THE CITIZENS EDUCATION PROGRAM IN THE DOMINICAN REPUBLIC: WOMEN PARTICIPANTS AND THEIR VIEWS

By

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ABSTRACT

THE CITIZENS EDUCATION PROGRAM IN THE DOMINICAN REPUBLIC: WOMEN PARTICIPANTS AND THEIR VIEWS

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Women in Third World nations have experienced a constant struggle to survive within systems that do not encourage social justice. The purpose of this study was to develop an understanding of what motivates women to participate in a literacy program in a developing nation, since there are only a few opportunities in those countries, and those opportunities are usually saved for the men.

The study described the women's point of view on three major areas of focus. The first area of focus was a description of the Citizens Education Program by the women participants. The second area of focus was a description of the women participant's prior educational experience. And the third area of focus dealt with the motivation of the women to participate in the Citizens Education Program.

The research used the Grounded Theory Methodology of Glaser and Strauss to obtain the data. Interviews were done by the researcher using open-ended questions during the literacy classes.

The following conclusions were evident from the findings:

Each of the women participants talked about the

Citizens Education Program in terms of how it affected them individually.

The women are acquiring a sense of self-worth and self sufficiency that was not there before.

The facilitator-student relationship is one of the most important aspects of the Citizens Education Program.

Only one woman in twelve who had participated in education, finished the first grade.

The most common reason for not participating in education was family responsibilities.

Twenty women thought that the most important reason why they were attending the literacy classes was in order to reach a personal goal.

The women participants expressed the desire to continue their education.

The women felt that the Citizens Education Program had made them set goals for their lives.

DEDICATION

To the people of the Dominican Republic,
whose unselfish ways made me love that island
as my own.

ACKNOWLEDGMENTS

I would like to express my deepest appreciation for the cooperation and commitment of trust given to me by everyone I encountered during my stay in the Dominican Republic.

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CHAPTER I

Problem

The focus of this study was an examination of the point of view of the women participants in a literacy program in the Dominican Republic. There were three major areas of study. The first area of study was a description by the women participants of the Literacy Program. The second area of study was a description of the women's prior educational experience. And the third area of study dealt with the motivation of the women to participate in the Literacy Program.

Purpose of the Study

The main purpose of this study was to develop an understanding of the motivation of women to participate in a literacy program in a Third World nation. It is hoped that through the findings of this research adult educators will be able to design programs that encourage the participation of women. This is important to the developing nations since they are ignoring half of the adult population when creating adult educational programs. Making available more educational opportunities to the women would incorporate them into the economic mainstream of their countries. Then,

the nations of the Third World would be able to use all of their human resources in the development process.

Recent events in Latin America reveal the need to know our neighbors better. Their past history and their present struggles to achieve social justice must be understood in order to obtain respect and interdependence between the developed nations and those of the Third World.

Women in particular have lived in a state of submission, and their everyday life has been a constant struggle to exist within systems that do not condone social equality. It is necessary to realize that women in developing nations are oppressed not only by political structures of the left or the right, but also by poverty, ignorance and injustice. President Nyerere of Tanzania has said, "Village women work harder than anyone in the country." This is true throughout the world, women in the lowest class of society are working, yet they are underpaid or not paid at all for their toil. They work under the most difficult of conditions: they are discriminated because of sex, race, and social class. They endure all types of problems: malnutrition, lack of health care, lack of adequate housing, and lack of jobs.

Brigalia H. Bam (1976) explains:

> The priviledged woman in the Third World has become aware of women's oppression, but there is no solidarity built through her awareness with the peasant woman of her country. The woman living in a remote village or slum is totally unaware of such concept as 'equality'. She has never

> questioned the inequities between men and women, simply accepting and living with them as part of her culture. Full equality may not seem nearly as important to her as the possibility of access to the basic needs of life.

Many developing programs are designed with the male population in mind while the females are seen as passive bystanders, (Nash, 1976). This continues to promote the subservient role of women throughout the world. Development, therefore, cannot be achieved if only half of the population is involved in it, while the other half is excluded from it.

Education and training have been named as the most critical factors influencing the effectiveness of women's participation in the economy and development of their societies, (Bam, 1976). At the same time, in almost all the developing countries, women constitute the majority of illiterates and school drop-outs. Nonformal education programs that now exist for girls and women throughout the Third World are designed to continue the assumption that the place of the woman is solely in the home, (Bam, 1976). Usually these programs teach them how to sew and cook, but ignore skills that might improve their job opportunities.

Site of the Study

The research took place in the Dominican Republic because of the following criteria:

1. 24.5% of the women between the ages of 15 and 49 are illiterate. This figure is based on a definition of illiteracy which requires the people to be able to read and write their own name. Therefore, the illiteracy rate is a lot higher.

2. A literacy program was established in 1982 by the government. This program will continue until 1986, at which time an adult education program will go on providing the necessary instruction for the illiterates and the new literates. This literacy program hopes to lower the illiteracy rate in the country.

3. The government, especially the Secretaría de Educación, Bellas Artes y Cultos (Secretariat of Education), in the Dominican Republic was receptive to such a study. The government considered the study an opportunity to evaluate their efforts. Also the study was viewed as a chance to demonstrate that the literacy program was worthwhile, especially to those sectors of the population that were not supporting the program.

4. Personal interest in Latin America, and specifically the Caribbean, on the part of the researcher. This region has special meaning since the researcher was born in Cuba, and therefore the culture and problems of the region are very familiar to the researcher.

Definitions

The following terms will be used in this research study according to the definitions that are listed below.

Literacy

This term has been defined in many different ways and contexts. Carman St John Hunter and David Hartman in their book Adult Illiteracy in the United States offer the following distinction of terms:

1. Conditional literacy: The ability to read, write, and comprehend texts on familiar subjects and to understand whatever signs, labels, instructions, and directions are necessary to get along within one's environment.

2. Functional literacy: The possession of skills perceived as necessary by particular persons and groups to fulfill their own self determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious, or other associations of their choosing. This includes the ability to obtain information they want, and to use that information for their own and other's well-being; the ability to read and write adequately to satisfy the requirements they set for themselves as being important for their own lives; the ability to deal positively with demands made on them by society; and the ability to solve the problems they face in their daily lives, (pp.7-8).

One of the objectives stated in the Dominican Republic's Programa Especial de Educación Ciudadana (Citizens Education Program or Literacy Program) is:

> Lograr que las mujeres iletradas adquieran el dominio básico de lectura, escritura y nociones de matemáticas, con miras a la participación crítica en la vida económica, social, política y cultural del país. (Secretaría de Educación, Bellas Artes y Cultos, pp. 2)

(To have the illiterate women obtain the basic knowledge of reading, writing, and some notion of mathematics, in order to be able to participate in the economic, social, political, and cultural life of the country.)

Adult Education

Adult Education has been defined by UNESCO as:

> "Organized programmes of education are provided for the benefit of and adapted to the needs of persons not in the regular school and university system and generally fifteen or older." Proposals for the Collection of Adult Education Statistics, Paris, UNESCO, Office of Statistics, July 1974.

Brundage and Mackeracher refer to Adult Education as:

> "The instutionalized system which provides the programs, administrative structures, processes, settings, resources, and so on to facilitate adult learning." Adult Learning Principles and Their Application to Program Planning. Ministry of Education, Ontario, 1980, pp. 5.

Learning

> "Adult Learning refers to the process which individuals go through as they attempt to change or enrich their knowledge, values, skills, or strategies, and to the resulting knowledge, values, skills, strategies and behaviors possessed by each individual. Learning is most often defined in the literature as a relatively permanent change in behaviors as the result of experience and as the activities involved in this process of change."

> Adult Learning Principles and Their Application to Program Planning. Donald H. Brundage and Dorothy Mackeracher, Ministry of Education, Ontario, 1980, pp. 5.

Participation

Participation is defined as the involvement in self-directed or other directed learning experience.

Motivation

Motivation is defined as an internal desire to promote the growth of the person toward fully-functioning personhood.

Importance of This Study

The need to understand what motivates women to participate in a literacy program is of the outmost importance for the field of adult education. First, for the developing countries themselves, since they need to make available to women more opportunities and in this way use all of their human resources. These programs should encourage women to incorporate themselves into the economic, political, social and cultural mainstream of the country. Second, empowerment will come through education. Paulo Freire in The Politics of Education, (1985) states,

> The dominant culture needs to inculcate in the dominated a negative attitude toward their own culture...What happens when the dominated people finally realize their culture is not ugly as their dominators say?...In truth, the dominated are human beings who have been forbidden to be what they are. They have been exploited, violated, and violently denied the right to exist and the right

> to express themselves. This is true whether these dominated people represent a unique people, a social group, a social class, or a particular gender (like women), (Bergin and Garvey Pub., Massachusetts, pp. 192).

The dominated people tend to develop attitudes such as withdrawal, submission, inferiority and passivity. Education can help raise the consciousness of these people if it is used to liberate them.

Adult education needs to understand the implications of how specific cultural aspects might affect the participation of women in programs dealing with literacy, in order to use this knowledge to design, plan and implement programs for the benefit of the women in the developing countries.

CHAPTER II

Introduction

There are many terms used to describe the countries that have not realized a potential economic level of industrial standard of living, (Webster's Collegiate Dictionary, G. C. Merriam Co., Springfield, Massachusetts, 1965). These terms range from developing, underdeveloped, to Third World, and they are used synonymously throughout the literature. In this study, they will also be used interchangeably.

It is the purpose of this chapter to review the literature relevant to the motivation of women to participate in a literacy program from the perspective of the Third World. There is almost no literature available that deals directly with what motivates women in developing nations to become involved in organized literacy campaigns. Therefore, this chapter will begin with a review of the literature on the education of adults, especially from a Third World perspective; the characteristics of the adult learner; the motivation of adults; and the participation of adults in educational programs. Then, the review of the literature will be focused on the role of the women in Latin America, and in particular in the Dominican Republic, where this study took place. Finally, the

background and objectives of the Citizens Education Program in the Dominican Republic, and the role that the Universidad Central del Este (Central University of the East, UCE) plays in that program will be described.

The Education of Adults from a Third World Perspective

Hely (1962) states that adult education is regarded as an essential and normal part of the educational system in the Third World. Adult Education is one of the more important branches of education because of the problems facing developing countries at this time. The adult educator is well regarded and has never been faced with the struggle of having to demonstrate the value of adult education. There are two reasons for this, as Lowe (1975) shows. The first is the need to implant a sense of national identity and social homogeneity so that citizens will unite for the common good. The second reason is that, with a few exceptions, Third World nations have to overcome the problem of poverty, and adult education is considered to be a powerful factor in economic development.

Characteristics of the Adult Learners

In Learning How to Learn, Robert Smith (1982) lists four critical characteristics of the adult learner:

1. Adult learners have a different orientation to education and learning. Adults have multiple roles, tasks and responsibilities. They bring a different orientation to learning that arises from a different orientation toward living. They attend because they want to, and time is a precious commodity. Kidd (1973) expresses the idea that time to an adult is as important as money or effort.

2. Adults have an accumulation of experience. Each person is unique because of the experience they bring with them. If learning threatens the values, meanings, strategies, and skills; the adult will search back for something suitable that can be applied indirectly. If nothing can be found, the adult's self concept may be threaten and may even withdraw from learning altogether, (Brundage and MacKeracher, 1980, pp.32-33; Smith, 1982, pp. 41).

3. Adults have special developmental trends. "The term development refers to more or less orderly, predictable, and sequential changes in characteristics and attitudes." Alan Knox (1977) summarizes the research on adult development and its relationship to learning by focusing on "change events," such as retirement. Major change of events can produce such positive effects as increased motivation for education. But if several of these significant events happen together they may traumatized the adult, (i.e. the midlife crisis).

Aslanian and Brickell (1980) sampled 2,000 people over twenty five. They found that 83% were learning in order to cope with a life change, 50% of the transitions were career related, 16% were family related, and 13% were related to new leisure patterns.

4. Adults face new learning opportunities with anxiety and ambivalence. Mixed feelings and even fear have been related to the decision of participating in a new learning opportunity. If adults understand these feeling, they can help themselves and others to learn more effectively.

Roger's (1969, pp. 154-164) principles of "self theory" helps educators understand adult learners:

1. Human beings have a natural potential for learning.

2. Significant learning takes place when the subject matter is perceived by the learner to be relevant to his/her own purposes.

3. Learning that involves a change in self organization (in the perception of self) is threatening, and tends to be resisted.

4. Learning that threatens the "self" is more easily perceived and assimilated when external threats are at a minimum.

5. When the threat to self is low, experience can be perceived in a differentiated way, and learning is enhanced.

6. Learning is facilitated when the learner participates responsibly in the process.

7. Self-initiated learning that involves the whole person (feelings as well as intellect) is the most lasting and pervasive.

8. The most useful learning is learning the process by which one learns, a continuing openness to experience, and incorporation of the change process into oneself.

Motivation of Adults

Havighurst (1967), as an observer of the motivation to learn, stated that motivation depends on two factors: The first is the stage that has been reached in development, and the second factor is the social roles that one is required to play. This is especially important when thinking about the division of classes that exists in Latin America, because social roles are one of the most important aspects of Latin American society, as we will see later on.

Hubermann (1974, pp. 24) explains that "adults will continue to learn if they are able to concentrate their learning areas of experience in which their personal interests lie as well."

Although Levinson's work (1978) has not been tested cross-culturally, it is worth mentioning here since it explains why adult vocational, literacy and other educational programs have high attrition rates. Levinson's description of the difficulty of building a new life

structure may help to understand why some adults stay with established patterns in their lives rather than venture into new opportunities. The move into a new life structure is a complex one and educators should provide support for students in this transition.

Lasker (1978) conducted a cross-cultural study of motivation and suggested that motives for education may be stage related.

A key factor in the attitude of adults to learn is whether or not they are capable of changing to the task at hand and how clearly it is presented. One finding, which is very important, is that adults of low applied intelligence are more resistant to change than those of higher intelligence. Also, it appears that intelligence does not automatically decline with age, in fact, learning ability is retained by regular exercise, (Lowe, 1975, pp. 50).

Maslow's Theory of Human Motivation

H. Maslow in his book Motivation and Personality (1954), underlines the basis of his Theory of Human Motivation. He sees the individual as an integrated whole that is motivated. "The study of motivation must be in part the study of the ultimate human goals or desires or needs," (pp. 66).

The goals of individuals are not as different as their

conscious everyday exercises. The main reason for this is that two cultures may have two different ways of satisfying a particular need. Individuals yearn for what might be attained. "Attention to the factor of attainment is crucial for understanding the differences in motivation between various classes and castes within our own population and between it and the poorer countries and cultures," (pp. 77). Maslow refers to the fact that in the United States people may wish to have a car because they see that there is a real possibility of obtaining it. The average American does not yearn for yachts or planes, because they know that these things are not within his reach. Therefore, we can expect that the dreams or desires of the Latin Americans are quite different from ours, because their factor of attainment is so different.

