



SAT: A Model for Building Capabilities for Sustainable Rural Development

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In what ways have we made progress?



What are some of the outstanding challenges ?



Sistema de Aprendizaje Tutorial



SAT develops capabilities - moral, intellectual, and social - of individuals and communities

- **Discussion and video**

- **What do you see in the video that relates to the progress and the challenges that we have just identified?**
- **What other questions come to your mind about the SAT program?**

SAT program

Three decades of action reflection, exploring – together with rural populations – elements of an evolving conceptual framework for development



Conception of Development



Nature of the Human Being & Society



Human Being:

- Spiritual and material
- Full of potential
- Essentially noble

Society:

- Cooperation
- Reciprocity
- Unity
- Justice
- In continuous progress

Unity

- The defining characteristic of this stage of human history is global interdependence.
- Attempts to advance human prosperity and well-being can no longer ignore this reality.
- Much like the human body, the increasingly interdependent body of humanity is composed of diverse elements whose well-being can only be achieved through integration and coordination.

Justice

- Provides the means to eradicate poverty
- Advancement of laws
- Adjustment of economic systems
- Redistribution of wealth and opportunity
- Adherence to high ethical standards in all spheres of life

Unity and Justice

Pillars of vision of development that requires:

Personal growth

Organic change in social structures

Protagonists of Development



Protagonists of Development



Challenge:

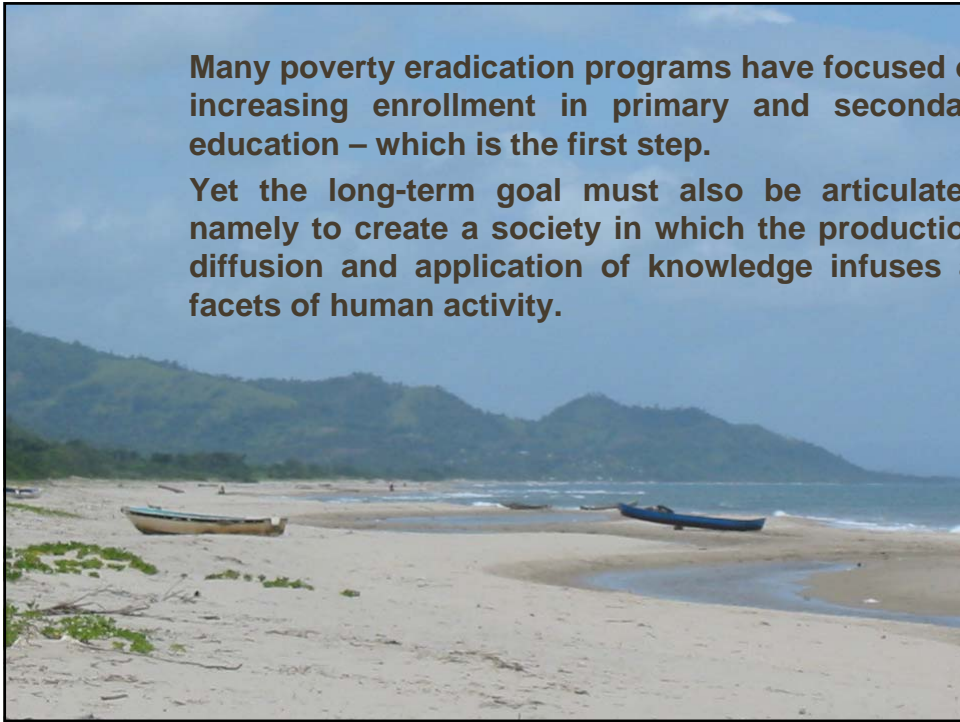
Find paths of action to help populations translate their vast potential into reality

Acquisition, generation, and application of knowledge at the center of development



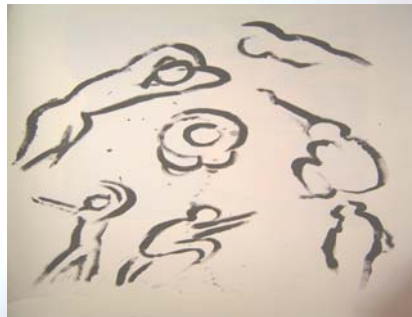
Many poverty eradication programs have focused on increasing enrollment in primary and secondary education – which is the first step.

