

HRD

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Quality Education for All

editor's note

Dear readers

The theme for this **HRD Communiqué** is the most debated one i.e. **"Quality Education for all"**. It is highly pertinent at this stage due to the fact that the present decade has been declared as the United Nations Literacy Decade (2003 - 2012)

The Quarterly HRD Communiqué also contains news, update on the programme activities and information about upcoming events and new training that are being carried out at NRSP - Institute of Rural Management.

Education is the most effective tool for Human Resource Development and literacy is the pre-requisite to make better use of the major sources of information and knowledge in today's world.

"Seek knowledge from cradle to grave" is a famous saying of Hazrat Ali. The Japanese in management follow the principle of "KAIZEN", which means improve continuously for ever.

In Pakistan the literacy situation is not very encouraging as after the lapse of almost half a century since its independence the literacy rate is still alarmingly low. Being illiterate is not an individual disability alone; it has societal implications as well.

Democratic institutions and values can hardly flourish in a society where half of the adult population is illiterate and most of the voters cannot access information and read a newspaper. The situation is particularly alarming for women and those living in rural areas.

Quality education is essential to success in an increasingly competitive, ever changing workplace. In order for citizens to be contributors to the state's economy, culture, social and religious communities, as well as the overall well being of the state, a sound education is necessary to provide the tools needed to make wise and informed decisions. No state can have a competitive workforce, prosperous economy, vibrant communities and active and involved citizens unless it has quality education to offer to its citizens.

Since its inception the governments in Pakistan have been endeavoring to eradicate illiteracy from the country and to provide quality education to its citizens. Various actors, both from private and public sectors are playing active roles in elimination of illiteracy and provision of QEFA.

We hope that we have been successful in creating awareness about the different aspects of quality education. For this purpose a number of articles and columns have been included in the current issue alongwith graphic clips and news about the theme.

NRSP - Institute of Rural Management



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Editor: Nafeesa Mushtaq

Design: Quratulain Yousaf

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Quality Education For All

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by Nafeesa Mushtaq

"Education is not the filling of a bucket but the lighting of fire"

Education in its current form is concerned with the transmission of knowledge. It is a natural process that begins when a child is born and continues through out life but in the present age it cannot be allowed to remain a passive process but needs to be accelerated through utilization of all the resources at our disposal. Educational institutions promote this process and expand its dimensions in pursuit of national goals and objectives of education. But in our country that is still undergoing the process of development the literacy rate is distressingly low.

Illiteracy is not an individual disability alone, but has societal implications as well. No democratic values can flourish in a country if majority of its adult population is illiterate and hence cannot access information or read newspaper. So the judgment of these illiterate voters while electing members for either national or provincial assembly cannot be trusted.

Illiteracy not only causes dependence, it deprives people of the development of their fullest potential of participation in decision making at different levels; and ultimately results in oppression and exploitation.

Since its inception the governments in Pakistan have been endeavoring to eradicate illiteracy from the country and to provide quality education to its citizens. Although the overall literacy rate in the country has increased gradually, the absolute number of illiterates has swelled significantly from 20.25 million in 1951 to 48.8 million in 1998.

What is quality education

Quality education system produces students with the knowledge, skills, attitudes, values, and work habits needed to become productive and fulfilled citizens. It provides clear goals, high standards, good teachers and a well-organized curriculum. Quality education ensures:

- The acquisition of the basic skills of writing, reading and mathematics
- The development of sound moral character and good citizenship
- The acquisition of general knowledge about our country, about science and technology and our world
- An understanding of the fundamental disciplines of science, literature, geography, history and technology
- Aesthetic, social and cultural development
- Physical fitness
- The preparation of young people either for post-secondary



education/training or for work

- A functional use of the second language (English)

Objectives of quality education

The main purpose of imparting quality education is to produce an array of sensible and vigilant individuals capable of contributing to the overall development of the society in particular and that of the world in general. Contribution to the cause of development in a society demands a person to have a critical, analytical and rational thinking faculty along with the confidence to express his/her views freely.

Every individual is blessed with some inherent skills and abilities and there is a need to brush up and harness these potential qualities which is only possible through quality education which not only harnesses these skills but also enables a person to practically apply them.

Quality education does not necessarily aim at creating an entire crop of doctors, engineers, scientists and IT professionals because these make only a part of the society. So ignoring the rest of the society would be a serious blunder.

A healthy society requires the participation of all its members regardless of their sex or professional fields. So the goal of quality education should be to enable all, be they artisans, entrepreneurs, farmers, labourers or even those women who are not working ladies to play their role and be productive.

Quality education is aimed at producing graduates with competencies in critical and analytical thinking, teamwork, communication skills, problem solving, use of numbers, data and technology so that they have the knowledge and skills needed to be competitive in the global economy and to fully participate in a democratic system.

Quality education should focus more on the fight against poverty, enhancing diversity, sharing knowledge, innovation, sharing of knowledge and best practices, protecting common good and promoting experimentation.

Hurdles faced in the provision of quality education

Defective and inefficient system of education is the basic cause for our national failures in socio-economic and human development. Inadequacy of education system both qualitative and quantitative is adversely affecting our national life.

Lack of necessary facilities like libraries, laboratories etc particularly in rural areas is one of the major hurdles that is decelerating the promotion of quality education in rural areas. It is indeed a sad reflection on planners of education policies.

Another depressing fact is that most of the libraries these days have become storehouses of poorly preserved, moth-eaten collection of out-dated manuscripts of historical interest.

These should be preserved but at the same time there is an immediate need for updating the public libraries by providing them with latest editions of learning resources e.g. books, journals, periodicals and newspapers.

Lack or inappropriate utilization of funds at institutional level also proves to be a hindrance in the promotion of the cause of QEFA.

Multiplicity of education systems

Multiplicity of educational systems is also one of the major hindrances in the promotion of QEFA. In Pakistan we have a variety of systems working here, resulting not in synergy but social division and conflict. For example we have English medium schools, Urdu medium schools, and religious *madrasas*..

