

## PREPARING TEACHERS FOR COMMUNITY EDUCATION

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The school is the greatest educator in any given area and the staff of the school constitute a good portion of the educated sector in the community. So it is the sacred task of the school not to confine its activities to its four walls, but to utilize its resources and skills to enrich the community around it. The school and the community should necessarily be considered entities that could combine for fruitful cooperative endeavours. On this lies the all-round success of any educational programme.

A stable and contented society cannot be built only on the basis of what is done within the four walls of the classroom. In addition to work done in the school, education and training activities must be vigorously pursued in the community enabling maximum participation of the school in the life of the society. This is essential for several reasons.

- a. To supplement the education and training of skills imparted within the school.
- b. To arrange follow-up work of the student who leaves school ensuring his habilitation in some gainful occupation and providing the necessary facilities that could elicit the best out of him and make him enjoy his work.
- c. To look after the school drop-outs and to direct and train them for some useful vocations.
- d. To ensure optimum utilization of the resources available in the school like buildings, furniture, equipment and know-how not only for the few hundreds within the school but also for the thousands in the community.

### New Concept of Education

The concept of education once equated with formal schooling is fast giving way to a very much more functional concept where education is equated with learning regardless of where, when and how that learning takes place. The school as an institution cannot exist in isolation as it tried to do in the past. While it is necessary that its resources are made available to the community, it could also draw from the skills and expertise found in the community by creating a climate conducive to mutual and productive endeavours.

The more the school enters the community, the greater the demand on the teachers. What the teachers could offer in these circumstances must inevitably vary, but what is vitally important is their attitude of acceptability and accessibility emphasizing that they care and the whole school cares for the welfare of the community around them. This is fundamental because the act of coming together is itself a step towards engendering a new sense of community.

### Need for Community Education

The need for community education has to be viewed in the context of the Asian setting. Around 80% of the people in Asian countries live in rural areas. More often than not, while producing food for the urban sector, they are simultaneously exploited by being deprived of the minimum conditions for decent living. The modern buildings and conveniences of the Asian city contrast with the austere conditions of the country side.

Social mobility is severely limited in the average rural society. In such a society barriers and obstacles to material development are very strong and mass human participation becomes a difficult target to be achieved. A society may be endowed with tremendous natural resources, but they do not mean anything to that society unless and until the human resources are mobilized.

Beset with problems of poor rural economy, under-employment and unemployment, the need for community education is great in Asian countries. Unemployment in the rural areas has to be viewed in the light of the seeming inability of the formal school system to provide sufficient training for the masses to operate productively in their environment. It has to be recognized that there are many who suffer from ingrained attitudes of alienation which the formal system of education had failed to recognize and done little to dispel. This has made them resign themselves to a state of deprivation where failure, ill health, ignorance and poverty are considered the normal order of things, and it is this deprivation with all its attendant barriers to a full and fruitful life that should be the immediate concern of education. Hence the organization of development oriented, community based activities outside the framework of the formal system, is of paramount importance.

### Areas of Concern

In terms of community education, some of the main areas of concern in Asian countries are rural development, improvement of health and nutrition, and fostering of employable skills through education.

Through schools and other agencies engaged in non-formal training, it is possible to contribute significantly to community development. School teachers and community trainers should realize that a large part of the work of promoting social change is the crucial one of helping rural people to:

- a. Identify their most pressing problems, and
- b. Actively participate in resolving them

The pre-requisite for any socio-economic development is a very good man power base. This could be provided by a healthy and adequately fed people. Malnutrition has become a very important concern for countries in the region. One important reason for this is the fact that despite major technological advances and grow more food campaigns, total food production has been consistently outpaced by geometric population increases. It has been found that

the lack of nutrition education has aggravated the situation. So in terms of community development, provision of proper food and knowledge of proper nutritional habits has become a felt need.

Another point that has to be pondered is the provision of opportunities for the people in the community to imbibe certain skills. These skills should enhance the individual's capacity to function as a productive member of the society. In this respect employable skills that could prepare the learner directly for employment is of paramount importance.

While discussing the role of the teacher in community education programmes, there is a quality of objectives that has to be kept in mind.

- a. Meeting the needs of the learner.
- b. Meeting the demand of national development.

It is also necessary to wean oneself from the normal practice of imputing learning needs to the learner. What is important is to identify the actual learning needs as seen by the community and the learner.

### Teachers as Change Agents

With the changing role of education, the role of the teacher too should necessarily change. A teacher cannot be viewed as a mere functionary within the four walls of the class-room. He has to step outside the bounds of his hallowed environs and be prepared to merge with the community around him. He should cultivate a mental attitude and a sense of preparedness to take part in and influence all the processes of change. This could be done by preparing the necessary conditions to equip people to cope, to understand and to find security in society. The teacher in this context is regarded as a community leader and an agent of socio-economic change.

While enabling people to initiate and to control changes in their environment, the teacher should be able to create the conditions in which effective participation between the school and the community can take place in terms of planned learning situations and other community education projects.

### Role of the Teachers' College

As well equipped resource centres, the Teachers' Colleges are eminently well placed to make contacts and assist the community in which they are situated. Their involvement in community education projects, while enabling the community to benefit immensely, should also produce expertise and create favourable attitudes on the part of the trainees that will enable them to develop similar work in the schools and regions to which they will be posted after their training.

Teacher education programmes, with a view to preparing teachers for community education, could be organized in accordance with several objectives:

- a. To prepare teachers as leaders of community development so that they could become agents of socio-economic change in the locality in which they work.
- b. To provide real experiences of rural life to teachers so that they become aware of the problems of remote rural areas and thereby play the expected role in rural uplift.

- c. To equip teachers with such basic skills in agricultural education, health and nutrition education, rural sociology etc. that they can discharge their functions efficiently.
- d. To involve youth and school drop-outs in the community in skills training and useful employment.
- e. To enable teachers' colleges to act as community centres specially for the development of rural areas, and to create an awareness among trainees about their role in community development.
- f. To enable trainees to deal with educational and other problems of rural areas and to develop in them proper attitudes which will help them to understand rural people and their problems.
- g. To develop activities which are centred on rural communities and aimed at improving the economic, social and cultural life of the people of the area.

Another important aspect in the organization of a programme for the preparation of teachers for community education is the planning of a 'need survey'. The survey may focus, for example, on the learners' needs, and teachers' needs in relation to the learners' and community needs, the availability of resources in the area, the feasibility of developing the programmes in cooperation with existing agencies in rural areas, values and beliefs of the community, level of literacy and the position with regard to health and nutrition.

