

BEYOND THE SCHOOL: EMERGING ALTERNATIVES FOR LEARNING

A resource paper compiled by the Commonwealth Youth Programme

"Pacific governments should explore all possible educational delivery systems for meeting the minimum essential learning needs of young people."

This was just one of the recommendations for education reform at a recent South Pacific Commission Conference on out-of-school youth.* It illustrates a growing recognition not only in the Pacific region, but throughout the world, that education is a continuous developmental process; one which takes place not only in schools, but through day-to-day experiences at home and in the community. Indeed, the South Pacific Commission Conference went so far as to suggest that formal schools systems have at times "hindered rather than helped the development of young people". This is a generalization which not everyone would accept, particularly those who are engaged in the struggle to extend and modernize the education provided in schools and tertiary boarding institutions. Yet throughout the region, there are signs of a growing momentum in the development of new approaches to the provision of education for young people, both within and outside formal institutions.

The trend matches similar tendencies in other parts of the world. (Some of these are reported in later sections of this paper.) In some cases, it is governments which have initiated the exploration of new educational policies; in other cases, non-governmental bodies have shown the way, and the young themselves have begun to search for an education which is relevant to their day-to-day needs.

Whatever the source of the initiative, the path to educational change is an uphill struggle. Ghanaian writer, Walter Blege, put it this way. "Talking about alternatives in education in a developing country . . . is bound to lead to very serious difficulties. For one thing, there is the current popularity of the conventional school to contend with."** The reason for this, he surmised, is that in "new" countries the popular view of the school is as the main means of social mobility, and what is more, it is also seen as the only way of providing education that leads to modernization. On this, Mr. Blege said much more. He was both critical of continuing investment in schools which he saw as providing only an education for unemployment, and, he was concerned about the

* Sub Regional Planning Conference on Out-of-School Youth. Fiji. November, 1974.

** Alternatives in Education in a Developing Country, Interchange - Vol. 2/1, 1971.

inherent values in imported education systems - leading to what he called the white collar and elitist mentality. After a comprehensive analysis of alternative approaches to education for development, he concluded that for most, if not all, third world countries "survival means education for a rural economy". But for this, he stressed, "there is no single inclusive approach", pointing out that solutions rest in identification of social and economic needs, and in planning, which, of necessity, should include consideration of what sort of education is necessary to meet such needs.

In the past decade, and especially in the past five years, this pragmatic approach has spread. It underpins many recent efforts to introduce educational change and has been especially important in the development of organized education programmes outside the schools' system - which is how Coombs in his study, "New Paths to Learning", defines non-formal education. The term, "out-of-school education" has a wider meaning, in that it also covers learning such as is acquired through daily experience. As Coombs points out, this aspect of learning is "ubiquitous and strong", though at the same time, unorganized and unsystematic.

It was non-formal education which was cited as the major task of youth programmes in the Pacific region by the South Pacific Commission Conference on out-of-school youth.* The rationale for a more generic and community-based approach to learning was threefold: First, there is little prospect of extending formal education in most countries in the region, either by increasing the capacity at secondary and tertiary levels, or by creating places for the youngsters who have never had the opportunity to attend school; second, many aspects of learning are more effective if based on real-life situations; and third, a variety of agencies should be involved in responding to the learning needs of the young.

A report from an experiment among rural youth in Fiji adds a practical dimension to the debate. Here, according to Mr. Delailomaloma in a paper to a South Pacific Seminar on Rural Development (Western Samoa, July, 1976), the target for his government's youth programme has been identified as out-of-school youth in rural areas, especially those who have had some schooling but not found ways to use it. In planning the programme a number of experiences from other parts of the world were studied and as potential models and ultimately rejected. For instance, national youth service schemes were examined as a way of combining training in work skills with the development of disciplined attitudes to work, while at the same time involving young people in development projects. The idea was dropped because on deeper consideration, it was seen as providing only short-term solutions to the needs of the young people population and to the requirements of development objectives. As Mr. Delailomaloma said, "merely to train young people does not necessarily solve the problem of unemployment". The approach also had the disadvantage of "removing trainees from their home environments and giving them a social and economic orientation away from farming".

It was finally decided to build on past experiences in non-formal education in the country, but with the central intention of integrating youth programmes with all major aspects of national development objectives. At the same time, local communities were firmly identified as the scene of activities, with local youth clubs as the base. Through these, the young membership have been drawn into a combination of locally developed productive work, community service, and on-the-job training. Out of these it is hoped to achieve the overall aim of providing "citizenship training that would instil the kind of attitudes

* Sub Regional Planning Conference on Out-of-School Youth, Fiji, November, 1974.

needed for development".