Inappropriateness of curricula and pedagogy

The curricula and related pedagogy are usually inappropriate or at least inadequate for the set goals in many disciplines. Furthermore, there is no integrated system in which one step leads to the next to enable a student to develop a truly sound base for the discipline he or she is interested in. Moreover, even at the higher levels of education, there is no mechanism worth its name to help a student in gauging his or her potential or in deciding on a suitable academic career.

Suggestions for promoting the cause of QEFA

- Resources should be allocated generously for establishing such educational institutions in Pakistan where quality education is being imparted to students.
- Everyone should contribute time and efforts to this very important task.
- We need to close the quantitative as well as qualitative gaps.
- Moreover, in our education system greater emphasis should be laid on the character and capacity building of the students rather than just their academic qualification. After all, our nation needs individuals with wholesome personalities to contribute to its progress and prosperity.
- There is a need for a successful educational strategy planned and implemented while keeping in view all i.e. students, teachers, parents etc.
- A uniform system of education should be introduced gradually to eradicate the problems that multiplicity of systems creates.
- We should not cling to the out dated and ages old concept of QUALITY. Modern quality is about outputs, not inputs.
- Both public and private sector should collaborate in partnerships to promote the cause of QEFA.

The contributions of Ministry of Education in promoting literacy in Pakistan

Ministry of Education has included the Adult literacy Component in the Education Sector Reforms ESR (2001-2005) and in the National Action Plan (NAP) for EFA (2001-2015). These are very important measures taken by the ministry and deserve the support of public as well as the international community.

Conclusion

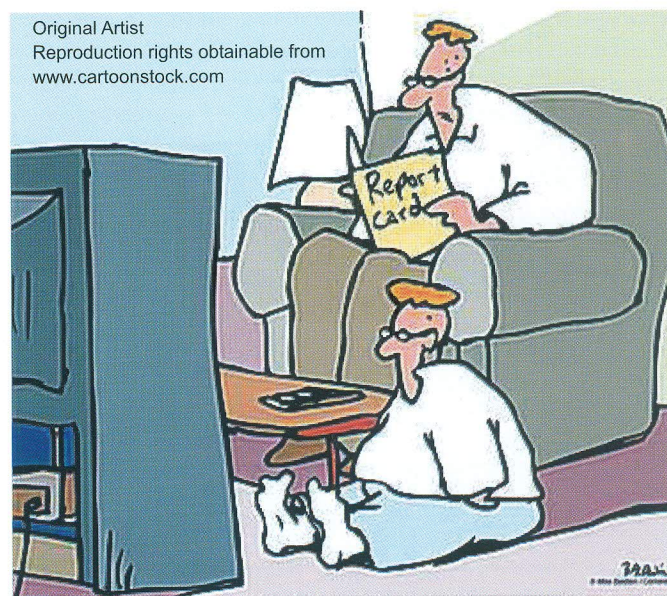
The secret of the progress of any developing nation lies in its urge for continuing

education and to catch up with the advances of science and technology of the developed nations. This urge should be there in the hearts of the students as they are the builders of the nation.

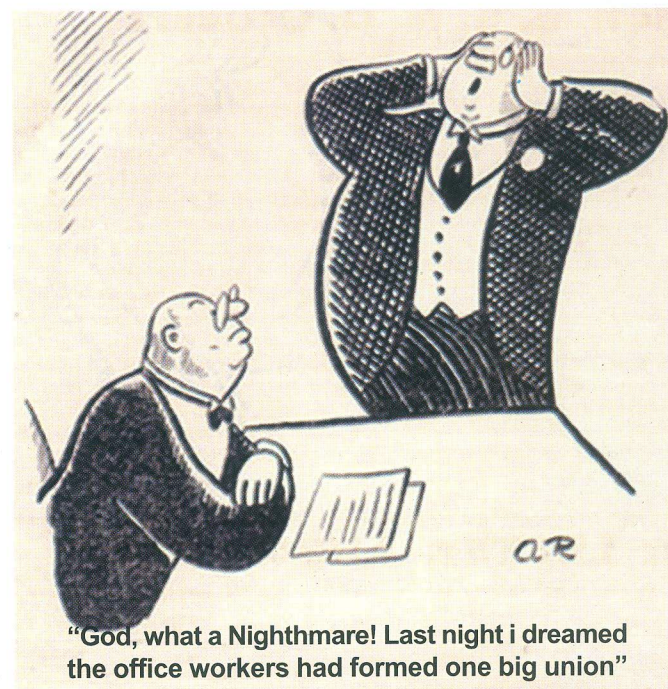
Mass literacy and basic education is considered a prerequisite for socio-economic development worldwide. In Pakistan numerous efforts have been made for the quantitative expansion of formal school education with the assumption that it will contribute to enhance the literacy rate. This assumption has not held true during the last five decades as the country still has a long way to go to achieve the goal of universal mass literacy.

Source:

1. *Human Development In South Asia 2002*
2. *Human Development Report 2000*
3. *Literacy Trends and Efforts in Pakistan*



“you need to work on three R’s, and they aren’t reload, replay and rewind”



“God, what a Nightmare! Last night i dreamed the office workers had formed one big union”

Rethinking Education

in search of a new paradigm of quality education

by Manish Jain and Wasif Rizvi

"The illiterates of the future will not be those who are unable to read and write, but rather those who cannot learn, unlearn and relearn".

(Alvin and Heidi Toefler)

After a decade of focusing on access rates to schooling, the issue of quality of education was finally brought to the forefront of education debates at the World Education Forum in Dakar (Senegal, April 2000). It was recognized that access and quality cannot be separated from one another. Indeed, concerns about quality of education can be heard from several segments of the global population – if one is willing to listen closely. Whether it is the arrogant First World or the arrogantly dismissed Third World, educationists, teachers, parents and most importantly students, are increasingly becoming unsettled by the irrelevance and inadequacy of the educational services. In India, the Yashpal Committee Report (1993) made an insightful observation, (which has been ignored), that "There is a lot of teaching and training going on but very little learning or understanding". In other conversations in Delhi, Bangalore and Mumbai, several business leaders have openly stated that, "Most college graduates, even IT students, lack the creativity, teamwork ability, communication skills and self-motivation to succeed in the fast-moving economy. We need to retrain them when they enter our organizations".

