

ABSTRACT SERIES 3

**Adult Education  
MISCELLANY**

**Training In  
Adult Education**

**INDIAN ADULT EDUCATION  
ASSOCIATION**

About two years ago, the Indian Adult Education Association started on a new but fruitful venture to provide busy administrators and hard-worked social education workers with information and new ideas in summarised form. This venture, though started on a modest scale, has developed now into a regular Abstract Service. The Service has been very popular and a good deal of enquiries had been received about various information and ideas included in these Abstracts. Because of their popularity the Association thought that these abstracts should be made available to a much larger audience than it had been possible for us to provide. Therefore, we are bringing out various abstracts under a particular subject in a pamphlet. The present volume contains abstracts on **Training in Adult Education** issued during the course of two years. It is our hope that it will be of some use to the field workers.

## **BRAZIL EVOLVES A TRAINING COURSE FOR HEALTH TEACHERS**

In the State of Minas Geraes, Brazil, a cooperative public health programme was established and maintained jointly by the Governments of Brazil and the United States, through the Institute of Inter-American Affairs.

### **Organisation of the Course :**

The Health course was initiated to provide an intensive refresher course in modern teaching methods for health teachers of schools at the same time, revising the health curriculum in those schools. The course was organised and financed jointly by the State Health Department and the Department of Education. The Education Department provided travel funds for the students and supplied services of consultants, the Health Department provided class rooms and other facilities.

### **Working and Effectiveness of the Course :**

The Course offered was of five months' duration and included theory and practice in methods of teaching and subject to be taught. The course included lectures, demonstrations, discussions, field trips, seminars, committee work, individual projects etc. Four committees, two to revise the health course in second and third year and two, to work out methods for teaching rural teachers, were formed. The students were free to select committees, they would like to work on. Each group had the benefit of consultations with experts in the field. In order to make this course effective, the secretary of the Education Department agreed to postpone teaching of health till the course was revised and asked all health teachers to attend the course. Satisfactory completion of the course was made necessary for future salary increments.

Twenty four specialist teachers of health, some of whom had been teaching for 10 years, completed the course. Fifteen of them were declared successful at the end of the course. During the last week of the project,

eighteen directors of schools and local health officers joined the group to consider the administrative aspects of health programme and the revised health curriculum. The Education Department approved the revised syllabus. One of the strong points of this experiment was that the specialists doing the actual teaching, had revised the curriculum which was accepted by the Department of Health and Education.

—“*Fundamental Education*”  
April, 1952.

## DANISH FOLK HIGH SCHOOL

The Folk High Schools are the special contribution of Denmark to Western Europe. It is the Folk High Schools that have educated the Danish people to make cooperation work so well. They have produced an attitude to life and work which is atleast partly responsible for the achievements of the Danish people.

### **Early History :**

Grundtvig, a great thinker and a poet, on a visit to England was impressed by the residential colleges of Oxford and Cambridge but found them to be the preserves of a privileged class. Grundtvig wanted colleges to be established in Denmark admission to which would be available to any young man or woman who could pay the fees. The Danish Folk High School was established because Grundtvig saw the urgent need of his people ; it was a cultural need—the need to rediscover what is meant to be Danish. It was also an “Educational need for the people whose children were being moulded to distortion in the traditional schools, with emphasis on book learning”. Grundtvig felt that Danish children cannot love their country if they do not know and love its history ; and cherish its language. He felt that the principal method of teaching must be the “living word” uttered by great teachers which can inspire the youth of Denmark with the pride and love of their country. So the Folk High Schools of Denmark came into existence and to these schools young men and women, go for a period of some months to persue non-vocational studies like history, literature, language and then return to their work on farms.

These Folk High Schools have the great advantage of being the agents of the popular National Culture, which is conveyed more forcibly by songs and drama than by means of lectures and classes. The extremely personal quality of the school is one of their great attractions. An ideal Folk High School combines homeliness with enlightenment. Through these Folk High Schools, "generations of young people have been led to see the value of human personality for itself, for its work as a member of the nation and humanity. They have been led to see these things not by State but by free institution which aided by Government, retain their independent action. Their sense of values arises not only from the teaching, but also from the feelings of the Folk High Schools as residential colleges, to which young men and women withdraw from their working lives for continuous periods of study and which are small enough to give principal, staff and students the feelings of being one large family".

The Danish Folk High Schools were founded a hundred years ago as non-vocational schools for adults above the age of 18. Today, about 60 Folk High Schools are in existence all over the country.

So far the majority of the pupils of the Danish Folk High Schools have been the sons and daughters of farmers but during the last few years the Folk High School has entered into closer contact with wider circles of the population of the towns.