Perhaps one of the important lessons to be learnt from this project (which, it should be noted, is still only in the experimental stages) is its recognition of the give and take relationship which on the one hand encourages young people to contribute to development, and on the other, provides them with practical knowledge and understanding whereby they experience the benefits of a growing self-reliance. What is also interesting in the project is the close link which has been maintained between the means by which the young people learn and the ultimate educational and community objectives. In other words, one of the hard lessons of formal education has been heeded - that the system of delivering education is not an end in itself; rather, it is the purpose of the educational process which is important. This applies to non-formal education just as much as it does to schooling, for there is always a danger that the means of communication, (especially as teaching and techniques become more sophisticated) will obscure the ends. That is not to say that innovative ways of teaching and learning should be avoided, simply that the purpose of an educational project is paramount to everything that takes place within it. Furthermore, (though some educational philosophers may disagree) there is in the context of development, growing emphasis on education as a means to an end - preparing young people not only to fulfill their own potential, but also to become agents of change in their communities.

This concern is reflected in the expanding literature on educational strategies, many of which concentrate particularly on ways of providing education outside the schools. The next section reviews some recent developments in out-of-school education. The concluding section surveys a selection of recently compiled case study materials which illustrate practical approaches, as well as the scope of activities which are amalgamated under the terms, non-formal and out-of-school education.

SECTION I

A REVIEW OF NEW DEVELOPMENTS IN OUT-OF-SCHOOL EDUCATION*

What is the justification for the growing confidence in educational activities outside the schools? Can such programmes really respond better to young people's learning needs than well-tried education systems? Or is the growing emphasis on non-formal education merely a last ditch in the struggle to provide universal education for the young?

Is it feasible to extend non-formal education programmes to meet the unmet learning needs of the many young people who have left, dropped out of or never attended school, given that in many developing countries the dropout rate during primary school is around fifty percent, that only 15-20 percent of the primary school graduates go on to secondary school?

Is there a danger that expansion of non-formal education will kill one of its most laudible characteristics, innovation, by over-institutionalizing its operations? And related to this, can its development be centrally co-ordinated without isolating it from the communities and individuals it sprang up to serve?

* This section is based on an article which first appeared in Commonwealth Youth News 7.

These are questions which must be faced if non-formal education is to help involve the younger generation in achieving higher productivity and a better way of life, especially in the poorer parts of the world. The following paragraphs review some recent developments in education outside the schools.

A major difficulty, as anyone familiar with the field will know, is finding a coherent pattern among the amazing variety of aims, audiences and approaches covered by the umbrella term "non-formal education". In the words of a research team which recently surveyed the subject in South-East Asia, "it is an extremely diffuse and elusive subject".

This is hardly surprising since it has been variously referred to as "all learning which takes place outside the formal school system", as "any organized educational activity outside the established formal system, which is intended to meet identifiable learning objectives of an identifiable clientele", and as "education that does not advance to higher levels along formalized hierarchical patterns of primary, secondary, and higher education".

But a precise definition of non-formal education is less important than its efficiency and effectiveness in practice, including the cost-effectiveness of specific programmes. That means considering how well different programmes respond to the day-to-day needs of their clients, bearing in mind the availability of resources and the goals of local and national development plans.

It is on these issues that many high-cost formal education systems are even now being challenged; and, indeed, in the opinion of some, are floundering. The fact is, as the UNESCO Commission on Educational Development pointed out, "Educational development has preceded economic development on a world-wide scale". This has led to a serious backlog situation in many countries with, on the one hand, too many secondary school leavers and university graduates for jobs available, and on the other, a shortfall in the number of school places for all of those seeking them, let alone the whole young population. At the same time, in the high unemployment situation of today's world many young people have acquired an unrealistic view of what the future holds for them. It remains to be seen whether the frustrated demands of these young people will result in widespread disillusionment and disruption, or whether this tricky situation will release the youthful drive and energy - even the willingness to sacrifice - that can help achieve the major changes needed in today's massive nation-building efforts.

Can young people revise their expectations of what education holds in store? Are they willing to accept education biased towards community needs rather than towards highly individualized achievement? The signs are that, under pressure, young people are having to take a realistic approach to unemployment. What is more, under these circumstances, they show that they can be down to earth and self-sufficient in organizing their lives.

Learning for Earning

It is these qualities which some of the most exciting and creative non-formal education programmes aim to develop in their clients. Often such programmes adopt the practical approach of combining skill training with job creation. Certainly learning for earning is the central concern of the majority of non-formal education programmes in developing countries. But not all of these programmes are equally successful, at least according to two recent authorities.

