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ABSTRACT

This issue of the Courier contains articles loosely connected to each other by the underlying theme of developing people's capacity to improve the quality of their lives. The following articles are included: "Development of Human Resources--A Basic Needs Approach," by Mohiuddin Ahmad; "Rural Poverty," by the United Nations Food and Agriculture Organization; "Overseas Students--Educating for Development or Privilege?" by Chris Duke; "Kemas: Kemajuan Masyarakat--Development of Society," by the Community Development Division, Ministry of National and Rural Development, Malaysia; "Two Worlds within Each Society: Lokayan's Efforts to Overcome the New Rift," by Rajni Kothari; "The Nepal Literacy Program," by World Education; and "Scheme of Developing the Peasants' Education Undertakings 1983-85, Jilin Province, China," by the Jilin Department of Education. (KC)

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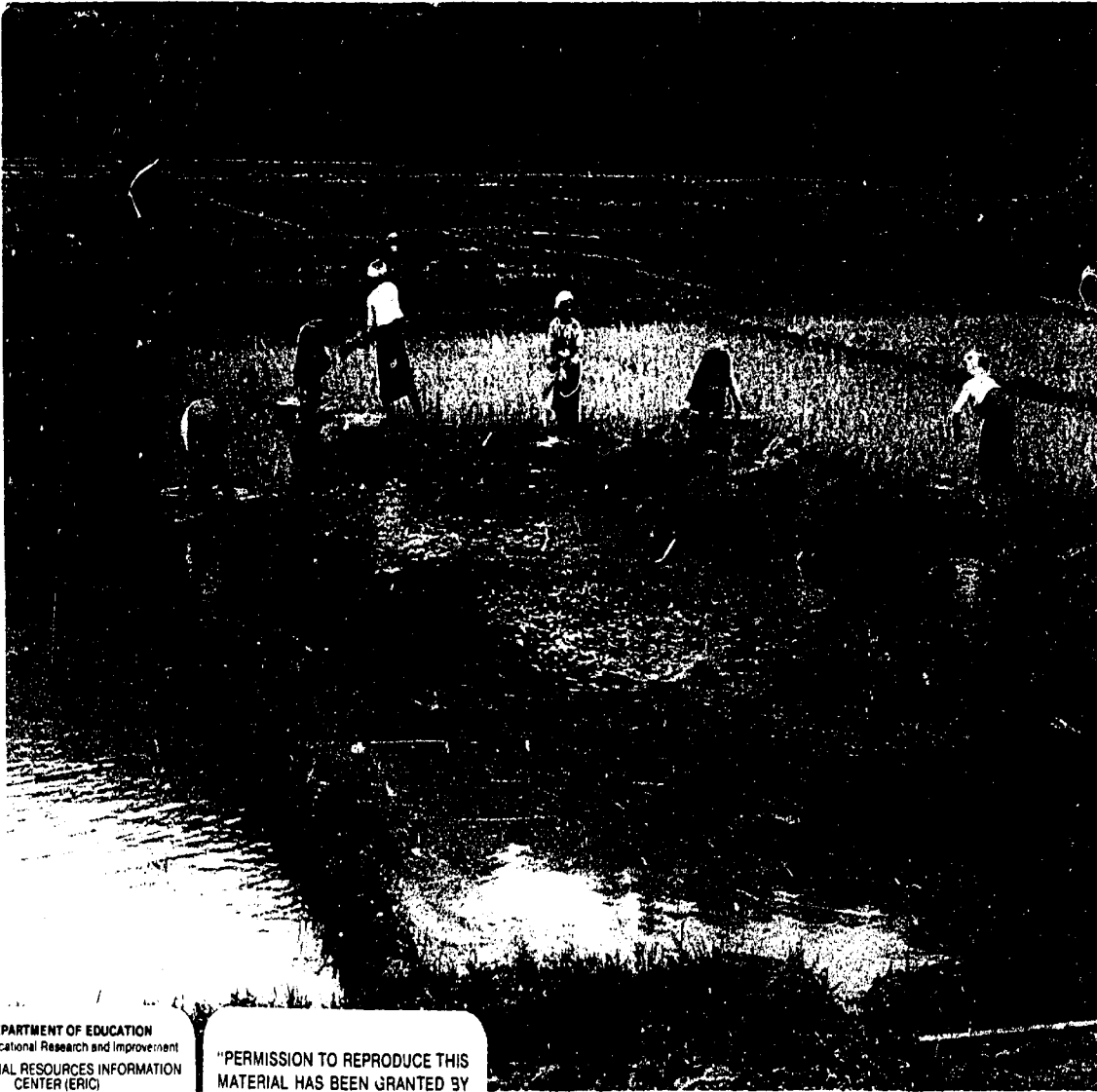
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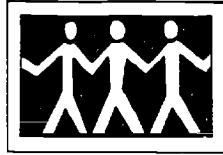
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development and implementation of their programs.