Yet the long-term goal must also be articulated, namely to create a society in which the production, diffusion and application of knowledge infuses all facets of human activity.



Role of knowledge

Liberation of people's spiritual qualities and intellectual potentialities for effective action



SAT: FUNDAEC - Colombia



**Rigorous rethinking
of fundamental
assumptions about the
nature of development
and its protagonists**

SAT—Tutorial Learning System

- **Formal, flexible program of secondary education**
- **Collaborating institutions throughout Latin America, Africa, Asia**
- **100,000 current students**
- **Over 70 texts, each develops particular capability in students**
- **Capabilities (and texts) organized in 5 areas – Language, Mathematics, Science, Technology, Service**

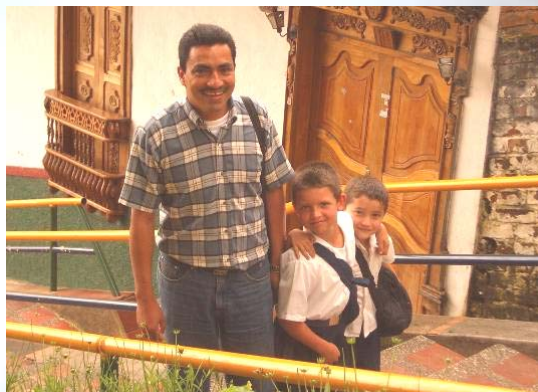
SAT—Tutorial Learning System

FOUR COMPONENTS

1. Texts
2. Group
3. Tutor
4. Community

Goal of SAT

Place education in broader context of social action



Purpose of SAT

**Empower students
to become
protagonists of
their own spiritual
and intellectual
growth and
contributors to the
transformation of
society**



Purpose of SAT

**Assist students in constructing a
body of knowledge they can call their
own**



Pedagogy of SAT

**Main pedagogical instrument:
Ongoing dialogue pursued by student –
with trained tutor, with other students,
and, increasingly, with the community
and the institutions of society**



**Textbooks are
records of this dialogue**

**Main goal of SAT's textbooks:
Help students develop understanding**

What is understanding?

**Understanding not the same as information
processing, not limited to mechanistic
functions of the brain**



Textbooks also include skills and abilities, attitudes, habits, concise bits of information
- organized according to contributions to specific capabilities



Capability: Instrument for integration of knowledge in the development of curricula

Units of instruction designed to help students advance in acquiring small set of related capabilities

- **Division of knowledge in disciplines not inherent to knowledge itself**
- **Reorganize knowledge according to demands of social transformation**
- **Concept of capability – rather than subject matters – as organizing principle of educational activities**

Excerpts from Texts

1 Shape

From “Properties”,
Unit 1 of Language
area text of the
Promoter Level

As you pursue your education, you will develop further and further a number of capabilities related to the use of language. Some of these will enable you to describe with increasing clarity the world around you—the physical universe, society, thoughts, feelings, and the countless relationships that make the world an interconnected whole. The present unit is the first in a series designed to help you advance in these capabilities. Its study will give you the opportunity to examine carefully certain words and concepts that are used in descriptions at a most basic level.

When we look at the world around us, we immediately notice that objects have different shapes and sizes. This enables us to differentiate things and describe them to others. For example, in everyday conversation we speak of round things, square things, long, wide, big, and small things. Let us think about these concepts to find out how much we really understand them.

At one time or another, we have all played in the mud or sand building things of different shapes. Perhaps we are now too scrupulous to play with mud, so let us use a bit of clay or play dough to make some interesting shapes and try to describe them to one another.