Manzoor Ahmed*, reviewing the attempts which have been made to resolve the mis-match between education, job opportunities and job expectations, was doubtful, both about recent attempts to include work experience in formal education and about recent reforms in occupationally specific education and training. On the former, he points out that work orientation at school, including the ruralization of primary school curricula, is neither a substitute for occupational training nor a solution to unemployment among school leavers, adding that in any case most young people in the poorest countries do not go to school. On the latter he recommends caution, especially about technical and vocational training institutes which on their record data tend to be expensive and poorly adapted to market demands.

On non-formal education for rural youth there is more room for optimism. Here the variety and flexibility among programmes is enormous and many are well founded on reality. That is to say, they are immediately useful to the rural/village economy: they are based on learning by doing; content and methods are adapted to the local environment; they are flexible in using local personnel, facilities and resources; and many do reach the unschooled in their efforts to provide linked skill training and job creation - all important criteria in non-formal education.

But according to a study on non-formal education in eight countries in South-East Asia**, "those who have more formal schooling tend to have more non-formal training", and this includes exposure to extension programmes - a disturbing observation which highlights, once again, the crucial problems of unschooled youth.

However, despite the fact that no sort of education can compensate for problems like land shortage, lack of fertilizer and water shortages, the research team sees extension programmes as an under-recognized approach to non-formal education and presumably that also means under-utilized. Furthermore, based on an analysis of the curricula of agriculture colleges (where most extension workers are trained), they add a proviso: that extension workers in training should be introduced to the principles and practices of rural co-operatives.

Co-operatives are, of course, an increasingly popular way of relating education to work and work creation, though patterns of co-operation vary widely. Ahmed (already mentioned here) cites an ideal - "the integrated development project" - where a comprehensive education programme, including occupational training is developed in relation to an all-out drive to exploit the full development potential of a limited geographical region. The implementation of such a programme should be phased in accordance with its priorities, and its educational components should be co-ordinated. In Mr. Ahmed's opinion such a project does not yet exist.

In that case, what does exist? Certainly, self-help production co-operatives are widely recognized means of bringing reality to the learning process. By combining on-the-job learning with the development of a productive unit, both learners and trainers are motivated, not only to cover the costs of training, but more especially to build up a base for their future employment.

On the other hand, and rather closer to Ahmed's ideal, is the Tanzanian experience of encouraging self-reliance at the community level.

* A co-author of some of the works listed in Section II of this paper

** See Section II of this paper

Here a multi-pronged education programme with all education components working in concert meets a range of needs among different sectors of the community. Rural training, functional literacy, and education for participation in co-operative activities make a mutual contribution to a corporate effort in community development.

Girls Left Out

It is through programmes like these that the well-documented bias against girls in non-formal education can, in part, be remedied; for not only is it unfortunate, it also wrongly assumes a home-centred image of women in development. This is inaccurate, as the Coombs study* reports "the important economic and occupational roles played by women and girls in both traditional and modernizing rural societies and their role in educating the next generation have been seriously overlooked" - a crucial oversight, when between a third and a half of the participants in the agricultural labour force in many African and Asian countries are women.

Education for Participation

Preparation for work is only one concern of non-formal education. Participation in formulating policies, taking decisions and setting up local and national development programmes is seen more and more as an important aspect of the overall development effort. Indeed, a recent UN study on Popular Participation in Decision-Making points out that although participation may require preparatory education to offset lack of information and skills, it is seen by many, as reflected in the establishment of the Commonwealth Youth Programme (CYP), as an important, if not crucial element in promoting and achieving development policies. Yet, large scale education programmes to encourage participation have been limited - high costs, difficult communication, lack of personnel, and in the opinion of some, lack of political will, are among the reasons. Nevertheless, as stated at the recent CYP Symposium on Employment Strategies in South Asia, "the function of planning, organization and management should not only be decentralized, but should be so conceived as to encourage and foster the active participation of people at all stages in order to enhance their involvement in their own and the national well-being and development".

One of the latest experiments along these lines is underway in Botswana. The Government, working with the extra-mural department of the university, is developing a village-based, radio-channelled public education programme on national development priorities.

Reaching Out-of-School Youth

Radio, of course, is an obvious channel for education programmes directed at large numbers of people. And community-based radio learning groups are no new arrival in non-formal education. But their use has been limited, and many, after the first flush of enthusiasm, have tended to decline in quality. This is not surprising, given the tremendous organizational problems of setting up and maintaining a country-wide network of groups, all ready to listen and respond to a radio programme at a particular time of day or night. Beyond this, experience has shown that transmission of interesting and useful radio programmes alone is not enough. It is too haphazard, too remote, too one-sided, and it is unresponsive to difficulties or problems expressed by listeners.