A programme could then be designed in accordance with the objectives that have been spelt out and on the basis of the results of the need survey. It could cover aspects like orienting the trainees towards work in the rural areas, identifying agencies which could possibly be involved in the programme, developing a special in-service training programme for practising teachers and developing appropriate instructional materials.

### Village Adoption - A Training Strategy

An experiment was conducted by Hingurakgoda Teachers' College in Sri Lanka which adopted for development three villages in Polonnaruwa district. The villages selected for this project were:

- a. Illukwewa - a small village near the Sigiriya rock fortress situated about 30 miles from the Teachers' college.
- b. Totawewa - a village near the Minneriya - Kantalai canal.
- c. Attanagahawewa - a village situated about 30 miles from the college.

The programme required the trainees and the lecturers in charge to live and work in a village during their stipulated period of teaching practice. They lived in the school premises and cooked their own meals. During the school hours they devoted their time to teaching, while the evenings and week-ends were spent on community education programmes, shramadana (giving free labour) work and cultural projects.

The trainees were given two main assignments during this period. The

first was to study the problems of the school. This included the school-going population in the village, fluctuation in attendance, drop out rate, health problems and achievements of children. Teacher attendance, their relations with the community, physical set-up and the available facilities in the school were also the subjects of study. The second assignment was the study of the village itself. Several surveys were carried out covering the social, economic and cultural aspects of the village and reports were submitted as part of their programmes.

21. This project had a tremendous impact on the life of the trainees as well as of the village community and was bound to spread the influence over the other areas of the national community as the trainees got back into their teaching role in different parts of the country.

### Community Education Through Village Adoption

Village adoption projects with community development as the cardinal objective and the concept of life-long education as the underlying principle is a useful means of effecting the desired liaison between the school and the community and thus training the teachers to get more and more involved with the affairs of the community.

In the context of Sri Lanka the Madya Maha Vidyalayas (Central College) scattered throughout the length and breadth of the country are eminently in a position to undertake village adoption projects. The Madya Maha Vidyalayas and some of the big colleges constitute the best equipped schools in the country. They are provided with the facilities for the teaching of all disciplines in the school curriculum like agriculture, home science, physical science, bio-science, wood-work metal work and commerce. Playgrounds are also provided. Large sums of money have been spent on equipping these institutions. These schools have been in existence for the last twenty-five years and throughout this period improvements have taken place and additions made in keeping with the qualitative and quantitative changes in education effected from time to time. An important question that has to be posed is whether the dividends received now is commensurate with the investments made and how much the community around the school has benefited from these investments. More often than not buildings of these schools including the laboratory and its various curricula units are closed when the school day is over. During the week-end and term holidays the college hall is kept closed except for some special occasions. The grounds too are generally deserted except for some stray cattle. A watcher is in firm control watching and preserving the school from the infiltration of the community.

24. Though most of the Madya Maha Vidyalayas are mostly situated in towns, they are surrounded by a number of villages. The fact that this type of school is centrally situated gives it ample scope to make its resources available in many ways to the community around it. These schools could undertake the adoption of one village at a time.

25. While such village adoption schemes will prove largely beneficial to the community, the school too stands to benefit immensely:

- a. The staff and students can be drawn into this programme on a voluntary basis. A preliminary talk by the principal, a teacher or recognized social worker on the importance of community work and the need for the privileged in society to give a hand to the under-privileged ones can convince a fair number of students to take part in this programme with interest and enthusiasm.

b. Students engaged in social studies, economics etc., could be made to undertake a socio-economic survey of the village. This survey would reveal the number of families in the village, the average size of each family their economic level, the general occupation of the people, the literacy level and their basic needs.

c. When the students, staff and principal of the school evince an abiding interest in the welfare of the community, the members of the community in turn will be ready to help the school in all its activities.

26. On the basis of the data collected from the socio-economic survey, a worthwhile programme designed to improve the conditions of the village can be undertaken.

27. This programme should marshall all available resources of the school and make them available to the community without hampering the normal school life. The home science teachers in the school could enrol the girls of the village who have left school, but are unemployed, to a class of dress making and homecrafts. If a home science unit is available in the school, children from the village may be invited to attend it after school hours. Similar arrangements could be made in the areas of handicrafts, needlework and agriculture. The physical training instructor of the school too can be in a position to arrange recreational and physical training facilities for the youth of the village, placing at their disposal the playing field and the sports paraphernalia available in the school. The handicraft and metal work teachers in the school can be requested to teach the unemployed youth a craft or trade with a view to establishing them in self employment.

28. Thus the school can engage itself in working towards the all-round development of the village. This could be done either by taking the school to the community or inviting the community into the school. Village adoption projects of this nature will help the schools to maintain a well informed and educated community all round it. The successful implementation of this programme entails close collaboration between the school and the community. The leadership will necessarily have to come from the school. The resourcefulness of the principal and the staff, their desire for social work and their capacity to persuade the students to give freely of their time and energy for the uplift of the underprivileged will go a long way in making this venture a successful one.

## APPENDIX 1

### PREPARING TEACHERS FOR COMMUNITY EDUCATION AN OPERATIONAL PLAN

#### LECTURES

#### FIELD WORK

#### Part I

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1. General problems of the country  |                                  |
| A. Economic, B. Social              |                                  |
| C. Cultural                         |                                  |
| 2. Rural problems (in particular)   | Survey of land, resources        |
| The world population explosion      | and population relationships     |
| and its effects on developing       | in collaboration with family     |
| countries                           | planning unit                    |
| Population problems in the country- |                                  |
| rural and urban                     |                                  |
| 3. Resources of the village         | Survey of village resources      |
| A. Natural, B. Human                |                                  |
| C. Operational                      |                                  |
| 4. Economic and Social problems     | Survey of village                |
| of the village                      |                                  |
| A. Sources of income                |                                  |
| B. Expenditure                      |                                  |
| C. Exploitation                     |                                  |
| D. Wastage of labour                |                                  |
| 5. Agencies which provide services  |                                  |
| for the village                     |                                  |
| A. Public B. Health                 |                                  |
| C. Education D. Social              |                                  |
| 6. Health, Sanitation and nutrition | Survey A. School children        |
| A. Curative                         | B. Village                       |
| B. Preventative                     | In collaboration with the health |
|                                     | authorities and village          |
|                                     | leadership                       |
| 7. Education Problems               | Survey                           |
| A. Rural B. Urban                   |                                  |
| 8. Women's Education                | Survey and practical work on     |
| A. Talent identification            | preparation of food based on     |
| B. Domestic work                    | village resources                |

