

IX Congreso de la AIMFR

Los Centros Educativos Familiares de Formación en Alternancia o CEFFA son conocidos alrededor del mundo con distintos nombres:

En PHILIPPINES se llaman:

Family Farm/Rural School (FFS/FRS)



I. Información General de los CEFFA en PHILIPPINES

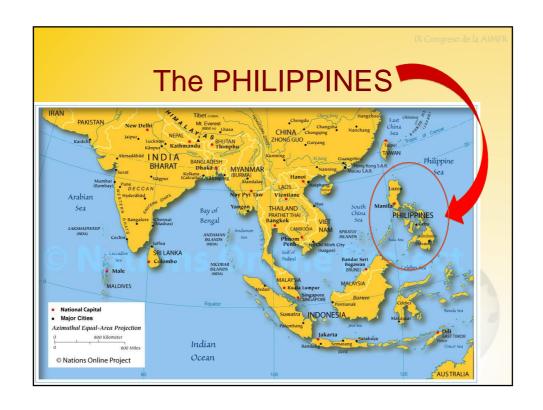
Inicio de Actividades: Started in 1986 with 1 schools with PPAI

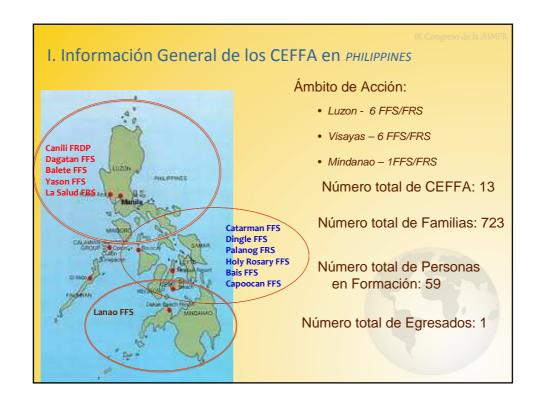
Redes:



• Philippine Federation of Family Farm Schools, Inc. (PHILFEFFARS)







I. Información General de los CEFFA en PHILIPPINES

Información por Redes:

Red: Philippine Federation of Family Farm

Schools, Inc. (PHILFEFFARS, INC.)

Año de Inicio: October 16, 2008

Ámbito de Nationwide coverage

Acción:

Número de 13

Escuelas:

Número de 723

Estudiantes:





III. Conclusiones DESARROLLO RURAL: EMPRENDIMIENTO Y EMPLEO Rural Development - enterprise and employment



- to date, 50% of the rural families have become responsible for their own development and the education of their youth
- the parents have become more conscious for increasing income through personalized formation (business creation & entrepreneurship) of their children
- The FFS system has not yet been fully supported by the government

III. Conclusiones: Familia y Gestión Asociativa en los ceffa Management of families & association in the FFS/FRS

- have become more responsive and participative in local development activities through the FFS/FRS activities
- helped sustain the creation of familybased enterprises and life-long projects for the students and their families
- in other regions of the country, the FFS/FRS system was not properly implemented because of misconception by local authorities and the traditional belief towards general education system



III. Conclusiones: EL SISTEMA DE EDUCACIÓN EN ALTERNANCIA EN LOS CEFFA
The educational system of the Alternating Cycle in the FRS



- all existing FFS/FRS have
 Alternating Cycle and this is a
 relevant strategy for the students to
 "learn & earn"
- the Catholic church and its local leaders has assumed their important role in values formation activities
- the government not yet fully supportive of the alternating cycle system or the Alternancia of family farm / rural schools in the country



The rural youth and their future



- With the FFS/FRS system, majority of graduates have become "successors" of the family's enterprises, and catalysts/models among other youths
- •Majority of the FFS/FRS graduates appreciate their rural environment and are motivated to contribute towards its development



 In our country, the youth graduate very young and are not yet allowed to enter the workforce. Thus, a relevant education system is believed to be part of the SOLUTION. **SÍNTESIS**

- Enhancement of the alternating Pedagogy must involve ladderized training program towards entrepreneurship
- Strengthening and institutionalization of rural associations as a "primemovers" is necessary in sustaining the family farm/rural schools
- •Aggresive pursuit for advocacy and adherence to the FRS system/Four Pillars could result to more schools being established and institutionalized by the government

Palabras de agradecimiento:

"We thank the parents, especially the families who started and continued to share freely their rural development initiatives through FFS/FRS system...

We also thank the CEFFA, for supporting the cause of the rural families...

Finally, we thank the AIMFR, organizers of this very relevant event, for allowing us to share our experiences in the Philippines.