The Basic Needs

Maslow's theory is, as he calls it, a holistic-dynamic theory, (pp. 80). He starts by dividing the basic needs of man into the following:

1. The Physiological Needs

This is considered to be the most basic of all the needs. The human being who is lacking everything in life would have as his major motivation the physiological needs rather than any other. All other needs may become simply

non-existent or they are placed in the background. The whole philosophy of the unsatisfied human being tends to change because he will be thinking of meeting his physiological needs first. In contrast, the people who have been satisfied physiologically are best equipped to handle deprivation of that need in the future.

2. The Safety Needs

Once the physiological needs have been fairly satisfied, a new set of needs emerges, the safety needs. A society that cares well for its citizens will make them feel safe and secure. Therefore, the individual no longer has any safety needs as motivators, (pp. 87). Another part of the safety is seen as the attempt by the individual to seek the known rather than the unknown, the familiar rather that the unfamiliar things. The desire to belong to a family, a religious or philosophical organization in order to give the world some meaning, is part of the safety needs of an individual.

3. The Belongingness and Love Needs

As the physiological and safety needs are fairly met, the love, affection, and belongingness needs will surface, and the whole cycle starts again.

Maslow feels that these needs are at the core of cases of maladjustment in our society. "Love and affection, as well as their possible expression in sexuality, are generally looked upon with ambivalence and are customarily

hedged about with many restrictions and inhibitions," (pp. 90).

Maslow goes on to say that love cannot be equated with sex, since sexual behavior is determined not only by sexual needs but other needs as well, for example the needs for love and affection. Giving as well as receiving is an integral part of love, and this is a factor that should not be overlooked.

4. The Esteem Needs

This is a need for a stable, firmly based, usually high evaluation of our worth as people, for self-respect, or self-esteem, and for the esteem of others. These needs may be divided in two sets:

a. The desire for strength, for achievement, for adequacy, for mastery and competence, for confidence to face the world, and for independence and freedom. "Whether or not this particular desire is universal we do not know. The crucial question, especially important today, is Will men who are enslaved and dominated inevitably feel dissatisfied and rebellious? We may assume on the basis of commonly known clinical data that a man who has known true freedom (not paid for by giving up safety and security but rather on the basis of adequate safety and security) will not willingly or easily allow his freedom to be taken away from him. But we do not know that this is true for the person born into slavery," (pp. 90, note no. 4).

b. The desire for reputation or prestige, status, dominance, recognition, attention, importance, or appreciation.

5. The Need for Self-Actualization

Even when all the preceeding needs are satisfied, we may feel discontent and restless, unless we are doing what we are fit to do. "What a man can be, he must be," (pp. 91). This is the need for self-actualization.

The Participation of Adults in Educational Programs

Darkenwald and Larson (1980) state that the most powerful predictor of participation in education is the socioeconomic status (SES) of the person. The SES is based on three factors: Educational attainment, occupational status, and income. Statistical analyses by Anderson and Darkenwald (1979a) in the United States have shown that educational attainment has the strongest relation to participation in educational programs.

Several studies have dealt with the issue of what it is that prevents adults from participating in organized learning activities, (Carp, Peterson and Roelfs, 1974; Johnstone and Rivera, 1965; Mezirow, Darkenwald and Knox, 1975). Darkenwald and Larson (1980) summarized the following barriers to the participation of adults in educational programs:

1. Informational Barriers. These relate to the individual's general awareness of the educational resources offered to him in his community.

2. Situational Barriers. These relate to the individual's life situation: Income, health, family responsibilities, work obligations, place of residence, and so on. Typical barriers are lack of child care, lack of time and money, and lack of transportation.

3. Institutional Barriers. When an organization ignores the special needs, problems and concerns of mature learners. Cross (1979) named inconvenient schedules, location, etc, as part of these barriers.

4. Attitudinal Barriers. These are defined by Darkenwald and Larson (1980, pp. 6) as "individually and collectively held beliefs, values , attitudes, or perceptions that inhibit participation in organized learning activities." The notions of "school are for children," "education is impractical," "the classroom is a place for failure and humiliation," and many others are part of attitudinal barriers.

Models of Participation

1. The Economic Model. Dhanidina and Griffith (1975) explain participation in education in terms of economic concepts. Time is said to be the principal "opportunity

cost" for most adults. When the opportunity cost is low, then, more participation is expected. The implications are simple: Reduce the cost or increase the benefits and people will participate.

2. The Force Field Model. Miller (1967) said that participation depends on the positive versus the negative forces that affect the behavior of the individual.

3. The Congruence Model. Boshier (1973) stresses the interaction of psychological and environmental variables on the participation of an individual.

4. The Expectancy-Valence Model. Kjell Rubenson (1977) worked on an elaborate model of participation which is based on valence (the positive or negative affective attitude toward the outcome of an action).

The implications for the last three models of participation are not as clear as with the Economic Model. Nevertheless, they share one thing in common, the result of the interaction of the individual and the social/environmental factors is important to participation.

Motives for Participation

People's motives for participation are varied. Johnstone and Rivera (1965) made a comprehensive study of participation in adult education in the United States. They concluded that the main motives were: (a) to become better

the-job training; (d) to spend leisure time in an enjoyable and rewarding way; (e) to meet new and interesting people; (f) to become more efficient in carrying out tasks and duties in the home or elsewhere; (g) to escape from routine; (h) to improve and understand their role in the job, home or family life; (i) to improve skills; (j) to increase general knowledge; (k) to increase income; (l) to develop personality and to improve inter-personal relations; (m) to develop some physical attribute or attributes.

John Lowe (1975) groups motives into three main categories: Vocational, personal development, and social relationships. He states that motives are more or less similar throughout the world, (pp. 53). The vocational category affects people from 18 to 40 years old, and especially young fathers that would like to train for employment. Women whose children have grown, have a strong interest in this category because of their desire to find employment. The personal development category affects almost everyone. People in this category tend to be older (over 40 years of age) because they have more leisure time on their hands, and fewer financial worries. Middle age women, once their children have moved away, fall into this category because of boredom. Men seemed to be less affected by personal factors than women. The social group accounts for much of the participation. People hope to find social contacts in their classes. Participants are mostly interested in meeting other people.

Burgess in 1971 designed an instrument called Reasons for Educational Participation. It was administered to 1,046 adults participating in 54 different adult education courses. Burgess reported seven factors which describe the reasons why adults participate in adult education activities:

1. The Desire to Know. This is defined as a desire to gain knowledge for the sake of knowing. To grow in qualities and intellect, to derive pleasure from learning, to enjoy mental exercises, and to remain in command of learning skills.

2. The Desire to Reach a Personal Goal. This is defined as the desire to gain knowledge in order to achieve a personal goal which the knowledge gained will make possible. For example, earning a degree, motivation to get ahead, securing a job, etc.

3. The Desire to Reach a Social Goal. This is manifested by the need to gain knowledge in order to achieve a goal which will improve society. The desire to learn certain knowledge of skills which will assist an individual to perform better the necessary functions as a contributing member of society. For example, become a more effective citizen, understand community problems, serve society, etc.

4. The Desire to Reach a Religious Goal. This is defined as a desire to learn in order to meet felt obligations to a church, to some religious faith, or to some

religious missionary effort. For example, to be better able to serve a church, to improve individual spiritual well-being, etc.

5. The Desire to Take Part in Social Activity. This is defined as the desire to take part in a social activity because the activity is enjoyed for its own sake regardless of what is intended to be taught at the activity. The enjoyment may be in the form of companionship, fellowship, feeling of belonging, or positive association with others.

6. The Desire to Escape. This is defined as the desire to escape from some other activity or situation which is unpleasant or tedious. For example, to forget personal problems, to have time away from responsibilities, to get away from daily routine, etc.

7. The Desire to Comply with Formal Requirement. This is defined as the desire to earn credit required by an employer, to meet certain conditions required for membership by certain groups, and to meet requirements of a judge, a social welfare worker, or some other authority.

Women in Latin America

The Role of the Latin American Women

The women's role in Latin America depends on the social class, the racial background and the education that the women possess.

Class Structure

Contrary to the settlers in North America, the Spaniards came to conquer, to exploit, to search for treasures, and to bring the Old World's social structure to the New World, (Burns, 1963). The Spaniards believed in an elite minority ruling over the mass majority, and that education was the exclusive property of the priviledge class. This attitude brought as a consequence that in Latin America it is not considered necessary or natural for all men to be thought of as equal or to deserve to be treated equally, (Burns, 1963). In the patriarchal world of the Indians of Latin America, women were considered to be property. This fitted the Spaniards' view of women at the time of the conquest. For example, in Mexico, the Tabascan Indians used women as a token of their alliance with the Spaniards. The Tabascan presented Cortés and his men with twenty virgins so that the conquerors would help this tribe

against the Aztecs, (Nieto-Gomez, 1976). "The seizure of women was part of the general conquest," (Nieto-Gomez, 1976, pp. 226). "Traditionally, sex through marriage or rape, which are the tools of conquest, have been a means of taking possession of women and land," (Nieto-Gomez, 1976, pp. 227).

Indian tradition, and later the education imparted by the Catholic Church, continued to maintain the subjugation of women. The concept of "Marianismo" (defined by Nieto-Gomez, 1976, as the woman's identity as a virgin, saintly mother, wife-sex object, martyr, and as the contributor, by means of her own sexuality, to her husband's failures) is still practiced today. The Catholic Church has guided the women to identify themselves with the image of the Virgin Mary, which is that of a passive, pure bystander. María Del Durango talking about rape, describes the psychology taught to Latinas by the Catholic Church today:

"We Latinas are not encouraged to be articulate about any part of our experience, much less sexual abuse. Our teachers are nuns who encourage our silence, as an exercise in self sacrifice." (Nieto-Gómez, 1976)

Women in Latin America society are considered to be below men. They are home-bound, untouched, submissive, religious, apolitical and self-effacing, (Rivera, 1978). The home centers around the woman, and she is the symbol of family unity and security. According to Kinzer (1973), this description is bound by the socioeconomic background of the

woman. Besides the traditional view of "hembrismo" (exagerated femeninity as the answer to machismo), there is another feminine tradition shown in literature. In this instance, women are "portrayed as bored hedonist who casually play with people's emotions and lives. One reason why their female protagonists inmerse themselves in sensuous pleasure may be to seek fulfillment in tawdry affairs as a compensation for being denied equality before the law." (Kinzer, 1973, pp. 302). Kinzer (1973) also points out that most of the research done in Latin America is focused on the lower classes of society, therefore the cult of machismo (exaggerated masculinity) and hembrismo are perpetuated.

A study done by Cornelia Flora in 1971 concluded that "the general view of the desirability of female passivity was confirmed," (pp. 438). Latin America working class and middle class was used in this study to compare the image by class and culture to the United States working class and middle class.

The high illiteracy rate, the lack of industry, and the rural to urban migration bring as a result that women are forced to work as domestics, prostitutes, and when there is a factory, as unskilled factory workers, (Kinzer, 1973). For example, in Lima, Perú, 88% of the domestics are women who have migrated there from the rural areas of the country, (Smith, 1975). They composed the lower class.

The women themselves contribute to the status quo by

not being interested in social change. They are used and trained to be second class citizens, and they see no point in rebelling against the social structure.

The middle class in Latin America is small and weak. They are the link between the priviledged few and the vast majority composed by the poor. They identify themselves more with the upper class than with the poor. Women in this class have graduated from secondary schools and now hold low level clerical positions or sex-typed jobs, such as teachers, nurses, and airline stewardesses.

Racial Background

According to Julius Rivera (1978), Latin America has been divided into the following major groups of population:

The Indian. During the conquest many groups of Indians were brought close to destruction in the Continent. In the Caribbean, they could not survive the conquest. The wars, the diseases, and the massive relocations of Indians broke their native communities. For 400 years the flight of the Indians to the mountains never stopped. The variety of languages, family kinship systems, primitive technologies, folkways, and the rugged terrain have isolated this group. They have become separate entities within the Indian group.

The Mestizos. They range from a mixture, through procreation of members of any distinctive ethnic groups or

races, to the more limited meaning of progeny of a European and an Indian. They possess sociocultural characteristics of their own. Their visibility has increased throughout the years. Where they are the majority, they are the dispensers of power, wealth and prestige. The mestizo is said to be tense, vibrant, gay, and incapable of concerted action. They seem to communicate in order to disagree.

The Criollos. They are often called white. The members of this group cannot be considered Europeans because they were not born in Europe, neither can they be considered Mestizos because they descend directly from Europeans. They are defined as a Latin American born of European parents. Many of them joined the forces of independence bitter because of their second class standing in the society of the Colonization period. They were the heirs of the Spaniards, and therefore moved easily to the top of the power structure. They are the most insecure of all the Latin Americans types because they have no roots. They are not well regarded by the Indians or Mestizos, and they are scorned in Europe regardless of their high standing in Latin America. Practically no Latin American considers himself a criollo.

The Europeans. They are easily classified because of their physical traits and language, (they speak a different language form of Spanish or Portuguese, or a totally different language other than these two). They want to

retain their European identity. Upon not finding the land hospitable, they migrated to the cities and became the working class. The early comer brought tragedy to America (the conquest), and the late comer has become a tragedy, (their dreams and hopes did not materialized, because the young Latin American countries are still looking for an identity of their own).

The Orientals. They come mostly from Japan and China. They are exposed to prejudice, even when most of Latin America admits to being open minded on issues of race. Orientals have complexed family structures and tight unity to their group. Economically, they have done well. Socially and politically they have remained marginal.

The Negros and Mulatos. The negros (blacks) were brought as slaves with the blessing of the Crown of Spain and the Catholic Church. They took the place of the Indians in the Caribbean. Legal segregation has never existed in Latin America, but prejudice has been effective, especially in the Continent (not the Caribbean), in preventing the blacks to reach the top of the military, the clergy or the political sphere. Mulatos are the mixture of the blacks with the Europeans, and several mulatos have obtained high positions in Latin America.

The relationship between prejudice and socioeconomic status is direct in Latin America, that is, the higher the socioeconomic status, the greater the prejudice. This is in

contrast to what we find in the United States, where prejudice is greater in the lower class.

The negros and mulatos have had great influence in areas related to music, religious beliefs, and poetry. But their subculture has not been as penetrating in Latin America as it has been in the United States, with the exception of the Caribbean.

Education

Brigalia H. Bam in a lecture delivered during the International Women's Year, in 1976, emphasized the importance of education for women:

> "Education and training, both formal and non-formal are among the most critical factors influencing the effectiveness of women's participation in the economy and development of their society." From New Perspectives for Third World Women.