## LECTURES

## FIELD WORK

9. Education and Society
  - A. Awareness of rights and duties
  - B. Respect for law and order
10. School and community work in other countries
11. Psychology of the villager
  - A. Cultural pattern
  - B. Language
  - C. Social relations
  - D. External contacts
  - E. Beliefs and attitudes
12. Leadership in the village
13. Settlement concepts
  - A. Traditional
  - B. Colony
  - C. Others

Organization of such activities

Observation and survey

Survey comparative study of these types

## Part II

14. Methodology
  - A. Methods of data collecting
  - B. Processing of data
  - C. Analysis of data
  - D. Presentation of data

Practical work

## Part III

15. Community Life

Organization of relevant activities

## TEACHER EDUCATION AND COMMUNITY DEVELOPMENT

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### SCOPE OF THE PROJECT

Introduced for the first time in Sri Lanka, this was an innovative project in Teacher Training for Community Development. The project commenced in June 1975. The project which was based on three selected villages of the Polannaruwa District, required the Teacher Trainees (TT) under the supervision of a Teacher Educator (TE), to live in those remote villages during a stipulated time. In addition to the normal teaching programme in the school, organizing and participating in activities involving the community such as development projects based on the local resources were an integral part of the programme. Meeting the villagers, discussing their problems and needs, drawing up projects, helping them in their day to day work, attending their social functions, helping them to bring these matters to the notice of the respective government officials were some aspects of this training programme. Week-ends and afternoons were made use of for these activities in the village.

### THE SOCIO-ECONOMIC SET-UP OF THE VILLAGE IN SRI LANKA

"The village in Sri Lanka is a very unpretentious institution. It is a social unit interlinked by economic and kindred ties, keeping unbroken relations with other villages, for martial, economic and other social requirements."\* The population in the village is not very large. Agriculture is the main occupation. Often people of the same caste inhabit a village. The village is not an economically self sufficient unit. The resources and the kindness of the villager are invariably exploited by his unscrupulous and sophisticated urban brother.

There is generally a great respect for and undue fear of the government servant and what he says is taken as gospel truth and government policy. Various crafts are practised in villages and these are mainly related and subordinated to the economic and social needs of the village and the adjoining villages. However, today most of them are disappearing. The most common government institution in a village is the school and of the government employees the teacher is resident in the village and enjoys the respect of the villager. As a result of the modernization process there is a general trend of rural population migrating to urban areas causing two problems -

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\* Dr. N.D. Wijesekara 'The People of Ceylon' pg. 69

- (a) Aggravating the unemployment and housing problem in the urban sector.
- (b) Leaving the rural areas to be exploited and unattended to, due to the lack of skills on the part of the remaining population.

This dichotomy has to be rectified if an overall development process is to succeed in Sri Lanka. The New Educational Reforms introduced in 1972 have emphasized this aspect by recreating a desire and an attitudinal change to serve rural areas.

## THE NEW EDUCATIONAL REFORMS

The New Educational Reforms, introduced in 1972, hope to develop the child into a resourceful citizen - a citizen mindful of the problems, resources and priorities of the country and thus introduce the child at an early age, into the world of work and instill in him the correct attitudes towards life and society.

These reforms were geared to meet the socio-economic needs of the country. In this, every citizen bears a responsibility to assist in the task of developing the nation. Since the knowledge, skills and attitudes needed for nation building have to be generated at school level, it is important that the teacher be oriented to this philosophy during the pre-service training itself. Only then will he respond positively to the needs of the community. Hence the importance of a radical change in the teacher education programme.

## THE PRESENT TEACHER EDUCATION SYSTEM IN SRI LANKA

In Sri Lanka there are 28 Teachers' Colleges. The duration of all courses is two years. Each Teachers' College has a Special Course and Primary Education is the most common of these. Some of the other special courses are English, Mathematics, Science, Agriculture, etc. Except for the subject speciality, the curriculum and the approach are the same in all Teachers' Colleges. Pre-vocational subjects, which form an important aspect of the New Educational Reforms, are also introduced to all Teachers' Colleges from this year as a part of the course work. The medium of instruction for all courses is the mother tongue. A large percentage of teachers in Sri Lanka are trained in Primary Education. All courses are examination oriented and follow the same pattern of training.

The training they receive is geared exclusively for the urban and suburban schools where many resource facilities are available. The techniques and attitudes the trainee learns and gathers are unsuitable to satisfy the needs and aspirations of the remote, rural and deprived school in Sri Lanka. Even in the urban areas there are a large number of schools which suffer from deprivation of basic needs. The instructional techniques imparted at the TC and the learning process of the rural and the deprived child run at a tangent. The teaching techniques are sophisticated. The rural child learns in a more practical way - climbing a tree, chasing a cow, creeping through the jungle, helping the parents are some of the ways he learns. Hence not

only the instructional techniques but also the content of teacher training, needs a radical change. The fact that all teachers today do not earn the same respect in the rural areas as in older times suggests that the traditional role of the teacher has outlived its purpose. The role thus requires a radical change, to suit present day needs.

### Teaching Practice - Its Methods, Scope and Limitations

In the present Teacher Training Programme, where didactic aspect preceeds practical training, teaching practice is the only occasion the trainee can go out into the community as part of the course work. We made use of this time for our project.

Teaching practice refers to the period of time the trainee is attached to a neighbouring school and undergoes practical training in pedagogy under the guidance of a TE. This period lasts for two weeks per term i.e. four months, commencing from the second term of the TT's first year. In all, there are four such periods for the course. The last term is devoid of any extra work to allow the trainee to study for the final examination. The performance in teaching practice is important for a pass at the final examination.

The teachers are expected to teach for about two periods a day, in any grade in the 1-9 area. This compels the teacher to stay in the school for only about two hours a day. These two periods of work comply to the normal school work in the time-table. In all, the TT covers up two weeks of work in any subject area. During this period the TT also observes the lessons of his colleagues.

