37.50
3	1	12.50
10-15	1	12.50
NO	2	25.00
No Response	1	12.50
Total Number of Learner Centres	8	100

Table G.29      Learner Centre' Suggestions on How to Improve  
Information Base

- =====
- 1 Centralized data base in Canada, containing information on human and material resources.
  - 2 Exposure tours for Development Educators and teachers in the public system.
  - 3 Make use of Filipino groups as information resources or targets for activities.
  - 4 Deployment or circulation of resource material among Learner Centres.
  - 5 The publication of a periodical on Philippine Development, directed to Canadian Activists.
  - 6 Hold more workshops.
- =====

Table G.30      Learner Centre' Suggestions on How to Develop  
A Greater Understanding of Issues

- =====
- 1 Speaker tours, in coordination with learner centres.
  - 2 Bring more sectoral experts from the Philippines to speak to NGO workers and the general public.
  - 3 Provide more up-to-date videos.
  - 4 Sponsorship of more exchange programmes between learner centres, other NGO's and Philippine partners.
  - 5 Intensive training programme on Philippine issues for learner centre workers.
  - 6 Develop a campaign that can easily be taken into primary and highschools.
  - 7 Speaking tours of Philippine NGO workers, in Canada, which connect with learner centres.
  - 8 More workshops for Development Education workers.
  - 9 Provide an outline of present priority issues in the Philippines.
  - 10 Provide information on issues of underdevelopment as a result of Third World exploitation.
- =====



Table G.32 Number of Learner Centres by Issues they Showed a Great Interest or concern in

ISSUES	NO.	PERCENT
Enviromental Issues	6	75.00
Human Rights	4	50.00
Natives and Indigenous peoples.	4	50.00
Women's Issues	3	37.50
Canadian involvement in Developmental efforts.	2	25.00
Agricultural and Land Reform	2	25.00
International Debt	2	25.00
Canadian economical and political links with the Philippines.	1	12.50
Population organization and movement in the Philippines.	1	12.50
Global Marketand its impact.	1	12.50
Tourism	1	12.50
Militarization	1	12.50
Welfare of Children.	1	12.50
Total Number of Learner Centres	8	---

Table G.31 Learner Centres' Ranking of Extent of Need for Types of Information on the Philippines

INFORMATION NEEDED	1	2	3	4	N/R	TOTAL
1 Current events and news						
Number			3	4	1	8
Percent			37.50	50.00	12.50	100
2 Economic analysis/production						
Number		1	3	3	1	8
Percent		12.50	37.50	37.50	12.50	100
3 Political/security						
Number			6	1	1	8
Percent			75.00	12.50	12.50	100
4 Social Trends						
Number			1	7		8
Percent			12.50	87.50		100
5 Agrarian reform						
Number		1	2	4	1	8
Percent		12.50	25.00	50.00	12.50	100
6 Gov't development policies						
Number		1	3	1	3	8
Percent		12.50	37.50	12.50	37.50	100
7 Info on NGO structures						
Number	1	2	1	1	3	8
Percent	12.50	25.00	12.50	12.50	37.50	100
8 Info on NGO initiatives						
Number		3	2	1	2	8
Percent		37.50	25.00	12.50	25.00	100
9 Social justice/Human rights						
Number		1	2	4	1	8
Percent		12.50	25.00	50.00	12.50	100
10 Canadian gov't Policy						
Number		1	3	1	3	8
Percent		12.50	37.50	12.50	37.50	100
11 Multinational Impact						
Number				1	7	8
Percent				12.50	87.50	100
Total Number of Learner Centres						8

Scale: 1 = Not needed; 2 = Needed to a slight extent; 3 = Needed to a fair extent; 4 = Needed to a great extent.

N/R: No Response

Table 6.32 Learner Centres' Views on Areas Where PDAP can most Meet their needs

AREAS PDAP CAN MEET NEEDS	1	2	3	4	5	U/S	N/R	TOTAL
1 Provide current/accurate info.								
Number	4			1		1	2	8
Percent	50.00			12.50		12.50	25.00	100
2 Analysis of different sectors								
Number	2	1		1		1	3	8
Percent	25.00	12.50		12.50		12.50	37.50	100
3 Orientation of staff/cooperants								
Number					1	1	6	8
Percent					12.50	12.50	75.00	100
4 Production of Educ. Materials								
Number	3	2			1		2	8
Percent	37.50	25.00			12.50		25.00	100
5 Assistance in fund raising								
Number			2				6	8
Percent			25.00				75.00	100
6 Support for lobbying & advocacy								
Number				1	1		6	8
Percent				12.50	12.50		75.00	100
7 Improving access to media								
Number				1			7	8
Percent				12.50			87.50	100
8 Facilitation of Linkages								
Number			2		1	1	4	8
Percent			25.00		12.50	12.50	50.00	100
9 Training of staff in dev.ed.								
Number							8	8
Percent							100	100
Total Number of Learner Centres								8

Scale: 1 = the most important

U/S: Unspecified Rank

N/R: No Response

Table G.33 Learner Centre Suggestions as to How PDAP Should Proceed

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=====
1 Adopt community Development approach.
2 Development of resources and animation with direct
  involvement from Philippine resource people.
3 Provide direct exposure experiences for development
  education personal and people with sectoral affiliations.
4 PDAP ought to involve a good cross-section of Philippine
  partners, Filipino-Canadian organizations, NGO's and
  Philippine solidarity groups in the Development model.
5 Sponsorship of more exchange programmes, especially
  between youth groups.
6 More Philippine staff involvement in planning and
  activities.
7 Intensive consultation with Canadian Development
  Education Organizations.
=====