* See Section II of this paper

On the other hand, radio as an educational tool for out-of-school audiences can be successful if used in concert with a "gatekeeper" or intermediary who can bridge the gap between broadcast and learner. This is where well-organized radio groups play their part. Alternatively, the gatekeeper might be an extension worker, as suggested in the non-formal education study in South-East Asia*. It could even be a youth worker or youth leader if the broadcast was oriented towards young audiences. Significantly, use of radio in youth programmes has been limited. However, the Botswana experiment, as reported in the Appendix to this paper, provides some interesting new insights, especially on integrating a youth element into an overall public education campaign.

But the success of radio in non-formal learning depends on many factors. And as yet unpublished study of broadcasting and development in eleven developing countries has identified a host of practical, philosophical, and even political considerations which can limit or enhance the use of radio in out-of-school education, including the image of educational broadcasting.

There is, it seems, a strong tendency among mainstream broadcasters to regard it as something beyond their professional concern - something amateur - "a minority calling" in the words of one of the survey organizers. Naturally enough, this influences both the emphasis placed on education in broadcasting and the quality and quantity of educational programmes, whether intensive (for school audiences) or extensive (for out-of-school audiences). Certainly, the evolution of separate educational channels does not always help since, at least for out-of-school listeners, only a minority will be attracted from the more popular public networks. It is problems such as these which the research team suggests can only be overcome through a thorough overhaul of broadcasting policy at the highest level to find more effective ways to tying broadcasting to national development.

Apart from use of the mass media, how else can education reach out-of-school youngsters? One way is for increased government commitment to non-formal education, and there are signs that this is just what is happening. For instance, in its Fifth Five Year Plan the Indian Government aims "to encourage concrete schemes of non-formal education". The Plan identifies several priorities: children aged 6-14 years who cannot or have not attended primary school; young people aged 15-25 years who are illiterate or semi-literate, and functional literacy linked to development schemes. The 15-25 year-olds are regarded as top priority in view of their important productive role in the economy. It is intended to provide six million of them (10 percent) with a vocationally-oriented mix of educational activities including basic literacy and numeracy. The password is relevance and the local environment is seen as the resource out of which all lessons should grow.

New Thrust to Literacy Effort

Like more than twenty other countries, India was also closely involved in the Experimental World Literacy Programme (EWLP). This was instituted by UNESCO in 1966 to conduct pilot projects and micro experiments on approaches to basic literacy education. The Programme has just been evaluated.

Described as "an unprecedented international effort" the EWLP demonstrates the complexity of endeavours of this sort. On the one hand, each of the eleven case studies provides its own unique lessons, in particular, on the need for thorough preparation, careful planning and well-organized administration,

* See Section II of this paper

including evaluation. On the other, the EWLP as a whole, while providing insights into literacy efforts and into international co-operation, also raises some fundamental issues.

One of the most important is the common, even sub-conscious image of illiterates as marginal or sub-human. The report proposes that in future far greater efforts should be made to understand illiterates on their own terms. On the assumption that the aim of literacy programmes is integration, it asks pointedly, "who is being integrated into what sort of society?"

On functional literacy, it concludes that economic functionality is not enough "if hearts and minds are to be motivated both to learn and to contribute to sustained development efforts". In other words, functional literacy, if it is to have real impact must also cover political, social and cultural dimensions of life. The unanswered question is "whether established institutions can accept the actual exercise of (these) newly acquired skills".

It appears that the young are optimistic on this point, for teenagers are reported to be among the most enthusiastic clients of functional literacy programmes.

Encouraging Self-Help

There are encouraging signs of a self-help spirit emerging among youth initiatives in non-formal education as shown by some of the programmes reported in the Appendix to this paper. Self-help is also one of the principles identified by the UNESCO Commission on Educational Development as a pointer in the search for educational alternatives. It suggests that self-learning should be an underlying aim in all teaching. In other words, "learning to learn" is essential. Indeed, the Commission sees self-learning as a focus for all sorts of educational services, not just schools and universities. As it points out, self-learning is not only a matter of language laboratories and libraries, it also occurs through participation in social and community programmes and even leisure activities. With this in mind, a growing number of study service programmes are getting off the ground. Their emergence marks an effort to bridge the gap between the formal and the non-formal in education by building a community service element into school curricula, as well as into extra-curricular activities. Some involve both in and out-of-school youngsters in their projects.