This training does not involve them in any way in the extra curricular work of the school. It is not obligatory either to attend staff meetings, morning assemblies or parent teacher association meetings. The period of time is too short for the teacher even to know the background of the children in the class. He is a visitor who has come to the school for a specific job i.e. to learn the traditional art of teaching, for this is the most he can be expected to accomplish during this 'funnel' approach to the school. That the school has a binding attachment to the community it serves is not a concept for the TT to know and understand during this period. Neither does the teacher get an opportunity to grasp the problems encountered in these schools. The perspective of looking at education from the point of view of the community never enters the mind of the TT. Thus understanding the child, the environment of the school and the community are equally important matters if the teacher is to make an effective impact on the change of behaviour of the child. Since we did not plan a course of action that would have raised protests from teacher trade unions for taking time off the normal examination structured course, we conveniently made use of this period for our work, for it did not matter where teaching practice was conducted.

### PHILOSOPHY OF THE PROJECT

Education of the teacher must be to understand the realities of the

community, not in isolation but in participation.

The Teacher Training programme should not turn out mere academics rich in knowledge and poor in skilled action. The TT programme should have a bearing on the socio-economic problems of our country. The training should elicit the initiative and the creativity of the TT. The teacher moulded in this pattern would come to grips with the reality and be a resourceful person outside the precincts of the school.

The introduction of the concept of developmental education and self reliance is a part of the Teacher Education Programme.

In the context of our country, the progress of the village is basic to any developmental planning. The village constitutes the core of the country and the smallest unit of organization. As in most developing countries, so in Sri Lanka too, there is a trend towards the mobilization of traditional strategies at village level, while adopting new techniques. It is here that the teacher comes into importance. A teacher trained in community development work and village leadership could guide the villager by identifying resources, finding problems and priorities and guiding them in organizational matters. These programmes could be related to economic, social and cultural fields. For the teacher, this is a new venture and an additional role. The school could be the centre of activity and the teacher the change agent.

#### The Role of the Teacher as an Agent of Change

Under this new scheme there is no 'funnel' approach to the village school and they function not as visitors but as Agents of Change. They do not learn just how to teach but how to serve in different capacities. In the village the TT are the operational resource i.e. the body that will activate and generate the human and natural resources in the village for the common good of the community.

#### The Attitude Developer

The teacher's role is important as all changes operate through him, in the classroom. The ability to invent, to treat knowledge imaginatively and to enlist pupils help to explore ideas are important functions of the teacher. Above all he should be able to know, feel, understand and appreciate the society he lives in. His attitudes should be oriented to meet the above tasks. If the schools are, therefore, to foster new ideals, aspirations and serve as perennial agents of development of the nation, the teacher should be competent in the desired field. The success in translating the objectives and aspirations of the nation will depend, largely, on the nature and quality of teacher training.

#### The Creative Thinker

Education, by and large, improves the quality of thinking of both the child and the teacher. Such an education will enable them to develop the kind of thinking necessary for nation building. Therefore, it is one of the greatest responsibilities of the teacher to make the young mind fertile enough to cultivate a proper form of thinking. This would be possible not only by training the teacher

to teach the child 'how to learn' but also training the teacher how to sharpen the creative and critical thinking of the child.

### The Community Leader

Another vital aspect that needs attention in the teacher training programme is the role of the Teachers' Colleges in relation to its neighbourhood. The new education scheme in Sri Lanka directed towards nation building, brings a significant rapport between the school and society. This objective is yet to be perfected in Teachers' Colleges. There are enough areas of local development which the TT could profitably be associated with. The teacher training curriculum should be channelled in such a way that the TT works intensively and in a wide variety of activities with the community. In addition to his primary role as a teacher, the personality of the teacher should be moulded in such a way that he could comfortably assume the role fitting a community leader. The needs of a villager are diverse today and the teacher has to recognise this diversity if he is to be more profitable to the community. Thus the role of the teacher should be expanded and widened to meet the current demands of the community. For this the teacher needs practical training.

## AIMS OBJECTIVES AND ACTIVITIES

### Specific Aims and Objectives of the Innovation

1. To deepen the Teacher Trainee's understanding of the following:
  - (a) the development problems faced by the rural people.
  - (b) relevance of one's education to rural development.
  - (c) Interdisciplinary thinking and cross sectional approach to problems.
2. To develop certain skills of the teacher, enabling him to design and participate in village development programmes in a practical way.
3. To provide opportunities for the Teacher Trainee to establish a better relationship with government officials, which in turn enables him to have a better perception of rural development problems.
4. To enable the teacher to be more useful to the community in which he lives and serves.
5. To make the school the operational centre for socio-economic and cultural progress of the community.
6. To enable the teacher to get a deeper understanding of the child.
7. To make villagers aware of the natural resources in the area so that they can make use of them in developing the villages.
8. To develop the concept of self reliance amongst the rural population.

## Activities

In each village a convenient group of about six TTs with a TE stayed throughout the entire period of two weeks. This replaced the earlier superficial teaching practice system by a more meaningful and rewarding method. The Trainees by living in the village became a part of the community. During the entire period the group looked after themselves without taxing the villager. During school hours they did their teaching practice and in the evenings and during weekends they involved themselves in survey activities of the village. This helped them to understand the crux of the problem of the village. In further consultation with village leaders, the teachers drew up schemes of development for the village. These plans invariably involved other government departments. The entire project was carried out by the TTs in consultation with the TE.

## THE MANAGEMENT PROCESS

### Selection of the Villages

The villages selected for the project were all from the Polonnaruwa District, where the TC is situated. It is a socially and economically deprived area in Sri Lanka. It is mainly an agricultural region. The majority of the people here are new settlers. Social amenities and transport facilities are comparatively poor. In the selection of the villages, difficulties and remoteness of the village school were taken into consideration. This was to give more experience for the TTs.

- (i) Illukwewa - a 'purana' village (old village), situated about 25 miles from the TC. Population 200.
- (ii) Attaragallewa - a new settlement in a gemming region. 30 miles from the TC. Population 350.
- (iii) Rotawewa - a 'purana' village (old village) with a new settlement. 10 miles from the TC. Population 290.

### Planning

Before embarking on the Project an orientation programme on methodology and sociology was conducted for the TTs at the TC. In addition the District Medical Officer briefed the trainees on the health problems of the District. Identification of diseases, preventive measures and nutrition were some of the topics that were discussed at this session.

#### (i) Socio-Economic Survey of the Village

This was the first activity of the TTs after the visit to the village. This was carried out during the evenings and weekends. The following techniques were adopted (a) a guided questionnaire (b) discussions (c) interviews (d) observation. Based on these findings reports were submitted by the TTs. These indicated the resources available, demographic characteristics and the pressing needs. Based on these and further discussions with the villagers plans were formulated and presented to the

relevant authorities for action. In drawing up projects the following procedure was adopted.

