

Non-Formal Education

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Non-Formal Education

Flexible Schooling or Participatory Education?

Alan Rogers



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In this book, I have created a story. And I have chosen the language in which to clothe it. It is my own story. I do not expect you to agree with this story, but I hope that you will be able to understand it through the language I have chosen. And I hope that at the least it will challenge you to create your own story.

Roger Allen: *Beyond My Pen*, 2001

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List of Abbreviations

The following are the abbreviations which have been used most commonly in the text. The world of development and especially the world of the non-governmental organisations use abbreviations and acronyms extensively. Many are so well known that they have become words in their own rights and their initial meaning is sometimes lost (e.g. UNESCO, UNICEF, USAID etc); these have been omitted to ensure the list does not become too long. Others are so common as to be worthy of omission (e.g. EFA for Education for All or NGO for non-governmental organisation).

Abbreviations which have been used once with explanation or in one section only and which are explained in that section have also on the whole been omitted.

Abbreviations used in the references have also been omitted since these are explained in the bibliography (e.g. Coun Eur for Council of Europe).

Abbreviations within quotations have been given as originally written. Abbreviations which have themselves become the name of a programme (e.g. MOBRAL in Brazil, TOSTAN in Senegal or PROPEL in India) have also been omitted.

ABET	Adult Basic Education and Training
ACAPES	an NFE programme of primary schools in Senegal
ACCESS	Appropriate Cost-Effective Centres for Education within the School System (Action Aid programme in many countries)
ACCU	Asian Cultural Centre for UNESCO, Tokyo
ADB	Asian Development Bank
ADEA	Association for the Development of Education in Africa
AID	abbreviation for USAID adopted in USA
ANFE	Adult Non-formal Education
ANTEP	Association of Non-Traditional Education Programmes (the Philippines)
AUPEP	Adult Upper Primary Education Programme (Namibia)
BHN	Basic Human Needs
BLCC	Bunyd Literacy Community Council (Pakistan)
BNFE	Bureau of Non-formal Education (the Philippines)
BRAC	Bangladesh Rural Advancement Council (usually known as BRAC)
BUNYAD	NGO in Pakistan
CAMPE	Campaign for Popular Education, umbrella NGO in Bangladesh
CBO	Community Based Organisation
CEDEFOP	European Centre for the Development of Vocational Training, based in Thessaloniki, Greece

CERID	Centre for Educational Research, Innovation and Development, Tribhuvan University, Nepal
CESO	Centre for the Study of Education in Developing Countries, The Hague, Netherlands
CIDA	Canadian International Development Agency
CIE	Center for International Education, University of Massachusetts, Amherst, Massachusetts, USA
COL	Commonwealth of Learning, based in Vancouver, Canada
CONFINEA	International Conference on the Education of Adults, sponsored by UIE
COPE	Complementary Opportunities for Primary Education, programme in Uganda
DECS	Department of Education, Culture and Sports (the Philippines)
DNFE	Department or Directorate of NFE (various countries)
DFID	Department for International Development (UK)
EMIS	Educational Management Information Service
EU	European Union
FAO	Food and Agricultural Organisation of the United Nations
FE	further education
GAT	General Agreement on (Tariffs and) Trade
GSS	an NGO in Bangladesh
HRD	Human Resource Development
ICED	International Center for Educational Development (USA)
ICT	information and communications technologies
IDRC	International Development Research Centre (Canada)
IEC	International Extension College, Cambridge, UK
IIEP	UNESCO International Institute for Educational Planning, Paris
IIZ-DVV	German aid agency for adult education
ILO	International Labour Organisation
IRD	Integrated Rural Development
ISCED	International Standard Classification for Educational Data
MIS	Management Information Service
MOBRAL	a literacy programme in Brazil
MSU	Michigan State University, USA
NAMCOL	Namibia College of Open Learning
NFAE	Non-formal Adult Education
NFBE	Non-formal Basic Education
NFE A and E	Non-formal Accreditation and Equivalency Programme in the Philippines
NFPE	Non-formal Primary Education
NGO	non-governmental organisation
ODA	Overseas Development Administration (UK aid agency until replaced in 1997 by DFID)
PAR	participatory action research

PEER	Programme for Education for Emergencies and Reconstruction (UNESCO supported programme)
pers comm	personal communication
PRA	participatory rapid or rural appraisal
PROAP	Principal Regional Office for Asia and the Pacific (UNESCO)
PROPEL	programme run by the Indian Institute for Education, Pune, India
PROTEC	programme run in South Africa
REC	Rural Education Centres (Swaziland)
SAP	Structural Adjustment Policies or Programme
SC(US)	Save the Children (USA)
SEAMEO	South East Asia Ministers of Education Organisation
SIDA	Swedish International Development Agency
TOSTAN	an educational programme run in Senegal
UBE	Universal Basic Education
UIE	UNESCO Institute of Education, Hamburg, Germany
UNAM	University of Namibia
UPE	Universal Primary Education
VET	vocational education and training

Series Editor' s Foreword

The Comparative Education Research Centre (CERC) at the University of Hong Kong is proud and privileged to present this book in its series CERC Studies in Comparative Education. Alan Rogers is a distinguished figure in the field of non-formal education, and brings to this volume more than three decades of experience. The book is a masterly account, which will be seen as a milestone in the literature. It is based on the one hand on an exhaustive review of the literature, and on the other hand on extensive practical experience in all parts of the world. It is a truly comparative work, which fits admirably into the series

Much of the thrust of Rogers' work is an analysis not only of the significance of non-formal education but also of the reasons for changing fashions in the development community. Confronting a major question at the outset, Rogers ask why the terminology of non-formal education, which was so much in vogue in the 1970s and 1980s, practically disappeared from the mainstream discourse in the 1990s and initial years of the present century. Much of the book is therefore about paradigms in the domain of development studies, and about the ways that fashions may gloss over substance.

Rogers begins the book by noting that the language of non-formal education is now back on the agenda, not only in less developed countries but also in industrialised nations. He adds that there is a new feel about the term – a very different tone from that of the 1970s and 1980s. Now, he suggests, the language sounds unsure of itself; and in some settings it is influenced by the discourse of lifelong learning. Rogers proceeds to analyse why the terminology faded away in the 1990s, and why it is being revived and in what form. The book contains fascinating analyse of discourse patterns in a wide array of contexts, together with analyses of practice on the ground in diverse settings.

In some respects, this book is historical. It shows changing tides and the evolution of ideas at local and global levels through detailed analysis of a huge literature. At the same time, the book is visionary. It sees beyond the changing fashions to desirable futures for education in a broad range of settings. Rogers is greatly to be applauded for this work, which CERC is delighted to publish in partnership with Kluwer Academic Publishers.

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