

Editor's Note

This issue of the *Journal* focuses on a training device, namely, Village Immersion as adopted by five training institutions. A lead article and six papers for the Seminar-Workshop on Barangay-Based Exercise as a Training Technique conducted by the Management Education Council at the Asian Institute of Tourism, University of the Philippines, July 25-26, 1980 comprise this issue.

Village Immersion is designed to bridge the gap between the agents of development and the targets of development. It has come in several nomenclatures depending on the office or training agency that institutes it. Let alone these differences in titles, Village Immersion has a common purpose: to provide the training participants the opportunity to interact with the village people—experience their way of life and empathize with them so that in the process of training, participants will better understand and be more sympathetic with the people's needs and problems. Integration into the rural community is a prerequisite in this training module.

The Civil Service Commission calls this training device the *Rural Immersion Program*. It is one of four modules in the Executive Leadership Management Program, and is designed to develop in the participants a high degree of commitment to the cause of the poor and the underprivileged.

For almost the same reason, the Philippine Executive Academy has come up with its own version of training device known as the *Barangay Field Exercise* or BFX. It allows the participants to interact with people in the barangay in order for them to gain insights into the actual conditions in the rural sectors, thereby developing executive participants in the training to become development managers.

To the Development Academy of the Philippines, *Barrio Immersion* from the standpoint of the Career Executive Service Development Program (CESDP), is a training tool as well as learning device whereby development and management theories are tested and validated in actual situations. While it serves as an effective mechanism for the development of managerial skills, its success is also equated against the degree of involvement that it has elicited from the rural populace.

On the other hand, the Institute of Social Work and Community Development (ISWCD) of the University of the Philippines calls its training device the *classroom-practicum component* whereby the training participant chooses a community to serve as the laboratory where theories learned in the classroom vis-à-vis community development are applied. It seeks to effect behavioral changes in the rural communities serving as laboratories.

Almost similar in design to the training strategy of ISWCD is the *field practice* of the Institute of Health Sciences (IHS), UP. Aside from the fact that it is a three-unit course requirement for students in the graduate level of the IHS, the course also requires the students to integrate with the community and apply the knowledge they have acquired in the classroom. It

benefits the students whose exposure to the rural segments of society has given them the opportunity to apply their knowledge; the faculty whose experience has been enriched; and the community members who benefit from the service of the trainees and ultimately become aware of their health needs and the need to improve their quality of life.