- (a) Location of resources - natural, human and operational quantity/quality/type/economy.
- (b) Inputs and expenditure.
- (c) Opportunities for employment, including self employment.
- (d) Priority needs.
- (e) External influences.
- (f) Marketing facilities.

This programme was to be worked out in stages.

(ii) Proposed Examples of Such Activities

- (a) Steps were taken to keep the out of school children and villagers occupied by providing facilities for bee keeping and cloth weaving by the supply of bee hives and weaving machines.
- (b) Providing a bus service.
- (c) Introducing mobile dispensaries.
- (d) Starting poultry keeping, brick making, lime making and handicraft projects.
- (e) Preparation of medicinal oils from seeds.
- (f) Collection of medicinal herbs on a commercial basis.
- (g) Provision of a water supply.

(iii) Survey of the Educational Scene of the Village

The techniques were the same as above. The following problems were studied. Drop out rate, non school going population, teacher attendance, the teachers' relations with the school, physical set up of the school and facilities available, aspirations of the villagers, relevance of the curriculum to the socio-economic needs of the village, achievements of the children and health problems of the village.

- (a) Since it was found that certain sections of the general curriculum, meant for all schools in Sri Lanka, had little relevance to these schools, steps were taken to draw up suitable curricula taking into consideration the resources and the aspirations of the people.
- (b) Initiating educational programmes for adults.
- (c) Getting materials in the form of stationery, text books and clothing from well to do schools in other parts of Sri Lanka.

(d) Adopting new teaching techniques by taking children into the village i.e. the well, tank, worksite, where teaching was related to daily life.

(e) Organising cultural activities in the evenings.

(f) Organising exhibitions of work of the school and inviting parents for the occasion.

(iv) Other Aspects of the Innovation which were Accidental Off Shoots of Planning

(a) Taking part in social occasions in the village such as funerals and weddings.

(b) Participating in shramadana work (voluntary) e.g. working in paddy fields, repairing a temple, offering alms to the priest of the temple, preparing a playground.

(c) Getting the assistance of the neighbouring villages to assist one of the villages.

(d) Changing the superstitious beliefs, e.g. after a death in the village, the children do not attend the school for three days through fear. Even adults do not walk alone during this period. This situation was observed at the Illukwewa village.

(v) Problems/Constraints

(a) The time was insufficient to probe deeply into certain problems in certain villages. This was due to the short duration of the programme. Since it was not a part of the main course, there was no possibility of devoting more time. Hence the delay in attending to the overall work of the progress of the project.

(b) Difficulty in keeping the same TE in charge of a group due to transfers.

(c) Finding funds. The additional work involved in the project was too much of a strain on the purse of the TE and the TTs. There was no possibility of getting assistance from the Ministry or other source as the project was in its infancy.

(d) The burden of additional work on the TTs e.g. summoning meetings, meeting various government officers, visiting the villages, all this being extra work for the TTs.

(e) Transport problem. Since two of the villages were situated in places without public transport, travelling to and fro became a problem.

(f) Due to shortage of water, the programme in one village had to be curtailed during one session.

(g) Difficulty in eliciting full co-operation due to the dominance of vested interests (Rotawewa).

(h) The unhealthy relationship between the head of a school

and the villagers in one place caused the villagers to mistrust the mission of the experimenters at the beginning (Illukwewa/Rotawewa).

(i) Since this was the first time a programme of this nature had been started in Sri Lanka, there was a problem of getting other departments to act quickly and enthusiastically.

(j) Loss of confidence in government and voluntary personnel by villagers because a large number of the latter had visited some of these villages earlier and had not lived up to the promises they had made.

(k) Difficulty in getting mass-media to give publicity to the programme.

(i) Organisation

An exhibition of the resources of the village was held in the school premises. The exhibits included medicinal herbs, limestone, bamboo material, fruits and articles turned out of local waste material and timber and arborics. This was organised by the villagers with the guidance of the TTs. There were charts and diagrams which highlighted the present problems and future possibilities. The exhibition was attended by the Government Agent i.e. the administrative head of the district, the Chief Education Officer and other Heads of Departments and also the Political Head of the District.

Friendly and cordial relations with the villagers led to a mutual healthy understanding and trust.

TTs joined villagers in their social life during their stay.

Regular meetings were held between the villagers and the TTs. Village representatives also participated in meetings which were held at the TC where representatives of other departments were also present.

(ii) Methods Adopted

The basis of selection of the villages was discussed with the Chief Education Officer of the District. With progress the innovation was brought to the notice of the Secretary, Ministry of Education and the Director, the Teacher Education Branch of the Ministry of Education. TTs, under the guidance of a TE, contacted other government offices to obtain their co-operation. All co-ordinating activities were done by the TC. A TT was appointed as a Chief Co-ordinating Officer. He, on his own, also held meetings at village level with the co-operation of the Co-ordinating Officer of each village. Drawing up estimates and other matters came mainly under their purview.

(iii) Assistance Received

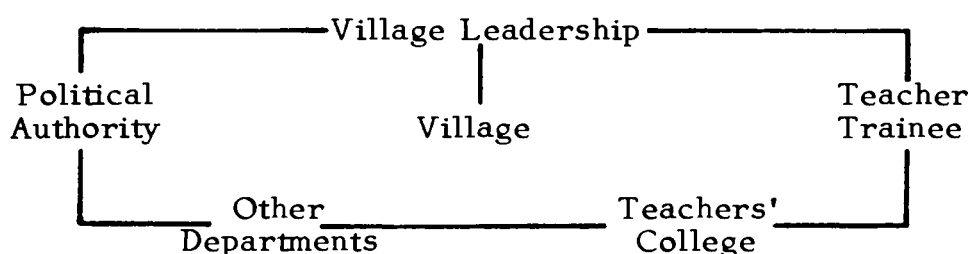
(a) Funds and material came mainly from the Political Authority (extra administrative authority headed by a politician). Providing a water scheme and supplying bee hives are two examples where money and material help were given from the District Development Council.

- (b) Books, stationery and clothing from other schools were received.
- (c) Transport (sometimes) and water from the Irrigation Department were provided.
- (d) Equipment came from the Ministry of Planning and Implementation.

### Direction

Decisions were taken after discussion with the staff, TC, village representatives, headmaster of the village school, government officials, Principal TC and TT.

Decision making structure was as shown in the diagram below.