## **VIITTAKIVI**

### **INTERNATIONAL COLLEGE FOLK ACADEMY**

Viittakivi is a folk academy in Finland, functioning under the supervision of the adult education section of the Department of Education. It offers a course of six months every year concerning human and social situation and various problems connected with it; and during the other six months of the year, it runs shorter courses, conferences and week-end courses to meet current needs of the people. Viittakivi does not give training for any career—but offers opportunities to its students to study various aspects of human relationships—personal, social and international.

The course which runs from February to July every year offers a balanced programme of lectures, discussions, individual study and experience in group living. The group during its stay at Viittakivi, is responsible for all house keeping duties inclusive of manual labour in and around the house and the farm ; and recreation programme for neighbourhood. All share in the discussions, free time activities and in practical work of the College.

#### **Enrolment :**

One fourth of students for this six-month course come from foreign countries and three-fourths from Finland. Scholarships are also offered to foreign students. Because of the nature of the study and the purpose of living together, there are no special requirements for students seeking admission.

—*Viittakivi,*  
*International College Folk Academy,*  
*Finland. (Prospectus)*

### **PHILIPPINES COMMUNITY SCHOOL TRAINING CENTRE.**

The Community Schools in the Philippines aim at offering simultaneous education to adults and children by helping them to acquire knowledge and to utilise this knowledge for studying and solving community problems.

#### **Background of the Project :**

The Community School concept—that the school should not only teach the pupils the knowledge and skills of learning but should make the community a better place to live in and help its people to live a full life, impressed the Unesco Consultative Mission that went to the Philippines in 1949, and it recommended that all the elementary and secondary schools should be developed into real Community Schools. By April, 1951, an agreement was arrived at between the Philippines Government and Unesco whereby Unesco agreed to furnish technical experts to aid in utilising schools as a direct and effective means of improving home and community life. The Philippines Government was to provide administrative local expenses of the experts and pay for the maintenance and operation of the schools selected for pilot project.

## **Objectives of the Centre :**

This centre was set up with the objective of :—

- (1) Orienting teachers and leaders in the correct concept of the community schools.
- (2) Developing new methods and techniques to be used in community schools.
- (3) Preparing and printing materials for adult education and community schools.
- (4) Demonstrating how government and private agencies may work together for the improvement of the community.

## **Plan of Operation :**

Unesco supplied specialists in rural education, adult education, secondary education, teacher education, science education, in addition to the Chief of the Mission. The Philippines Government provided appropriate counterpart personnel for the Unesco Specialist, who worked in close cooperation with the specialist, so that he may carry on the work when outside assistance was not available. The selection of an appropriate site at Bayambang, and the setting up of an administrative machinery took up the first few months.

(a) *How the felt objectives were achieved* : To achieve the objective of providing training to teachers to enable them to participate intelligently in the various activities of the project, a workshop on community education was organised. Having adopted committee work as the working procedure, teachers grouped themselves into several committees for the purpose of studying and investigating various aspects of community education and later acquainted the entire workshop of the results of their study. The workshop met for 3 hours every week for 18 weeks. At the conclusion of this workshop a report on such topics as the philosophy and principles of community education, the development of a curriculum for community schools, fundamental and adult education, teaching procedures and techniques for community schools, was produced.

This long term workshop was followed by a brief one of three days wherein the participants acquired added skills in curriculum development. Besides, seminars for English and Science teachers were organised, as a part of in-service training of teachers.

The centre also worked for the pre-service education of teachers; evolving out a pattern, whereby, during the first two years of the training the student-teacher was provided with a sound basic education. During the next two years he was given professional preparation. The centre thus worked out a curriculum for the Education of teachers.

(b) *Training of Lay Leaders* : One of the major tasks of the centre is to train lay leaders for community school work. This is being done by conducting leadership seminars and also by participating in community activities under the guidance of trained teachers.

On the international level the centre also provided training to the nine Vietnamese educators who were deputed by the Governments to study community education.

(c) *Developing new Methods and Techniques for Community Schools* : The Philippines Community School Training Centre at Bayambang has not done much in developing new methods and techniques. A few experiments have been tried to use the local dialect as medium of instruction in primary schools. The teachers have also been taught the procedures of unit teaching. They have been taught to modify the techniques to suit the actual conditions.

(d) *Demonstrating how the various Government and Private Agencies may work together*. The Training Centre through its various programme has effectively demonstrated the possibility of Govt. and voluntary agencies working together. The help of the personnel of the private agencies as well as of the government agencies are always sought in conferences, seminars, workshops as resource persons and consultants and even in the actual working of the different projects. Assistance from connected Government departments is sought from time to time.

(e) *Preparing of Material for Adult Education*. Adult readers in local languages have been published along with a booklet of folk songs.