Related to study service are national service programmes. These are, perhaps, the biggest growth point (at least, cost-wise) among youth programmes in the Commonwealth. In many cases such efforts are neither primarily nor even predominantly educational in their orientation. As a whole, national service stands out as a separate area of activity from the "amazing variety of programmes" included under non-formal education. Though they share one common concern, and that is the need for close co-ordination and collaboration with mainstream educational programmes, as was evidenced at a CYP Workshop on National Youth Programmes and National Service Schemes. Even though it focussed primarily on the African situation, the workshop drew heavily on the experiences, especially national service schemes, of several other countries where such programmes are well established - Jamaica, India, and Malaysia, and others. Its recommendations threw up another important operational point - the need for machinery to ensure the integration of youth-oriented programmes with national, social and economic policy, particularly in rural development.

The Workshop also recommended that concerted efforts should be made

to achieve functional literacy as an effective pre-requisite for expanding the scope of non-formal education within Youth Programmes. Like many others concerned with needs of the younger generation, the participants, most of whom were directors of national service and national youth programmes, saw non-formal education as a means of harnessing education more closely to the aims and implementation of development policies. The basis for this hope is that the best (but by no means all) non-formal education projects have a home-grown quality. They have emerged in response to needs anchored firmly in the community and the environment of the learners. But hope also rests on a more positive aim - that education, formal as well as non-formal, will succeed in the effort to raise in the individual a critical awareness of social reality and to enable him or her to understand, master, and transform his or her destiny, for this is the heart of the "where next" debate on education. It implies not just improvements in the quantity and quality of teaching and learning, but a world-wide commitment to social change. Can we and are we willing to respond to this challenge?

SECTION II

OUT-OF-SCHOOL EDUCATION: A SURVEY OF CASE STUDY MATERIALS

Faced with the task of developing new educational programmes or projects the thoughtful planner examines the experiences of others before investing time and money in substantial activity in the field. The motivation for this is less likely to be the search for transferable models than for ideas on workable new approaches. Particularly helpful are case studies which explore the practicalities of programme implementation especially where they indicate what difficulties have been met and how these have been overcome.

During the past five years a number of case studies have been published on a range of aspects of out-of-school education. These cover functional literacy, study service, family planning and population education, national service schemes, and use of the media, among others; but materials on education for rural development have been most prolific. The following paragraphs summarize those case study materials which were accessible at the time of writing. Suggestions for additional items would be welcome, and wherever possible, will be included in further versions of this paper or in other Commonwealth Secretariat publications which, it is hoped, will serve as a resource for programme planners or policy makers.

1. New Paths to Learning for Rural Children and Youth by Philip H. Coombs with Roy C. Prosser and Manzoor Ahmed, 1973.
(See also next two items)
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This is the first of four reports on non-formal education and rural development prepared by the International Council for Educational Development for UNICEF and the World Bank. The case studies in the report are brief, concentrating on illustrating different aspects of non-formal education rather than on providing detailed programme descriptions.

The report as a whole was designed to provide guidelines for governments and international organizations on the need for different sorts of non-formal education among young rural populations. It was concerned particularly about developing effective and economical programmes to meet these needs, about ways of evaluating and strengthening non-formal education and

about how external agencies can help to implement programmes of this sort. Its main emphasis was on facilitating the introduction of mechanisms and methods which will extend and improve the educational opportunities available to children and adolescents in rural areas so that at least their minimum essential learning needs are met. These are also defined.

(From ICED, 680 Fifth Avenue, New York
NY 10019, USA - Price \$2.00)

2. Attacking Rural Poverty - How Non-Formal Education Can Help by
Philip H. Coombs with Manzoor Ahmed, 1974.

Directed at planners and policy makers particularly in the field of rural development, this report focusses on the part which non-formal education can play in agricultural and rural modernization. It is based on a world-wide sample of existing non-formal education projects (25 were studied in detail) as well as discussions with specialists in the subject and a comprehensive review of relevant documentation (full list included in report). The case studies are presented in summary form and cover agricultural extension work, agricultural training, non-farm training (mostly for developing artisan and entrepreneurial skills), self-help approaches to rural development and integrated rural development programmes.

On the basis of the case studies, a critical analysis is made of approaches to both agricultural education and to training in non-farm skills. Alongside this are included detailed considerations of the technologies and economics of non-formal education, management and staffing of programmes.

It is stressed in the report that the analysis and conclusions are based on a functional view of education, taking as a starting point, the learners and their needs. It is also pointed out that although non-formal and formal education often differ in their educational objectives, their institutional arrangements and their sponsorship; there is actually no sharp dividing line. What is needed, the report states, is "to visualize the various educational activities as potential components of a coherent and flexible overall learning system that must be strengthened, diversified and linked more closely to the needs and processes of national development".