In Pakistan, parental observations like, "We don't understand the relevance of this schooling", have been voiced in PTA and community meetings within Sindh and Balochistan. Several parents in the rural parts of Pakistan and India have stated: "Schools have spoiled our children. They are not able to get a government job in the city, nor do they have any respect for our family work (labor), our local culture, our values, or our relationships. *Woh na ghar kai, na ghat kai*". Thinkers and public intellectuals from Pakistan and India, like Dr. Parvez Hoodbhoy, have quoted in detail, embarrassing stories about the best Pakistani science graduates, who were unable to solve elementary math and physics problem with their books open. Social reformers and spiritual leaders would add to this list a comment on the burgeoning destructive values: greed, selfishness, hatred, insensitivity, violence, consumerism, loneliness, insecurity, fear, laziness, etc. and emerging ethical dilemmas (e.g., artificial intelligence, biotechnology, cloning, patents) that threaten the well-being of society.

The crisis of quality becomes even more poignant if one asks a young person 'what he or she wants to learn'. The answers tend to range from blank stares to 'whatever you want to teach me' to 'whatever is needed to pass the exam'. Upon deeper interrogation, the vast majority of school graduates will readily admit that their school education was/is irrelevant to their daily lives. Of greater concern, however, is that their natural capacities to be lifelong learners who can learn, unlearn and relearn throughout their lives have been rendered dysfunctional by their schooling experience.

In order to start improving the quality of education, we need to first understand where and why we have failed. Educationists from UNESCO, UNICEF, World



Bank and established NGOs have tended to focus on some combination of: building more infrastructure (such as classrooms, toilets, furniture); training more teachers in joyful activities and providing them with progressive 'child-centered' and 'gender-sensitive' text books and didactic Montessori teaching aids; setting up more Village Education Committees to raise funds and monitor schools; introducing more tests and minimum standards. Along with these reforms, there are those who believe that the quality conundrum can be solved by a few more 'Add-ons' – value education courses, vocational trainings, hobby classes, GK (or good-for-nothing knowledge), random chunks of local knowledge, and computers. All of these interventions, however, remain within an extremely limited realm of vision and action, in that they continue to look at quality education through school-colored glasses. They function with a set of arrogant assumptions that reinforce the role of education as an instrument to mold and 'socialize' (that is, control and indoctrinate) human beings to fit within the institutionalized framework of the Industrial Nation State and/or the Global Free Market Economy limiting our roles to the obedient Worker, Clerk, Soldier, Citizen, Consumer. These assumptions include:

- Human beings are empty/deficient which implies that those who have not gone to schools are ignorant;
- There are a few intelligent students and a lot of dumb children – this can be measured by IQ tests;
- Every child learns in the same way and this can be planned and standardized;
- Literacy is only about reading, writing and numeracy;
- Knowledge is inherently fragmented and can be delinked from experience and context;
- Competition, pressure and discipline through rewards/punishments brings out the best in human beings;
- There exists a rational and objective truth which means that every question has a right or wrong answer;
- Meaningful learning can only take place in the classroom and through the instructions of a teacher.

Much research from diverse disciplines and from practical experiences in a wide range of countries has emerged raising many questions about the legitimacy of these assumptions. Continuing our thinking and action in education, based on these assumptions is extremely dangerous for humanity. Not only will such kind of homogenizing educational frameworks prevent us from comprehending the complex gray areas in life and imagining new systems and approaches necessary to address the widespread societal and environmental breakdowns that threaten our planet, they will increase our difficulties by undermining and destroying diverse learning processes, multiple intelligences, reflective expressions, caring and collaborative relationships, intrinsic motivations,

practical knowledge systems, wisdom frameworks and deep linkages with nature.

Unfortunately, we won't be able to see the magnitude of the damage to the resiliency, creativity and spirit of the human species until it is too late. The terrible irony is that many people still believe that schooling in its present form leads to sustainable forms of individual and community empowerment. Despite the fact that we have 10 different toothpastes, 40 TV channels and thousands of politicians to choose from, our real choices – sustainable choices – in life, livelihood, culture, Nature, health, media communication, political power, etc. are actually decreasing day by day. A first step in moving towards a new paradigm of quality education that nurtures human beings who can learn, unlearn and relearn throughout their lives is to strongly question one-sided claims (that have been based on dubious quantitative World Bank rate-of-return studies) about the economic and social gains made in society because of schooling and literacy and to conduct a serious analysis of the real gains and losses to our society from schooling.

A second step is to open up our mental models and start valuing opportunities for playing, working, praying/meditating, engaging with and creating different media, interacting across generations and communities and being with Nature as part of a larger seamless web of lifelong learning. But in recognizing this, we should be careful not to fall into the trap of once again seeing human beings as passive recipients in these environments. Rather, human beings dialectically interact with their social, biological, physical, and spiritual environments – these environments impact them but human beings can also purposefully create and reshape these environments. This happens when learners themselves start to consciously think about their learning aspirations, learning styles, learning contexts, learning resources, meaningful learning experiences as well as about how they can contribute to other peoples' learning. All this means that talking about 'good' schools alone is not enough if we seek quality education. The human mind, human knowledge, human wisdom, and learning in human communities are too complex. We must appreciate value and negotiate this complexity rather than continuing to try kill it.