The hard reality for women is that they constitute the majority of illiterates and school "drop-outs" in almost all the developing countries, as the statistics show, (Burns, 1963; Kinzer, 1973; Ruddle and Hamour, 1970). The rural areas are the worst in achieving any type of education. Out of 800 million people who are considered illiterates, two thirds are women, (Bam, 1976). Elementary education is required in every country, but this is not enforced, especially in rural areas, (Berta Corredor and Sergio Torres, Transformación en el mundo rural latinoamericano:

Consecuencias económicas y sociales de las estructuras agrarias, Oficina Internacional de Investigaciones Sociales de Feres, Bogotá, 1961). As Rivera (1978, pp. 76) states, "if thousands of families can hardly eat, it is simply unthinkable to expect that their children would go to school."

Education is dominated by the upper class in Latin America. It is fairly typical to find a high attrition rate in school age children. A child leaves school without any special skill to find work. According to UNESCO statistics, of every 1,000 Latin Americans who enter school, 866 leave before the sixth grade, and half of the 1,000 quit after the first year. Only six percent enter secondary school, and more than half drop out before graduation. Six of 1,000 enter the university, and five leave before graduating. Thus, only one in 1,000 earns a university degree.

The Latin American educational structure is set by the ministry of education in each country. The government decides what programs are to be followed by all the schools in that nation. Within this system of inflexible order, one would think that the students follow as docile sheep, instead they rebel and strike, and riots are not uncommon. All this is seen as part of the process of growing up, (Rivera, 1978).

This system is also extremely selective, and the students are aware of the fact that the number of students

rejected at the university level is often larger than the number of students who finally attend. Today we find the greatest number of students in Philosophy and History, which might be considered by many Americans to be impractical. These two areas of study give meaning and perspective to life from the Latin American point of view, (Rivera, 1978).

Professionals who have successful careers and want to add prestige to their practices, often work part-time as faculty of the universities. This contributes to the elitist character of the system. The most important factors to the selective mechanism in education rest in the family name and tradition because they go hand in hand with status, (Rivera, 1978). This way continues to perpetuate education for the priviledge few in Latin America.

The Role of Women in the Dominican Republic

Class Structure

a. The Lower Class. Up to 90% of the population belongs to this class, and 65% are rural dwellers who plant to feed their families only, (Brown, 1975).

The males in this class have been raised in the macho tradition, which leaves the care of the children and home in the hands of the women. Also within this tradition is the unlimited size of the family, (Tancer, 1973).

In the cities, the lower class male is not in a position to keep two households (wife and mistress) as society expects. Therefore, he engages in a series of relationships where he supports a woman and the children until he loses interest in her, then he leaves, (Brown, 1975). In cases like this, the deserted woman is forced to work at jobs traditionally allotted to the male in order to support the family. She is hard working as she assumes all the responsibility for raising the children. At this time, male dominance is more apparent than real. Poor urban women may find work as domestics, relying on the extended family or neighbors to care for their children, (Tancer, 1973).

b. The Middle Class. It used to be small and unstructure, but under Trujillo's stable years it increased. They try to imitate the upper class, but they do not have the necessary economic resources. Bosch (1965) calls it unstable, frustrated, and not to be trusted. They continually seek upper mobility through education, (Tancer, 1973). Women become teachers, secretaries, white collar workers. Men are usually government employees. The women in the middle class receive better pay than their lower class sisters, because in this class they have achieved a semiskilled profession. The middle class hires as much full time help as they can afford to care for the children and the home. This has double meaning: prestige and freedom from household tasks, (Tancer, 1973).

c. The Upper Class. Three to five percent of the population belongs in the upper class, (Brown, 1975). The ownership of the land is in the hand of the rich: one percent of the landowners control 47.5% of the fertil land, (Brown, 1975).

The woman is again in charge of the household and the children. She must keep herself pure and virtuous as well. The wife is not supposed to enjoy marital relations, so the upper class man, looking out for her sensibilities, has a mistress and a "casa chica," (a home kept for the mistress). Women are taught that it is natural for men to seek other women without reflecting on their relationship. From childhood, boys are taught to be "macho," and are left to do as they please, as long as they are discreet and do not shame the family name. Servants are common so that the lady of the house do not have to lower herself to do the household work. She is then free to devote herself to more lady-like tasks, such as cards, teas, flower arranging, or even work outside the home, as long as she does not tire herself for her husband, (Tancer, 1973).

Racial Background of the Dominican Republic

The Dominican Republic was discovered by Christopher Columbus in 1492. The result of the meeting between the aborigines and the Spaniards was a mixture of races which

later added the blacks and the Orientals. All these races and their mixture have learned to coexist peacefully throughout the history of the country without completely eliminating racial prejudice, (Peguero and De los Santos, 1981). The present population of the country is neither aware of, nor concerned with its African heritage. The mulato majority has obtained identification and acceptance within the culture, (Tancer, 1973).

Education

Education is directed by a minister of public instruction appointed by the president. The curriculum is the same for the various schools throughout the country. In theory, primary education is free and compulsory, (Logan, 1968). The cost of public education is borne by the government, although textbooks, uniforms, and school supplies in general are not free at any level. Therefore, their cost is a burden on low-income families, (Weil, Black, and others, 1973).

During the Trujillo years, (1930-1961), public education was improved and the number of schools increased. But even then, education could not keep up with the population growth, (Fagg, 1965; Rodman, 1964). In this period, adult education consisted of forced attendance at literacy classes, in accordance with the Compulsory Literacy

Training for Adults Act of 1951, under threat of severe penalties. The literacy rate improved but education was not well regarded, and school attendance dropped during the following years, (Weil, Black, and others, 1973).

The adult illiteracy rate stands now at 66%, 24.5% of the illiterates are women between the ages of 15 and 49, (Reports on the World Fertility Survey, No. 5, June of 1982). Whether or not the women have the opportunity to attend school depends on: Specific societal norms or legislation, family relationships, domestics duties, and availability of educational facilities and teachers, (Status pf Women: A Comparative Analysis of Twenty Developing Countries, by Leslie Curtin, Reports on the World Fertility Survey, No. 5, Washington D.C.: Population Reference Bureau, June 1982).

Very few women in the Dominican Republic have completed secondary school (7.2% of the women between the ages of 15 and 49). Only 1.5% of the women went on to higher education.

Women make up the large majority of primary school teachers, and a small majority at the secondary level. This fact probably contributes to the reluctance to recognize teaching as a real profession. The proportion of women in the labor force is one of the lowest in Latin America.

Description of PREA:
Programa de Reenforzamiento de Educación de Adultos
(Program of Reinforcement of Adult Education)
in the Dominican Republic

Background

In December of 1979, the Ministers of Education of Latin America met in Mexico City to consider the priorities of the educational systems in their countries. From that meeting, a resolution emerged in which the Latin American States proposed as one of their primary goals to eradicate illiteracy and to increase the educational services for the adult population before the end of this century.

This preocupation with illiteracy was linked to the process of industrialization and urbanization in the countries of that region. While the nations were fundamentally agricultural and rural, there did not seem to be great concern for literacy. Now that Latin American society is striving to develop, the need for better education for all, and especially for the adult population, has become a matter of top priority. The Ministers saw it necessary to modernize the economy and therefore to try to do away with illiteracy as a remanent of the old society, which was stopping the process of growth within their countries. Illiteracy was viewed not only as an economic

problem, but also as a phenomenon of social and political marginalization of great segments of the population. Therefore, the Ministers of Education decided that illiteracy could not and should not be accepted by the governments in Latin America.

As a response to that resolution, the government in the Dominican Republic, created a program to meet the needs of the adult population, especially those who do not know how to read and write. This program is called Programa de Reforzamiento de la Educación de Adultos (PREA). The literacy program or Programa Especial de Educación Ciudadana (Citizens Education Program) is found within the PREA. The goal of the Citizens Education Program is to teach 500,000 adults during a four year period. Then, to continue at a rate of 50,000 adults per year, until the whole population is reached. The Citizens Education Program is to be followed by post-literacy efforts and by vocational training for those who are willing to continue their education. The post-literacy efforts or follow-up classes will reinforce and enhance the knowledge gained in the literacy classes.

In a census taken by the Programa de Reforzamiento de la Educación de Adultos in 1981, there are an estimated 882,000 illiterates in the Dominican Republic. This number represents 26% of the adult population. But, we have to consider that the definition of literacy in that country is "a person who can read and write his own name" (Programa de

Reforzamiento de la Educación de Adultos, pp. 32, April 1984). Therefore, the number of illiterates is much higher than what the government estimates, because the task that defines literacy is so simple and does not follow the definition already stated by Hunter and Hartman in the Introduction to this research study.

Programa Especial de Educación Ciudadana: The Citizens Education Program

Objectives and Goals

The main objectives of the program are listed by the government as:

a. Reducing the number of adult illiterates, 15 years old and older.

b. Giving greater efficiency and permanency to the results of the program by providing post-literacy opportunities to the new literates.

c. Providing the new literates the opportunities to obtain vocational training.

d. Strengthening of the Adult Education Program in the country, so it can continue to provide educational opportunities after the Citizens Education Program is finished.

In accordance with those objectives, the program hopes to accomplish the following goals:

a. Teach an estimated 550,000 adults how to read and write.

b. Meet the educational needs of 250,000 adults of low educational background, using the post-literacy programs offered through the radio.

c. Publish a monthly newspaper for the radio students.

d. Increase the capacity of night school from 89,000 to 259,000 students by reformulating their study plans and by producing the necessary materials in the different areas of study.

e. Build and equip nine Urban Centers of Citizens Education. Also remodel and equip an existing Center in San Pedro de Macorís. These ten centers would have the capacity to train 9,500 adults per year.

f. Build and equip four Rural Centers and remodel and equip an existing center in Mata de Palma. These five rural centers would have the capacity to train 12,500 adults per year.

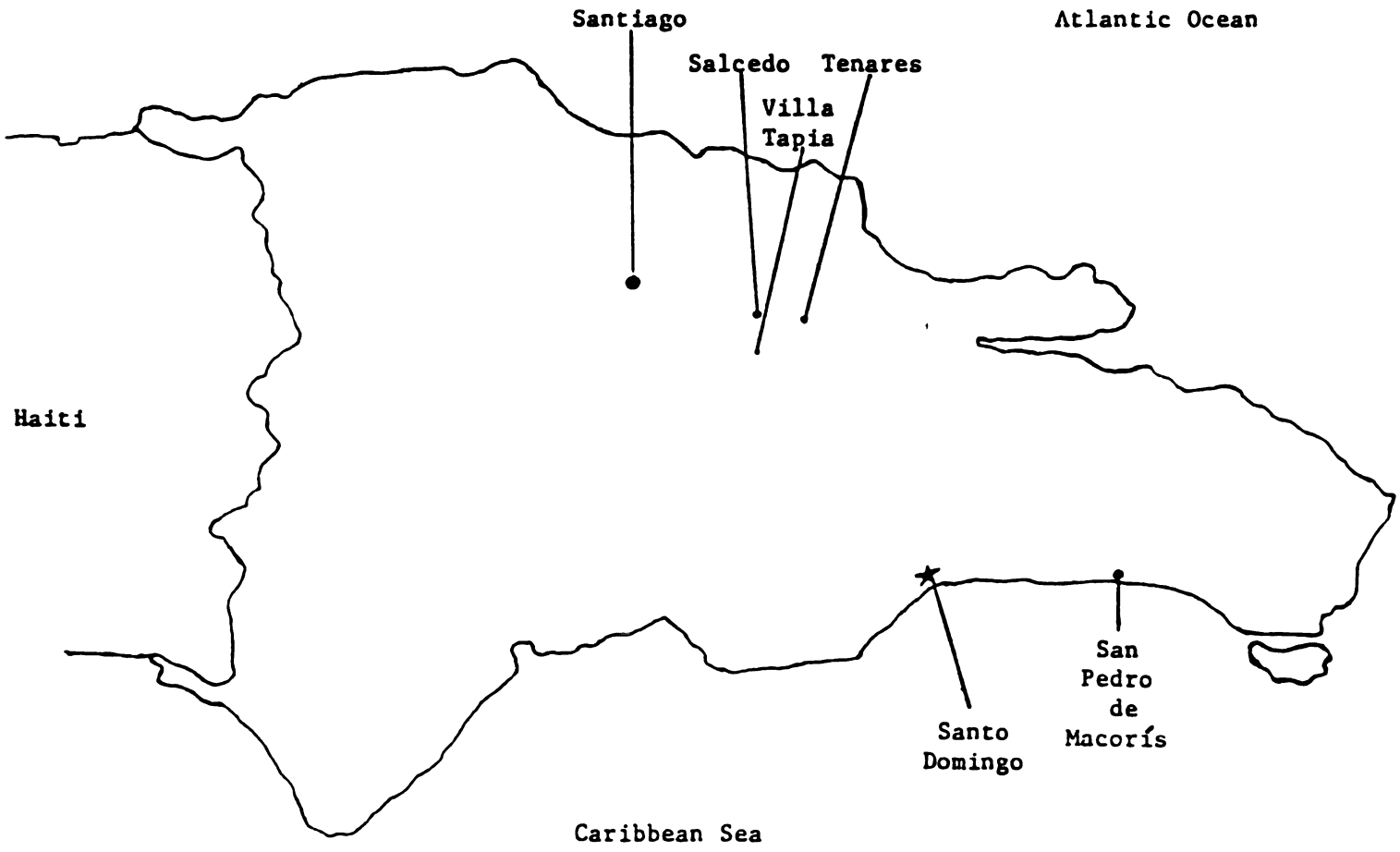
g. Train the required personnel in order to implement the program: 200,000 volunteers, 179 province and municipal coordinators; 45 community agents; 3,158 member of the night school personnel already in existance.

The majority of these goals and objectives have not

been achieved because of the lack of funds. The Dominican Republic, as most of the Third World nations, is facing an economic crisis. When the Literacy Program came up for approval before the Senate, the action was defeated because of fear of not being able to pay the loan required to run the program. Since that time, the program has been running, but not at its full capacity, making it almost impossible to achieve its objectives and goals.

The Citizens Education Program as a Project of the Universidad Central del Este (Central University of the East, UCE)

The Secretariat of Education in the Dominican Republic called upon the universities to make the Citizens Education Program a vital part of their curriculum for the students in the College of Education. The Universidad Central del Este, located in San Pedro de Macorís, responded with a revolutionary proposal, giving new life to the Citizens Education Program, and making it a national program for the first time. The location of the University and other key points for this study can be seen on Figure 1.



THE DOMINICAN REPUBLIC
Figure 1

Description of the Project

The UCE sees literacy as a liberation process which helps to bring together all the sectors of the population. The College of Education at the UCE states that as a matter of conciousness, the students are committed to bringing knowledge to all people, and therefore, literacy work is seen as an obligation on the part of the future teachers.

Requirements of the Project

The University states the following requirements as part of the project:

1) Students must teach ten people how to read and write in order to obtain their degree.