rier, No.36, April 1986, contains articles
y connected to one another. They have the
developing people's capacity to improve the
s and cover a range of different ways of

Rajni Kothari accepted the 1985 Right Livelihood Award on behalf
of the Lokayan organization of India. This Award is often
referred to as the Alternative Nobel Prize. Rajni Kothari's
acceptance speech, which originally appeared in the IFDA Dossier
No. 52 (March/April 1986), discusses the divisions that are
present in every society between the majority and those who
have access to power and privilege. Lokayan seeks to act as
an intermediary between the people and the social processes that
prevent them taking a full and active role in their society.

rticipatory researcher from Bangladesh
try, which presents an enormous challenge
bout poverty and deprivation. Four-fifths
e below the poverty line, only 60% of
ildren have access to schools and there is
10,000 people. With this scale of poverty
is being encouraged, in this article, to
ple who need help and ensure that they
all programs aimed at assisting them. The
emphasised since women's contribution to
en not recognised nor recorded in official

The next two articles are both descriptions of programs being
undertaken with the aim of improving the quality of life of the
participants. The first is a well-documented and illustrated
account of the Nepal Literacy Program. This article has been
written by three staff members of World Education who are
involved in the Nepal Literacy Program. They have provided a
detailed and interesting account of the approach used and the
reasons for adopting such an approach. They would like to see
discussion about the Program and their address is given at
the end of the article for this purpose.

n article on rural poverty from the FAO
uses and implications of rural poverty for
. It emphasises the dangers of rural youth
s in search of work and the resultant
ot only for those people but for urban and
e problems of peasant and small-scale
n to adult educators in Asia because these
y of the population in this region. Unless
essed overall development of the country will

China has displayed considerable determination in its endeavour
to improve the position of peasants within its society. The
article by the Jilin Department of Education provides some
background information about the philosophy behind the development
of peasant education and its implementation in that region.
While the basic outlines of such programs are developed centrally
it is left to individual Provinces to implement them in a way
that is most suitable to the problems and circumstances of
their region. The magnitude of the problems faced are brought
out clearly in this article and it again emphasises that unless
people are involved in all aspects of planning that success will
not be achieved.

ed in a debate about Australia's role in
opportunities, mainly in Universities,
. His comments are included here because
sting aspect of aid that is not often
recipient countries. Two important reports
e Australian Government in 1984 - one was
rogram (Jackson Report) and the other on
ent Policy (Goldring Report). They adopted
approaches to the problem of support for
shing to study in Australia. Chris Duke
e and negative aspects of overseas study
uld be regarded as an appropriate area for
clusion is that aid money is better spent
concerned in cooperation with appropriate
regional bodies.

(Yvonne Heslop)

ment Division of the Ministry of National
c in Malaysia is charged with finding ways
ducation to rural areas to assist in their
approach focuses on local leadership and
the local population as possible in the

DEVELOPMENT OF HUMAN RESOURCES

Introduction

The overwhelming majority of
has been agreed by the
employment is a very important
generating purchasing power
output of goods and services
that all have a right to
each person available for
adequately remunerated job
as one of the basic rights

The fulfilment of physical
cannot be achieved by a
Not only the struc are
amount of produce must also
should be stressed that
essential part of a bas
increase in output with
underemployed & unemployed
a better allocation of
redistribution of produce
thus be a means of proce
acquiring more purchas

NGO Experience

Since the liberation of Bangladesh (NGO) have been working in different areas of Bangladesh for the development of human resources through various programs which may be roughly

- providing certain essential health care facilities

They feel that the development of appropriate educational set up and a people's movement of human resources programs in this regard will

Conclusion

a combination of human and labour is barely adequate planting and harvest - and lack of labour and indeed enough to trigger a downturn if someone falls ill or dies or rot in the field. Saddled sell its draft animal to survive of achieving necessary production the family may be forced to the ranks of the landless poor

In Nicaragua, 1.2 million h
fiscated and transformed into
farmers. Between 1978 and
workers increased by about 300

Overall, however, there has b
bution. In fact, on a global s
increasing. In Pakistan, for e
doubled between 1971 and 1
peasants are increasing at
1970 and 1981. land per agri

upon FAO member countries
development.

In most of the 37 countries
are available, planned public
in real terms but only a
still represents, on the
public spending. FAO esti
required for adequate agr
year, it would take 23 yea

OVERSEAS STUDENTS - EDUCATING

Scanning the debate in rece
being asked. Rather it is
Australian interests. The need

I am sceptical whether Aust
to do with equity and pe
present [Labor] governmen
vative] maybe less, origi
equalising development, o
'the poorest of the poor
lack the political will for

KEMAS: KEMAJUAN MASYARAKAT

(A brief outline of the s
Development Division, Min
Malaysia)

economic activities. The knowledge and skills to health. Classes and training, tailoring, handicrafts, save expenditure but a income.