A third step, if we are serious about a new paradigm in quality education, is to start asking new questions – questions that allow us to critically interrogate economic, political and social systems and their linkages to education; questions that can open up new shared visions and possibilities for moving beyond existing systems; questions that are open to all learners to reflect on – not just the experts'. Such questions might include: What is a good human being?; What is a healthy society?; What is progress?; What is social justice and equality?; What is knowledge, wisdom and truth?; What is peace and love?; What is interdependence?; What is diversity?; What are the limitations of historical analysis and scientific analysis?; What are the dominant power structures in place and who controls them?; How are different institutions and technologies reshaping what it means to be human? Such questions can help to open up new parameters for assessing quality education in any community. Despite what some might argue, there are not any absolute universal answers to all these questions. In fact, discovering creating individual and collective meaning around these questions in different contexts is an essential part of the learning process.

A fourth, and perhaps the most critical step, is to create spaces for genuine dialogue on the above three. This means that we have to move beyond campaign and propaganda modes of public engagement. We need to get out of the culture of approaching each conversation as a debate to be won. We

also need to give up a hierarchical mindset of superiority and inferiority. In advocating for new spaces for genuine dialogue, we do not mean that we should naively ignore the larger power games that are going on in society. However, we should recognize that playing the same indoctrinating game ultimately undermine the agenda of quality education that liberates human beings. Lastly, we would vehemently disagree with those who believe that there has already been too much discussion on education in Pakistan and India; it is time to get on to action. Genuine dialogues requires an atmosphere of trust and honesty, of active listening, of being open to questioning deep-rooted assumptions, of speaking with both the head and the heart, of breaking out of static roles and relationships, of allowing for and valuing mistakes. Such an atmosphere is lacking in schools and educational policy circles in both India and Pakistan today. Dialogue, action and reflection must go hand-in-hand. This is the essence of quality education.

About the authors

Manish Jain is the coordinator and co-founder of *Shikshantar* – an institute engaged in rethinking education and development, India.

Wasif Rizwi is the principal academic and research advisor to the Institute for Development Studies and Practices (IDSP), Quetta, Pakistan and co-founder of *Shikshantar*.

YOUTH EMPOWERMENT THROUGH QUALITY EDUCATION

by Nafeesa Mushtaq

Good education develops in the students, the attitudes to become efficient and enthusiastic self-learners. Both these qualities will develop in a student only when his school, college and university make learning a purposeful and an enjoyable activity.

Furthermore, since evaluation is an integral part of learning, this also has to be an entertaining and beneficial experience. Such evaluations should lay more emphasis on feed-back for rectifying mistakes, clearing misconception, appreciating good work, suggesting improvement and introducing many incentives and rewards for good performances and for excelling previous responses, rather than on its value for certification.

Once a student acquires the two qualities of being a self-learner and self-evaluator he will use these two as means of reaching to the top most position in life. A Chinese saying, "If you give a man a fish, he will eat it for a day but if you teach him how to fish, he will eat it for the rest of his life" further highlights this principle.

Quality education also inculcates sound moral and ethical values in a student. It does not just focus on the academic success of a student. Poor moral values of a nation clearly bespeaks of bad education that is being provided to students. It is only when we get a nation of such motivated, educated individuals that progress and prosperity will meet us half way.

Quality education cannot be provided without qualified educators. The mission of providing quality education to all and at all levels is a Herculean task and involves hurdles like lack of resources which are not only technical and financial but also human. But if better judgment of the policy makers and implementers prevails then the situations might take a turn for the better.

NRSP small press...

- The UN Literacy Decade Education for All (2003 - 2012)
- International Literacy Day - 8th September 2004
- World Education Forum Dakar, Senegal April 2000
- Economic justice and education: justice beyond the rhetoric of "Poverty Alleviation" and "Education Quality Improvement"
- Abstract, rosa-maria torres
- Closing ceremony of Advance Diploma in English Language Proficiency
- Post Graduate Diplomas in Social Sciences Disciplines

The UN Literacy Decade Education for All (2003 - 2012)

The United Nations Literacy Decade – Education for All (2003-2012), was launched at UN Headquarters on 13th February 2003. It is spearheaded by UNESCO, as the lead agency for the Decade. "Literacy as Freedom" is the theme of the Decade. While societies enter into the information and knowledge society, and modern technologies develop and spread at rapid speed, 860 million adults are illiterate, over 100 million children have no access to school.

Countless children, youth and adults who attend school or other education programmes fall short of the required level to be considered literate in today's complex world. Literacy takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world.

Source:

<http://www.un.org/av/photo/subjects/literacy.htm>

International Literacy Day- 8th September 2004

Literacy is a cause for celebration since there are now close to four billion literate people in the world. However, literacy for all – children, youth and adults – is still an unaccomplished goal and an ever moving target.

A combination of ambitious goals, insufficient and parallel efforts, inadequate resources and strategies, and continued underestimation of the magnitude and complexity of the task accounts for this unmet goal. Lessons learnt over recent decades show that meeting the goal of universal literacy calls not only for more effective efforts but also for renewed political will and for doing things differently at all levels – locally, nationally and internationally.

"Given the pleasures and benefits that it brings, it is not surprising that the typical imagery of literacy is of opening doors or windows, of light and space, of boundlessness. Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy in both from – from ignorance, oppression, poverty – and freedom to – to do new things, to make choices, to learn".

Mr. Koichiro Matswura,

Director General, UNESCO – Message on International Literacy Day, 8th Sep, 2001

In its resolution A/RES/56/116, the General Assembly proclaimed the ten-year period beginning on 1 January 2003 the United Nations Literacy Decade. In resolution A/RES/57/166, the Assembly welcomed the International Plan of Action for the Decade and decided that UNESCO should take a coordinating role in activities undertaken at the international level within the framework of the decade.

Source:

<http://www.un.org/Depts/dhl/literacy>

World Education Forum Dakar, Senegal April 2000

The World Education Forum (Dakar, Senegal, April 2000) was the first and most important event in education at the dawn of the new century. By adopting the Dakar Framework for Action, the 1100 participants of the Forum reaffirmed their commitment to achieving Education for All by the year 2015 and entrusted UNESCO with the overall responsibility of co-ordination all international players and sustaining the global momentum.