2) Students must have at least four semesters of enrollment before gaining permission to participate in the literacy project.

3) The students shall do their literacy work within their own community.

4) All University Extension Services will have the same requirements.

5) The students will be supervised by the administration of each extension service, and by the person in charge of the literacy project at the University.

6) The President of the University will be informed of all the results and progress.

7) There will be progress reports made to the Regional Director and the Director of the Programa Especial de Educación Ciudadana (The Citizens Education Program).

This project will be in effect indefinitely, since the University is committed to participate in the post-literacy work also.

Objectives of the Project.

The University lists the following objectives for the project:

1) The eradication of illiteracy.

2) The establishment of social consciousness in the university student.

3) The stimulation of the university student to put into practice the knowledge he has acquired in the University classroom.

4) The evaluation of the future teacher.

At the same time, the Secretariat of Education has made a commitment to train the students and to supply the materials needed for the literacy work.

Summary

The first part of this chapter has dealt with the knowledge needed to understand the adult learner, his general characteristics, and his motivation and

participation patterns. It provides the barriers that are encountered by the adults when faced with the decision to participate in an educational program. And finally, it provides the motives uncovered by research for adult participation in educational programs.

The second section has dealt with women and her role in Latin American society. In order to understand the motivation of women, it is necessary to understand the environment that surrounds the women. Class structure, racial background, and education are the key elements to provide an understanding of the Latin American women in general, and the Dominican women in particular.

The last section provides a description of the Program of Reinforcement of Adult Education (Programa de Reenforzamiento de la Educación de Adultos, PREA), the Programa Especial de Educación Ciudadana (Citizens Education Program, PEEC), and the Literacy Project of the Universidad Central del Este (Central University of the East, UCE), in the Dominican Republic.

CHAPTER III

Introduction

This chapter will present an overall description of the principles of grounded theory which served as the basis for the methodology utilized in this study. A detailed description of the population, the sample, and the data collection and analysis used in this study closes this chapter.

Grounded Theory Methodology

The grounded theory method was chosen for this study. Barney G. Glaser and Anselm L. Strauss described it in 1965, 1966, and 1967, and Glaser in 1978. Grounded theory and the steps it involves will be described in this chapter.

Description

Grounded theory is a strategic method for generating theory. The data collected produce the theory rather than being derived from an existing body of theory. The result of this method is a theory or set of hypotheses that account for much of the relevant behavior under study. Traditional means can be used later to validate this new theory.

Glaser and Strauss (1967) state that theory generated from data can rarely be negated by more data or replaced by another theory. New data usually adds magnitude to the theory. They mention that the criteria for a practical theory are: it must have fit, relevance, and it must work. Glaser in 1978 added a fourth criterion: a theory should be modifiable. The categories or conceptual elements of the theory emerging from the data refer to a theory's fit. Relevance refers to the value of the research. The importance of the study is based on the data supporting and serving as the source for identifying problem areas. A theory's ability to "explain what happened, predict what will happen and interpret what is happening" refers to the criterion of the work. A theory can be modifiable if it changes and evolves according to a better understanding of a problem, (Glaser, 1978).

Glaser in 1978 summarized the systematic steps to take in order to use the grounded theory method as follows:

a) Identify the problem area.

b) Review the literature in areas related to the area of study.

c) Collect research data.

d) Code and analyze data when data is being collected.

e) Generate memos with as much saturation as possible.

f) Decide what data to collect next.

g) Continue data collection, analysis, coding and memoing-- core theory appears.

h) Write memos on data, memos on memos until saturation occurs.

i) Collate memos to develop framework of theory.

j) Write and rewrite the report, returning to data whenever necessary to clarify and validate a point.

Theoretical Sampling

It serves as a means for monitoring the emerging framework of theory. It is the process of collecting data for generating theory whereby the researcher collects, codes and analyzes his data concurrently, and decides what data to collect next and where to find them, in order to develop his theory as it emerges, (Glaser and Strauss, 1967, pp.45).

a. Collecting the data. The initial decisions on data collection are based on the problem under study. These decisions are not based on a preconceived theoretical framework. Beyond these initial decisions for collecting data, further data collection cannot be planned in advance, because the data will give the researcher the criteria for selecting groups and the necessary changes to be made in the instrument to collect more data. Multiple comparisons add richness and depth to the data.

b. Coding. This provides a link between the data and the theory. Here, the data are divided into categories and properties. The categories and properties will later yield the basis for a theoretical framework. This is achieved by saturation. Saturation is obtained when nothing new emerges of the categories and properties. The following questions are given by Glaser (1978, pp. 57) as a guide for coding: "What are these data a study of?, What is actually happening in the data?, What category does this incident indicate?." These will help the researcher focus on emerging conceptual patterns. The concept-indicator model as explained by Glaser in 1978, describes a constant comparative analysis. The data are compared to each other, after being categorized as indicators. Each indicator is compared to the rest. When a conceptual code is generated, each indicator is compared to the emerging conceptual code. This provides a means of determining the consistency of meaning of the indicators or the variations they represent. Variations give the researcher a means for adjusting the conceptual codes to more accurately represent "what is." A generating theory finally emerges from the comparison of conceptual codes which in turn are grounded in data.

c. Analysis. It starts with codings and it continues with memo writing. This is to help clarify the analyst's thinking and to carry it to its most logical conclusions, (Glaser and Strauss, 1967, pp. 107). There can be no

scheduled routine for analysis, it will depend on many factors, such as the relevance of the material, saturation of the categories, stage of formulation of theory, and the mood of the analyst. All these factors are in continual process of change.

d. Core Categories. Glaser (1978, pp. 95) recommends the following criteria to determine which categories are core categories: 1) It must be related to several categories and their properties more so than other categories, 2) It must reoccur frequently in the data, 3) It will take longer to saturate a core category because it is related to many other categories, 5) It has clear, grabing implications for formal theory, 6) It is essential and vital to data analysis, 7) It is a highly dependent variable in degree, dimension, and type. Conditions vary it easily.

e. Collating Memos. This is the basis for formulating theory in order to present it to others. Collating memos puts the divided data back together. It produces a general, integrated model by which to write theory.

Collating is finished when the problem under study is explained by the fewest number of concepts and the widest possible scope including as much variation as possible. It is not expected to be total or all inclusive, instead the theory that emerges is expected to be modified.

Defining the Population

In defining the population, the researcher followed Glaser and Strauss' suggestion to seek the group most likely to provide the data related to the problem. The women attending literacy classes in the Dominican Republic met that qualification. Women were chosen because of the high percentage of illiteracy (24.5% of the women between the ages of 15 and 49 are illiterates, Curtin, 1982) and the economic and cultural challenges presented to them by their families as well as society in a Third World nation.

Sample

The subjects were selected by systematic random sampling. The size of the sample was limited to 34 women whose names were drawn from the 1984 and 1985 student roster of the literacy program at the Universidad Central del Este (UCE), located in San Pedro de Macorís. This list was supplied by the Director of the College of Education at the university. The participants were contacted by the researcher with the help of the supervisors and facilitators of the program. They served to introduce the researcher to the participants.

Data Collection and Analysis

Background

The Secretariat of Education was contacted prior to the initiation of the research study. An exploratory visit was made in May of 1984, the year before the study was to take place. This visit served to examine the literacy program, the people and the site. Santo Domingo and San Pedro de Macorís were chosen because of their proximity to the headquarters of the program, making resource persons and documents more easily available.

Pilot Study

A pilot study was designed in order to test the questions and interview procedures.

The site for the pilot study was the province of Salcedo, in the northern part of the island. The literacy units were located in the towns of Salcedo, Tenares, and Villa Tapia. This location for the pilot study prevented the contamination of the actual study site, which added to the reliability of the data collected later on for the study.

In that province, the literacy program had between 125 and 150 units, ranging from three to fifteen people in each

of the units. Most of the participants were women between the ages of 13 and 60. The younger women, 13 to 15 years old, usually helped with household chores, such as taking care of younger brothers and sisters, cleaning, cooking, and/or running errands. The rest of the women were housewives or domestics.

A set of preliminary questions and interview procedures were formulated prior to the pilot study. Twenty interviews were conducted in the pilot study following the preliminary questions and interview procedures. These interviews served to test the preliminary questions and interview procedures. All questions were evaluated and changed, if necessary, in order to help clarify the respondent answers and obtain the greatest amount of information. Therefore, the pilot study helped to bring a better understanding of the problem, as well as being an excellent tool for the evaluation of the preliminary questions and interview procedures.

The interviews lasted between fifteen and twenty minutes each, according to the subject's willingness to share her feelings. All the women were interviewed individually during the literacy class.

The Study.

1. Scheduled Interviews. After completing the pilot study and when all the changes to the preliminary questions

were finished, the study began on March 30 of 1985, in San Pedro de Macorís.

Each interview was conducted on an individual basis during the literacy classes. There were no pre-established times set for each interview. Each interview required twenty to twenty five minutes, according to the subject's willingness to share her feelings with the researcher.

2. Format. All of the interviews were done in Spanish, the official language of the Dominican Republic. The interviews were conducted by the researcher, who is a native speaker of Spanish and has a Masters Degree in that language. This format contributed to the reliability of the findings. Because the interviewer was the investigator, data collection, coding and analysis were done at the same time. This is consistent with grounded theory methodology.

Prior to the beginning of the interview, the investigator explained to each subject the importance of the accuracy and quality of the subject's answers, the purpose of the study, the format of the interview, and the promise of confidentiality.

The interview was semi-structured using open-ended questions. This format gave the interviewer freedom to probe into answers and to adapt to the different participants and situations. This also permitted the interviewer to probe into the participant's memories, in order to obtain the greatest amount of information.

A series of questions were designed prior to the field experience. These questions evolved and changed as the data were collected.

The interviews were audio recorded while the interviewer took notes of the content and inflections, gestures and facial expressions, as well as the main themes of the interview. This provided a permanent record to be refered back to when the data were being analyzed, and when a point needed clarification.

Beginning of the Interview

A friendly atmosphere was established by casual conversation previous to the formal interview. Giving as well as receiving general background information, gained the confidence of the participant, and established a relaxed climate to the interview. The interviewer used this time to obtain the following demographic data from each of the participants: 1) Age; 2) Family background: married, single (it was obvious after a few interviews that under the category of single there were single women or those who were in a common law marriage), divorced, widow, and the number of children; 4) Employment.

Following this, the interviewer explained to the participant the purpose of the study, the importance of the accuracy and quality of the answers given, the format of the

interview, and reassured the participant of the promise of confidentiality. This was done in a manner similar to this:

> "The purpose of this study is to achieve a better understanding of why women participate in classes such as this one. It is very important for the outcome to share your feelings truthfully and to give me as much information as you can remember. The interview will have three areas of information. The first area will deal with describing the program in which you are participating. The second area deals with your prior educational experience. The last area deals with why you are participating in these classes. I would like to assure you that your identity as well as everything you say will be kept in the strictest confidence."

Interview Questions

There were three study areas covered in the interview questions. Study Area No. 1 covered the description of the Citizens Education Program by the women participants. Study Area No. 2 covered the prior edcuational experience of the women participants. Finally, Study Area No. 3 covered what motivated the women to participate in the Citizens Education Program.

A preliminary set of questions were developed prior to conducting the study. These questions were used for the

pilot study and were modified and changed based on the responses of the women who participated in the pilot study. Therefore, in each of the study areas there were two sets of questions: the preliminary set, which was used in the pilot study; and the final set, which came as the result of the modifications and changes made to help the respondents understand the questions better, clarify their responses, and obtain the greatest amount of information.

A group of three or four main questions were asked in each of the three study areas. When the information generated by the main questions did not give a complete description of the study area, additional probing questions were asked as necessary. These probing questions also changed in order to clarify or to add richness to the data collected.

Table 1 shows the main preliminary and probing questions in each of the study areas. Table 2 shows the main final and probing questions.

TABLE 1

PRELIMINARY QUESTIONS

Study Area No. 1

Main Questions

1. Describe the program from your own point of view.
2. What are the positive things about this program?
3. What are the things that could be improved about this program?

Probing Questions

1. Describe the facilitators
2. Describe the materials used in the program.
3. Describe the time and place where classes are held.

Study Area No. 2

Main Questions

1. Describe any other program in which you participated.
2. Why did you become involved in that program?
3. How did you make the decision to participate in that program?
4. What were the reasons for which you left that program?

Probing Questions

1. What did you learn in that program?
2. Describe the facilitators, materials, and time and place where classes were held.

Study Area No. 3

Main questions

1. What are the reasons why you are participating in the program now?
2. What were the triggers that helped you decide to participate?
3. What was the most important reason for your participation?

Probing Questions

1. What are your feelings about dropping out?
2. What are your feelings about starting in the program again?
3. What will you gain from your participation?

TABLE 2

FINAL QUESTIONS

Study Area No. 1

Main Questions

1. Tell me about the classes that you are in.
2. What are the things that you like about these classes?
3. What would you change in these classes?

Probing questions

1. What do you like and don't like about the facilitator?
2. What do you like and don't like about the books and notebooks?
3. What do you like and don't like about the time and place where the classes are held?

Study Area No. 2

Main Questions

1. Tell me about any other type of schooling you have had.
2. Why did you become involved in that schooling?
3. How did you make the decision to take part in that schooling?
4. Why did you leave?

Probing Questions

1. How long did you stay in that school? What were some of the things that you learned there?
2. What did you like and didn't like about the facilitators, books and notebooks, and the time and place where classes were held?

Study Area No. 3

Main Questions

1. Why do you want to learn how to read and write?
2. What made you decide to learn how to read and write?
3. What was the most important reason for your participation in these classes?

Probing Questions

1. Is there any reason that could make you drop out of these classes? What?
2. What made you decide to start attending the classes?
3. What do you hope to accomplish as a result of learning how to read and write? What are your personal goals?

Several interviewing techniques were used during the interviews:

1. Pauses were made by the researcher following the participant's responses, in order to allow the participants more time to add information if they wished to do so.

2. The interviewer rephrased the participant's answers to ensure the interviewer's correct perception of those answers. This added to the reliability of the data collected.

3. A summary was used at the end of the interview so that the participant would have a chance to confirm, revise, or add to the information.

Closing of the Interview

At the end of each interview and after the summary was done, the interviewer restated how the content was to be used. Each participant was thanked and the interview was over.

3. Management of the Interview Data. Following each interview, a summary was written from notes and memory; long hand in Spanish; specific impressions about the procedure were recorded in separate pages; a description of the actual interview was written that included the date and time of the interview, a description of the setting, and any noteworthy behavior of the participant (i.e. relaxed,

hurried, tense, illnesses, or incidents which influenced the session, etc).

A series of tasks were completed for each participant. These included the completion of data worksheets. These worksheets were used to record all specific data regarding the three study areas; listening to the audio-recording of the interview and extracting quotes or pertinent data to be included in the data worksheets; writing memos on impressions of context, content or behavior of the study participant, the interview methodology, and general emerging themes.

