

ANNOTATED GUIDE TO CONFERENCE DOCUMENTS

INTRODUCTION

The working materials for the conference consisted of a keynote address by R.K.A. Gardiner, lead papers by L.J. Lewis, Archibald Callaway, Fergus B. Wilson, Shrimati Lakshmi Menon and Patrick Van Rensburg, together with solicited papers from individuals with special knowledge and competences related to rural education and papers contributed by governments and institutions having special interest in the subject. A number of published works were made available by F.A.O., UNESCO, and the Ministry of Overseas Development. F.A.O. and the British Council made available a number of films relevant to the subject of the conference.

The following annotated guide to the documents used in the conference has been prepared for the guidance of readers of the report who were not present at the conference. The keynote address and the lead papers are published in full in this report. Copies of documents annotated in sections 2,3,4, and 5 of this guide can be obtained from The Commonwealth Secretariat, Marlborough House, London, S.W.1.

1. Keynote Address and Lead Papers

The keynote address, Education in Rural Areas by R.K.A. Gardiner, draws attention to certain historical references, to the continued predominantly agrarian and raw-material economy of the developing countries and the continued dependence upon the development of human resources as an essential concomitant of development. Whilst recognising the need for the aesthetic, moral and cultural aspects of education, the author makes the case for utilitarian bias. He questions the present allocation of resources within education and the failure 'complex' created by current selection and assessment examinations. In respect of rural education he suggests that the content of the curriculum is much more a matter of emphasis than of differentiation. He points out that "nowhere in the current educational systems in developing countries is there as much attention paid to food production, farm management, marketing and co-operatives, science and its application, mechanical skills etc., as is done in more prosperous and industrially advanced countries".

A most valuable contribution is made to the problem of the structuring of education in rural areas based upon a relating of content and instruction to the levels of maturity and job opportunities at the different cut-off points within the education system.

In The School and the Rural Environment (CRE (70) Lead 1)
L. J. Lewis also draws attention to the history of educational effort for rural communities, the continued limitations of the teachers and the teacher-learning resources available, and reiterates the need to relate education to the actualities of the socio-economic conditions and the aspirations of parents and children. He questions the validity of the "prevent the drift from the land" approach to rural education, and makes specific suggestions for relating school and community activities. Eight requirements for bringing about the desired changes in the formal education system are categorised and briefly discussed.

Archibald Callaway in Out of School Education of Young People (CRE (70) Lead 2) describes and classifies out-of-school education and training and draws attention to the fact that little attempt has been made to look at out-of-school education as a whole. In turn he examines the issues of upgrading skills for youth who have never been to school; the skill needs of school leavers in relation to rural occupations; youth activities of a social and cultural nature; education and training of youth for national development through national youth organizations; and the need for and practice of action research and evaluation. In his summary he draws special attention to the low capacity of developing industry for absorbing employable population, thus the need to create a more progressive rural economy. He also points to the need for direct investment in education and training to be balanced with investment in the education of parents, and for the total investment in education to be balanced with other investments in the rural economy such as providing subsidized fertilizers or building roads, bridges, markets.

Fergus B. Wilson in Education and Training for Agricultural Development (CRE (70) Lead 3) concerns himself with the contribution of education and training to agricultural development. He suggests that past considerations have given too little attention to the farmer, the farm family and rural community as key factors in the process of change and improvement. His plea for an integrated or package approach to farm improvement and rural

development leads to recognising the needs for team work involving not only the various interested agencies but also local leaders, farmers and rural women.

Adult Education at All Levels (CRE (70) Lead 4) by Shrimati

Lakshmi Menon has as its keynotes the assumption that the bane of our past efforts at rural education has been the idea that the needs of the rural communities are different from those of the urban communities. The plea is made for recognising that the purpose of education is to forge ever-growing bonds of unity and understanding between communities and not to perpetuate differences. In so far as food production is the main concern of rural communities, the basic educational programme must be built around agriculture, food production and preservation, health, diet and nutrition, while social change involving the improvement of the status and role of women is an essential contribution to the effective education and improvement of rural communities. Attention is drawn to the importance of the cultural cohesion of the rural communities and the need to integrate the underlying traditional values and skills into improvement programmes. In drawing attention to the role of literacy in adult education the importance of approaching the education of adults through guidance and not formal instruction by grades is emphasised.