Source:

http://www.unesco.org/education/efa/wef_2000/index.shtml

Economic justice and education: justice beyond the rhetoric of "Poverty Alleviation" and "Education Quality Improvement"

Keynote speech, XII World Conference of Comparative Education Societies (Havana, Cuba, 25-29 October 2004)

Abstract

rosa-maria torres

The rhetoric on Poverty Alleviation on the one hand, and on Improving the Quality of Education on the other, has come to a dead end, because of its reiteration and because of its lack of results. Progress on both fronts (intimately inter-related, as we know) is non-existent or "Modest", despite the structural adjustment policies, the compensatory social policies (aimed at alleviating the human suffering of such adjustments), and the education reforms conducted over the past twenty years by governments in "Developing Countries", with international advice and loans.

The continued mistakes and economic and social costs of the poor advice and the poor political and administrative management are not assumed by advisers and managers but countries and peoples, and especially the poor, under whose name plans are elaborated and loans negotiated.

We see that the problems increase, while the aspirations and goals decrease, and the deadlines are extended. "Development" was abandoned by "Alleviating Poverty", now further focused on "Eliminating Extreme Poverty." "Developing Countries" became "Client Countries" and "Partner Countries", with increased dependency and external debt. Basic Education (Education for All) was reduced to Primary Education and this to four years of schooling (Millennium Development Goals).

External Debt and Corruption, two major allies of poverty, and also in expansion, continue to be unnamed by world reports, events and foray on poverty, social development and education. The vicious circle goes on and on: poverty – loans – external debt – corruption – reduced social budget – degradation of public education. "Crisis", "Alleviation", "Improvement" do not seem appropriate terms

to refer to long-standing and structural situations demanding major change. More of the same and quick fixes are not the solution, and yet this is what continues to be done, and it is not because of lack of information. Those who promote "Poverty Alleviation" and "Quality Improvement" at the global level, also promote the globalization of the neoliberal economic model that is deepening and amplifying economic and social injustice to a global scale.

Economic justice is a major condition for education justice, and vice versa. Lifelong learning and the right to free, universal quality education, require another education model, which in turn requires another economic and social model, and another North-South "International Cooperation" model. Thus, rather than following the traditional narrow sectoral approaches, the challenge today is embracing wide, multisectoral and convergent visions and paths:

State plus civil society, Education as part of Social Policy and Social Policy as part of Economic Policy, education and work, school and out-of-school learning, school and family, family and community, the local and the global. Such synergies are emerging in many alternative proposals and experiences in the South and in the North, and are embryos of a growing critical social movement engaged with citizen rights - political, economic, social, educational and cultural.

- This conference is based on the results of a macro study on this issue conducted in 2004 for the International Federation Fey Alegria <http://www.feyalegria.org/>

Source:
<http://www.fronesis.org>

Closing ceremony of Advance Diploma in English Language Proficiency

The closing ceremony of Advance Diploma in English Language Proficiency (May 11th to September 11th 2004) was held on 28th September 2004. Ms. Shandana Khan from RSPN and Ms. Virginia Appel from MER were the chief guests for the occasion and they awarded certificates to the participants of the diploma. A total of fifteen participants from the Government and Corporate Sectors attended the diploma course.

UPCOMING EVENTS

Post Graduate Diplomas in Social Science Disciplines

Institute of Rural Management will be launching a number of new postgraduate diploma courses in February 2005. These include, "Post Graduate Diploma in Human Resource Management" and "Post Graduate Diploma in NGO Leadership & Management".

These two diploma courses will be launched in the first week of February 2005. Each diploma course will spread over a period of six months. Classes will be held twice a week.

Two other diploma courses i.e., "Post Graduate Diploma in Social Mobilization" and "Post graduate Diploma in Monitoring Evaluation & Research" will be offered by the Institute of Rural Management in the next September.

The diploma courses are designed with the aim of augmenting the skills and expertise of young as well as experienced professionals and mid level management staff from divergent organizations such as the government, non

government organizations, corporate sector and national and international development organizations.

continued from page - 09

Bangladesh, for example, is ensuring that positive role models are depicted in textbooks and that teacher training includes gender sensitization so that biased messages are not conveyed explicitly or implicitly.

- **Providing school feeding programs:** Even when parents are aware of non-market benefits to girls' education, girls may still profit less from education than boys. Evidence shows that nutritional deficiencies place children at risk in school. School feeding programs enable girls to attend school on more regular basis and tackle the task of learning with more energy and enthusiasm.
- **Educating for non-traditional occupations:** In Nigeria and Gambia, girls are actively encouraged to enroll in science, mathematics and technical courses through the development of clubs and special incentives.

Conclusion

The policy makers should build more schools, especially in rural areas providing special facilities for girls. More female teachers should be recruited. Moreover, parents should be sensitized about the importance of sending girls to school.

" Everyone has the right to education. education shall be free, at least in the elementary and fundamental stages. elementary education shall be compulsory. technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit "

Article 26
Universal Declaration Of Human Rights

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"The boss is worried about information security, so he sends his messages one alphabet letter at a time in random sequence."

Girl Child Education & Social Barriers

- Barriers to girls' education
- Strategies for increasing girls' enrollment
- Conclusion

by Batool Akhter

Education is vital to ensuring a better quality of life for all children and a better world for all people. But if girls are left behind, those goals can never be achieved. Around the world, a quality education is the key to a brighter future. Education helps individuals achieve greater self-fulfillment. In most societies, formal schooling improves employment prospects and earnings.

Educating girls yields spectacular social benefits for the current generation and those to come. An educated girl tends to marry later and have fewer children. The children she does have will be more likely to survive; they will be better nourished and better educated. She will be more productive at home and better paid in the workplace. She will be better able to assume a more active role in social, economic and political decision-making throughout her life.

Education has special benefits for girls, both when they are young and later as adult women. The influence on childbearing patterns is one of the most important pathways through which education affects the lives of girls and women. In most countries, girls who are educated, especially those who go to secondary school, are more likely to delay marriage and childbearing, while girls with less education are more likely to become mothers as adolescents. In Togo, 17 percent of 15 to 19 year old girls who have never gone to school give birth each year, compared to 1 percent of girls with 10 or more years of schooling.