### Self Directing Measures

- (a) A few young people were trained for leadership. These young men had to go to various departments for their requirements and problems and had to meet the correct officials. This took the traditional fear out of them and gave them self confidence. This change was very markedly seen, towards the latter stages, in quite a number of them. They were also involved in organizing all activities at village level and also represented the respective villages at general meetings held at the TC.
- (b) The TTs conducted discussions with villagers and officials of other departments, organized meetings at the TC, drew up plans for development, introduced new teaching techniques, and attempted to understand children in the context of their background.
- (c) The villagers were taught the art of bee keeping.
- (d) Making the villagers realise the potential resources they possess, was an important achievement of this programme.

### (iv) Proposed Improvements

- (a) Making Community Education a permanent course in the Teacher Training Curriculum. If each of the 28 TCs in Sri Lanka were to attempt to develop a minimum of five villages, under this method, during a two year period, about 300 villages could benefit in some kind of socio-economic development. Furthermore, the teachers who would be leaving at the end of the two year course to take up positions in different parts of Sri Lanka, could try their hand at Community Development, in the manner in which they had been trained.
- (b) TC to adopt villages by residing permanently on a roster basis. Close attention and supervision would be possible under such a scheme.

- (c) Preparing courses of studies to meet the special needs of the children in remote villages.
- (d) Community Development as a part of the school curriculum. This kind of approach would enable the school to be the pivot in community development with the guidance of the teacher. Since schools are the breeding ground of future citizens, they could enable village children to shed petty rivalries and unite in constructive work towards nation building.

#### Control on the Basis of Communication and Feedback

- (i) Leaders of the village trained by the TC and the Head Master of the school are in touch with the TC.
- (ii) Feedback mechanisms adopted.
  - (a) The Head Master makes observation on the progress and reports to the TC.
  - (b) The Rural Development Society in the village also makes observations and reports to the TC.
- (iii) Appointed leaders for each village and the Chief Co-ordinating Officer for all villages are in contact with the village leadership.
- (iv) The Principal, TC and the TE also make occasional visits and maintain a continuous improvement.
- (v) The Teacher Education Branch of the Ministry of Education, Sri Lanka, also visits in order to supervise and advise.

#### Evaluation

##### (i) Response from the Villagers

The response of the villagers was very promising and encouraging. They had co-operated well with the TTs and TE. The enthusiasm shown in participating and attending the meetings at the TC was further proof of this fact. Even now, parents and office bearers of the village organizations continue to have correspondence with the TC.

##### (ii) Response from the School

The Principals and the Staff of the schools involved in this work had very encouraging words about the programme. The Principal of the TC requested a confidential report from the Principals of these schools at the end of every session and all reports commended the work. Some wanted this work to be continued for a longer period of time.

##### (iii) Measures Taken to Find Out the Effect and Influence of the Innovation in the Field of Education

- (a) A number of similar programmes, but different in approach, have started in other TCs in Sri Lanka as a result of the publicity given to this programme. Classes for drop outs, pre-schoolwork, the opening of the resources of the TC to the village community are some such examples.

(b) In these schools there has been an increase in the number of children attending school, after the commencement of the project. Even children who left school years ago have been coming back during this period.

(c) There has been interest and enthusiasm shown by parents regarding the exhibitions in the school, the new teaching programmes conducted outside the school, general activities in the school, and more parents have been attending Parent Teacher Association Meetings.

(d) The heads of the adjoining schools have requested TTs for similar programmes in their schools.

(iv) Extent to Which the Innovation Can be Continued for a Longer Period

Since it is not a part of the main course in the TC it cannot be extended for more than two weeks per term. However, if sufficient funds are available, an arrangement could be made to extend it further. Financial commitment is also an important factor.

(v) Follow up Activities

(a) Follow up of bee hives already distributed.

(b) Follow up of weaving machines already distributed.

(c) Follow up of work of the TTs who followed this innovative programme. Of the 18 TTs who participated in this, a satisfactory number has written to the Principal TC about the work they hope to commence. Lack of publicity, lack of recognition from higher officers including Principals and lack of funds are some of the obstacles they have had to face.

## COLLABORATION WITH OTHER DEPARTMENTS AND MINISTRIES

Co-operation by the Ministry of Planning was of utmost importance and this Ministry readily granted some of the material and equipment we needed. Health, Irrigation and Transport were some of the other Departments that kindly obliged us in our work. The Village Councils and the District Development Council also assisted in this new venture. This work was also an eye opener for a large number of government officers in the District. However, the actual work was time consuming and painstaking and required a great deal of patience, mainly due to the novelty of this project in Sri Lanka.

## PRESENT DEVELOPMENT

Community Education has been introduced as a part of the Teacher Training Curriculum in Sri Lanka with effect from this year. The time allotted for this is 20 hours of work for the whole of the year.

Two seminars on Community Education have been conducted to train TEs for the above purpose.

A paper on this Project was presented at the APEID Conference

on Innovations in Education held in Colombo in November 1976.

The Ministry of Education has also decided to conduct a two months special course for Principals of schools on Community Education. This course will also be conducted at the Hingurakgoda TC. The syllabus for this course was drawn up by the Principal and the TEs of the above TC. After training, these Principals are to be in charge of Community Education Centres organised on an electoral basis.

The same TC has planned to commence a project which is a further development of the one already completed. Here the TTs and the TEs will reside in a village permanently, until the project is completed, working on a roster basis and devoting more time and energy to this. The lack of funds has delayed the commencement of the programme.

## APPENDIX 1

### SEMINAR ON THE TEACHING LEARNING PROCESS IN THE SMALL SCHOOL

|              |   |                                                                                                                                                                                                                                                                                                 |
|--------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme        | : | Strategies for the Development of the Teacher in the Small School in relation to its Community                                                                                                                                                                                                  |
| Participants | : | Principals and Teachers of selected Small Schools and the respective villagers                                                                                                                                                                                                                  |
| Number       | : | A maximum of 25                                                                                                                                                                                                                                                                                 |
| Venue        | : | A Small School in the Polonnaruwa District - Dalukana Vidyalaya - 15 miles east of Polonnaruwa on the Dimbulagala road.                                                                                                                                                                         |
| Duration     | : | Four days                                                                                                                                                                                                                                                                                       |
| Dates        | : | First week of October 1978.                                                                                                                                                                                                                                                                     |
| Objectives   | : | <p>To give the teacher an understanding of the nature and the problems of the small school and its community.</p> <p>To develop self reliance and resourcefulness in the teacher.</p> <p>To train the teacher in the implementation of the school curriculum and act as an Agent of Change.</p> |

## PHASE 1

### PROGRAMME

Techniques of surveying 4 hours

Methods of finding information from the community  
Processing and analysing of data  
Presentation of data  
Workshop/Developing methods to elicit information

Survey of the Village/Writing of Reports (Details annexure)

|                          |         |          |
|--------------------------|---------|----------|
| Resources of the Village | Group 1 | 10 hours |
| Cultural Pattern         | 2       |          |
| Health and Nutrition     | 3       |          |
| Mass Media               | Group 4 |          |
| Educational Problems     | 5       |          |

### Areas of the village survey

#### Resources of the Village

Aim To give the teacher an understanding of the village resources.

