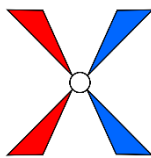


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<b>bncdoc.author</b>	Moore, David
<b>bncdoc.year</b>	1979
<b>bncdoc.title</b>	Disadvantaged rural Europe: development issues and approaches: report of a seminar held in Scotland from 2 - 9 June 1979
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<p>&lt;1423/c&gt;</p>  <p>Key:  <a href="#">Footprint</a>  <a href="#">ConEn1</a>  <a href="#">Footprint</a>  <a href="#">ConEn2</a>  <a href="#">Footprint</a>  <a href="#">ConEn3</a></p>	<p>homogeneous culture which has made cooperation possible. Other less homogeneous areas, or those in which issues such as land tenure cut across community solidarity, appear less fruitful seed-beds for cooperative development. Group approaches, such as those promoted in southern Italy, require those involved to change some of their most fundamental beliefs. For this reason production cooperatives must be encouraged to grow from small beginnings over a period of time with sensitive support. So far as agriculture is concerned, the production group enables farmers to follow the principles of land consolidation and farm modernisation without the otherwise inevitable forcible retirement or migration. It is cheaper in that it costs less to give one grant to a large unit than ten grants to small units. Cooperative and other forms of group action enlarge the production base of rural people and help to ensure the viability of their internal economy. Intermediate measures of support through loans and grants will be necessary in order to achieve viability, but perpetual subsidies are as far as possible to be avoided. The recent development of cooperatives in Greece has been seriously hindered by a high degree of central control; there may be a danger that similar problems will arise in Italy. Even though the cooperative production approach is dissimilar from orthodox business methods, a cooperative must have the same entrepreneurial freedom as an orthodox business enterprise. Part-time farming related to other income earning activities is concentrated in the DRAs. Its importance and future potential should not be ignored by governments in their agricultural planning. If populations are to remain in the disadvantaged areas, and if the economy is to be diversified then the relationship between part-time farming and other complementary economic activities must be recognised in policy and fiscal terms. The needs for cheap and convenient transport to the nearest town for the 'diversified employment family', for example, must be taken into account. Education It is hardly surprising that present educational systems contribute little to resolving the problems of DRAs. They are organised to serve the mainstream social, political and economic development of European society. There is, therefore 'a need to influence the structure, content and methodology of education, not only in the DRAs but also in the community as a whole in order to achieve <b>a better understanding</b> of, and regard for <b>rural problems and potential</b>. <b>A greater awareness</b> of biological, social and economic issues in the context of formal education is required. At the higher levels of education scientists, economists and others who may play a future role in policy making, research and administration must be helped to <b>understand the problems of disadvantaged areas</b> in relation to society and the economy as a whole. At the community level new skills will be required and <b>a greater awareness of local circumstances</b> generated. Many old attitudes act as constraints to improvement and must change. Even before considering individual development projects or the potential of</p>
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	<p>individual enterprises, <b>attention must be paid</b> to the pre-conditions for survival and growth of the area and population concerned. Learning about a community and understanding its social, cultural and economic potential is an essential pre-condition. Piecemeal approaches to rural development are as inappropriate as is the encouragement of people in the belief that they can have similar services, income levels and amenities to those existing in other areas when policy and <u>local circumstances</u> will never in practice be able to provide them. The field worker and the educationist must ensure that <u>the social and economic environment of the group or community</u> forms the basis for the educational process. They must also persuade <u>local</u> officials that they, too, need to be involved - the most difficult task for many field workers is the re-education of their own organisations as the need for institutional change becomes evident from practical experience. Some aspects of the present situation such as urban unemployment and the evolution of communication and educational technology are important because they may lead to changes in educational systems which would coincidentally lead to changes in development. For example, the past trend towards centralisation of educational facilities may in future prove to be more expensive than the use of new methods of distance learning and of aiming education at smaller local units. The need to assist people to be economically active where they live may make it expedient to encourage educational support systems linked with other services at the local level. Formal education There are a number of serious gaps between the educational needs of rural children and the existing provisions of formal educational systems. The content of curricula is often inadequate. The tendency in many rural areas for education to be organised centrally, removing children progressively from their home environment as they become older, may have economic justification, but reinforce children's alienation from rural life. Effective educational action in the disadvantaged areas may well depend on a fundamental questioning of the assumption that a high degree of uniformity is required throughout educational systems in order to ensure equality of opportunity for all children. It may also prove necessary to confound the belief that the local community and environment can not provide a suitable learning medium. Educationists must modify or supplement teacher training courses so as to cater for those who will work in rural schools. At present teacher training is urban orientated. The few experiences of community education, linking formal with non-formal methods such as the bi-lingual education in Scotland, have only begun to demonstrate the validity of a community orientated approach to learning. Such experiences are too few and far between, and in too</p>
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