For the purpose of encouraging the writing of adult education materials, Conferences of writers in the vernacular were held.

—*Monograph*  
*Unesco National Commission of the Philippines.*



## REGIONAL FUNDAMENTAL EDUCATION TRAINING CENTRE, LATIN AMERICA

In 1951, Unesco, in collaboration with the United Nations, FAO, ILO, WHO, CAS, and the Government of Mexico, established the Regional Fundamental Education Training Centre (CREFAL) for Latin America, at Patzcuaro in Mexico.

### Working of the Training Centre :

The students are selected jointly by CREFAL and the Governments of 18 Latin American countries and receive maintenance grant which covers all costs while in training. The training lasts 19 months. During the first six months the students attend classes daily where they receive theoretical and practical training for work in fundamental education. During this period they work in bigger group to study sociology, anthropology, social psychology, social research etc. and meet in smaller groups by rotation to study health, recreation, cultural development, films, theatre, and small industries.

During the second period of 9½ months, organised in teams of five, they work in the production workshops in the mornings and field work in the afternoons in the 21 communities of CREFAL's Zone. Each student lives in the community where he is working.

During the last three months of the course, the students are engaged in class room work, participating in seminars, writing thesis and preparing for examination. Visits to other fundamental education and development projects are also organised.

*Teaching Staff* : The teaching staff include *fundamental education specialists* who take classes in theory and methods and supervise field practice of the students when they work in the 21 communities : the *technical specialists* who take theoretical and practical courses in their areas of speciality, and the *specialists in the production of education materials*.

Graduates of this training centre have been absorbed by their own Governments either as staff of national fundamental education centres or as officers in charge of fundamental education in government departments or as members of teams to develop fundamental education projects.

CREFAL, so far, has graduated 295 students from 18 Latin American countries, U.S.A. and Pakistan.

—*UNESCO Education Clearing House,*  
*October 1955,*

### **TRADE UNION RESIDENTIAL COLLEGE**

The Extra Mural Department of Fourah Bay College, in Sierra Leone U. K. recently launched its first Trade Union Residential course in 1957.

Preparations for this course involved a good working relationship with the Labour Unions on the one hand and the Govt. Department of Labour on the other. A careful handling by the college Extra Mural Department resulted in securing the support of the Labour Unions in registering students, collecting fees etc. The Government Labour Commissioner cooperated in lending the services of his senior men into the panel of tutors and procured the release of some government employees without deduction in their salaries for attending the course. Thus, through a good selection mechanism a representative group of thirty five students joined the first residential training course.

Attendance at lectures varied between 97% and 100% inspite of the rigorous hours of lectures from 8 a.m. to 12 noon, from 1 p. m. to 2-30 p. m. and from 8 p. m. to 10.30 p.m.

The course, though restricted to trade unionists and about trade unionism, was concerned as an exercise in liberal arts; and included lectures and studies on trade union organisation, economics of trade unions, trade union laws and English composition.

Experience of the tutors who conducted courses were varied. Since the students lacked advanced training, they were at times confused. The subject was found to be incomprehensible to them and questions were at times irrelevant. In contrast to this display of inadequacy, students were found to be intelligible, informative and even eloquent in lectures dealing with Rural Economy, Agricultural Worker's Trade Unions. etc.

—*Adult Education,*  
*Autumn 1957.*

## TRAINING COURSES AT URCHFRONT MANOR

With the expansion of the field of Adult Education, short term courses designed to broaden the outlook of men and women in industry and agriculture, are being increasingly offered in U. K.

Urchfront Manor in Wiltshire is a residential college which provides a period of learning, reading and discussion for the men and women in agriculture and industry, thus giving them an opportunity of wider education. Over the period of 10 years of the functioning of Urchfront, courses varying in length from intensive 14 day courses to seven day courses and even week-end and mid-week courses are offered. Students to these courses are either selected and sent by the employers or are individuals who attend on their own. The residential courses lasting several days create an atmosphere which allows continuous discussion and an intensive build up of interest.

The college gets a steady demand for courses designed to broaden the outlook of supervisors in factories and offices, technicians and apprentices and selected operators. The courses offered at Urchfront are typical courses concerned with human relations; which examine the motives and behaviour of people at work; and some of the influences inside and outside the industry which affect them. The seven day courses for senior apprentices offered at Urchfront have been most successful. At first they were mainly concerned with students position and prospects in industry; now the courses are much more general.

Urchfront also offers seven day courses for the general public where the range of subjects vary from Natural History, World Affairs, and Psychology to writing for Broadcasting.

A novel feature of the Urchfront Manor are the family courses—where members also bring their children of 7-13 years of age who are looked after in a camp on the grounds of the College, while their parents attend the courses at college.

