

FETE

Let's FETE ourselves

We have found a way out of poverty and corruption

*F o u n d a t i o n
for Entrepreneurship
through Education*

Corruption is a consequence of poverty. The more widespread the poverty, the more endemic the corruption.

Many believe that the best, and perhaps only, way to end corruption is through prosperity.

But prosperity is an elusive goal for Third World countries like the Philippines. Create jobs, many say. And where do jobs come from? They can be created only by the already wealthy.

Our answer is: Create the wealth that will result in jobs.

Create wealth to arrive at prosperity? Isn't that redundant?

Redundant as it may seem, it is true.

Wealth is created by adding value to raw materials, whether these raw materials come from nature, from the laboratory, or from the mind.

By educating our people on how they can create wealth, we can forge a nation capable of creating its own prosperity.

Entrepreneurship is the way to the creation of wealth, and thereby the eradication of poverty and corruption.

Our proposal is to push an entrepreneurial mass movement that will enkindle a massive urge among the majority of the population to create products and services — but products more than services — that can supplement, if not fully support, their basic needs, and indeed, ensure their future.

For our entrepreneurial mass movement to run properly, FETE proposes to give it two legs.

Etymology: Middle English fete, from Middle Fre

Main Entry: ¹fete
Variant(s): or fête
/'fAt, 'fet/

Function: noun

The first leg is formal education, starting with the level where school children are most impressionable, but already fairly capable — that is, high school.

The second leg is the informal sector, composed of non-governmental organizations of women and cooperatives — of which there are tens of thousands in the country today — as well as lower governmental structures such as the barangays.

These two legs must be given equal weight and coordinated properly for our entrepreneurial mass movement to take off. .

The First Leg: A Core Class Curriculum

The present trend in the encouragement of entrepreneurship is to insert one Entrepreneurship subject into the high school curriculum.

FETE salutes this effort and will help in its formulation and implementation, but proposes to extend it further.

FETE will put up experimental high school classes in key areas of the country where it will build an Integrated Core Class Curriculum centered on entrepreneurship.

Just as the human leg has three main parts — the upper leg, the lower leg, and the foot — so too must our first leg, the Integrated Core Class High School Curriculum.

The general objective of our Core Class is to encourage a career of Entrepreneurship among our youth. Entrepreneurship comprises the foot of our Integrated Core Class Curriculum.

Each of the subjects in the curriculum of this class must be geared towards leading students to come out with marketable and feasible products and services, by which they can realize reasonable profits. Students must learn how to add value to raw materials — whether these are raw materials in their environment or from their brains. Moreover, they must know that this process of adding value to such materials is how profits should arise — not from

ench, from Old French feste -- Date: 15th century

its transfer from one hand to another, which merely adds to product cost. These should be the specific objectives of the Integrated Core Class.

To arrive at these objectives, however, an active interest in, indeed curiosity about Science and Technology, must be aroused in these students. Science and Technology must be taught in such a way that students are encouraged to come up with value-added products, marketable and feasible, by which they can realize reasonable profits. Math, biology, chemistry, geometry, physics, trigonometry, must be taught in a practical way, with the end in view of immediately putting the knowledge of these to use in invention, production and the management of production.

Science and Technology comprise the lower leg of the Integrated Core Class High School Curriculum.

However, the creation of products apart from the culture of the producer is useless. In the global economy, with little capital and a mode of production far behind the rest of the world, the Filipino is in no position to compete, unless he manages to put his highly desirable culture into his products, and markets them on the basis of these desirable characteristics.

In order for the Filipino to find his niche in the international market, he must study his culture. This culture can be found in his 50,000 year-old pre-conquest history, as well as in his history of the last 500 years. It can be found in his folklore and myths. It can be found in studies of his present attitudes and habits. Philippine Culture comprises the upper leg of the Integrated Core Class High School Curriculum.

The three thrusts of Entrepreneurship, Science and Technology and Philippine Culture could be woven into the present high school curriculum without amending the present prescribed subjects. However, entirely new materials, modules and lesson plans need to be written if the objectives of the entrepreneurial mass movement are to be carried out.

Looking at this leg of the mass movement, we can see that it is a long-term program, and not one that may bear

1 : festival
2 a : a lavish
often outdoor
entertainment b
: a large
elaborate party

DEFINITION

immediate fruit.

However, by further weaving the Community School concept into the tri-colored fabric of our Integrated Core Class, we can ensure earlier fruits for our entrepreneurial mass movement.

The Community School was first conceptualized in the late 30s and implemented in the late 40s by Dr. Jose V. Aguilar. Through the Sta. Barbara Experiment, which he laid out as a Superintendent of Schools in Iloilo, Dr. Aguilar demonstrated that the curriculum of elementary school students in the rural areas could be geared towards the needs of their farming communities.

Therefore the sprouting of vegetable plots around rural elementary schools for decades afterwards.

A relatively unknown facet of Dr. Aguilar's Community School, however, was the involvement of the community itself in the education of its pupils.

Even today, the concept of the Community School could be applied to our rural and urban communities, provided that we remodel its thrusts according to their needs.

The Integrated Core Class will early on involve the community in which the students live, starting with their parents. Built into the curriculum must be a mandate for the students to consult and coordinate with their parents in regard to the materials available in the community for their lessons in Entrepreneurship, Science and Technology, and Philippine Culture. In this way, parents and community become involved in the process of learning, and will most likely come up with small and medium-scale enterprises long before their children graduate from high school.

Mechanisms will be put up whereby the parents, if not the community, are organized to actively help the students come up with products that adequately represent their community goals.

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The Second Leg: Bringing Entrepreneurship to the Community

The second leg of the FETE entrepreneurial mass movement will target organized adults in communities, and peripherally, the families and clans under their influence.