Women who become mothers in their teenage years have fewer options for the future. Early childbearing often limits educational and employment opportunities for women, increasing the likelihood these young mothers and their children will live in poverty. Teenage mothers are also at greater risk of problems in pregnancy and delivery; their babies are at higher risk, too. When women have an education, their children tend to be healthier; in India, a baby born to a woman who has attended primary school is twice as likely to survive as one born to a mother without any education.

Educating girls promotes sustainable development. At the national level, expanding schooling for girls increases labor force participation, productivity and economic growth; the returns to educating girls are often higher than those to educating boys. Girls' education also benefits societies where rapid population growth threatens economic and social development. By delaying marriage and childbearing, educating girls also helps lengthen the span between generations and slow the momentum driving most future population growth.

For education to have an impact, however, girls need to complete a minimum threshold of schooling. Especially in societies where the status of women is low, girls need at least six to seven years in school to reap the full benefits of education in all spheres of life.

Barriers to girls' education

There is clear evidence that the economic and social rates of return to schooling

are quite high, and on the whole, higher for women than for men. Yet in most developing countries, women are relatively less educated than men. Girls do not receive the same quality and level of education, as do boys. The "Gender Gap" is highest in Africa, the Middle East, and South Asia. The inequality in enrollments is worse at the secondary and tertiary level than at the primary level.

The question is if women's education is so beneficial, why does the gender gap in education still persist? The barriers that contribute to the gender gap are many, although their intensity varies across countries.

In developing nations where most families cannot afford to educate all their children, and where wage labor contingent upon education is closed to women, investment in daughters' education is viewed as waste. When the expected returns to educated daughters do not exceed the costs, then female education as an investment becomes unattractive to parents. Eliminating the gender gap in education, therefore, is not just a question of "Evolution" as much as it is a question of educational, social and economic policies that have specific operational strategies to enhance girls' participation.

In many societies, parents see limited economic benefits to educating daughters. Girls traditionally marry early and leave their families; boys are more likely to contribute financially to family income and support their parents, as they grow old. Girls who attend school are also less available to help with household chores and childcare for younger siblings.

Poverty remains an important reason why girls do not go to school. In many countries where girls have limited access to schooling, boys' enrollment is low as well. Schooling usually involves substantial costs for fees, books, uniforms and transportation. For all these reasons, when available school places or family resources are limited, parents often give higher priority to educating sons.

Decisions about schooling for girls are often influenced by social norms relating to marriage and sexuality. In traditional societies, girls often leave school early to get married. Where chastity is highly valued, parents may be reluctant to allow girls to travel long distances to school, be taught by male teachers and have close contact with boys.

Leadership and political will can help address the social and cultural barriers to educating girls. In Oman, beginning in the 1970s, gender disparities in education diminished dramatically as a result of more progressive political leadership. In contrast, gender disparities recently increased in Afghanistan after a conservative new regime stopped all girls from going to school.

In some cultures, parents strongly prefer that women teach girls. Evidence suggests that a shortage of female teachers can inhibit girls' school attendance. Girls are often less cared for and more under-nourished than boys. This is reflected in the higher age-specific mortality rates for girls and low ratio of female population to male in some countries, especially in Asia. Obviously, neglect of girls' health and nutrition influences their learning capability, which in turn causes high wastage due to dropout.

In certain settings, education itself is viewed as a negative factor because it instills "Nonconformist" behavior in women. Education beyond the acquisition of literacy is contrary to the social pressure for women to become wives and mothers, and threatens women's chances of marriage.

Strategies for increasing girl's enrollment

- **Investment in physical facilities:** Building new schools helps create places for girls; in Egypt, girls' enrollment rose significantly following a major school construction campaign. Special facilities such as dormitories for girls' safety and segregation from men. In Iran, establishment of girls-only schools led to dramatic increases in primary enrollment.
- **Reduction in schooling costs:** Several countries have instituted special scholarship programs for girls; Bangladesh and some other countries provide stipends that cover both school fees and other costs. Free textbooks and uniforms can also help offset the costs of schooling for girls.
- **Mobilizing parents and communities:** Some countries have undertaken media campaigns to promote girls' education: in Guatemala, one such campaign specifically encouraged fathers to send their daughters to school. In Pakistan, village committees involving parents in the establishment and oversight of schools have helped increase girls' enrollment and completion rates.
- **Recruiting more female teachers:** Several countries have sought to

increase the number of female teachers, recognizing both parents' preferences and the need for role models for girls. Some countries have introduced special quotas or financial incentives for women's admission to teacher training colleges.

- **Improving the relevance of education:** Many countries are making system-wide improvements in order to provide a quality basic education that attracts and retains both girls and boys in school. Some have also made special efforts to support girls' participation, for example, by modifying textbooks to eliminate gender stereotypes. Malawi and Uganda have trained teachers to increase girls' classroom participation.
- **Enacting girl friendly policies:** A variety of policy changes can encourage girls to enroll and stay in school. Some countries with limited school places have established quotas for girls' initial enrollment. More flexible school schedules allow girls to help their parents at home while also attending classes.
- **Reducing gender-bias in schooling:** Some Bank-assisted projects provide for the revision of school texts to eliminate gender bias.