Was it easy to describe all the shapes? In the space below, list the words that you used in your descriptions.

Excerpts from Texts

Reflections on the Concept of Subsets: The Human Race

Consider the set of all human beings living on this planet. There are many ways of dividing this set into subsets. For example, we could use sex or age as the criterion for division, and thus we would have the subsets men and women, or young and old.

1. Let us consider two subsets of the human race, parents and children. The members of these two subsets are in constant interaction with each other. The phrases below describe possible interactions. Some of them describe the way parents should behave towards their children, some describe the way children should behave towards their parents, and still others describe the behavior of both towards each other. Put a P next to the phrases that describe parents' behavior towards children, a C next to phrases describing children's behavior towards parents, and a B next to phrases describing how they behave towards each other.

- | | |
|---|---|
| <input type="checkbox"/> showing respect | <input type="checkbox"/> showing obedience |
| <input type="checkbox"/> providing care | <input type="checkbox"/> enforcing discipline |
| <input type="checkbox"/> giving love | <input type="checkbox"/> being courteous |
| <input type="checkbox"/> being honest | <input type="checkbox"/> providing education |
| <input type="checkbox"/> acting generously | <input type="checkbox"/> showing gratitude |
| <input type="checkbox"/> setting an example | <input type="checkbox"/> showing trust |

2. Next let us consider the two subsets, all the female members of the human race and all the male members of the human race. Below is a list of words. Some of them describe relations between the two sexes when they live according to the principle of equality, and others describe relations when this principle is disregarded. Decide which are which.

- | | | |
|--------------------------------------|--|---|
| <input type="checkbox"/> cooperation | <input type="checkbox"/> control | <input type="checkbox"/> power |
| <input type="checkbox"/> respect | <input type="checkbox"/> consultation | <input type="checkbox"/> violence |
| <input type="checkbox"/> love | <input type="checkbox"/> helplessness | <input type="checkbox"/> protectiveness |
| <input type="checkbox"/> domination | <input type="checkbox"/> consideration | |

In a society governed by the principle of equality of the sexes, would women ever be treated as sex objects?

From "Classification",
Unit 1 of Mathematics
area text of the
Promoter Level

Excerpts from Texts

5 Twofold Purpose

The educational process in which you are participating is characterized by its emphasis on moral and ethical considerations. Concern with morality, however, is not expressed in the form of sermons on good behavior; the discussion of moral and ethical issues is incorporated into every element of the curriculum. The next two readings consist of a few paragraphs from a document exploring a framework for moral education appropriate for this period of human history, a period to which the document refers as the age of transition from humanity's childhood to maturity. Slight modifications have been made in order to render the readings suitable for this unit.

In order to act effectively during the present period of transition in human society, individuals must, above all, be imbued with a strong sense of purpose that impels them both to transform their own selves and to contribute to the transformation of society. On a personal level, this purpose is directed towards the development of one's vast potentialities, comprising both those virtues and qualities that should adorn every human being and those talents and characteristics that are the individual's unique endowment. On a social level, it is expressed through dedication to the promotion of the welfare of the human race. These aspects of the sense of twofold purpose are fundamentally inseparable, for the standards and behavior of individuals shape their environment and, in turn, are molded by social structures and processes. Unless the transformation of both individual character and environment are addressed simultaneously, the full potential of humanity's age of maturity cannot be realized.

A profound awareness of the reciprocal relationship between personal growth and organic change in social structures is, then, essential to moral education. One cannot develop virtues and talents in isolation, but only through effort and activity for the benefit of others. Idle worship and prolonged withdrawal from society, advocated by some philosophies of the past, can neither promote individual development nor aid humanity's progress. To focus one's sense of purpose only on the development of one's own potential is to lose objectivity and perspective. With no outside interactions and social goals, one has no standard by which to judge personal progress and no concrete results by which to measure one's development. A person forgetful of the

From "Basic Concepts:
Education", Unit 1 of
Language area text of
the "Bachiller" Level

Interaction with SAT texts

How are the lessons different from the textbooks that you had when you were twelve?