Following the approach of Glaser and Strauss (1967), hypotheses were not stated at the beginning of the study, since they were to emerge from the data. The study was receptive to all data collected, and the conclusions were drawn from the interviews with the participants.

The analysis began with the first interview and it continued throughout the study. It involved reviewing the data worksheets, writing memos about impressions, feelings and contexts of the relationships as the study participants shared with the interviewer. Gradually, main themes emerged that reflected the nature of women's motivation for participating in the literacy program.

The categories were first grouped by the researcher according to the women's responses. In order to check for accuracy, a second person was used to categorize the

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emerging themes. All the women's responses were categorized the same except for one, Antonia's responses. Her responses were discussed by both the researcher and the second categorizer, until an agreement was reach as to where her responses should be grouped. Antonia's responses were placed in three different categories because of the richness found in her responses.

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CHAPTER IV

General Background

Description of the Programa Especial de Educación Ciudadana

The Programa Especial de Educación Ciudadana (PEEC), or Citizens Education Program, was created by the Dominican government to help with the education its citizens. The goal established by the Citizens Education Program was to teach 500,000 adults how to read and write during a four year period. The program is going to fall short of that goal partly because of the lack of resources. The Dominican Republic is facing an economic crisis at this time. The loan for the Citizens Education Program was never approved by the Senate, because it feared that the country was not going to be able to repay it. In spite of this fact, The Citizens Education Program is making steady progress against illiteracy with the help of different institutions, such as the churches and universities.

The Universidad Central del Este (UCE), located in San Pedro de Macorís, was the first university in the country to join the literacy effort. In order to graduate, the education students at the Universidad Central del Este have to teach ten people how to read and write. The University

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hopes to establish a social conciousness in the students by helping them to put into practice what they have learned in the classroom. Also, this program provides the University with an opportunity to evaluate future educators.

The Literacy Units

The Universidad Central del Este joined the Programa Especial de Educación Ciudadana to try to eradicate illiteracy from the Dominican Republic. The literacy units for this study were part of that joined effort, and were located in the cities of Santo Domingo and San Pedro de Macorís and their surrounding areas. There were a total of fourteen literacy units visited. Each of the units had between two and seven students. Most of these units were made up of women participants.

The Facilitators

The facilitators are students currently enrolled in the College of Education of the Universidad Central del Este. Before these facilitators assemble their literacy units, they are required to participate in a training seminar sponsored by the Secretariat of Education. During the seminar, the facilitators are made aware of the differences between teaching children and facilitating a learning

experience to adult students. The seminar also emphasizes Paulo Freire's methodology of generative words. "Generative words within this method, are those that permit, by combining their parts, the creation of new words, and at the same time, these words help to bring the element of reflexion of the reality in which the Dominican people live." (Orientaciones para el facilitador, The Dominican Republic, no date).

Each facilitator is expected to have faith in the ability of the adult student to think for himself; treat the students as people, not as objects; believe in the students' ability to create and contribute; be able to value the effort put forth by the students; become a part of the literacy unit by treating the students as equals; organize and coordinate the analysis of each generative word or phrase; encourage discussion as long as the group is interested; facilitate the transition from the discussion to the reading and writing part of the lesson; make the students aware that learning is the responsibility of the learner; create an atmosphere of trust so that everyone can express their ideas freely; encourage everyone to participate, so that even someone who is shy would feel the need to express his experiences, since those experiences are an important part of the learning process; understand that literacy goes beyond the mechanics of reading and writing, it is also the process of "conscientization."

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Once the training of the facilitators is completed, they are encouraged to assemble a literacy unit within their own community. This is what made the Citizens Education Program a national program for the very first time. The facilitators were from all over the country, and they created their literacy units close to their homes.

The units usually consisted of between two and seven adults, who had expressed the desire to participate in the literacy classes. In order to assemble the unit, the facilitators first visited the homes of neighbors, friends and family, asking for referrals. This was a way of showing personal concern and commitment to the literacy program. The facilitators sought out those people who did not know how to read and write, and were interested in learning.

This personal contact is extremely important in the Dominican Republic. In that society, neighbors, friends and family are an integral part of the culture which surrounds and supports the individual. Who you are, (your family background); and who you know, (your circle of friends, neighbors, and acquaintances); are two of the most important aspects by which the individual is judged in Dominican society. The illiterates commit themselves through the people they know. These adult students form a special bond with the facilitators, which is not easily broken without explanations to everyone's concerned. The facilitators, therefore, step beyond the teacher-student relationship, they become a part of the student's circle of friends.

During this study, there were occasions when the facilitator went out of their way to help a student. For example, buying medicine for a sick child, providing money for transportation, buying baked goods from a student even though these items are not used because of the sanitary conditions under which they were made. One woman explained the role of the facilitator this way: "My facilitator made me see the importance of reading and writing by showing me how useful they are in daily life. But beyond that, she has become a very dear friend, who shows care, concern, and support when we have a family crisis. We have asked her to become our youngest daughter's godmother, and we are very happy she has accepted." Parents consider that only the most intimate of friends and family, people whom they hold in high regard, should be asked to become part of their family by baptizing one of their children. Giving the facilitator such an honor shows how much the parents admire and rely on that particular facilitator.

The facilitator also experiences first hand the pressure the students have to face in order to attend the literacy classes. The housewives complain about the husbands and children being ashamed of the women because these women do not know how to read and write. Those women who work as housekeepers must face the pressure asserted by their employers to quit the literacy classes. And the women who own a business must make the time to come and learn.

The Materials

The materials used in the Citizens Education Program are:

The Learning Manuals. These are divided in three booklets. They are used by the students as a textbook. The booklets are entitled Podemos I, II, and III,. The title in Spanish means "we can." These texts introduce the students to different levels of reading. Each of the Podemos gradually takes the student from the more simple forms of reading to the more complicated ones. Podemos I presents the simplest sounds found in Spanish, yet the words used are taken from the vocabulary of the adult population, in order to keep the interest of the adult student. Podemos II encourages the construction of more complicated words and phrases. And finally, Podemos III is the most complex of the three, but it is designed in such a way as to permit the student to master it in a short period of time. The pictures found in each of the Podemos are used for discussion purposes during the literacy class. Sample pages are included in Appendix A, B, and C.

A notebook and a pencil. The notebook is used to reproduce the words found in the Learning Manuals. This practice helps the student to learn how to write, while permitting the student to generate new words on her own.

A wall map of the Dominican Republic. This is used to provide the student with simple knowledge of the geography

of their country, and also as a means to encourage discussion about the different regions found in the Dominican Republic.

The Facilitator's Guide. This is an instructional manual for the facilitators. It gives daily suggestions to the facilitators on how they can draw the most benefits out of each lesson.

A monthly newspaper. This publication of the Secretariat of Education announces the activities of the educational community. A section is dedicated completely to the newly literate population.

The facilitator uses the materials in a series of steps during the presentation of the lessons:

1. Shows the picture that accompanies the lesson at hand.
2. Discusses the central theme found in the picture. The main objective here is to stimulate the thinking process in order to make the student aware of her own reality.
3. Reads the words that accompany the picture. These words introduce the family of sounds to be learned that day. The words are divided into syllables and thus separating the different sounds.
4. Uses a set of cards with the sounds to reinforce learning those sounds.
5. Words are then made by the students using the new sounds in that lesson.
6. Repeats steps three to five for the writing portion of the lesson.

7. Assigns the students to find new words before the next lesson.

8. Uses the map to find cities, provinces, and regions mentioned in the lesson.

This method emphasizes the creative ability of the adult by teaching the sounds first and then having the student use that knowledge to form new words. The discussion makes the adult student aware of the reality that surrounds her by using her own words, thoughts and experiences in relation to the pictures presented in the booklets.

Description of the Women Participants

There were thirty four women interviewed to provide the data for this study. The women interviewed were poor, often living in below average housing. These women lived in neighborhoods that have dirt roads and lack running water. Most of their houses did not have electricity, the very few that did have electric power had been connected illegally to the electric company's lines. It was not rare to hear about people who have been electrocuted trying to get electricity into their homes on their own. Electricity was considered a luxury, because the basic needs, such as food and shelter, were only partially met. The literacy units, which usually met in the early evening hours, studied by candle light.

In San Pedro de Macorís, the houses were located on the river banks. During the rainy season, the families had to face floods and land slides. Three women interviewed have lost children under these conditions. But these women saw this as part of their lives, fate as they called it, so they rebuilt their houses in the same spot again and again, because no other alternative was available to them. These houses had cement or dirt floors, the roofs were made of zinc or dried palm leaves, the walls were wood, or when wood was not available, large pieces of cardboard were used until the wind and the rain tore them apart.

The family diet was simple, rice, beans, plantains, and meat. This last item was very expensive for the poor, so they only ate meat when they could afford it. Some families were lucky enough to be able to raise chickens for their consumption, and they did so in the cities, as well as in the outskirts. Any available space was used to raise the animals.

Health care was another problem these women had to face. The public hospitals were understaffed and underequipped. The number of patients was usually more than the hospitals could handle. The poor could not afford to go to private clinics, and if they went to the public hospitals, they frequently did not have the money to buy the medicine prescribed by the doctor. The living conditions of the lower class made intestinal worms, upper respiratory

infections, and even tuberculosis, common diseases among the poor. During the length of the research study, a strike by the doctors in the public hospitals made the situation even worse. The doctors demanded better working conditions and better remmunaration in order to give the best care possible to their patients. The doctors obtained a small pay increase, and the promise from the government that the hospital equipment would be upgraded and improved.

The minimum wage earned by a government or industry employee was about $50 per month, (La República Dominicana en Cifras, 1984, published by the Government of the Dominican Republic). However, the majority of the people were not employed by either the government or the industry in the country. Therefore, the average salary was considerably less than $50 a month. Women had less opportunities to work because of the social and cultural barriers they encountered in a society where men are still viewed as the only bread winner. The Dominican Republic was facing an economic crisis, along with the rest of the Third World nations. This crisis was forcing women out of the homes, and into the work force, especially middle class women. Unemployment was high for men, 16.3%, and it was even higher for women at 24.4%, according to government statistics, (República Dominicana en Cifras, 1984, published by the Government of the Dominican Republic). Again, the fact must be considered that these numbers do not reflect

average citizen, since these figures only show government and industry employees.

As a member of the Third World, the Dominican Republic is facing an ever increasing foreign debt. This country's products, sugar, coffee, and cocoa, have dropped in world market prices. This together with the fact that the Dominican Republic must import all types of machinery, cars and oil, have contributed to the worsening of the economy.

Table 3 shows the demographic data for each of the women that participated in this research study. The data were obtained at the beginning of the interview, during a time of casual conversation used to establish a relaxed and friendly atmosphere for the formal part of the interview.

TABLE 3

DEMOGRAPHIC DATA OF THE WOMEN PARTICIPANTS

NAME	AGE	EMPLOYMENT	MARITAL STATUS	NUMBER OF CHILDREN
Mireya	17	helps at home	s	0
Ada	15	helps at home	s	0
Yolanda	13	helps at home	s	0
Iris	24	housewife	m	5
Amparo	13	helps at home	s	0
Gladys	42	housewife	m	4
Hilda	40	housewife	clm	6
Margarita	20	sugar mill worker	m	2
Nárcida	26	housewife	m	4
Oliva	43	housewife	m	8
Rosita	64	housewife	w	2
Natividad	36	housewife	clm	7
Fany	36	housewife	m	2
María Elena	28	housewife	clm	4
Consuelo	42	housewife	m	7
Carmen	50	housewife	m	5
Eliodina	64	housewife	m	1
María A.	26	housewife	clm	4
Margarita B.	29	owns business	m	2
Marina	22	domestic	m	3
Altagracia	20	domestic	s	0
Alejandría	20	clothes washer	clm	1
Francisca	37	housewife	clm	4
Norma	35	clothes washer	s	0
Sandra	15	helps at home	s	0
María B.	32	housewife	clm	3
María C.	27	housewife	clm	3
Antonia	64	aide in daycare	w	13
Dinorah	30	owns business	m	3
Isabel	29	housewife	m	2
Dominga	24	housewife	clm	2
María D.	14	domestic	s	0
Irma	13	domestic	s	0
Patricia	22	domestic	s	0

s =single
m =married
w =widow
clm=common law marriage

Prior Educational Experience of the Women Participants

The women interviewed were asked whether or not they had participated in another educational program. Twenty two of thirty four women interviewed responded that they had not participated in any type of educational program. Some of the women gave more than one reason why they had not been able to participate in a program. The reasons the women mentioned for not previously participating in educational programs are shown in the following table.

TABLE 4

REASONS FOR NOT PREVIOUSLY PARTICIPATING IN EDUCATIONAL PROGRAMS

REASONS	NUMBER OF PRIMARY RESPONSES	NUMBER OF SECONDARY RESPONSES
Family responsibilities	8	2
Family's negative feelings about school	4	0
School was too far from home	4	3
Working outside the home	3	0
Lack of money for school supplies	2	0
Health problems	1	0
TOTALS	22	5

*Note: Some of the respondents gave a second reason. These are noted in the "Secondary Reason" column.

When discussing their reasons for not participating, the women responded that:

1. Family responsibilities kept them from attending school. These women mentioned taking care of younger brothers and sisters, and helping with the household chores while the mother worked. Eight women gave this as the primary reason for not participating. Two women mentioned it as the secondary reason for not participating.

2. Family's negative feelings about the importance of school, especially for girls. The parents did not go to school, and they have done fairly well. Therefore, these parents felt that they did not need school, neither did the girls need to go to school. Four women gave this as the primary reason for not attending school.

3. School was too far from home, and the women did not have the means to get there. The women spoke of the lack of money to pay for transportation, because it is not provided by the public schools there. They also stated that when they were younger they had no one to take them to school if it was far from home. Four women gave this as the primary reason for not participating. Three women mentioned it as the secondary reason for not participating.

4. Working outside the home was next on the list of responses. Three women gave this as the primary reason why they could not attend school. One woman remembers, "having to pick coffee during the school year." The other two women

were domestics, working for middle class families as soon as they were old enough to do the household chores. These women did not have a chance to attend school because they went from their own family responsibilites to getting paid for working for another family.

5. Lack of money to buy the uniforms, shoes and supplies necessary for school. Two women gave this as the primary reason why they had not attended school.

6. Health problems. Only one women gave this as a reason for not participating in educational activities as a child. She was constantly sick and unable to attend school.

One of the most interesting findings in this area is that although twelve women had been in another type of educational program, only one of the twelve finished the first grade in school. This woman did not continue in school after that. Ten women did not even finish the first grade at all. The other woman mentioned participating in another literacy program. This took place during the Trujillo era. In that dictatorship, the people were required by law to seek an education, especially if they did not know how to read and write. But even though the literacy program was mandatory, it did not succeed in eradicating illiteracy in the Dominican Republic. Most of its participants would begin and then drop out after a short length of time. A month was usually the amount of time an average person would be involved in that literacy program.