Patrick Van Rensburg in Swaneng Hill School, Botswana (CRE

(70) Lead 5) tells the story of the work done by himself and his collaborators in developing an approach to education related to development in such a way that "when our students leave us, they will feel under some compulsion from within themselves through sympathy and fellow-feeling with the poor and hungry, to fight want, ignorance and disease." The objectives, methods and content of the diversified curriculum and, in particular, the Development Studies are described, as are the problems of the Brigade system for absorbing primary school leavers into farming. The necessity for the diversification of the rural economy including the application of simple technology to production of materials as well as food and to the development of a rural economy is emphasised, and reference is made to the use of students to survey villages and to locate existing skills.

2 The Formal School System

P.S. Tregear in The Community School (CRE (70) A/1)

discusses ways of bridging the gap between the school and the community with special attention to the Primary School in a rural setting. He points out the essentially vocational nature of the school in the past, and that the community school concept puts the school in its proper role as one of the agencies involved in social change. He also draws attention to the importance of the tutors in colleges of education having appropriate skills and competence, the need to break down the isolation suffered by the school teacher, and the importance of supervisors advising rather than inspecting.

D.E.B. Chaytor in Training Teachers for Education in Rural Areas (CRE (70) A/2) reflects upon the experience of the teacher training approach being pursued at Njala University College, Sierra Leone. The Role of the Inspectorate in the Development of Education in Rural Areas - A Malaysian Experience, by Paul Chang, (CRE (70) A/3) presents a case study, in which he focuses attention on some of the problems encountered, some of the strategies adopted to cope with the problems and some of the problems yet to be resolved. Educational Media for the Development of Rural Education (CRE (70) A/4) by Helen Coppen examines the tasks which educationalists can be engaged upon in respect of (a) teaching skills, (b) imparting information, (c) changing attitudes and aspirations. She discusses the means available, the conditions which make for effectiveness of educational aids, local production, and sets out proposals for Educational Materials Workshop Centres based upon selected schools to serve both teachers and adult and extension workers. Practical Agriculture for Primary Schools in North-East Nigeria (CRE (70) A/5) by Von L. Hall outlines a rural development programme being carried out by the Rural Development sector of the Church of the Brethren Mission, Lassa, Nigeria and includes as an appendix suggestions for teachers. In The Role of the Primary School in Ghana (CRE (70) A/6) by S.M. Adu-Apoma and D.G. Wiafe-Anim, a brief account is provided of the Elementary Science Programme in the Primary and Middle Schools and attention is drawn to the development of the "Continuation School" for those who do not obtain places in the secondary schools, trade centres and polytechnics. G.J. Matys in Tests and Measurement Procedures, Review and Evaluation (CRE (70) A/7) discusses the present use of tests, the importance of integrating examinations and the curriculum, and draws special attention to the current role of examinations in emphasising the differences between rural and urban communities to the disadvantage of the former. The Way Ahead : A Programme for

Teacher Training in Rural Areas with particular reference to Botswana contributed by The Government of the Republic of Botswana (DRE (70)A/8) provides a factual account of the efforts being made to develop the primary and secondary sectors as quickly as the economy allows. The training of teachers in the rural communities is examined in social, professional and personal terms. The Formal School, its Organisation and Curriculum, together with the Training of Teachers (CRE (70) A/9) by Abdul Rahman Haji Arshad, presents a factual account with interpretative comment of the formal school in Malaysia. Notes on Rural Education in Mauritius (CRE (70) A/10) by F. Richard provides a brief statement on the school, agricultural extension and youth activities. Education in Rural Areas: Some Notes on New Zealand's Experience (CRE (70) A/11) contributed by The Government of New Zealand provides an account of a rural education programme which has successfully attempted to mitigate the discrepancies between the educational opportunities of the rural and urban children. Agricultural Education in Malawi Schools (CRE (70) A/12) defines the policy of the Government with the specific objectives of making primary school leavers receptive to the ideas and instructions of the extension staff of the Ministry of Agriculture and making the secondary school leavers aware of the possibilities that exist of transforming traditional subsistence agriculture, and describes the implementation of policy since 1968. Formal education and Development Policy in Rural Communities (CRE (70) A/13) by the Ministry of Education, Benin City, Nigeria, shows how through the formal school, its organisation and curriculum together with the training of teachers, the Mid-West State of Nigeria is seeking to serve the process of development in a predominantly agricultural community. The Formal School: Some Notes on Secondary School Education in Uganda (CRE (70) A/14) by E.K.K. Sempebwa provides a summary of secondary education in Uganda. Teacher Training in Uganda (CRE (70) A/15) by N.W. Mugerwa describes the teacher training facilities of Uganda in the context of the system and recent history. Education in Pakistan: Directions New and Old (CRE (70) A/16) by Moh. Basharat Ali provides a descriptive account with commentary of the education system of Pakistan. The contribution of The Government of Tanzania, Problems of Relating Education and Training to the Process of Development in Predominantly Agricultural Communities in Developing Countries (CRE (70) A/17) provides a description of the education system in the context of the policy of Education for Self-Reliance, a problem-solving approach to teaching, and postulates three problems for discussion. Primary School Education in Uganda (CRE (70) A/18) by A.M.K. Bagunywa

