EDHI 788N—Non-Formal Education

College of Education
University of Maryland

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Fall Semester 2009
Class time and location: T, 7-9:45 p.m.;
Benjamin Building 2102

Course Description

This course will examine forms of education outside the formal school system—known generally as non-formal education (NFE) and including popular education—and identify how these forms can assist marginalized groups in both Third World and industrialized countries to improve their quality of life and undertake collective action. The course will look at NFE in a systemic way and probe the characteristics and performance of each of the major elements within the NFE system. Because of the growing importance of informal learning, especially within social movements, this modality of knowledge acquisition will be also considered in the course.

The theoretical perspectives of equilibrium, conflict, and resistance will be applied to account for the existence, attributes, and outcomes of non-formal education programs. Particular attention will be given to the thought of Paulo Freire and Antonio Gramsci regarding the possibilities opened through popular education. Case studies will be analyzed to identify the pedagogical and political assumptions upon which NFE programs have been designed and to see how the intended beneficiaries of these programs have benefited from them. These case studies cover the developing regions of Latin America, Asia, and Africa.

Special consideration will be given to new organizational modes of conducting NFE, particularly the roles of nongovernmental organizations, media, and adult educators, and to the current drive to promote multisectoral, integrated development schemes.

Course Objectives

This course seeks to enable students to: (a) acquire an understanding of the diversity of forms and objectives pursued by alternative educational programs for marginalized and excluded adults, (b) become familiar with equilibrium, conflict, and resistance theoretical perspectives and understand how they relate to various non-formal education programs, (c) learn about the evolution and trends in non-formal and popular education initiatives taking place in the three main developing regions, (d) recognize the contributions of informal education, and (e) increase the students' ability to analyze and evaluate educational initiatives addressed to subordinate
populations, such as women, small farmers, and urban low-income groups.

Readings

Four books are required:

In addition, students will read various articles available through Blackboard, which are identified below under “Reader.” Textbook reading assignments are identified under “Text.” Materials identified as “reserved” are located in my office and can be borrowed for two hours at a time.

Recommended books:

Course Structure

The course will be conducted as a seminar, with the instructor making initial presentations that either complement (i.e., present new material) or amplify the assigned readings. Group discussions of the readings selected for the meetings will follow. All students are expected to read the required readings and to participate in these discussions.

The students will develop two research papers. The first paper (about 15 pages) should describe and assess an NFE program existing in the nearby community. The second paper (about 25 pages) should present a detailed analysis and critique of a country’s policies and programs dealing with non-formal education. Guidelines for both papers will be distributed prior to the assignment. Papers should be e-mailed to the instructors on the appointed date and time.

Papers will be graded on the following criteria:

- explicit use of a conceptual framework,
• coherence of paper organization and development,
• depth of description and analysis,
• incorporation of coursework knowledge,
• use of pertinent bibliography (complete and up to date), and
• clarity and precision of writing.

All papers should comply with standards of academic paper presentation (i.e., either Chicago or APA style).

Student Evaluation

Students will be evaluated on the basis of four outputs: their informed participation based on reading assignments in seminar discussions (10 percent of the grade); their contribution and performance in the panel presentation (15 percent); their performance in a mid-term assignment (30 percent); and their performance in the course research paper (45 percent).

The course grade will be based on student participation in class (10 percent), one oral presentation of a selected study (15 percent), the first research paper (30 percent), and the second research paper (45 percent). The second paper will be presented in class at the end of the course.

A critical understanding of the assigned readings calls for: discussing the key points of the paper, its strengths and weaknesses, an assessment of the importance of the topic, and an identification of new issues or questions for further debate.

Honor Code

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at: http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html.

Students with Disabilities

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

Religious Observances

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion
of the final examination period may result in loss of credits during the semester.

**Course Evaluation**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. You can go directly to the website (www.courseevalum.umd.edu <http://www.courseevalum.umd.edu>) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

**Class Schedule**

**September 1**— Introduction to the Course. Overview of Alternative Forms of Education. Recent Initiatives.

- Assignment: Students search for potential non-governmental organization in the Washington, D.C. area.

**September 8**— Non-formal Education and National Development.


**September 15**— Who Is to be Served through NFE? Who Decides? The State and NGOs in NFE.


Shirley Walters. Social Movements, Class, and Adult Education. *New Directions for Adult and Continuing Education*, no.106, Summer 2005


**September 22**—Varieties of NGO Objectives and Work Modalities in NFE.


**September 29**—The Role and Power of Informal Education.

Textbook: Foley, Chapters 1 to 5.


**October 6**—Methodologies for Adults. Who Teaches? How Are the Teachers Trained?

Thomas La Belle. Teaching and Learning: Prescriptive and Process Approaches to Individual Change.

Susan Lytle et al. *Invitations to Inquiry: Rethinking Staff Development in Adult Literacy Education*. National Center on Adult Literacy, 1992.


Textbook: Foley, Chapters 7 to 9.

**October 13**—No classes. Instructor attending Globalization, Gender, and Education conference in Peru.

Students complete their field research on selected NGO.

**October 20**—Literacy: Measurement, Assumptions, Philosophies.
Textbook: Freire, Chapters 1-2.

**Due:** Mid-term research paper to be e-mailed by 6 p.m.

**October 27**—Literacy for Transformation. Efforts at project, community, and national levels. Instructional approaches.

Textbook: Mayo, Chapters 1 to 4.
Textbook: Freire, Chapters 3-4.

**November 3**—Incremental Literacy Efforts. Experiences from Asia, Africa, and Latin America.

Gabriel Carron. The Functioning and Effects of the Kenya Literacy Program, IIEP, February 1990.

**November 10**—Women and NFE Education. Empowerment Approaches.

Kathleen Rockhill. Literacy as Threat/Desire. Theorizing Women’s Oppression.
Nelly Stromquist. Women’s Literacy and the Quest for Empowerment, 1992.
Textbook: Mayo, Chapter 5 to 7.
Textbook: Stromquist, Chapter 1 and 2.

**November 17**—NGOs and Women’s Non-formal Education
Textbook: Stromquist, Chapters 3 to 5.
November 24—NFE in Basic Education for Children.

  Liliana Vaccaro. Improving the Quality in Primary Schools: A Focused Educational Program in the Poor Schools of Chile. In Tuomas Takala (ed.). Quality of Education in the Context of Culture in Developing Countries. Tampere: University of Tampere, 1994.

December 1—Income-Generation, Health, and Environmental Projects.

  Albert Tuijnman. Economics of Adult Education and Training.

December 8—Vocational/Technical Education and Agricultural Programs.


Due: Final research paper e-mailed by 6 p.m. No exceptions, please.
Course evaluation: Please participate in the online course evaluation. Instructions appear on p. 4 of
this syllabus.

**December 15**—Student presentation of course research papers. Discussion of papers. Identification of new areas for action and research.