These facts are a national reality in the Dominican Republic. According to government figures, the total population who is five years old or over in 1984 was 4,845,169, out of which 1,935,925 go to school, 1,542,662 went to school at some point, and 1,366,582 never attended school, (República Dominicana en Cifras, 1984, published by the Government of the Dominican Republic).

Description of the Citizens Education Program by the Women Participants

The women participants described the Citizens Education Program using four main areas. These areas mentioned by the women interviewed were as follows:

a. Benefits the women felt they have gained from their participation in the Citizens Education Program.

b. The Citizens Education Program follow-up classes.

c. Positive feedback about the Citizens Education Program.

d. Negative feedback about the Citizens Education Program.

All thirty four women interviewed for this study knew that the Citizens Education Program was sponsored by the government of the Dominican Republic. Three of the women voiced concern about the possibility of the politicians using the Citizens Education Program to get reelected,

especially since the country's general elections were scheduled for May of 1986. Six women expresed concern about whether or not the program would continue after the election year. Obviously, the women were unaware of the fact that the Citizens Education Program is scheduled to become a part of the Adult Education Program in 1986.

a. Benefits the women felt they have gained from their participation in the Citizens Education Program

When the women participants were asked to describe the Citizens Education Program, each of the women gave at least two benefits they felt they have gained from their participation in the program. The benefits mentioned by the women participants are given in Table 5, which follows.

TABLE 5

BENEFITS THE WOMEN GAINED FROM THEIR PARTICIPATION IN THE CITIZENS EDUCATION PROGRAM

CATEGORY	RESPONSES
Being able to shop alone	20
Being able to sign their name	10
Being able to share with others during class	9
Being able to set an example for their children	7
Being able to read and write letters	5
Being able to write down messages in their jobs	4
Being able to read street signs and advertisements	3
Being able to read the Bible	3
Knowing that they are not the only ones who needed to learn how to read and write	3
Being able to read magazines and newspapers	2
Being able to keep records in their business	2
TOTAL NO. OF RESPONSES	68

Eighteen of the women interviewed are housewives, and five help around the house. For twenty of these women, shopping alone is a great benefit because they can read labels and numbers, and figure out how much money they have to spend. Shopping had been a struggle before learning how to read and write. They had to depend on someone else to accompany them which was not always possible, or they had to rely on the honesty of the merchants.

Being able to write their names was a benefit mentioned by those who worked and needed to cash checks. The women who were interested in voting in the upcoming elections needed to be able to get their registration card. This was impossible if they were unable to sign their name.

Listening to the latest gossip, sharing their problems, and just being able to get together with other women, were given as benefits of the Citizens Education program by nine women. The social aspect of these classes were made evident by these statements.

Seven women felt that the most important thing that they could do for their children was to set a good example. They, as women, were attending school so the children would do the same. The women mentioned that they wanted the children to study, and pursue a career later on in life. The women believed in the value of an education for the children. The women thought that if the children would get an education, they would not have to go through the same sacrificies as their mothers. Economic reasons were always mentioned for pursuing a career or trade.

Being able to read and write letters to family and friends who live far away was another benefit mentioned by the women interviewed. This benefit was outstanding for them because they could be self sufficient. They did not have to depend on anyone to read or write their letters.

Four women mentioned writing down messages as one

benefit of the Citizens Education Program. These women worked for families who needed their phone messages written down.

Three women felt that being able to get around was important to them. Finding an address, and reading advertisements were the responses under this category.

Reading the Bible was important to three women who had been involved in a church. They wanted to be able to read aloud in meetings and also to be able to study the Bible by themselves.

Three women described the feeling of liberation they experienced when they realized they were not the only ones who did not know how to read and write. These women mentioned not feeling ashamed anymore when they encountered other people with the same problem.

Being able to read newspapers and magazines was mentioned by two women. They felt an obligation to themselves to keep up with the news of the country. It was important to know the things that affected them in their daily lives.

Two women owned their own business. It was useful to them to be able to keep their business records without relying on someone else.

b. The Citizens Education Program
Follow-up Classes

Nineteen of the thirty four women interviewed wanted to know if there were follow-up classes available to them after completing the literacy classes. Fifteen of the nineteen women who were interested, wanted to continue their education in order to have a career or to learn a trade. These fifteen women were willing to go to night school to reach their goal. Three of the nineteen said that the school closest to their homes does not offer night courses. These three women cannot afford to pay for transportation to attend night school in another district.

Five women stated that if they had to leave home to study they could not continue. The reasons these five women gave relate to family responsibilities and pressures. The reasons mentioned were not having adequate child care, the husband's reluctancy to let the wife attend night school, and the fact that they had to work in order to support or to help support the family.

c. Positive Feedback
About the Citizens Education Program

Eighty responses were obtained when the women were asked about the positive aspects of the Citizens Education

Program. The positive feedback about the program is shown in the following table.

TABLE 6

POSITIVE ASPECTS ABOUT THE CITIZENS EDUCATION PROGRAM

Aspects	Responses
Benefit of learning how to read and write	21
Amount of time spent in class and homework	16
Not having to spend money for transportation	14
Convenient time for class	13
Facilitator-student relationship	7
Convenient place for class	5
The materials for the program are provided free	4
TOTAL	80

The benefit of learning how to read and write was the first on the list of positive aspects of the Citizens Education Program. The respondents felt that such an achievement was worthy of any effort on the government's part. The women also realized that government commitment alone would not warrant success. The women themselves had to be committed to learning. Sometimes, this commitment meant a lot of sacrifices, such as time away from their families or jobs, but they were very aware of the importance of their effort.

Time was mentioned by the women in two separate categories. The first one was the amount of time they were

to spend in class and homework. All of the sixteen respondents felt that the time spent on these activities was not excessive in comparison to the benefit that they were receiving. The other category where time was mentioned refers to how convenient their class time was. It should be pointed out that the facilitators and the students agreed on a particular time and day(s) to meet for class, once the literacy unit is formed.

Fourteen women were glad about the place where they met. It was close to home, therefore, these women did not have to pay for transportation. Five women mentioned the convenience of having the literacy classes meet at their home or near their home without making any reference to money.

The facilitator-student relationship was mentioned as a positive thing about the Citizens Education Program. The personal ties between the facilitators and the women were important not only for educational, but also for cultural reasons. Learning took place in a non-threatening environment and the people involved became part of each other's world. This, besides enhancing the goal of the Citizens Education Program had other social connotations as well. This partnership of facilitators and students brought two different social classes together. This gave the facilitator and the student the opportunity to learn from one another. Also, the facilitators, as future educators

put into practice what they had learned in school, and see first hand the problems the students face in their daily lives because of the student's inability to read and write.

The materials for the Citizens Education Program were provided free of charge. Four women mentioned this category as a positive aspect of the Citizens Education Program. All of these women agreed that they could not have participated in the Program if they would have had to pay for the materials. These four women were raising children and could not have spared the money to pay for school supplies.

When the women were asked their opinion of the materials used in the Citizens Education Program, twenty three women found them to be extremely interesting and appropriate for adults. They also liked the discussions that emerged from the pictures in their learning manuals. Three of the women complemented their learning manuals with another beginning book used by their children in elementary school. These three women found the children's book a lot more simple, because it had a picture of an object and the word underneath. The women could then associate the picture with the written word.

d. Negative Feedback About the Citizens Education Program

Only twenty five responses were obtained when the women were asked about the negative aspects of the Citizens

Education Program. The responses that were negative are shown in the following table.

TABLE 7

NEGATIVE ASPECTS ABOUT THE CITIZENS EDUCATION PROGRAM

Aspect	Responses
The literacy units do not keep a regular schedule of classes	7
Poor quality of the notebooks	7
Irresponsible facilitator	6
Poor lighting for classes	3
Lack of interest among other students	2
TOTAL	25

Seven women wanted to have a regular day and time for their literacy units. In these cases, the day and time of the class must be changed in order to fit the schedule changes of the facilitators, such as work schedule or changes in their school schedule of classes.

Seven women complained about the poor quality of the notebooks. These women felt very frustrated by the fact that the notebooks ripped easily when they are erased, so these notebooks had to be carefully handled. One woman agreed that "the notebooks are of very poor quality, but after all they are provided free. We should not complain, instead we should be thankful for the opportunity to learn."

Six women complained about having an irresponsible

facilitator. The women were very frank about the facilitator's sporadic attendance. Some of these facilitators even failed to inform the students, or send a substitute in their place. The women stated that some students had dropped out of the unit because of the irresponsibility shown by their facilitator.

Three women mentioned poor lighting as a negative aspect of the literacy classes. These women did not have electricity in their home and the literacy units had to meet at night. Perhaps a lesson should be drawn from the Literacy Campaign in Cuba, where the facilitators were not only given the materials to teach, but also a lamp to go into areas with no electricity.

Two women complained about the lack of interest shown by some of the students in the literacy unit. This bothered these women because they did not want to waste class time with people who were not serious about learning.

It should be pointed out that the positive aspects of the Citizens Education Program outnumbered the negative aspects by more than three to one, according to the women's responses. This is a major accomplishment considering the fact that the program has never run at full capacity because of lack of funding.

Motivation

The main reason for studying the Citizens Education Program in the Dominican Republic was to investigate what motivated the women to participate in the program. There was almost no literature found which dealt directly with the motivation of Third World women to participate in educational programs. This study could be useful to educators involved in designing educational programs for underdeveloped nations, especially those programs that are interested in motivating the women to become involved in education. Johnstone and Rivera, 1965; Burgess, 1971; John Lowe, 1975; have studied the type of people who seek education in developed countries. These reasearchers have concluded that the adult who is less likely to seek an education is one of low socioeconomic status, and who has low educational background. By choosing to study these adults, this study answers some of the questions about what motivated the women in the Dominican Republic to seek an education. Other programs can capitalize on this information in order to serve the adult population who are still enslaved by ignorance, especially in the Third World nations.

Burgess' seven factors of adult participation in educational activities were used to group the answers of the women interviewed. The themes that emerged from these

women's responses fit into the seven factors stated by Burgess in his 1971 study. The women were not bound to give a single reason for participating. The format used in this study insured that the respondents had the freedom to give as many reasons as possible. Some of the women gave more than one response to the question of why she was attending the literacy classes. In such cases, each of the responses was placed under separate categories as valid reasons for participating in education.

It must be pointed out that all the data were first collected in Spanish, the women's native language. All quotes used in this study have been translated into English by the researcher. All the translations have been checked by a second translator.

The following group of statements are a recapitulation of the women's responses to the question of why they were attending literacy classes. Following these statements, Table 8 gives a clear picture of how these women were grouped according to their answers.

1. The desire to know was defined by Burgess as a desire to gain knowledge for the sake of knowing, to grow in qualities and intellect, to derive pleasure from learning, to enjoy mental exercises, and to remain in command of learning skills. There were nine women whose responses were categorized under this factor.

<u>Gladys</u>: "In order to know for my own benefit. I

am interested in learning, not to follow a career, but for knowing.

Hilda: "To learn something in order to help myself."

Margarita: "I like to learn. Now I am able to read about other people and other places. It is exciting, the more I know, the more I want to know."

Nárcida: "I am interested in knowing many different things. I can do that now. I really enjoy learning."

Fany: "I believe that people who know nothing are worthless. That was how I felt before. It's important to acquire knowledge."

Carmen: "I realized it was time for me to learn, and to keep adding to my knowledge."

Antonia: "I decided to accumulate knowledge. I figure some people accumulate money, I could not do that, so I chose to accumulate knowledge instead."

María (D): "I like learning. It is like discovering".

Patricia: "Knowlege, that is what is important to me."

2. The desire to reach a personal goal was defined by Burgess as the desire to gain knowledge in order to achieve a personal goal which the knowledge will make possible. Twenty women responded under this category.

Mireya: "People should learn how to read and write in order to pursue a career. I would like to learn ceramics as a trade."

Antonia: "After I got started, people kept encouraging me so I decided to become a teacher, and I have made it!"

Ada: "I would like to be a beautician, so first I had to learn how to read and write."

Iris: "I would like to learn to sew, that way I can earn a living. Before, I have tried to learn how to sew, but I gave up because I could not read the instructions. Now I can!"

Yolanda: "I want to become a nurse. Now, for the first time, I think it is possible."

Amparo: "I want to be somebody. I want to become a beautician and for that reason I needed to learn how to read and write."

Natividad: "It is never too late to do what you'd always wanted. I want to be a nurse. And I am going to do it now!"

Consuelo: "I am interested because I want to learn how to sew."

María (A): "I would like to continue my education in order to study something related to home economics."

Altagracia: "I want to be able to go to the

university. I am not sure about a career yet, because there are a few careers that interest me."

Margarita: "My business is the force behind my desire to learn how to read and write."

Alejandría: "I have never had the opportunity to go to school. I have always wanted to learn how to sew because I want to start my own business. I would like to open a shop with my own designs."

Norma: "I work as a laundry washer. That is very hard work. When my sisters told me about these classes, I thought that I could study to become a secretary. I would really like that."

Sandra: "I want to be a police woman. The only way to do that is by learning how to read and write. The opportunity is here now."

María (C): "If I could, I would like to become an accountant."

Dinorah: "I have a small business out of my home. I have always needed help to keep track of orders and credits. I can do that by myself now."

Dominga: "I have always wanted to be a nurse. That keeps me here, learning."

María (D): "I have always wanted to be a teacher. I thought it was a silly dream. Now, I have learned how to read and write and it does not seem so unreal anymore. I am going to do it!"

Irma: "I have never been to school before, my goal is to be a beautician."

Patricia: "I want to continue my studies to become a beautician. They make good money."

3. The desire to reach a social goal is the need to gain knowledge in order to achieve a goal which will improve society. The desire to learn certain knowledge of skills which will assist an individual to perform better the necessary functions as a contributing member of society. Five women answered under this category.

Sandra: "When I become a police woman, I can serve others, may be I can even help to prevent crimes or accidents."

Yolanda: "I want to help people, especially around here. We have a lot of people who are sick, and nobody to care for them. We need a nurse. I feel it would be important for me to study to become a nurse. Then, I could come back here and help."

María Elena: "I would like to be able to make a good choice between the candidates when the next elections come. My husband is always telling me that I should not vote without being informed. I want to be able to read about the candidates, and maybe get involved in the campaign. As soon as I learn how to read and write I will be able to exercise my right to vote in a way that will make me

feel good because I will have done everything in my power to be a good citizen."

Dominga: "Helping people is very important to me. That is why I am learning, I want to be a nurse, and help people."