describes the primary school system with its direction towards the primary school becoming a centre of activities for the local community and the efforts being made to bring about appropriate curriculum reform.

3. Out -of-School Education and Training of Young People.

Out-of-School Education; The Education and Training of Young People Through National Youth Organisations (CRE (70) B/1) by G.W. Griffin examines the issues in the light of Kenyan experience, in terms of worth and costs, length of service, disciplines, leadership, balance of effort between work and education, the kind of education and work to be included, what work a Youth Service should undertake and the status of a Youth Service vis-à-vis other uniformed services. In Out-of-School Education and Training for Young People in Lesotho (CRE (70) B/20) by G. L. Mochochoko a description is given of the various relevant activities and agencies in Lesotho. John Bowers in Communication and Rural Development (CRE (70) B/3 and C/5) examines the problems of education and training for rural development from a communications theory and organizational point of view, drawing upon UNESCO experience. Village Polytechnics from the Farming Point of View (CRE (70) B/4) by R.M. Spurin gives a working description of the approach to Agricultural Education in Kenya developed by the National Christian Council of Kenya and endorsed by the Kericho Conference on "Education, Employment and Rural Development", 1966. Out of School Education for Young People in Uganda (CRE (70) B/5) by E.P. Kibuka describes the range of agencies and activities contributing to out-of-school education in Uganda with special reference to youth and rural problems.

4. The Education of Adults at All Levels

Communication as Nutrition Education in Zambia (CRE (70) C/1) by H.A. Fuglesang, E.C. Thomson, and A.P. Vamoer describes the approach to the resolving of nutrition problems based upon the belief that it is a social condition which should not exist and that the keystone to a successful attack calls for a professional communications approach, designing and testing the information materials with respect to the reactions of the specific categories of recipient. Improved Nutritional Status in Rural Areas (CRE (70) C/2) by E.C. Thomson gives an account of

what has been done in Zambia since 1967 to tackle nutrition problems through educational and sociological approaches. The Place of Health Education in the Ghanaian Rural Education Programme (CRE (70) C/3) contributed by The Government of the Republic of Ghana describes the programme being developed to make a comprehensive attack on the health problems of the rural communities through adult and school activities on a team basis and school-community co-operation. David Calcott in The Education of Adults at All Levels (CRE (70) C/4), based upon thirteen years experiences in West Africa, draws attention to the situation in rural areas, highlights the problems which affect adult education, discusses methods currently in use and makes suggestions how adult education might help to alleviate the serious educational and employment problems. The Education of Adults at All Levels (CRE (70) C/6) by D.K. Okunyu discusses the role of the University in adult education based upon Uganda experience. In The Education of Adults at All Levels in Uganda (CRE (70) C/7) by E.P. Kibuma an account is provided of all the agencies and activities of recent years in Uganda. E.P.T Tugbiyele in Provision for the Cultural and Intellectual Needs of Rural Communities (CRE (70) C/8) provides a philosophical analysis of the educational needs of rural communities and the role of adult education in satisfying them.