The Report of the working of Urchfront gives, that office workers of every sort, technicians, salesmen, soldiers, airmen and factory workers etc. have all attended different courses with benefit. Since the courses offered

at Urchfront are an introduction to liberal thought and general ideas, they are considered as complementary to the technical and professional courses. To sum up, Urchfront has succeeded in "developing an attitude in an adult worker which is broader than the bleak outlook produced by a narrow technical training."

—*Adult Education U. K.*  
*Autumn 1957.*

### **TRAINING FACILITIES ABROAD FOR ADULT EDUCATION**

The University of British Columbia, Canada, through the College of Education has announced a new graduate programme in the training of professional adult educators. The programme is intended to provide maximum opportunity for people already working in the field to complete a Masters Degree, as well as to attract newcomers to careers in adult education. At the same time, credit-free work through the Department of Extension will be increased for those people with need of specialized training who are without a full-time professional interest.

Two credit courses: Introduction to Adult Education, and Communication in Adult Education will be given during Summer School, 1957.

The courses will be open to applicants with a B. A. degree and sufficient experience.

Applicants without teacher training, or equivalent experience must undertake an internship in one or more agencies in order to qualify for admission to the degree. Qualifying experience and course work may be undertaken concurrently. Observation and field work will be part of the training of all students. Courses will be arranged to suit the demands of part-time students as much as possible.

Courses in the programme will include the following :

- (i) Introduction to Adult Education.
- (ii) Historical and Comparative Foundations of Adult Education.
- (iii) The Philosophy of Adult Education.

- (iv) The Psychology of Adult learning.
- (v) Communication and Mass Media in Adult Education.
- (vi) Laboratory Course and the Advanced Seminar in Adult Education.

The University is hoping to undertake a programme of research in adult education in conjunction with the new programme.

Applicants are invited to write to Alan Thomas, Department of Extension, or to Dean Neville Scarfe, College of Education for further information.

—*Food for Thought*  
May—June, 1957.

### **TRAINING OF FUNDAMENTAL EDUCATION.**

*(Training programmes designed to prepare workers in fundamental education and related fields have been carried out in various parts of the world ; yet literature devoted to the subject of training are not available in good number. With a view to stimulate the writing of analytical and descriptive reports and to serve as an information to those working in existing projects, Unesco Education Clearing House devoted a special issue of the Education Abstract (Vol. VII No. 8) to this topic).*

The first part of this issue gives a retrospect of the literature published in different countries dealing with the training of fundamental educators. Articles by Edmund Brunner, T. R. Batten in the *Year Book of Education, 1954 (London)* are of particular relevance to this problem of training. Brunner, while laying down a set of principles which should govern educational programmes, emphasises the need of fitting the educational programme into the continuing social development of the community. Education, to him, is the "implanting of radically changed outlook in the minds and hearts of men." Batten describes that one of the chief role of education in under-developed areas, is to help the community to adjust to technological changes. According to him, the training of good workers involves far more than instruction and practise in working with groups.

"*Leaders in Adult Education*" by Overstreet and Overstreet, discusses the qualities required in adult leader and

the desirable content of his training. The book also examines the training programme of selected institutions and some of the more commonly used methods in the U.S.A.

### **Methods used in these Training Programmes :**

Most training programmes combine theoretical instruction with practical field work, with varying emphasis on one or the other.

*Group discussions* between instructors and students with a view to exchange experiences and discuss practical problems are followed in many training programmes.

*Workshop* method is also followed. Earl C. Kelley in his "*Workshop way of Learning*" records his experience at Wayne University, U.S.A.

In Crefal, Mexico ; Brazil and Gold Coast, the method of working of *specialists in teams*, is found effective. At the training centre, each student chooses a subject of specialisation—agriculture, health etc.—and joins a team doing field work in the communities. A. G. Dickson in "*Approaches to Community Development*" (The Hague Van Hoekes 1953) gives the concept of the team method.

Experience of India and Pakistan in training multi-purpose village workers is also mentioned. Reference is also made of the *on-the-job-training* to meet the shortage of trained workers for fundamental education, community development and related fields. Spencer Hatch in his book "*Toward Freedom From Want*" and H.B. Allen in "*Rural Reconstruction in Action*" give their experiences of in-service training at work in South India and near.

The Education Abstract also mentions a few periodicals which influence the training programme. Bulletin of the Community Development Clearing House, London ; Unesco periodical, *Fundamental and Adult Education*, are among the few.

The second section of the Education Abstract gives in brief the training programmes sponsored by Unesco and carried out in Latin American countries, Arab States, Brazil, Canada, Great Britain, India, Philippines, Thailand etc.

—*Education Abstract—Vol. VII No. 8*  
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