Consuelo: "I want to set an example for others to follow. A lot of the people would not be ashamed if they realized how many of us really don't know how to read or write. These people need to understand that they are not alone. That is how I felt until I decided to come to the literacy classes. Once I was here, I realized how many others did not know how to read and write. Here is the opportunity, take advantage of it. I tell everyone what I'm doing, hoping that they would follow. I certainly hope that my children are watching too!"

4. The desire to reach a religious goal was defined by Burgess as the desire to learn in order to meet felt obligations to a church, to some religious faith, or to some missionary effort. Three women were placed in this category.

Eliodina: "I believe in God, and I want to be able to read from His Word."

Carmen: "I like the fact that now I can read the Bible and pray privately. It is of great comfort to me."

Margarita: "I am a Christian. I would like to be able to read the Bible."

5. The desire to escape was defined by Burgess as the desire to escape from some other activity or situation which is unpleasant or tedious. Two women answered in this category.

Francisca: "When my children got married, I was lonely. My house was empty. These classes gave me an outlet, while I was learning something useful."

Antonia: "My life was a routine, it felt empty. I decided to leave that feeling behind and learn."

6. The desire to take part in an activity was defined by Burgess as the desire to participate in a social activity because the activity itself is enjoyed for its own sake, regardless of what is intended to be taught at the activity. Three women answered under this category.

Rosita: "My daughters live in Puerto Rico. I feel all alone. The classes give me a chance to meet other people. I enjoy the fellowship."

María (B): "I live far away from my mother. I miss her a lot. The classes are the only way for me to get to know the other women in the neighborhood."

Isabel: "I felt left out, most of my friends are always talking about the novels they have read. I couldn't say anything! Now I can start to be a part of the group."

7. The desire to comply with formal requirements was defined by Burgess as the desire to earn credit required by an employer, to meet certain conditions required for membership by certain groups, and to meet the requirements of a judge, social welfare worker, or some other authority. Three women answered under this category.

> María (C): It bothered me when I could not become a member of the neighborhood social club because I could not sign by name. I decided then it was time to learn."
>
> Oliva: "My employer fired me because I didn't know how to read or write. Then, I found these classes. Everywhere you go to get a job, they ask if you know how to read and write. I do now!"
>
> Marina: "My employer needed me to write her messages.I had to tell her I didn't know how. She encouraged me to learn, because at times I have no choice, I have to be able to write things down."

The following table shows each of the women and how they responded according to Burgess' seven categories.

TABLE 8

WOMEN RESPONSES ACCORDING TO BURGESS' SEVEN CATEGORIES

Burgess' Categories	Desire to Know	Desire to Reach Personal Goal	Desire to Reach Social Goal	Desire to Reach Religious Goal	Desire to Escape	Desire to Take Part in Activity	Desire to Comply with Requirements
NAMES							
Mireya		X					
Ada		X					
Iris		X					
Yolanda		X	X				
Amparo		X					
Natividad		X					
Consuelo		X	X				
María (A)		X					
Margarita (B)		X		X			
Altagracia		X					
Alejandría		X					
Norma		X					
Sandra		X	X				
María (C)		X					X
Dinorah		X					
Dominga		X	X				
Irma		X					
María (D)	X	X					
Patricia	X	X					
Gladys	X						
Hilda	X						
Margarita (A)	X						
Nárcida	X						
Fany	X						
Antonia	X	X			X		
Carmen	X			X			
Rosita						X	
María (B)						X	
Isabel						X	
Francisca					X		
Oliva							X
Marina							X
María Elena			X				
Eliodina				X			
TOTALS	9	20	5	3	2	3	3

During the interviews, some of the women had to think long and hard to come up with a motive why they were participating in the Citizens Education Program. This follows Grabowski's idea that adults do not always know what is prompting them. Nevertheless, the women were there seeking an education.

It is worth noting that the women kept attending the literacy classes even when there was pressure to quit. Two of the women were asked to drop out by their husbands. These husbands were not happy about the women's participation in the literacy classes because it meant that the women had to leave the house at night. But these two women continued to attend class regularly. The women who worked as domestics said that their employers supported their participation in the Citizens Education Program when they first started attending the classes. But, as soon as the employers realized that the literacy classes might mean loosing their domestic help, that support was promptly withdrawn. The employers felt that these women could get other jobs as a result of the women's learning experience. At times, the employers used many excuses to prevent the women from attending class. The employers gave extra work to be done at the time of the literacy class. They left the children with the domestic during the time of the literacy class. And finally, the employer denied the woman permission to go to the literacy class under penalty of

loosing her job. In the literacy units used in this study, the facilitators reported five cases where domestics have dropped out under their employer's pressure. The reasons given by these five women were related to their job: the women could not work as domestics and also attend the literacy classes. The domestics interviewed also stated that the possibility of loosing their job would be the only reason why they would drop out of the literacy classes. These women work to support themselves or to help support their families. These women cannot afford to be unemployed since unemployment benefits or welfare does not exist in the Dominican Republic.

The common thread of the women's responses to the motivation question was that they are setting goals for themselves. They feel the literacy classes have made them look at the future in a different way. Now, they see a possibility of improving their lives. They see an opportunity to better meet their personal needs and those of their families. They feel a sense of purpose and this is helping them to continue to learn.

CHAPTER FIVE

Problem

This study consisted of an examination of the point of view of women participants in a literacy program in the Dominican Republic. There were three major areas of study. The first area of study was a description of the Citizens Education Program by the women participants. The second area of study was a description of the women's prior educational experience. And the third area of study dealt with the motivation of the women to participate in the Citizens Education Program.

This chapter begins with a review of the major findings in each of the three major areas of study. Then, the general conclusions and their implications in relation to future research are presented.

Review of the Major Findings

Study Area No. 1.
Description of the Citizens Education Program by the Women Participants.

The description of the Literacy Program by the women participants was done in terms of four types of responses.

These four types of responses were the benefits of the Citizens Education Program in the opinion of the women participants, the literacy follow-up classes, the positive aspects of the program, and finally, the negative aspects of the program.

Each of the women participants talked about the Citizens Education Program in terms of how it affected them individually. Many of the daily tasks performed by these women are related in some way to reading and writing. For example, shopping alone, signing her name, and reading and writing letters to family and friends, are a few of the chores women do everyday. They spoke of ideas that indicated a change in their routines because of the learning that had taken place. All these reasons mentioned by the women are benefits from the program, but these reasons have social implications.

The women are acquiring a sense of self-worth and self-sufficiency that was not there before. For centuries, women have been taught to submit themselves to men. The societal role of women was contextualized by men. For example, women have followed the men's lead in voting. But, with the family as the fundamental social unit, the role of men is secondary to the women. Women are responsible for the family's welfare. The women participants spoke of ideas that indicated having to solve the immediate problems of food and shelter for themselves and their family.

Through the program, they have experience a measure of success. This success has given the women confidence to set future goals for themselves, such as continuing their education.

Nineteen women participants expressed an interest in expanding the knowledge they had acquired in the literacy program. They have this opportunity through the follow-up classes offered by the Secretariat of Education. The underlying purpose described by these women participants for continuing their learning experience was focused on economic concerns. By increasing their income potential, these women expect to ameliorate their basic standard of living. This is a beginning. The success rate of these women finding a job is contingent upon the state of the Dominican economy. At this point, the Dominican Republic is in the midst of an economic crisis: the unemployment rate is 24.4% for women, there is a high rate of inflation, and a substantial trade deficit. The economy of the country is largely based on agricultural products, the prices of which fluctuate on the world market. The Dominican Republic must diversify its economy through lesser dependency on agricultural products. As a result, more employment opportunities will be created. Such economic development must take place in order to ensure a proper job market for these newly-literate women.

The positive aspects of the program outnumbered the negative aspects by more than three to one. This in itself is an accomplishment of the Citizens Education Program, because it had been running with only limited resources. All women participants made comments concerning what it meant for them to have the Literacy Program. The benefit of learning how to read and write, the convenience of the time and place where the classes met, not having to pay for transportation, and having the materials provided free of charge, were mentioned as positive aspects of the Citizens Education Program.

The facilitator-student relationship is one of the most important aspects of the Citizens Education Program. This relationship, where members of two different social classes can meet, is an enlightening socio-cultural experiment. Acting as facilitator, the university student is from the privileged class, while the literacy student is from the lower class of the Dominican Republic. From this relationship between facilitator and student comes a new awareness; they have first hand experience of each other's social perspective. The facilitators see the conditions under which the women participants live. The facilitators also experience the pressures these women have to face in order to attend the literacy classes. All of these experiences result in a better understanding between the privileged and the lower classes.

Under the negative comments, the irregular schedule of the literacy classes was mentioned first by the women participants. These irregular schedule is kept because the facilitators have other responsibilities: attending class at the University and working.

The irresponsibility of some of the facilitators was mentioned next by the women participants. Some of the facilitators lacked the commitment needed to help adults learn how to read and write. These facilitators did not see the importance of their task. Instead, they saw this opportunity as an arbitrary requirement set by the University. This attitude threatened the relationship between the facilitators and the students which, as stated before, is so crucial in the Citizens Education Program of the Dominican Republic. In these cases, the Universidad Central del Este as well as the government have had an opportunity to evaluate the facilitators' overall commitment and performance in education. This is a great advantage since the government is responsible for hiring the teachers. In a country with limited resources, it is extremely important to have educators who are committed to the education of the whole population. In the Dominican Republic, educators are well respected, and their prestige is very high. The example set by the educators is sure to be followed by the rest of society.

The poor quality of the notebooks was mentioned next by the women participants. This problem could be solved by improving the quality of the paper used to construct the notebooks. The money needed to improve this was never approved by the government. Therefore, the literacy program was running with limited resources, and could not afford to make the change to a better quality of paper.

The poor lighting for night classes was mentioned next by the women. Most of the literacy units visited in this study, met in houses where there was no electricity. This created a problem since the units usually met at night. The government could solve this by issuing a lantern to the house where the literacy unit meets. This is another problem which is a matter of the resources available in the country for the Citizens Education Program. If the country does not have the monetary resources, this problem will not be solved.

Finally, the lack of interest among some of the students was mentioned by the women participants. There are different reasons why an adult chooses to participate in a literacy program. This aspect will be dealt with in the section about motivation.

Study Area No. 2
Prior Educational Experience of the Women Participants.

The number of women who had participated in school programs suggested a high level of commitment to education. However, when probed, it became clear from the women's comments that what might be construed as high involvement really was not. There was little commitment to education. These women were not involved in schooling for long periods of time because they were committed to their family first. Family's needs and problems are a high priority in Dominican culture. Also, education has been always considered the property of the upper class ever since colonial times, (Burns, 1963). This attitude brought as a consequence that it is not considered necessary or natural for all men to be thought of as equal or to deserve to be treated equally. The educational situation for women is even worse. Because of the women's social position, they are even farther away from the main stream of society. Whether or not women attend school depends on specific societal norms or legislation, family relationships, domestic duties, and availability of educational facilities and teachers, (Reports on the World Fertility Survey, No. 5, June of 1982).

One of the most interesting findings in this area is the fact that only one woman out of twelve, who had participated in education, finished the first grade in school. This woman participant was never able to go back to school after the first grade. Ten of the women participants were enrolled in different schools, but were never able to finish the first grade. Only one woman participated in another literacy program during the Trujillo era, but she did not stay longer than three months.

The other women who had not participated in any educational programs gave a number of reasons for not doing so. The most common reason for not participating was family responsibilities. The women mentioned having to care for younger siblings and doing the household chores among these responsibilities. Family's negative feeling about school came next. In these cases, the family did not believe that school was that important, especially for girls. The parents of these women had not gone to school themselves, so these parents felt that the use of schooling was limited if at all important. Having school far from home was another response of why the women had not gone to school. The women spoke of the lack of money to pay for transportation, or the fact that they did not have anyone to take them there when they were younger. Next came working outside of the home, the lack of money for school supplies, and finally health problems.

Study Area No. 3.

Motivation

Burgess' seven factors of adult participation in educational activities were used to group the responses given by the women participants. The women were not bound to give a single reason for participating. The format used in the interviews served to gather the greatest amount of data possible. Some of the women chose to give more than one responses. In those cases the multiple responses were placed in the appropriate categories.

The desire to reach a personal goal was by far the key answer given by the women, with twenty women answering under this category. These women wanted to gain knowledge in order to achieve a personal goal. The knowledge gained by them in the Citizens Education Program was making it possible for them to accomplish their personal goal. The common thread of the responses was the desire to pursue a career or a trade in order to help the family's standard of living.

The desire to know was next with nine women responding under this category. These nine women were interested in knowledge for its own sake. They shared a concern for upgrading themselves personally, they derived pleasure from the act of learning.

The desire to reach a social goal included five women repondents. This category is the need to gain knowledge in order to achieve a goal which, in turn, will improve society. The women who responded here spoke of ideas that related to helping other people. The responses ranged from being a nurse to help in the neighborhood, to being a policewoman. The common feeling of the women's responses was their desire to help others in any way possible.

The desire to take part in an activity followed with four women repondents under this category. This is the interest to take part in an activity because it is enjoyed for its own sake regardless of what is intended to be taught at the activity. These women were interested in the fellowship they found at the literacy classes, meeting new people, and sharing with friends.

The desire to reach a religious goal was mentioned by three women. This is the desire to learn in order to meet felt obligations to a church, to some religious faith, or to some religious missionary effort. All three women mentioned reading the Bible as their motivation for learning.

The desire to escape was mentioned by two women. This is the desire to get away from some activity or situation which is unpleasant or tedious. The two women who responded under this category mentioned an empty house, and a daily routine, from which they wanted to get away.

The desire to comply with formal requirements was tied for last place in number of respondents. Two women wanted to meet formal requirements in order to be employed. One of the women was fired from her job because she did not know how to read and write. The other woman wanted to be able to write down messages for her employer.

There was a common denominator to all the responses. The women felt that the Citizens Education Program had made them set goals for their lives. All of them answered the questions about motivation after carefully thinking about the reasons why they were participating in the program. Two of the women even mentioned the fact that they had to fight the pressure from their husbands, who wanted the women to drop out of the literacy classes. However, these two women had decided that the Citizens Education Program was important to their future as well as the future of their families.

Conclusions

The illiteracy rate among Dominican women between the ages of 15 and 49 is 24.5%. This comes from a long history of failure by the educational system in the Dominican Republic. During colonial times, the Spaniards believed that only the elite minority had the right to an education. This continues at the present time. The

educational system fails to provide equal opportunity and access to all the citizens of the country. Many government officials believe that it is more important to channel their limited resources for education into the elementary schools. These government officials believe that the future of the country will be insured by concentrating these resources on the children. While the education of the children is important, a wider scope to include adult education must be integrated into the overall national educational system. Adults must learn to have faith in the value of an education for all the social classes. The older generation is the one that encourages and sets the example for the children to follow. Adults can not do that if they are unsure of what an education can provide for themselves and their children. Hence, a set of programs geared to the adult population is not a luxury , but a necessity in the Dominican Republic.