5. Education and Training for Agricultural Development

J.A. Sutherland examines the Problems of Agricultural Education in the Pacific Islands (CRE (70) D/1), identifying the problems of implementation of plans with reference to levels of education, syllabus and curriculum construction, training methods, practical work and farmer training. In Integrated Education for Agricultural Development in Swaziland (CRE (70) D/2) David Brewin, questions the siting of higher agricultural education institutions near urban areas and describes the development of agricultural and other forms of higher education in Swaziland during the last three years with relevance to the issue raised. R.K. Anim, in Helping the Small Farmer to Increase his Productivity (CRE (70) D/3) discusses the problems of low productivity and how farmers may be helped by reference to cocoa farmers in Ghana, groundnut producers in Nigeria and sugar cane production in Ghana. Agricultural Education and Training in Tanzania (CRE (70) D/4) contributed by the Research and Training Institute, Ministry of Agriculture, Food and Co-operatives, Ukinguru, Tanzania, describes the current provisions for agricultural education and training in Tanzania in the context of the

of the socio-economic circumstances. The Education and Training of Agricultural Technicians in Ghana (CRE (70) D/5) contributed by The Government of the Republic of Ghana discusses some of the major features of the education and training of both lower and upper level agricultural technicians in Ghana and draws attention to the avenues created for progress from level to level. C.W.Barwell in Education and Training for Agricultural Development : The Place of Institutional Farmer Training (CRE (70) D/6) examines the role of institutional farmer training as one of the inputs in the whole process of development based upon ten years experience in East and Central Africa. Agricultural Education and Training in Uganda (CRE (70) D/7) by T.M. Othieno examines the whole range of activities relating to agricultural education and training in Uganda including research needs.

6. Supplementary References

Great Britain : Ministry of Overseas Development, Rural Development; Report of a working group May 1969, Information department, Ministry of Overseas Development, Eland House, Stag Place, London S.W.1. (Price 1s.6d. post free). Provides an example of how informal consultations between officials and people outside a government Department contribute to the process of decision making. The report provides a succinct summary of the present situation in general terms, recognises the economic factors involved and emphasises the compelling reasons for a more positive approach to the problems of the rural areas on the part of the Government in the aid programme.

Harold Houghton and Peter Tregear, Community Schools in Developing Countries. UNESCO Hamburg Institute for Education, Hamburg, 1969. (price £1.) Interpretative report of a seminar on community schools held at the UNESCO Hamburg Institute of Education in September 1969, includes succinct accounts of a number of successful programmes of a community school character. Commonwealth Secretariat, Youth and Development in Africa, The Report of the Commonwealth African Regional Youth Seminar, Nairobi, 1969, Commonwealth Secretariat, London, 1970 (price 20s.). A valuable study of the educational and training needs of youth in Africa and of the various activities being used to deal with the problem of harnessing the potentialities of youth to development.

A.E.G.Markham, A study of Farmer Training in Some English-Speaking Countries of Africa, F.A.O., Rome 1967. An examination of the basic principles which apply to the effective training of peasant farmers in new systems, methods and

techniques, the training problems, effectiveness of instructional methods, assessment of possible impact of training schemes on production and of new needs, together with an examination of the staffing requirements for the development of farmer training based upon East African experience.

F.A.O., Agricultural Education and Training: Annual Review of Selected Developments 1968 F.A.O., Rome, 1968,

Contains reports on fisheries staff training in the Caribbean, intermediate-level agricultural education with special reference to the Middle East, higher education in agriculture and home economics for women in Africa, intermediate-level agricultural education in Tunisia, education and training of horticulturists, veterinary education, Borgo a Mozzano - a rural extension training centre, forestry training in Ecuador, agricultural information and farm broadcasting, training extension officers, agriculture in Kenya secondary schools, the need for agricultural manpower planning, developing agricultural engineering programmes in Latin America, University textbook programme in Latin America.

F.A.O., A Comparative Study of Some Systems of Agricultural Education and Training, F.A.O. Rome 1969

An outline of the systems of education in Belgium, France, Federal Republic of Germany, Netherlands, United Kingdom, United States of America and a guide to the provision within them for agricultural education and training.

F.A.O., A Selected List of Books and Periodicals for Agricultural Education and Training in Africa, F.A.O., Rome 1968

Provides a select classified bibliography together with selected lists of publishers in the United Kingdom, the United States of America, and a small number of publishers in other parts of the world. It does not include all the titles of publications by F.A.O. For the latter the Catalogue of F.A.O. publications obtainable from the Distribution and Sales Section, Food and Agriculture Organization of the United Nations, Via delle Terme di Caracalla, Rome, Italy, should be consulted.