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Table G.34 Number of learner Centres by plans for Involvement in PDAP Development Education Programme

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=====
CENTRE PLANS TO TAKE ACTIVE ROLE      | NO. | PERCENT |
=====|=====|=====|
Yes                                     |    6 | 75.00 |
No                                       |    1 | 12.50 |
No Response                             |    1 | 12.50 |
=====
Total Number of Learner Centres       |    8 | 100 |
=====

```

Preferred Forms of Involvement:

- 1 Participate on working or management committees.
- 2 To lead organization in data base development.
- 3 Set up direct links with groups in the Philippines with direct input from these groups.
- 4 Local coordination of campaign efforts or speaking tours.
- 5 Make resources available.
- 6 Host a radio show on issues.
- 7 Dissemination of information.
- 8 Produce special issues of newsletter.

Table G.33 Partnership Principles Perceived as Most Important by Learner Centre

IMPORTANT PRINCIPLES	1	2	3	U/S	TOTAL	%
Common Understanding of problems	1			4	5	62.50
Agree set of purposes and goals	1			3	4	50.00
Agreement to share res/info/ex.				4	4	50.00
Joint decision-making process			1	3	4	50.00
Mutual recognition & respect		1		4	5	62.50
Integratioin of funding w dev.ed			1	5	6	75.00
Interdependency				2	2	25.00
A sense of solidarity		1		3	4	50.00
Total Number of Learner Centres					8	---

Table G.34 Learner Centres' Ranking of Constraints in Participating in PDAP Development Education Programme

SIGNIFICANT CONSTRAINTS	1	2	3+	N/R	TOTAL
1 Reconciling agency goals w PDAP					
Number	1	1	2	4	8
Percent	12.50	12.50	25.00	50.00	100
2 Availability of staff/resources					
Number	6	2			8
Percent	75.00	25.00			100
3 Convincing s/b/c of importance					
Number			3	5	8
Percent			37.50	62.50	100
4 Involving partners in dec. making					
Number		1	2	5	8
Percent		12.50	25.00	62.50	100
5 Locating suitable partner					
Number	2	1	1	4	8
Percent	25.00	12.50	12.50	50.00	100
6 Presenting interests of members					
Number		1		7	8
Percent		12.50		87.50	100
Total Number Of Learner Centres					8

Scale: 1 = most significant

N/R: No Response

Table F.1. Partnership Principles Perceived as Most Important

THREE MOST IMPORTANT PRINCIPLES	TOTAL	PERCENT
Common understanding of problems	10	71.43
Agree set of purposes and goals	6	42.86
Agreement to share resources/info/ex.	7	50.00
Joint decision-making process	4	28.57
Mutual recognition & respect	7	50.00
Integration of projects w/ dev.ed.	6	42.86
Interdependency	1	7.14
A sense of solidarity	4	28.57
TOTAL NUMBER OF AGENCIES		14

Table F.2. Number of Agencies with a Policy on Partnership

AGENCY POLICY ON PARTNERSHIP	TOTAL	PERCENT
Has Policy	2	14.29
None	8	57.14
No Response	4	28.57
TOTAL NUMBER OF AGENCIES		14
		100

Table F.3 Number of Agencies by Membership in Other NGO Consortia

NGO CONSORTIA MEMBERSHIP	TOTAL	%
1 None	1	7.14
2 Phil Can Human Resource Dev Prog	11	78.57
3 Partnership Africa Canada	9	64.29
4 South Asia Partnership	8	57.14
5 Cooperation Canada Mozambique	5	35.71
6 Ethiopia Support Programme	5	35.71
7 Programme Angola	5	35.71
8 Indonesia Forum	3	21.43
9 Cross-Border Consortium	2	14.29
10 Solidarite Canada Sahel	2	14.29
11 AQOCI	1	7.14
12 Asmara Airlift	1	7.14
13 Cambodia Mission	1	7.14
14 Canadian Foodgrains Bank	1	7.14
15 Indonesia NGO's	1	7.14
16 Inter-Church Fund for Intl Dev	1	7.14
17 Manitoba Council for Intl Coop.	1	7.14
18 Uganda Relief	1	7.14
19 USC Common Heritage Foundation	1	7.14
TOTAL NUMBER OF AGENCIES	14	---

Table F.3.1 PDAP Members' Membership in Other NGO Consortia

NGO CONSORTIA	NAME OF AGENCY														
	CCFC	CHF	CLE	CLWR	CPAR	CRID	CSO	HOPE	OXFAM	SCFBC	WRC	YMCA	BATA	CCA	IMAC
PAC	X	X	X	X	X			X	X	X					
COCAMO	X			X	X				X	X					
ETHIOPIA PROG	X		X	X	X						X				
ICFID				X											
CROSS BORDER				X					X						
PCHARD	X	X	X		X		X	X	X	X	X			X	X
SAP	X	X	X	X			X	X	X	X					
SCS	X								X						
PROG ANGOLA	X			X	X					X					
INDONESIA	X								X					X	
MCCIC												X			
INDONESIA NGOs														X	
CFGB	X														
CAMBODIA	X														
Uganda Relief	X														
Asmara Airlift	X														
AQDCI									X						
USC Common															
Heritage Fund									X						
TOTAL	12	3	4	7	5	0	2	3	9	5	2	1	0	3	1