Women are taking the first step in education. They are participating in the Citizens Education Program in greater numbers than men. This makes sense, since men have been brought up in the macho tradition, where they are not allowed to show any sign of weakness. Ignorance is considered a weakness, and seeking an education through the literacy program sets it out in the open. This suggests that the educational hope of the Dominican Republic lies most immediately with its women. The women are the ones who

have chosen to participate and to set the example for the children to follow. These women are not afraid of being seen at the literacy classes. Sometimes they even defy the power of the families. As one woman interviewed said, "My family feels that because I am attending these classes I have admitted my ignorance before our relatives and friends,...the whole world. I finally told them that soon I will know how to read and write, so it won't matter, because everyone will see what I have accomplished." But one must be cautious. Only a fraction of the nation's women are participating in educational programs. Therefore, the final answer is still far away.

A major conclusion drawn from this study is that the place of women in the Dominican Republic has not changed very much over the years. Because of economic reasons, women are seeking employment outside the home. At the same time, little progress has been made in accepting the working woman. Generally, women are underemployed, and their presence in the work force is considered temporary. Men are regarded as the primary source of income for the family, but in reality this is not so. Poor urban women are often the only source of income in their families, (Brown, 1975). These women are willing to work as domestics, laundry washers, or do any number of unskill tasks. Men in the lower class have a hard time finding a job. Therefore, these men depend on their wives for support. In common law

marriages, the men often leave the home, forcing the women and children to fend for themselves.

The middle class uses this situation to their advantage. Middle class women employ as many of the poor women as it is economically possible. This frees the middle class wife from the household chores while giving them the social prestige they desire. The middle class is not generally worried about the conditions under which the lower class lives. Instead, the middle class tries to imitate the upper class. Middle class women use everything at their disposal to climb one step in the social ladder. Education is one way of accomplishing this. These middle class women become teachers, secretaries, and white collar workers. All of these are careers considered acceptable for a woman in Dominican society.

Social justice is far from being considered a priority in the lives of the women, regardless of social class. The lower class is too busy trying to survive by meeting the basic needs of life, such as food and shelter. The middle class is busy imitating the upper class. And the upper class controls the land and the money, and does not want a change in their social status. The upper class women are brought up to respect and be faithful to their husbands, even though they do not expect the same in return. The marianismo syndrome keeps women under the domination of men because women have been taught that they belong there. This syndrome is present everywhere in Dominican society.

Women should look at themselves and evaluate where they are and where they want to go. Women have an unlimited amount of dedication and tenacity, which are usually used within the confines of the family. Lower class women are a sleeping giant. Ninety percent of the population belongs to the lower class. Women in this class are used by the middle and upper classes for their own ends and needs. The comfort of the middle and upper classes rests on the women of the lower class. All three social classes should be made aware of each other's social needs. All women need to be recognized as citizens of the Dominican Republic. Up to now, women have been largely ignored and taught to accept their destinies as second class citizens. A country cannot succeed in development if it ignores half of the population. In Third World nations, the total population has to be viewed as their greatest resource, and should be used in its fullest capacity.

All of these findings could help adult educators in the design of educational programs that would encourage the participation of women. When planning a program, adult educators have to consider the fact that the family is the most important social unit in the Dominican Republic, especially for the women. The most common reason for not participating in educational programs was family responsibilities. By making the programs available at convenient times and places, some of the barriers for

participation wouldn't exist any longer. The most common response for motivation was to reach a personal goal. This was the strongest insight into why the women were taking the literacy classes. These women wanted to pursue a career or a trade in order to better their lives and the lives of their families. Opportunites should be readily available to these women, in order to encourage their participation in education. This sets an example for future generations, and at the same time it helps to raise the standard of living of the families.

Future Research

There are several directions which could be explored that relate to the issues in this study. First, a study of the changes in women's role in Dominican society should be conducted. The literacy program has brought some changes in the traditional role of women: a new found confidence in their ability to take a more active role in the improvement of the economic situation of the family. By being better qualified to meet the basic needs of the family, women will, for the first time, have the opportunity to explore other roles in society.

Second, a study of the relationship between women of the three social classes should be conducted. How is illiteracy related to class position? How does an

entrenched class society serve to perpetuate illiteracy? The upper and middle classes are reluctant to accept literacy as a positive change in Dominican society. With the possibility of a changing role for the poor, the two upper classes fear loosing the benefits of a cheap labor force.

Third, a study of the adult's view on the value of an education for themselves and their children should be conducted. What is the relationship between the adult's view of the value of an education and the emphasis placed on their children's education? The women mentioned economic reasons for seeking an education as the number one motivator. A value of an education goes beyond economics. It has further implications: individual growth resulting in positive social changes, and establishing a precedent for future generations.

Within the confines of this study, there are several issues that could be explored. First, a study of the relationship between the facilitators and the women should be conducted. How does this relationship affect the participation of the women in literacy programs? How does this relationship affect the learning that takes place once the woman is participating? The importance of the relationship between the facilitators and the women has profound social implications, creating friendships and understanding between two different social groups.

A study of the relationship between family members

should be conducted. How does this relationship between family members affect the participation of the women in the literacy program? Participation in the program will bring a certain amount of tension in the family, because of the role that each family member is expected to play in that society.

Concluding Comments

The concern for literacy seems to be vested with the lower class. The benefit of a literate society must be understood in order to be supported by every social class. The commitment to educate the illiterate must be the task of not only the government but of the whole literate population. In its ideal, the Citizens Education Program will have a positive impact if all Dominicans can realize the benefit of a literate society.

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APPENDICES

APPENDIX A

Secretaría de Estado de Educación,
Bellas Artes y Cultos.

Podemos
I

Autores:
Lic. Mario Suárez Marill
Prof. Tenaida Camilo de Morillo

Programa Especial de Educación Ciudadana.

da	de	di	do	du
ma	me	mi	mo	mu
na	ne	ni	no	nu
ca	ce	ci	co	cu

Moca

conuco coco cocina
comida camino moneda


2
ayuda a tu vecino

a	e	i	o	u
ya	ye	yi	yo	yu
ta	te	ti	to	tu
va	ve	vi	vo	vu

Ocoa
Mao
Tamayo

tayota	Mayo	meta
vacuna	macuto	voto


3
de mi lucha diaria sale mi
SIDENCIA DE LA REPUBLICA
RUTA: A
T.U. 9
SANTO DOMINGO

APPENDIX B

Secretaría de Estado de Educación,
Bellas Artes y Cultos.

Podemos II

Autores:
Lic. Mario Suárez Marill
Prof. Tenaida Camilo de Morillo

Programa Especial de Educación Ciudadana

Equipo Mamey

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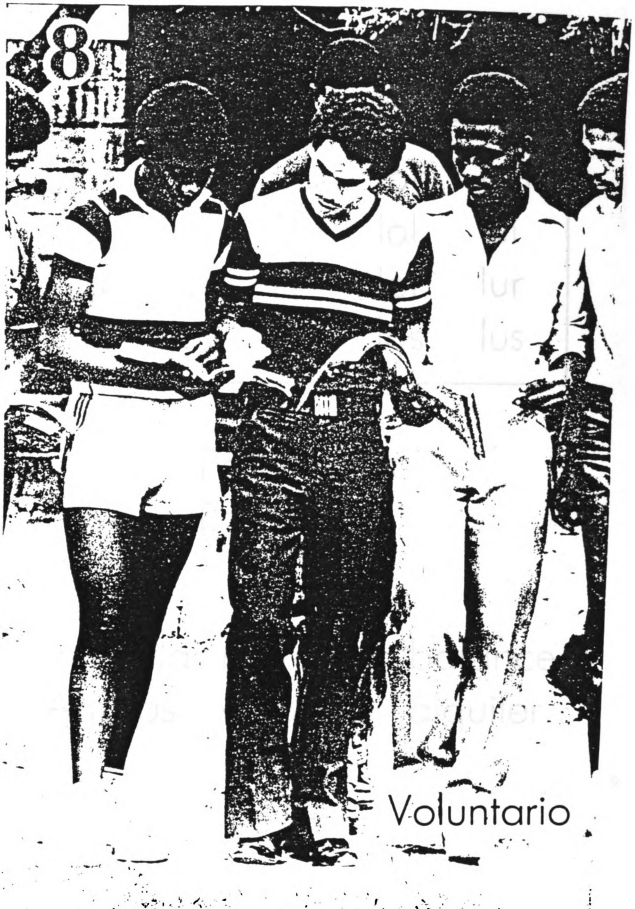
buey	estoy	muy

7

Pienso en mi destino


8
Voluntario

lan	len	lin	lon	lun
lal	lel	lil	lol	lul
lar	ler	lir	lor	lur
las	les	lis	los	lus

Pedernales
Palenque

molestia miércoles balance
Aguilas valor alquiler

APPENDIX C

Secretaría de Estado de Educación,
Bellas Artes y Cultos.

Podemos III

Autores:
Lic. Mario Suárez Marill
Prof. Tenaida Camilo de Morillo

Programa Especial de Educación Ciudadana.

Ya estás en el tercer cuaderno.
¡Felicitaciones!
Has avanzado muchísimo.
Has conseguido una victoria importante.
Y vencerás cada vez que lo intentes.
La fórmula será la misma: esforzarte.

pra	pre	pri	pro	pru
pran	pren	prin	pron	prun
prar	prer	prir	pror	prur
pras	pres	pris	pros	prus

Provincia Juan Sánchez Ramírez

preñada principal comprar
premio promesa precio

8

Senado aprueba proyecto que modifica la ley 861

Por EVARISTO RUBENS
De HOY

El Senado aprobó ayer en primera lectura un proyecto de ley propuesto por el Poder Ejecutivo para modificar la ley 861, sobre Inversión Extranjera.

Previo a la sanción de la pieza legislativa, el vice-presidente de la Comisión de Finanzas del Senado, ingeniero Vicente Castillo, leyó el informe recomendando su aprobación tal y como fue sometida por el Presidente Salvado Jorge Blanco.

Los artículos
861 que pro
del Est
modi
17

miento de nuevas inversiones en el país y obstaculizado la reinversión de las utilidades obtenidas por los inversionistas, provocando, en consecuencia, la repatriación de esos dividendos".

Indica que "en interés de subsanar esas diferencias puramente financieras y de cumpli
con una de las prom
contemplada
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reglas de juego más claras, creando un marco adecuado que sirva de base al ingreso de nuevas inversiones
a la reinversión de
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EL NACIONAL DE ¡AHORA! 16 de Septiembre de 1982 PAGINA 39

Presidente Reitera Respaldo Al Beisbo

El manifiesto interés del presidente Salvador Jorge Blanco de brindar el apoyo del Gobierno para la celebración del torneo de beisbol profesional de invierno, permitió salvar la crisis presentada.

Ayer, los negociadores del Gobierno dieron a conocer un nuevo planteamiento económico, que fue aceptado por la

los managers, coachs, jugadores y árbitros en el presente campeonato, con l
garantía de que el mismo aplicará el próximo año, e
torneo 1983-84.

"En cuanto a la exo
ción de pago de los Imp
Fiscales y Munici
debemos señalarle
podemos aceptar e
tud del modo pla

s, cuyas cuentas
de ser
Banco
ia

que el pueblo dominicano disfrute del campeonato de Baseball Profesional a celebrarse próximamente, dirigido por la LIDOM y sin
mento de las leyes
al país.

con la deci-
presi-
va

de respuesta a su solicitud del 11 de septiembre de 1982, así como de las distintas conversaciones sostenidas por los dirigentes de la Liga Dominicana de Baseball Profesional, Inc., la Federación de Peloteros Profesionales, los equipos beneficiados por la expansión, la Secretaría de Estado de Deportes,

Educación Física y Recreación, y quien suscribe". Con sentimiento nuestra más alta consideración y estima,

Muy atentar

Hatuey D
Secretario d
Pre

Afirma Estudian Rebajar Precios de Fertilizantes

Por Manuel Silvestre

El director del Instituto de Estabilización de Precios (INESPRE) informó que el gobierno estudia la posibilidad de rebajar el precio de los fertilizantes para bneficiar a los medianos y pequeños productores agrícolas, señalando que la medida incluiría la intervención de la institución en la comercialización de esos productos.

El ingeniero José Miche-

El funcionario emitió su declaración al pronunciar el discurso central del Primer Encuentro Regional del INESPRE con los productores agrícolas de la región Noroeste, que tuvo lugar en Villa Vásquez.

El director ejecutivo del INESPRE anunció por otra parte una reunión de los líderes de las asociaciones campesinas con el ingeniero agrónomo Iván Domínguez, encargado del departamento de Promoción y Orientación del instituto, durante la cual se

pocos tienen mucho y la mayoría de la población no tiene nada.

El funcionario pidió a los productores de la región Noroeste que comprendan que un gobierno no puede resolver todos los problemas en cuatro o cinco meses, pero que con el trabajo tesonero que realiza el jefe del Estado se esperan conquistas significativas para los hombres del campo.

Michelén habló luego que los representantes de las federaciones y asociaciones de productores expusieron sus problemas, entre

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Señala Progreso Cobertura

Por José Romero

El representante del Banco Interamericano de Desarrollo afirmó ayer que el gobierno dominicano ha hecho "progresos importantes" en cuanto a la cobertura de compromisos de contrapartida para obras que ya tienen un financiamiento internacional.

El licenciado Luis Buitrago dijo asimismo que la contrapartida local de los gobiernos resulta más importante para la ejecución de los proyectos.

En la provincia de Santiago hay más de 27 mil que nunca han ido a escuela

Por RAFAEL P. RODRIGUEZ
De HOY

SANTIAGO.— Esta provincia tiene unos 27 mil 481 iletrados.

De ese total 19 mil 352 corresponden a la zona rural, y en el área urbana hay 8 mil 129.

En lo que corresponde a la división por sexos hay 14 mil 589 mujeres analfabetas y 12 mil 863 hombres que desconocen la escritura y la lectura.

Todos ellos serán instruidos por 3 mil 485 facilitadores que trabajan en los diferentes municipios.

Un censo que determinó estas cifras ofrecidas por la dirección regional de Educación, concluyó en días recientes aquí.

En la tarea participaron directores, maestros y estudiantes de diferentes niveles de las escuelas públicas de la región.

El director regional de Educación, Rafael Alfonso Gil, asumió que hay "marcado dinamismo" para que el plan alfabetizador culmine con éxito.

Destacó además el esfuerzo y la cooperación brindadas por diferentes sectores de Santiago y la región a esta campaña.

Y negó que el programa haya sufrido tropiezos "como se ha tratado de decir públicamente".

Expresó que todo el equipo que se emplea en el programa está laborando "coherentemente, lo que permite una acción coordinada".

Confió en que el Programa Especial de Educación Ciudadana concluirá alcanzando las metas esperadas.