(From Johns Hopkins University Press,
Baltimore, Maryland 21218, USA -
Price \$3.95)

3. Education for Rural Development - Case Studies for Planners -
edited by Manzoor Ahmed and Philip H. Coombs, 1975

This set of case studies on non-formal education is detailed and comprehensive. It was assembled as background to the studies undertaken by the International Council for Education Development for UNICEF and the World Bank, and as such was intended particularly for policy makers, planners and programme managers involved in the process of integrated rural development.

In circumscribing what they see as non-formal education, the authors include a wide cross section of organized and semi-organized educational activities, some of which serve as substitutes for formal schooling, while some provide for other learning needs and for target groups not catered for within the schools. Related to this, the case studies are categorized into two broad groups: On the one hand, "Basic General Education", and on the other, "Employment-Related Education".

In each programme description an attempt has been made to identify the factors inside and outside the programme which influenced its effectiveness and performance. In all, 17 programmes are covered, ranging from an overview of non-formal education for young people in Kenya to mobile training in Nigeria. Education for co-operatives, functional literacy, youth camps and national youth service schemes are also included.

One thing the authors stress is that non-formal and formal education are often "mutually reinforcing". Indeed, they point to examples of "hybrids" which bridge both educational settings. They also observe that non-formal education is not only directed at deprived groups, but is used extensively in back-up programmes for professionals and in programmes for secondary school and college students. Many non-formal education programmes are more than the sum of their educational components; they are part of a complex inter-play of social, economic, political and cultural forces, which is why educational progress is no easy task.

(From Praeger Publishers, 111 Fourth Avenue, New York, NY 10003, USA - Price \$9.00)

Note: The fourth ICED report on non-formal education is due to be published shortly. It will focus on educational strategies for rural children and youth.

From ICED, 680 Fifth Avenue, New York, NY 10019, USA.

4. Non-Formal Education in African Development by James R. Sheffield and Victor P. Diejomoah, 1972

One of the earliest comprehensive surveys of non-formal education, this book includes both detailed and brief case studies from all over Africa. The programme descriptions are organized into five broad categories: pre-employment programmes of industrial and vocational training; on-the-job and skill upgrading programmes in industrial and vocational training; training programmes for out-of-school youth in rural areas; training programmes for adults in rural areas; multi-purpose training programmes. The major case studies include:

Nigeria:	Vocational improvement centres (skill upgrading)
Botswana:	Brigade Training (out-of-school rural youth)
Kenya:	Village Polytechnics (out-of-school rural youth)
Tanzania:	Work-oriented Functional Literacy Project (Rural adults)
Cameroon:	Pan-African Institutes for Development (Multi-purpose training)

In concluding the report, its authors compare different aspects of the non-formal education programmes they studied. In some cases they draw attention to advantages and disadvantages of different approaches. Their overall conclusion is that "non-formal education cannot be seen in isolation from the broader aspects of development". They add that priorities for research and innovation in non-formal education should be employment generation (particularly self employment) and rural development (especially for out-of-school youth).

(From African-American Institute, 866 United Nations Plaza, New York, NY 10017)

5. A Study of Non-Formal Education in the SEAMEO Region
(Preliminary Report, 1973-1974)

Focussing on literacy, rural development, vocational/technical skill development and the mass media, this substantial study reports on a range of non-formal education projects and developments in South-East Asia. It includes an inventory of project summaries in the region which give details of clientele, objectives and approaches together with contact addresses. But perhaps most interesting is the discussion on experiences and problems which have arisen in programmes in each of the four categories. These are detailed and practical and are accompanied in each case by a set of recommendations for programme development at national and regional levels.

As a whole, the study reflects the extensive involvement of specialists in different aspects of non-formal education and experienced and knowledgeable national research teams. The countries covered by the report are Indonesia, Khmer Republic, Laos, Malaysia, The Philippines, Singapore, Thailand and Vietnam.

(From South-East Asia Ministers of
Education Secretariat, Bangkok,
Thailand)

6. Training for Village Renewal by Murray Culshaw, 1976

This is a handbook on training youth in technical skills for rural development. It was commissioned by the Community Development Service of the Lutheran World Service as a resource for trainers. Programme descriptions from Africa and Asia, which comprise the bulk of the book, are brief but include in each case a contact address for further information.

Also included are sources of reference materials such as periodicals, international agencies and research institutions. In addition, helpful suggestions are made on introductory background reading on non-formal education and training.