It is composed of a series of fast-paced seminar modules that could be finished in, at the most, three days at a time.

These modules will center on Entrepreneurship, Philippine Culture, and Science and Technology in that order..

Why this shift in the last two thrusts?

The general objective of the second leg of the entrepreneurial mass movement is to mobilize the organized majority to harness their native resources and launch small and medium-scale enterprises by which they can generate income.

Such enterprises must be able to produce products and services, but preferably products, which can compete either in the national or international market.

In order to compete in the local or global market, they must, first of all, know their culture. Appreciating their pre-conquest and conquest history, folklore and mythology, and such aspects of their native culture that they do not yet know, and knowing the resources they have at hand, they themselves can determine the products that will sell, the kind of organization they could put up to produce these products, and the marketing mechanism and tools they need to sell them.

Once they have determined the products they could sell, they could be taught those aspects of science and technology that are pertinent to their desired products, and could make these products more marketable, viable, and cost-efficient.

A sample outline of part of a short seminar on pre-conquest Philippine culture would be:

- Philippine society before the coming of the Spaniards,

Philippine society before the coming of the Spaniards

and even today, its roots, barangay.

- The barangay was led by a team rather than a king. This team was composed of the datu, the babaylan, and the panday. Each had his/her own role in the community.
- The babaylan was necessarily female, but could be male only if he wore a woman's dress. She was the spiritual leader of the community, and as such determined everyday actions of the datu and other members of the tribe. She also took over the barangay's external affairs and wars when the datu died.
- The barangay produced native products that they traded with Chinese merchants from afar. These products were finely made and revealed a level of sophistication not previously revealed in history books.
- When the Spaniards came, they coopted the datu and Christianized them, driving rebellious babaylans to the mountains and arranging their rape and pillage by drunken young village men. They then organized barangays into towns, and towns into provinces.

Knowing the above pre – history fosters an appreciation of our present inclinations. From it, we begin to understand why we would rather operate in small groups, why hierarchies befuddle and confound us, and why our women are strong and ready to take over in any emergency.

For purposes of entrepreneurship, we begin to see how we could best organize and handle the small factories where we produce our products and services.

And this is only one part of a short seminar targeting the growth of entrepreneurship.

The organization at the core of the mass movement

Operating on the principle of the barangay, the organization at the core of the entrepreneurial mass movement must be small

and wieldy, calling on the services of groups of consultants for various purposes only whenever necessary.

The structure, then, should be one of a Secretariat that:

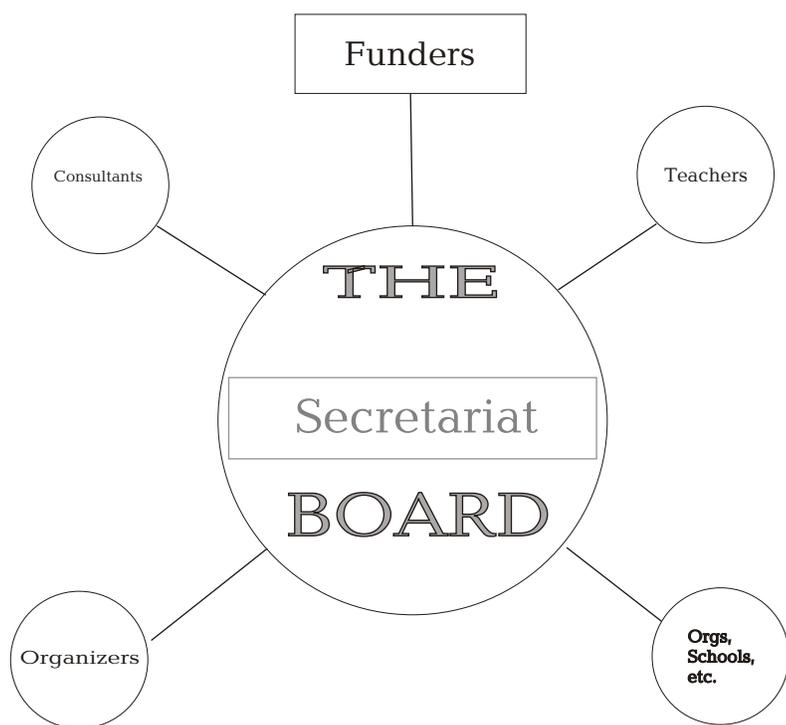
- Preferably operates on a trust fund;
- Raises the other funds needed for the program and projects of the mass movement;
- Puts together the groups of fixed or interim consultants tasked to formulate the curricula, materials, lesson plans and modules; the groups of teachers needed to handle the New Core Class(es); and the organizers who can reach out to the parents and non-governmental and community organizations;
- Coordinates the consultants, teachers and organizers needed to keep the movement running;
- Answers to the funding agencies regarding the funds disbursed to run the movement; and
- Provides the impetus, inspiration and resources for the continuous spread of the entrepreneurial mass movement.

To start the first leg of the movement on a feasible basis, the Secretariat must pick a minimum of one and a maximum of three schools in which to pilot one Core Class each for four years, ensuring that the teachers chosen for this Core Class are thoroughly trained and work in close coordination with the consultants tasked to formulate the Core Class curriculum.

One year of preparation for the first year curriculum is needed before running the first year Pilot Core Class. Once this first year Core Class is running, the preparation of the second year curriculum could begin and so on until the fourth year is finished.

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**Fight poverty and
corruption
positively**



If, upon the second or third year of curriculum piloting, it is demonstrably proven that the first and second year curricula have been successful, printing of materials and the experience could begin, with the end in view of popularizing the concept.

The Secretariat could then help in the launching of other pilots, with the end in view not of taking over those pilots, but seeing to the refinement of methods.

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