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Appropriate development

The form that a satisfactory approach to development must take is easily seen once conventional development thinking is scrapped. The key principles are:

1. Enable people to put their own labor and resources into producing basic necessities for themselves via small scale local farms and industries.
2. Do not strive for rich world living standards; these are impossible for all. Aim at very low but sufficient living standards for all.
3. Totally reject economic growth as a goal. What matters is whether basic needs are being met, the quality of life is improving, social cohesion is strengthened and ecosystems are regenerated. The goal must be a satisfactory and sufficient life style, based on very low and stable levels of resource consumption, and therefore on self sufficiency and frugality, not on affluence.
4. Do not let market forces determine what is developed and who gets things. There could be an important role for markets and private enterprise; i.e., small firms, but only if the economy is under social control of some kind. This does not have to mean a bureaucratic authoritarian state; the control can be via local participatory assemblies managing local development plans they have worked out.
5. Work cooperatively, to build what the community needs, not as individual entrepreneurs working for their own benefit. Villages should decide what they can get together to develop in order to yield maximum benefit to all. Working bees should build and run the community gardens, stores, water supplies, forests, schools etc needed.
6. Build highly self-sufficient local economies, as independent as possible from national and international economies. Focus on production within the region to meet the region's needs, using resources produced there. Do not try to meet needs by importing from outside the region, thereby having to export, and compete with everyone else. In other words do not depend much on trade. Do not allow foreign investors in, unless they agree to produce what you can't produce for yourselves, on your terms.
7. Use mostly simple, alternative and technologies. These are usually quite adequate to produce all that is necessary for a high quality of life, given that you will no longer be competing against everyone else to win export markets.
8. Borrow little if at all; very little capital is needed for appropriate development.
9. Preserve culture and traditions. Focus on building community solidarity. Do many things collectively and cooperatively. If you pursue affluent Western living standards and define development as growth and become dependent on the global economy you will lose your traditional culture.
10. Plod again! Proceed at a relaxed pace. Relatively little development is needed to provide a high quality of life in simple ways. Avoid the rat race of industrial-affluent-consumer society. Avoid the trap of having to compete frantically against everyone else, and having to beat everyone else or die. In conventional development you must run with the fastest or be trampled. Instead get into the situation where you can just move along at your own comfortable pace, secure in the knowledge that you can always meet your own needs in your own ways. Work out the most easy pace for yourself, providing most of the things you need for a high quality of life, in control of your own fate, independent of the global economy and the rich world corporations and banks. Let the others race after higher GDP, the latest technology, luxury consumption, the scarce export markets, and the most sophisticated fashions and sports cars. Those things are irrelevant to appropriate development and a high quality of life. The appropriate path will probably provide quite adequate material living standards and a good quality of life to all in five years at most. The evidence indicates that the conventional path will never do this for the poor majority of the world's people.

Sources:

Excerpted from the 1st Issue of the Quarterly Educate.

Devil-opment

third world development

...a critical perspective

- What do we mean by development?
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by Ted Trainer

What do you mean by development?

Much of the confused and mistaken thought and practice regarding development derives from the fact that almost all people take for granted a particular and highly objectionable conception of what development is, when there are other and very different conceptions that are almost never recognized. The conventional conception of development sees the problem essentially in terms of increasing the amount of production for sale. The key to this goal is to increase investment, so productive capacity can be increased.

Therefore savings must be increased, loans sought, and foreign investment encouraged. Exports must be increased, in order to earn the money needed to import things that can't be produced yet, and to accumulate tax revenue needed to build the infrastructure such as power stations that foreign investors and local entrepreneurs need. Labor must be supplied to the new businesses and so people must be encouraged to leave their subsistence villages.

In recent years there has been increasing emphasis on the importance of maximizing the freedom for individuals and firms to trade without regulation and interference with market forces. This is claimed to maximize the efficiency of economic processes, whereas government regulation can prevent capital from flowing to where it can be most productive.

The conventional development economist admits that this process will greatly increase inequalities, and the few with capital and access to education will get most of the benefit, but the claim is that in time there will be trickle down benefits to all. The concern in this paper is not about how badly this conventional approach to development has worked out, but it should be noted that it has been extremely unsatisfactory for most of the world's people. It has certainly produced a great deal of development, but almost all of it has only been of benefit to the rich few in the world.

Most of the poorest people in the Third World have not only gained little, many have lost the productive capacity they used to have as their economies have been developed only into those forms that serve the rich. Many are now actually getting poorer. The UN's 1996 Human Development Report emphasizes that one third of the world's people, 1.6 billion, are actually getting poorer from year to year. There is an increasing amount of literature saying that conventional development has failed and cannot solve the problems. Globalization is making this situation worse.

The concern in this paper is to make clear that almost all discussion of development is only about the capitalist conception of development when many other conceptions are possible. Conventional development must be understood as involving a theory and practice that allows development to be determined by what suits those with capital to invest. It is most unfortunate that many people have no idea that there is or could be any alternative to this particular, warped and highly objectionable conception.

The situation

Only about 20% of the world's people live as affluently as we do in rich countries like Australia. Our average per capita income is more than 70 times that of the poorest half of the world's people, which is under \$2 per day. The poorest one third of the world's people live in terrible conditions. About 1.2 billion might be malnourished. Around 1.5 billion do not have safe water to drink. This severe deprivation causes the deaths of more than 30,000 children every day.

The gap between the rich and the poor nations is getting bigger. In per capita income terms it has trebled since 1950. The UN's Human Development Report for 1996 emphasized that the poorest one third of the world's people are getting poorer each year.

Over the last 50 years large reductions in infant mortality and improvements in literacy and longevity have occurred. However it is glaringly obvious that satisfactory development is not taking place in the Third World. A great deal of development has taken place, but it has not benefited most people much, and in fact it has further impoverished large number of people. In other words it has not been appropriate development. It has been mostly development that has benefited the rich. The reasons for this are obvious when we look at how the global economy works.

The cause

The poverty of most Third World People is not due to any lack of resources like land (there is more farmland per person in the Third World than in Europe). It is due to the unequal and unjust distributions of available resources. Most Third World land for instance is owned by a few local rich people or by foreign corporations.

Most of the Third World's problems, most of the deprivation and poverty and the unsatisfactory development, is simply due to the fact that the global economy is a market economy. In a market, goods go to those who can pay most for them. That means that richer people can take them and poorer people can't get them. For example most of the world's oil is sold to people in rich countries. One of the most disturbing results is that while 1.2 billion people do not get sufficient food, one third of the world's grain production is fed to animals in rich countries.