(From Murray Culshaw, Burton College,
Mare Hill, Bulborough, Sussex, UK -
Price £1.00)

7. Education and Rural Development - The World Year Book of Education,
1974

This bulky volume contains a series of essays on education and rural development. They range from general discussions of the issues in the field - education for agriculture, the mass media in rural education, new ways for education in rural areas, and so on - to "case histories" of specific programmes. Radical measures of educational reform, such as those in China, Cuba and Tanzania, are examined alongside innovative endeavours of a more pragmatic and evolutionary nature which have been tested in India, francophone Africa, Kenya and The Philippines. Each paper is backed by a comprehensive reference list which serves as a comprehensive source of further reading.

(From Evans Brothers Ltd., Montague
House, Russell Square, London
WC1B 5BX, UK - Price £6.00)

8. Young Workers from Rural Areas in Industry - A Cross National Over-View of Case Studies in Five Developing Countries, 1975

These case studies are not so much of specific programmes as of the problems which young rural workers in five countries experience when they take up employment in the modern sector of the economy, particularly in industry. Much of the information in the report was gathered from young workers themselves, including their own opinions on the training and supervision they received for their work. The five countries which took part in the study were India, Iran, Mexico, The Philippines, and Zambia.

Based on an analysis of the factors which affect young workers' performance in industry, including home background, living conditions, education, attitudes and motivation, the survey team draw conclusions on the main problems of young workers acquiring technical competence. They also assess the implications for policies to build a skilled work force for both urban and rural industrial development. These include suggestions for on-the-job training, and general discussions on education to prepare young rural dwellers for technical change.

(From UN Research Institute for Social Development, Palais des Nations, Geneva. (Ref. UNESCO 75/C. 46 GE75 - 12343)

9. Multi-Media Approaches to Rural Education - IEC Broadsheet on Distance Learning, 1972

This broadsheet is based on programme materials which were assembled when the Board of Adult Education of the Kenya Government, together with the Institute of Adult Studies, University of Nairobi, was assessing the use of mass media for rural education. At the time it was agreed "that careful study of the experience and materials of others in this experimental area of education might make for economies of time and manpower in the planning, preparation and production of a Kenyan scheme". In other words, the planners concerned did not intend to copy other schemes or to use the materials of other programmes, but rather to learn from their experiences.

The report includes both case studies and case summaries. The former cover:

Rural Broadcasting Unit and Rural Forums - Ghana
Civics Education by Radio Study Groups - Tanzania
Educational Films and Mobile Film Units - Ghana
INADES (African Institute for Social and Economic Development) - Ivory Coast
Co-operative Education Centre - Tanzania
Tevec: a Multimedia in Education Project - Quebec, Canada
Rural Family Development - Wisconsin, USA

Case summaries cover projects in India, Niger, Honduras, Britain, Togo, Rwanda, France, Italy, Tanzania and Malawi.

The programmes presented in this booklet were selected in the conviction that face-to-face methods of rural education had failed to reach widely enough or deal deeply enough with the problems of rural development. As the introduction states, "the mass media... can channel the ideas and information of the few (the experts) to the many (the people in the rural areas); and they can do this across vast distances". Nevertheless, the authors recognized that

the mass media have their own disadvantages and are probably best used in combination with other means of communication.

A final chapter of the booklet sets out guidelines on use of the media as education delivery systems and is accompanied by a bibliography which cites further case study materials.

(From International Extension College,
8 Shaftesbury Road, Cambridge,
CB2 2BP, UK)

10. New Media in Education in the Commonwealth, 1974

This report includes both an inventory of programmes using the new media (radio, television, film, tapes, etc.) in Commonwealth countries and a series of case studies covering educational radio and television, correspondence education and resource centres for teaching and learning. Most but not all of the projects are geared to formal education.

The country-by-country inventory sets details of education broadcasting and other modern communications programmes in the overall educational context of each country. In all, 134 projects from 42 countries are included.

The detailed case studies, which cover 19 projects, provide information on a cross-section of successful programmes at primary, secondary and tertiary levels of education, as well as in informal educational settings. Among the out-of-school programmes are:

Britain:	BBC Radio, Stoke-on-Trent, Adult Education
Zambia:	Radio Farm Forums and Literacy Broadcasting
Kenya:	Correspondence Course of the University of Nairobi
New Zealand:	Correspondence School
Canada:	"Off Campus" (or extra-mural courses) of Memorial University, Newfoundland

(From Commonwealth Secretariat
Publications, Marlborough House,
Pall Mall, London SW1Y 5HX -
Price £3.00)

11. Youth for Development: An African Perspective, 1975

A report of a meeting of directors of national youth programmes and national service schemes in Africa, this publication includes a set of country reports from Commonwealth Africa, as well as from India, Jamaica and Malaysia. While the country reports are basically descriptive in nature, in some cases they incorporate comments on problems which have been experienced in the programmes concerned. Some also give an indication of priorities for future action.