Visits are arranged by village to village, giving environmental sanitation,

Adult education in Malaysia involves various agencies, both government and non-government. There is some confusion and conflict among these agencies. It is suggested that one main body be established to co-ordinate and monitor the programme to make it more effective and viable.

But before this can be done, a project evaluation of the current programme is needed. This is because the success of the programme depends on the co-ordination of the various agencies and the existing facilities.

Lokayan believes in inter
method of dialogue and its
platform of debate, docum
taking research arising out
ating all this widely amon
It believes in the prima
that we live in a deeply d
tact between the divisions
is an acknowledgement that no

conducted studies in select
the cool and amoral concept
not permit one to take s
sides, not in any dogmatic
ideological frame but on
diverse or opposing points o
third, Lokayan conceives of
pation and involvement of
intellectuals but activis
well. Indeed, Lokayan's b
political and social life.

ceptions of what is rele
sheer survival; they are too
or professional politicians.

Nowhere is the enlargement
brought out as vividly a
women's movement. I prefe
our whole thinking on politi
politics by bringing into

various levels, in a radicall
posited both by the incre
have sprung up at a point o
the theoretical models on wh
se. There is a search for ne
large vacuums in political sp
cline in the role of the Sta
virtual collapse of 'govern
grassroots movements and non-

For us regaining power from
anonymous societal forces is
"dialogue of the people". In
rate. But that is its conce
vement and support that
dialogue, a continuing di
other parts of the world.

It is in this spirit of fe
hood Award

THE NEPAL L

!

Materials

To date, the program has p
first starts with simple wo
stories and informational
learners have covered eno
stories and do elementary
sound combinations in the

After each small group has group to comment on any po
Participants are encouraged to
lage. Whenever possible, lea
solutions for problems they h
plans to solve those problems.

used in the primers is large and the space provisions is ample. This aids understanding by people and those unfamiliar with letters; it also allows the writing without being constrained by a small practice, the learners move to a simple test of what

a set of supplemental materials to be used in associated with the exercises contained in the materials consist of a set of posters (40 centimeters strung together with string like a calendar with both sides so that they can be hung on the wall. are a larger version of the key word pictures. In receives three sheets of heavy paper with syllables. The sheets are of three sizes and are used in activities in support of the primers.

the syllable cards mentioned earlier. The syllable making "discovery charts" for the first five lesson begins with just the four syllables shown in Lesson Four, a total of 35 cards are in the chart 35 cards several hundred two- and three-syllable. Each of these large (6cm x 3cm) syllables are cut cards. Each card is marked for a hole to be punched the card can be hung on nails provided by the pro- easily be driven into the mud walls of the class-

can either be used by the teacher to show the key its component syllables, or it can be used to play s. To make the discovery chart the syllable cards the nails placed so that the cards hang separate- is a work area with several rows of three nails. can be taken from the discovery chart and placed on area to make two or three syllable words. After a the cards can be returned to the discovery chart. for each lesson is also printed in the literacy

syllables easily requires constant repetition. In Program, games have proved to be a good way to and using the letters. Games involve excitement, tion and fun, and provide a good means for the among themselves and at their own pace. The role is to make sure the rules of the game are under- anyone has a chance to participate. The facilitator are free to modify the games, to make up variat-

ions and even to invent new games. Three game early in the first cycle of classes are describe

The first game, Challenge, is introduced on the is to help the participants learn the new syllable the class is divided into two equal groups. The learner from each group who is able to read the der. Each team leader is given five minutes to syllables. Then, one of the learners is asked blackboard or on a piece of paper. The game leaders pointing to a syllable card. He calls on site team and "challenges" him to read it corre correct, the participant at the blackboard tall team. If the answer is incorrect the team doe the other team leader points to a different syl a member of the opposite team to read it. Team each and every member of the opposite team once turn, the scorekeeper announces the winning team

Match Letters is played for the first time on the pose of the game is to help the participants syllables introduced in Lesson Two. This game syllable cards taken from one of the sheets p The paper contains four sets of 24 cards. In the learners can be broken into four groups of 7 or have formed their small groups, each group is gi and the facilitator explains the game. The 24 face down, on a flat surface. The first player one at a time. As he turns over each card he rea the participant fails to read either syllable, o correctly, he loses his turn. If the two cards a icipant keeps them. If not, he turns them back places where he found them. Play continues until The players count their cards and announce to t have. The player with the most cards wins.