Similarly when production is determined by what is most profitable in market the inevitable result is that the wrong industries are developed. The most profitable industries are developed and these are never the industries that will produce what most poor people need. Foreign investors who go into the Third World never produce to meet the most urgent needs there. Production is of items that the urban rich will buy, and of goods to export to rich countries. As a result in many very poor countries like Philippines half the best land grows crops to export to rich countries. This is what you must expect when the market is allowed to determine production and development.

Conventional development has therefore taken the productive capacity the poor once had and geared much of it to serving the interests of the rich. Their land and labor now work to produce coffee etc. for export and from this process they only receive very low wages (shirt makers in Bangladesh are paid 15c per hour). It would be far better for Third World people if they were able to put their labor and land into developing and producing for themselves the things they urgently need, especially into building highly self-sufficient community economies. The global economy prevents this. It enables most of the world's people and productive capacity to be forced into producing for the benefit of the rich few. The beneficiaries of the system are the tiny elite classes in the Third World, the transnational corporations who own most of the big plantations and factories, and the people in rich countries who can shop at supermarkets.

We, in rich countries could not have our high "Living Standards" if the global economy was fair and satisfactory. We can only have them because we are getting far more than our fair share of the world's resources, and this is the inevitable consequence of an economy driven by market forces and profit. Such an economy only produces development in the interests of the rich. The global economy is massively unjust, but we in the rich countries could not live affluently if it did not do these things.

Growth and trickle down

Conventional development is based on the assumption that the goal of development is to get more investment, production, consumption, sales and trade going; i.e., that economic growth is development, or at least the key to it. It is clearly understood that this will enrich the already rich few, but the claim is that in time the increased wealth generated, when those with capital invest to make more profits, will in time trickle down to enrich all.

It is glaringly obvious that in conventional development very little ever trickles down, and indeed more often, the wealth poor people had, gets taken from them by the rich. Even if there was significant trickle down it would be an extremely inefficient way of solving the most urgent problems, i.e., of improving the real living conditions of the majority. The best way to do that is to enable them to use the existing productive capacity in their locality, especially the land, to produce necessities for themselves. The present economy will not allow this to happen.

Development as plunder

For these reasons conventional development is increasingly being seen as a form of plunder. It is a process which enables the rich to take most of the valuable resources in the world, to take resources that poor people once had, to take the markets they once had, and to gear their productive capacity to producing for the rich at minuscule return to the poor people who work in the plantations and factories. The resources and the productive capacity they once had have literally been taken from them, but not by military force. It has been taken by the normal working of the free market or capitalist economy which allows a few to own most capital and to develop only those things that will maximize their profits, and which allows resources to go to those who can pay most for them. It is by nature and inevitably a massively unjust economic system. It cannot be reformed; if we changed it, so that it didn't have these effects, it would then be a totally different system.

Globalization

Globalization is now rapidly worsening these effects, because it involves

increasing the freedom of corporations to do what they like. Governments have decreasing capacity to regulate their economies to ensure that the right things are developed. Development now involves little more than the development that it suits transnational corporations to carry out. Governments have to minimize their "interference with the freedom of market forces".

Globalization is a stunningly successful grab by the very rich. It is enabling them to take even more of the world's income, resources and markets because it involves the elimination of the protection that people, economies and ecosystems once had.

The goal now is to establish, via the WTO etc., new rules for trade and investment which give the corporations and banks the rights to go where they like and do what they like without interference from governments. Inequality is increasing rapidly as the rich benefit from globalization while the poor majority are further impoverished.

It should be obvious that satisfactory development is totally impossible without a great deal of regulation contrary to market forces, to make sure that the rich and the corporations do not grab all the wealth and distort development from doing what is needed (this does not have to mean big-state socialism).

Conventional development is only capitalist development

Conventional economists give us the impression that there can only be one way to develop, which involves encouraging those who have capital to invest, increase production, goods, sales, jobs incomes etc. It is very important to realize that this conventional approach to development is only capitalist development, and that this is only one form that development can take.

So what we have had in the Third World has only been an approach whereby those with capital are allowed to develop what will maximize profits. In general there is a world of difference between developing what will maximize profits and developing what is best for people, their society and ecosystems. In general capitalist or free market development is now resulting in immense and accelerating damage to people, societies and ecosystems.

Conventional development is impossible anyway

The development literature almost totally overlooks the fact that conventional development for the Third World is not possible because there are nowhere near enough resources for all people to rise to the levels of resource consumption the rich countries have. In fact it will not even be possible for the rich countries to sustain these levels for very long.

Conclusion

Satisfactory development for the Third World is impossible in the present global economy, and it is impossible unless rich countries stop hogging most of the world's resources. Globalization, coming scarcities and ecological problems are very likely to bring increasingly serious poverty and breakdown of social order to the Third World in the coming years.

Akhter Hameed Khan Resource Center

In recognition of the remarkable achievements of
Late Dr. Akhter Hameed Khan

Dr. Akhter Hameed Khan, an outstanding social scientist and a legendary guru of social mobilization of our age, is recognized globally for his phenomenal contribution to the development endeavors for the rural masses. Paying tribute to this remarkable personality, the foundation of a resource center was marked, at NRSP - Institute of Rural Management, Islamabad. This resource center named as Akhter Hameed Khan Resource Center has now become a knowledge warehouse and connotes to a pool of information related to development issues, participatory development approaches and social mobilization with particular reference to Pakistan's scenario.

Its library contains a rich assortment of books on a wide variety of subjects; particularly on topics of participatory and rural development. In addition to books it also includes an extensive audiovisual collection of films and documentaries depicting the history of social mobilization in Pakistan. There are options for individuals and group viewing of audiovisual material.

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6 - Street 56, F-6/4, Islamabad, Pakistan

Tel. +92 - 51 - 282 2752, 282 2792 | Fax. +92 - 51 - 282 3335 | Email: info@irm.edu.pk | Web site: <http://www.irm.edu.pk>