In the case of the non-African countries, the reports are particularly detailed since these countries were invited to the meeting for the specific purpose of providing first hand and in-depth information on their own experiences in the development of youth programmes. From India there are details of a range of national youth programmes (youth centres, young farmers, radio and television programmes for the young, a non-formal education scheme for 15-25 year olds, among others). There is also a full report on the national service scheme which involves secondary school graduates, and

another gives a run down on all out-of-school youth programmes coming under the Ministry of Youth and Community Development. The information from Malaysia covers both farm youth programmes and national service. Equally interesting are details of Kenya's village polytechnics and Nigeria's national service programme.

(From Commonwealth Secretariat
Publications, Marlborough House,
Pall Mall, London SW1Y 5HX, UK -
Price £1.50)

12. Service by Youth: A Survey of Eight Country Experiences, 1975

By participating in development programmes, young people contribute energy, physical labour, and when given the opportunity, enthusiasm and new ideas. They can also learn work skills and find opportunities for employment. This report describes a cross-section of programmes in eight countries through which young people serve their communities. The descriptions vary considerably in depth, in scope, and according to the meaning of the term "service". Each case study was prepared by someone from the country concerned. Programmes include:

Ethiopia:	The Ethiopian University Service
The Philippines:	A Cross-Section Youth Service Programme
Kenya:	Kenya National Youth Service
Chile:	National Office for Voluntary Service and the Chilean Volunteers' Association
Yugoslavia:	Youth Work Drives
Poland:	Collectives of Agricultural Preparation and Voluntary Labour Brigades
Lebanon:	Youth Volunteer Service, including the Red Cross
United Kingdom:	Community Service Volunteers and other youth services

Some of the programmes have changed since they were first reported, but the descriptions, together with an overall analysis on approaches to youth service, are a useful though not very detailed reference for policy making.

(From United Nations, New York -
Price \$4.50)

13. Experimental World Literacy Programme: A Critical Assessment, 1976

It was to test and demonstrate the economic and social returns of literacy and to study the contribution of literacy training to development that UNESCO set up the Experimental World Literacy Programme in 1966. Now, ten years later, an expert group has evaluated the exercise, including in its report programme profiles from the 11 countries* which took part in the Programme. The programme descriptions are essentially qualitative, giving details of timing, objectives and policy, participants, administration and organization, teachers and other personnel, curriculum, methods and materials, costs and an outline evaluation. What also emerged in the assessment is an insight into the relationships which develop between large inter-governmental agencies and states with which they co-operate.

* Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria and Tanzania - From UNESCO Press, 7 Place de Fontenoy, 75700 Paris.

For basic and, at times, critical descriptions of a range of different types of programme, this report is of interest. It also provides some salutary information on what can happen when a group of agencies with different purposes are involved in implementing a project.

14. Reaching Out-of-School Youth - A Project Planning Handbook for Population - Family Life Education, 1975

Despite its specific theme, this handbook is of general interest to programme planners and programme managers. Not only does it set the scene for a series of pilot projects which are being developed among out-of-school youngsters in countries in South-East Asia, it also presents a step-by-step approach to project planning. Although this is geared particularly to the development of population - family life education, it can be used in a more general way since it includes a substantial discussion on setting objectives, identifying target groups, deciding content, planning programme communication, planning programme resources and evaluation.

In a section on pilot projects, the handbook illustrates how the basic principles of project planning were applied to a series of project-building exercises in Indonesia, Malaysia, New Zealand, the Philippines and Western Samoa, among others.

(From IPPF, 18-20 Lower Regent Street,
London SW1Y 4PW, UK - Price £2.15)

15. Family Planning Education in Action: Some Community Centred Approaches, 1976

This is a selection of case studies on a range of out-of-school education programmes in the family-planning field. While the subject matter may not be of universal interest, the experiences described in the case studies provide some practical insights into the way radio, mass media campaigns, community development centres, and face-to-face communication have been used for education in a specific field. Education in this context is seen not only as the acquisition of knowledge, but as the ability to apply that knowledge and to share it with others.

Most of the 14 projects - from countries all over the world - focus on the integration of family planning into existing development initiatives, and as such include details of those initiatives. Most, too, are directed at adults since it is with this audience in mind that many experiences in out-of-school education have been developed. What is interesting about these case studies is that they illustrate ways in which existing programmes and approaches can be adapted to serve particular educational ends - this may be family planning education, it could equally be some other theme such as those comprising the six minimum learning essentials defined in Coombs report, "New Paths to Learning".

(From IPPF, 18-20 Lower Regent Street,
London SW1Y 4PW, UK - Price £2.15)