Human Resources  
Rural Technology  
Physical Resources  
Problems regarding resources/lack of skills, capital knowledge to exploit resources, exploitation - internal/external, unawareness of resources.

#### Cultural Pattern

Aim To give the teacher an understanding of the relevance of culture in development.

Study of behaviour patterns/attitudes/beliefs/values  
Work/leisure  
Folk drama and songs

Techniques - observation/informal conversation/get together.

#### Health and Nutrition

Aim To give the teacher an understanding of the health habits and priorities.

Common diseases  
Mortality rate  
Attitude to health activities/sanitation/immunisation  
Traditional curing methods/superstitious health beliefs  
Availability of health facilities/needs

#### Mass Media

Aim To train the teacher to find out ways and means of influencing the villager for development.

Availability of Media/frequency of its availability  
 Types of Media/Press/radio/local political agent/  
 enlightened leadership/gossip carriers  
 Location of Media/physical places where ideas are  
 expressed  
 Ability to make use of Media

### Educational Problems

|            |                                                                                                                    |          |
|------------|--------------------------------------------------------------------------------------------------------------------|----------|
| <u>Aim</u> | To give the teacher an understanding of the relevance of <u>institutional</u> education to rural development.      |          |
|            | Institutional drop outs                                                                                            |          |
|            | Non school going population                                                                                        |          |
|            | Impact of academic education on the villager                                                                       |          |
|            | <u>Type of skills the village needs</u>                                                                            |          |
|            | Integration with other Departments                                                                                 | 4 hours  |
|            | Health/Rural/Agriculture                                                                                           |          |
|            | Planning and Execution of a Project                                                                                | 12 hours |
|            | Teachers and Villagers                                                                                             |          |
|            | Basics of the Course                                                                                               | 4 hours  |
|            | Significance of the Development of the Small School and its Community in overall socio-economic Plan of Sri Lanka. |          |
|            | Leadership role of the Small School in the Community                                                               |          |
|            | Development strategies for the Small School and its Community                                                      |          |
|            | Use of available resources for learning in Small Schools                                                           |          |

## PHASE 2

### PROGRAMME

The teachers and village representatives to be brought to the Teachers' College, Hingurakgoda after a period of three weeks for a three day seminar.

#### Objectives

To find methods of bringing the school and the community together for the enrichment of both.  
 To review and analyse the experiences of the projects undertaken by the groups and identify the weaknesses and strengths and propose solutions for improvement.  
 To develop guidelines to integrate all forms of learning for rural reconstruction.  
 To identify possible problems that arise in working with other departments and propose strategies to overcome these problems.

Presentation of projects the teachers have carried out in their respective villages during the three week period. Representatives of the village to participate in this seminar.

Discussions/Improvements

Evolving a plan of action on the express gained in the three week project.

## INTRODUCTION TO LEAD PAPERS ON COMMUNITY EDUCATION

Mr. Uvais Ahamed

Consultant, Asia-Pacific Institute for Broadcasting Development

Mr. Uvais Ahamed prefaced his presentation with an account of his own experience in this field in Sri Lanka. It was during his tenure of office as Director of Education (Teacher Education) that community education experimental projects were introduced into the Teacher Training Colleges.

The Lead Paper dealt with the outcome of this experience, as well as his experiments in exposing the school to community influences. He illustrated the points he had made in the Lead Paper on matters such as the role of the teacher as change-agent and community leader by reference to the experimental projects in the Polonnaruwa District carried out by the Hingurakgoda Training College in 1976. He recommended the adoption of villages by training colleges as a training strategy in community education.

During the discussion which followed, the danger of a dual system in schools and teachers' colleges was raised - i.e. schools that stressed academic achievement and those that emphasized community education. This is a conflict situation likely to arise if community education continues to be treated as an inferior alternative to academic programmes. With reference to the problems of community education in urban areas, it was suggested that an approach different from that of the rural context had to be adopted.

Mr. Ahamed observed that the teacher cannot be viewed as a mere functionary within the four walls of the classroom: that he had to merge with the community. He emphasized that a teacher should cultivate an open attitude and be prepared to shoulder the problems of the community and suggest how they might be overcome. Well equipped resource centres and teachers' colleges are eminently suited to play an important role in community development.

Sri Lanka's development programme on small schools is of special interest to in-service and pre-service education of teachers because normal training does not prepare teachers for the special conditions obtaining in small schools. The parents of pupils who attend these schools are themselves in need of basic education. In addition, there are problems such as high drop out rate and lack of application to school studies on the part of the pupils. Considering these problems, Sri Lanka has mounted a special programme with UNICEF assistance to develop 2500 such schools on a priority basis. The schools will form part of a general community development effort and therefore training of teachers for community leadership will have special significance here.

## DISCUSSION ON THE TEACHER AND COMMUNITY EDUCATION

### URBAN COMMUNITY EDUCATION

An attempt was made to establish some common understanding of the term "community education". For the purpose of this discussion, a distinction had to be made between the involvement of schools and their teachers in the life of the community and community service undertaken by individual teachers independently of the school. It was also accepted that community education should have as its objective the involvement of pupils in community work in order to develop in them a sense of concern and commitment to the community.

The group endorsed the relevance of community education in the school curriculum and the overall school programme. The tendency for urban living to develop very selfish and self-centred values and attitudes and the erosion of a sense of unity and common concern were seen as factors necessitating the inclusion of community education in the school programme. Even in urban areas there was ample scope for community work to be undertaken both by teachers and pupils.

In view of the urgency of cultivating proper attitudes and inspiring young people with values for the common good of the community and society, it was felt that there was need for teachers to be prepared for this specific task. As the best approach was direct involvement of pupils in active community participation under the supervision of teachers, teachers would themselves have to be oriented and equipped with the necessary skills.

