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Ministry of Education's Division of Functional Literacy

& Linguistics

- p.263 Evening sharing sessions
Adults knowledge, Delegate youth to get new knowledge

trad. for elders to do policy & young do technical tasks

delegate on behalf of community phase d'auto-analyse-people not being told but identifying their own problems
- p.266 inventory of traditional knowledge
literate young as fulcrum
- p.267 Training in Cooperative Accounting
- p.268 young people participated in creating vernacular accounting system - articulate the scientific & proto-scientific knowledge already existing in community
- p.270 training conferences
involvement of whole community
:- effective follow-up to trad. literacy

"dissemination' as a two way process - a dialogue - among three partners, rural development agencies, nonformal ed. institutions, & representatives of local population (DPI, Youth, Community) then presented system & first financial report of coop. to entire village - whole financial picture
- p.269 extension gives cure-all formulas villagers have specific problems

prototype sessions run by highly qualified technical staff to train mid-level to do
- p.270 possible to give "scientific", "technical" knowledge in vernacular & to send to Francesca, Warena, Wau, DED

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p.182 schooling as complex allocation & legitimation function.
quite apart from transforming students' competences, its capacity to transform their future status & prospects

p.183 cooking out function-limits disappointment by reducing payoff aspirations

If it effectively does become an alternative, then distinction between NFE & formal is one of form, not function.

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p.339 Nonformal coopted - cooling out - the subject citizen

p.340 A pseudo-reform
Not program factors but NFE's external relations with other social sub systems

p.341 participation in policy making and planning is in itself important training
an indirect but powerful "curriculum is embedded in the process
can create truly a participant citizen involvement of "target" audience in planning decreases the likelihood that legitimate conflict will be "managed"

in implementation - mobilization of local resources, local managerial & leadership talents, community control so program curriculum & knowledge production reflects comm. needs

in evaluation - extent it met community needs in terms of community's criteria rather than the targets and goals of central administration

p.342 strong participation implies decentralization of policy-planning which encourages self-management, control over use of resources, self-reliance

as part of overall development effort

p.344 the question - degree of power equalization to be tolerated, state gets caught in its own

p.345 paradox - schooling socializes to compliance & dependency education (in its broader social definitions) introduces rival notions of liberation & revolution

p.347 How individuals influence institutions

Although schooling builds in the censor - in the form of "legitimated selection norms" (which student fails to attain) - competition fair (only self to blame for not taking advantage of "opportunities provided by a benevolent system")

it is education that demystifies the myth of "fair competition"

new awareness of role of victim organized political action to alter self definition of victim

p.348 "Resistance...may represent growth: a form of struggle toward self-reliance"

"the unpredictable, largely uncontrollable, contradictory quality of education itself may create a readiness for organized political action"

"dominant groups do not persist by being inattentive to sources of agitation for the redistribution of power.

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p.215-216

1. what measurable changes occur in village power relationships as the result of NFE? Or is power still in the hands of the village elite and/or powerful outsiders?

2. what is the spectrum of training activities? Really give them the tools to become skilled workers and community leaders?

3. Are the projects offered by NFE appropriate? Or still defined externally?

4. What are the economics of self-reliance?

Awareness. User centered. Next-linking small scale & large scale strategies.

Evaluation points.

B & P

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p.99 ...these activities serve to mediate the contradictions inherent in capitalist structure...that result from a system that requires substantial inequality and unbalanced development to sustain itself....

p.100 effects of contradictions on NFE uncertain....

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- p.84-85 literacy skills not used to improve agriculture - the range possible in rural Mali does not require one to be literate - but to reorganize economic & social life and exercise local capacities for management and self-control, i.e. organization of markets, credit facilities, consumer cooperatives etc. require literate competence
- The nature & level of locally directed activities & the intercommunication needs they create
- Mesopotamian writing system developed as a tool for organising cities & irrigation projects. B & P
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- p.276 People's Education Association of Ghana - worked to get outside funds for groups
- p.279 Working with Small Technical group from outside Ghana (U. Mass)
outsiders asking questions, pilot projects, report ball to conf. - by project people admin. & monitoring

devices suggested

pilot leadership

p.280 New Activities: Village Facilitator Approach PEA official & outsider initiate weekend workshops for village identified facilitators

Adults Literacy, The Culture Groups Approach, The Vocational Trades Approach

p.294 PEA 5000 Penmas 6000 employees 3000 subdistrict centres

p. 294 Ultimate question...participation = demand to share power

overall organizational structure must also support local participation & have procedures for integrating the results of participation into ongoing programming.

TASKS OF VILLAGE FACILITATORS - training workshop for each problem in 1970's

1. establish participatory process which is non-threatening to trad. leaders
2. offer techniques of problem analysis & solving
3. create self-image of community as having right & ability to seek gov't resources
4. emphasize persistence and planning for set backs in development process
5. provide information on where resources might be available
6. decentralize and distribute project tasks
7. recognize and reward individual and group efforts B & P

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p.303 Formative evaluation by practitioners is a precondition for better program results in NFE

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p.256 de Janury quote "any project evaluation is... an ideological statement.. [requires] that the value premises on which an evaluation is made be fully explicated" (i.e. immediate, long term, economic, noneconomic).

p.257 "symbolic violence" - "culturally arbitrary history in the making-their own meanings"
encouraging individual & collective action to transform environment

p.258 search for and strengthen activities that are liberating, empowering and participatory

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p.157 income benefit: 1) formal schooling, 2) company course, 3) other out of school

:- UPE & NFE

(check relationship of supervision & person chosen for company training - positive selection factor - best chosen)

p.159 CRAT flexible adult secondary education

"creating flexibility & multiple opportunities to bridge gap (between NFE & formal) continuum rather than categorization of educational experienced.

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mass media most important for creating awareness & diffusing information

interpersonal contacts are most important for decision-making.

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p.319 policy definition) who are the actors?
system design) what decisions are involved?
system build-up) what info is required?
system maintenance) Data sources
system review)

Do not want info on a project - want evaluations of promising solutions to particular educational problems across projects

Seeking policy guidance

How did it work? For whose benefit? At what cost?
Under what condition?

Institutional - leadership, coord. mechanisms, management strategies, institutional arrangements for permanence, how can responsiveness be maintained over long run?

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Process of developing human resources in rural areas is slow. Equity & democracy result from top leaderships decision to create and defend the institutions that provide for them. NFE alone is not enough (P.41).

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p.126 NFE as cost effective tactic to promote & accelerate modernization - but without serving as an alternative mobility channel
- extends gov't authority without altering or restructuring mobility channels and elite recruitment
second class, subject citizenry accept status given - & without alternation, distrust, violence.

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