

ชื่อเรื่อง

Alternative Dissemination Bridging the Gap

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Abstract

The Educational methods that were introduced in Africa during the second half of the 19th century by the first missionaries and which formed the basis for schools, were completely different from those that tradition had developed since the existence of the African continent.

Whereas in traditional Africa, education was informal-learning through work, play or conversation, and where every body was a teacher-at any time and anywhere, (except for specialised education like medicine which was done through apprenticeship), the European education emphasised selection and isolation of learners, keeping them in partial prisons called schools, run by “artificial creatures” cod-named teachers, who were slaves to books called syllabi and to a bell that signified change of periods and subjects irrespective of whether the previous ones had been understood or not only the financially capable parents managed to send their children to these privileged Centres-Schools.

The result of the collision of these two completely different educational systems was class creation. The “Modern” system produced a powerful minority group of “social misfits” that control political power from remote centres called towns and cities. These people, unfortunately disregard the vast “Unschoolled” rural based majority as primitive, obstinate, fatalistic, retrogressive and peculiarly impervious to any form of civilisation a condemned group to be ignored until they die off.

Far from dieing off, however, the rural majority, interact with nature. Using crude methods, they produce the food and the children that keep feeding the cities and the whole country. They, however, view the elites as an un realistic and not down-to-earth lot.

The mutual suspicion that developed between the products of the two educational systems is, in our opinion largely responsible for the gross lack of complementarity in addressing Africa's problems such as malnutrition, high mortality rates, political confusion, wars etcetera etcetera.

If, therefore, we are to talk about development that is environmentally friendly, then we must talk about effective COMMUNICATION and DIALOGUE with the rural population. But since the majority of them neither read nor write, given that radio and television, leave alone electric power, are a luxury of the rich city dwellers, considering that the rural peasant is depending on their muscle power therefore with serious time constraints (cannot afford the luxury of spending 'endless' hours in boring lectures and seminars) we must find in *interesting, familiar and friendly* method to disseminate vital information and *stimulate* open and sincere *dialogue*.