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 productivity, 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
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.
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

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

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

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 such 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. That is, next to the phrases that describe parents’ behavior towards children, a “second” row of phrases describes children’s behavior towards parents, and a third row to phrases describing how they behave towards each other.

<table>
<thead>
<tr>
<th>Parent Behavior</th>
<th>Child Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>showing respect</td>
<td>giving love</td>
</tr>
<tr>
<td>showing kindness</td>
<td>being honest</td>
</tr>
<tr>
<td>setting an example</td>
<td>being respectful</td>
</tr>
<tr>
<td>providing education</td>
<td>being courteous</td>
</tr>
<tr>
<td>showing patience</td>
<td>showing love</td>
</tr>
<tr>
<td>respecting</td>
<td>being respectful</td>
</tr>
<tr>
<td>being fair</td>
<td>being fair</td>
</tr>
<tr>
<td>being firm</td>
<td>being firm</td>
</tr>
<tr>
<td>being kind</td>
<td>being kind</td>
</tr>
</tbody>
</table>

2. Next let us consider the two subsets again, this time 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 situations between the two sexes when they live according to the principle of equality, and others describe situations when this principle is disregarded. Decide which are which.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>acceptance</td>
<td>acceptance</td>
</tr>
<tr>
<td>control</td>
<td>power</td>
</tr>
<tr>
<td>respect</td>
<td>respect</td>
</tr>
<tr>
<td>consideration</td>
<td>consideration</td>
</tr>
<tr>
<td>love</td>
<td>happiness</td>
</tr>
<tr>
<td>左侧</td>
<td>right</td>
</tr>
<tr>
<td>left</td>
<td>right</td>
</tr>
</tbody>
</table>

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

Excerpts from Texts

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

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 norms as in academic life; 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 theory for moral education appropriate for this period of human history—a period in which the document refers to the age of transitions from humanity’s childhood to maturity. Eight multifaceted themes have been made in order to order the readings suitable for this week.

In order to act effectively during the present period of transition in human society, individuals must take action to create a world in which they can thrive and contribute to the transformation of society. On a personal level, you must be mindful of the development of your own potential to become a productive member of society. In order to do so, you must be aware of the cultural and historical forces that shape your environment and, in turn, are molded by social structures and processes. Unlike the transformation of both individual character and environment by means of social change, the total potential of humanity’s age of maturity cannot be realized.

A profound awareness of the reciprocal relationship between personal growth and social change is a social norm in this period. Thus, focused on social education, one cannot develop virtues and ideals in isolation, but only through effort and activity that is linked to the development of others. The social movement described by some philosophers at the past, can neither promote individual development nor social harmony. To become aware of others’ potential only on the development of one’s own potential is to lose identity and perspective. Within outside interferences and social norms, one has no chance to be effective in this period of social change.
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)
- 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.
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.

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.
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.

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

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.

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*