Another game played early in the first cycle of The purpose of the game is to give participa words using the syllables they have learned. Ma first five lessons are the syllable cards fo for those lessons. After the fifth lesson the ga the blackboard. To play the game, the facilitat to the front of the room to make words with the participants suggest words from the lesson for front to make. The class checks to see that the ed the word correctly. After making two or three at the front returns all the syllable cards to t sits down. Then, the facilitator calls anot front and the process is repeated.



The purpose of each of the games is to help participants practice in recognizing words that are fun and non-threatening. The games focus on simple skills of recognition and recall. Games also discourage rote memorization and excitement that comes from repetition. Over time, practice builds confidence in using words recently learned.

As part of the writing practice
under the dialogue itself. The
tion of the dialogue and lea
bubbles.

Halfway through the first book
in comic format. This story
treats his wife badly. He sp
and gets in a fight with her
He follows and asks her forgiv
ing to decide whether or n
discuss what they think she sh
er must go on to Book Two. Ea
amatic stories in comic

Content

In addition to literacy and
ics are covered in the first
group discussions in the fir
al way in the stories that
lems that provide numeracy
direct instructional article
dration therapy, presented o

SCHEME OF DEVELOPING THE PEAS

An Outline entitled "Develop
Agricultural Sparetime Educat
eting of Jilin Provincial

Developing the peasant elementary cultural and technical education

Peasant elementary cultural and technical education should be popularized among the villages, townships, and townships in the two subsequent years. Villages, townships, and townships should run school at different levels. Compulsory education should be popularized among the villages, townships, and townships in the villages, townships, and townships in 1985. We must organize 60% of the peasants to become literate but still not up to the level of primary school graduate to study the courses of the primary school graduate. We shall make 50% of them reach the level of primary school graduate. The spare time primary school is the full-time primary school, the former courses mainly on Chinese language, mathematics, science, and political knowledge. Peasants' technical schools should be set up in the villages, townships, and townships enthusiastically in order to teach elementary technical education. The Department of Education is to set up a batch of technical schools, giving the support first to the villages, then sum up the experience, spreading the experience to set up such kind of school in one township, with a total enrolment of 10,000

Step by step the peasants secondary cultural and technical education

Secondary cultural education will mainly be given in the villages, townships, and townships. With the help of the full time middle school in the township may give some junior middle school courses. Under circumstances permit, the township may run senior middle school too. There are pre-requisites needed to set up secondary technical education, especially the teaching staff. The contingents of cadres and professional staff should be stable, not to be transferred to do other work. It is necessary to improve the quality of the teaching staff and train them in order to bring their positivity to do better work. Technical departments at all levels are to carry out the search organization of the workers and provide them with capable staffs to carry out research activities.

Attention must be paid to improving the quality, making each member reach appropriate standard, not fit to lower the standard. Schools giving technical education may run short training courses.

Attention must be laid on the political ideological work, and on supporting the Party's rural work and the Party's line, principles, policy and discipline with "Five Stresses, Four Points of Beauty", and collectivism, communism, laws and regulations education and so on.

Notes:

Level of understanding and strengthening the

"Two Civilisations" in the countryside. Cadres, especially villages and townships must put it on the agenda, and grasp it firmly to the bottom. It is necessary to have a person specially in charge of it, work out an overall scheme, have a general check-up, besides, it is necessary for relevant departments to solve major problems of development.

* Bringing the functioning department into full play

The educational department should exercise its functions, formulating relevant policy and stress on systematic regular cultural and technical training cultural and technical teaching staff, writing textbooks and reference material, and cooperation with relevant departments, summarizing experiences.

Different agricultural departments, schools, Communist Youth League, and the Women's Federation part and through joint efforts to grasp it well.

* Strengthening the building up of a contingent of cadres and professional staff

In order to strengthen the leadership and administrative management of the peasants education in townships, counties, prefectures and provinces, it is necessary to assign capable cadres, and build up a contingent of cadres and professional staff. The contingents of cadres for peasants education should be stable, not to be transferred to do other work. It is necessary to improve the quality of the teaching staff and train them in order to bring their positivity to do better work. Technical departments at all levels are to carry out the search organization of the workers and provide them with capable staffs to carry out research activities.

* Adhering to unfold the peasant education through multi-channels

Counties, villages and townships are to carry out peasant education at all levels. The educational departments must care about and support peasants education and encouraging the retired, resigning personnel undertaking scientific and technical education. The ways and contents of peasant education should be formularized and simplified, or unified. Different persons, different locality, different conditions, it is necessary to combine cultural education with

systematic education with short-
tice, to meet the different c

Making appropriate arrangements

At present, the fund appro-
comparatively small, so it
perly. The fund earmarked
to any other purpose. Exp
tered. It should never be r
the same time, ideological