An orientation programme intended for teachers would have to take account of the special characteristics of each community and might have to include the following elements:

- (a) Rationale for community involvement.
- (b) Problems of urban youth.
- (c) Population education.
- (d) Education for leisure.
- (e) Socio-economic problems.
- (f) Health and nutrition.
- (g) Leadership skills.
- (h) Human relations.
- (i) Project development.
- (j) Availability of resources/agencies.

The course would have to carry a practical component which should include field visits, methods of conducting surveys and collection, tabulation, analysis and interpretation of data.

In the process of implementing a programme of community involvement in urban areas, it was possible that problems would arise. There could be parental objections to the participation of children in unpleasant tasks. Teacher organizations could object to greater demands being placed on the teacher. Society itself might take exception to an over-involvement of the school in a task which it was not able to relate directly to education.

Based on the discussion, the group formulated the following recommendations:

(a) The organizational structure of education should provide for the promotion of community education.

(b) The structure could also incorporate a resource centre whose role would be to monitor and evaluate community oriented programmes of schools, to sustain enthusiasm, render assistance to schools and teachers and develop ideas and resources for use by schools.

(c) To ensure a serious and committed approach to community education and involvement, the effort should be nationally motivated and should find a place in the statement of national education policy.

(d) Teachers should be exposed to short orientation programmes in teacher training colleges with a view to cultivating in them the proper attitude to community involvement and equipping them with the necessary skills and ideas to undertake such tasks. While course content may vary depending on the circumstances in which each group of teachers will operate, the following should constitute the core of any orientation programme and should incorporate practical field work:

- (i) Socio-economic problems.
- (ii) Problems of urban youth.
- (iii) Population education.
- (iv) Education for leisure.
- (v) Resources of the community.
- (vi) Health and nutrition.
- (vii) Leadership skills

(viii) Human relations

(e) Prior to the orientation of teachers, heads of schools should be exposed to a similar orientation course as it was necessary for them to be fully persuaded as to the value of the overall programme. Without the active support of heads, teachers may lack the necessary support to undertake community work with pupils and may not even cultivate sufficient enthusiasm.

(f) Programmes of community involvement undertaken by schools should not be too ambitious as failure can dampen enthusiasm. Where possible, they should be undertaken through the existing infrastructures of schools.

(g) While not precluding programmes involving adults, schools should gear their community programme to the needs of the youth of the community.

(h) Recognition of the effort of schools in community work should be given in the form of publicity through the mass media as this can serve to generate greater interest and enthusiasm.

(i) If a serious and concentrated approach is expected of schools and teachers, then active participation in the life of the community should be expected of all schools and it should constitute a major and permanent feature of the school programme.

(j) Schools should not strike out independently on major community projects but should seek to work with other social agencies, solicit their assistance and supplement their efforts.

(k) Schools should seek to enrich the cultural life of the community by using the community's expertise and resources to mount cultural and entertainment programmes.

(l) The school should serve as the lungs of the community in opening its recreational facilities to the community. In urban areas where land is scarce and play areas limited, the school campus might provide the only recreational facilities available to the community.

(m) To ensure continuity of community involvement by schools and teachers, community education should constitute an integral part of pre-service teacher education as well

(n) To ensure a vigorous community-oriented programme by schools, new recruits to the teaching profession should be selected by giving some weight to the personal background of candidates. Evidence of leadership traits and prior involvement in community work would ensure proper attitudes among recruits.

(o) While the school curriculum currently has provision for civic education, social studies, etc., such subjects should be taught in such a way that children appreciate their relevance and are able to link what they learn with the well-being of the community of which they are a part.

(p) Teacher educators themselves must be fully equipped with all those personal and professional qualities which we expect of teachers in schools. They must also practise the things they advocate.

Training colleges or institutes of education should provide the necessary educational leadership and example to inspire and guide teachers in the schools.

#### RURAL COMMUNITY EDUCATION

Participants discussed aspects of community education in their own countries and reached the following conclusions:

(a) The Government should have a clear policy on community education to enable various interested bodies government and non-government to carry out a co-ordinated programme in community education. It would be desirable to have a co-ordinating body for this purpose.

(b) Orientation of the supervising personnel of the Education Department and teacher educators is indispensable for the successful implementation of a community education programme.

(c) The main components of community education might be a part of

Bachelor of Education courses.

(d) A process of self renewal should be required by teacher educators and administrators aimed at making them aware of their weaknesses within their own roles related to the field of community education.

(e) Community education must be seen, not as the concern of the teacher alone, but as an integrated programme involving teachers and other agencies. However, the teacher should see himself as an agent of community education.

In considering what training would be valuable, the group felt that the course objectives should be centred around three areas:

(a) Attitudes:

(i) To bring about attitudinal changes in teachers so as to create a sensitivity to the needs of the community.

(ii) To have open minds towards innovations.

(b) Skills:

(i) To provide skills in conducting socio-economic surveys.

(ii) To provide skills in inter-personal relationship.

(iii) To provide skills in utilizing human and other resources.

(iv) To provide skills in evaluation in the form of self assessment.

(c) Knowledge:

(i) To introduce teachers to innovations in education and how to adapt these changes to rural settings.

(ii) To make teachers aware of the various agencies involved in community education and development so as to engage their co-operation.

Courses should be residential and of about six weeks duration preferably attached to a training college, and need not be in one continuous block.

To begin with the head and at least one teacher from each rural school should be trained in community education.

There should be incentives in the form of financial assistance, certificates and promotional prospects in recognition of a teacher's participation in community education programmes.

### CONCLUSIONS

It was felt that it is essential that incentives should be given to teachers engaged in community work since such work is invariably additional to their normal duties. One of the views expressed was that a better incentive than some kind of personal reward would be to provide an infrastructure offering

support facilities which would automatically reward teachers doing community work. Another view expressed was that teachers doing community work could be provided with monetary rewards. A third view favoured recognition for community work through awards such as certificates of merit.

The general view expressed was that, if community education is to be adopted on a wide scale, the entire education organization needs to be re-structured. It was felt that present academic evaluation schemes are not designed to assess attitudes and skills fostered by community projects. Therefore, any restructuring of organizational structures must take into account the examination system also.

Recognizing the central role of youth in community improvement, it was thought that community education and improvement schemes should be aimed at young people. Because the problem is one of bridging the gap between the child-oriented school and the adult led community, it was thought appropriate to make youth the link.

A view expressed regarding the training of teachers was that a better type of teacher training be provided through on-the-job training while performing community service, and not through pre-service. Care in the selection of community development teachers was important because prior commitment and inclination will go a long way to making the teacher an effective community worker.