How do the texts integrate knowledge from different disciplines?

What capabilities are the texts attempting to develop?

What else strikes you about the texts?

Case study on Honduras

Impact of SAT

- **Social responsibility (Honeyman, 2004)**
- **Women's empowerment (Murphy-Graham, 2005, 2007, 2008)**
- **Evaluations in progress (IDB, Hewlett Foundation)**
- **External evaluations (DFID, IDB, CIDA, Ford Foundation)**

SAT and social responsibility

46% of SAT students thought that the general goal of **improving their personal qualities** was very important, compared to 39% of CB students

SAT and social responsibility

75% of SAT students thought that **being honest or truthful** was very important, compared to 67% of CB students

SAT and social responsibility

Looking at students overall disposition towards **having good relations with others**, 49% of SAT students considered this important, compared to 30% of CB students

SAT and social responsibility

There was virtually no distinction between SAT and CB students when asked about the **importance of strengthening the unity of their families**, with about 63% of both groups seeing this as very important.

SAT and social responsibility

However, a clear distinction emerged in regards to the **importance of strengthening the unity of their community**, with 45% of SAT students considering this very important, compared with only 28% of CB students

SAT and social responsibility

When students were asked to name three people they admired and describe why they admired them, 46% of SAT students mentioned reasons relating to the **ability to establish positive relationships with others**, compared to only 27% of CB students.

SAT and social responsibility

Similar to above, SAT and CB students appear identical in their opinion about the **importance of helping one's family**, with about 73% of both groups considering this very important.

SAT and social responsibility

In contrast, 58% of SAT students thought that **helping the development of their community** was very important, compared with only 19% of CB students.

SAT and social responsibility

A similar percentage of SAT and CB students listed **helping their family** as a major life objective (about 35%).

However, 50% of SAT students listed **helping others outside of their family, or the community as a whole**, as an important life goal, and only 23% of CB students did the same.

SAT and social responsibility

The greatest difference appeared when students were asked to describe what they admired in others. 42% of SAT students, compared with 8% of CB students mentioned their admiration for **those who helped others or served the community.**

Women's empowerment and SAT

Overview of findings

Women who participated in the program became empowered through increased knowledge, self-confidence, and participation in community action and decision making.

Participants were more likely to participate in public life and described more a more equitable household division of labor.

Knowledge and self confidence

“I have seen a great change in myself, because before I couldn’t speak in public. Now I can give a presentation at the university. I couldn’t do this before, no way.”

“I mean, I didn’t do it [speak in public] because I was afraid and ashamed because I...because I hadn’t studied. So now that I am a professional and trained, now I am not afraid of confronting any situation and expressing myself.”

Awareness of gender inequality

- Results of a gender awareness survey indicate that women in SAT are more gender conscious**
- Women in SAT are able to describe dominant forms of masculinity that are harmful to the promotion of gender equality**

Agriculture

“I plant a little different from the traditional way...I still plant traditionally, but I also use the techniques that I learned in SAT.”

Participation in public spaces

Some women participated in organizations for the first time:

“It was when I started with SAT. I can say that it helped familiarize me with other people and participate. To not be ashamed to be in meetings... I can say that SAT shaped me (*me formó*.) Before I was always ashamed. People would say to me, ‘lets go to meetings.’ I would say ‘no way.’ After being in the program, we used to go to meet with other students in Ciriboya, Punta Piedra, so I got better at this.”

Change among men

“...and he changed in a surprising way!” -Wilma

“Before, he hardly ever helped...I saw that he began to reason and now he helps me.” -Sonia

“Now I see that everything is changing...he talks to the kids and before he never did this.” - Ana

Concluding thoughts

SAT helps promote gender equality by empowering rural women and challenging gender stereotypes

Development can not take place without gender equality

