

The Role of Social Worker in Effective Implementation of the Indian National Education Policy 2020

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Abstract

Education is a critical tool to liberate the mind from the shackles of poverty and ignorance. In this view, to bridge the gap between present industrial requirements and the education system, the National Education Policy 2020 (NEP-2020) has brought in. The present study was based on the NEP-2020 policy document hence document analysis method was adopted. The secondary data was drawn from various sources and content analysis was done to know the role of NEP-2020 in creating new vistas of skill development among the upcoming generation and to explore avenues to implement new education policy with the help of Social Work professionals. The new education policy gave more emphasis on school Social Workers appointment and their vital role to play with parents, teachers, management and pupil for recognizing, identifying, and fostering the unique capabilities of each student by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.

Keywords: Education, School Social Worker, The New Education Policy, Education System

Introduction

The National Education Policy (NEP) 2020 aims to extend this learning outside the four walls of the classroom and inspire students to learn from their experiences in the real world. Because education is the foundation of economic and social progress, every country must have a well-defined, well-planned, and progressive education policy. Depending on their customs and cultures, different countries have varied educational curricula. Nearly three decades after the policy's last significant adjustment in 1986, the Government of India recently took a giant stride ahead by proposing its new education reform, the National Education Policy 2020 (NEP 2020). Three key theme advances are envisaged in the NEP 2020 (Ministry of Human Resource Development Government of India, 2020). To begin, it seeks to shift from content-driven rote learning education to applied learning. Second, develop a 360-degree assessment approach that takes the students' intellectual, physical, and mental well-being into account. In addition to that, the policy aimed to impart experiential learning through developing vocational skills, quantitative reasoning and 21st-century skills such as data science and coding. The principal purpose is to prepare Indian students to be true global citizens who are prepared for the future (India Today, 2020).

Implementation in Schools - Challenges and Measures

Creating a learning environment that's enjoyable for all students is the goal of this policy. The goal of this strategy is to restore and revamp the system so that it works seamlessly for all its stakeholders. This includes the parents, students, and teachers. It is also aimed at recruiting the best and brightest teachers at all levels (Panda, 2020). But challenges lie with existing infrastructure and molding existing teachers in line with NEP 2020 aspirations.

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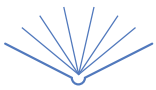
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School Social Worker

The NEP 2020 identified the role of school social workers to address various psychosocial issues of school stakeholders. School social workers help children and adolescents develop their emotional, social, and academic skills. They work with school administrators, parents, and the community to address student issues (Ministry of Human Resource Development Government of India, 2020).

In 1949, Florence Poole defined a school social worker as someone who has the responsibility of deciding the needs of the school. This person should develop a method of providing these services that is consistent with a school's overall structure and goals.

The ideals that school social work promotes are as follows: (Allen-Meaers, Washington, & Welsh, 2015):

- Each student is valued as a person, regardless of any distinguishing characteristics.
- Each student should be permitted to participate in the learning process.
- Individual differences should be recognized; action should be directed at guiding students' goals with educational help in order to prepare them for the life they desire.
- Every child, regardless of race or socioeconomic status, has the right to fair treatment in education.

The National Association of Social Workers in the United States has a code of ethics for school social workers. In the twenty-first century, the Government of India formally recognized school social work. Since the 1970s, school social workers have been prominent in elite schools, following the American model of school counseling, which is focused on Carl Rogers' and others' client or person-centered approach. The main objective was the child's overall well-being (National Council of Educational Research and Training, 2015). Central Board of Secondary Education refers to school social workers as Health Wellness Teachers (Central Board of Secondary Education, 2014).

The obligation of a School Social Worker and a School Counsellor is especially enforced under the Integrated Child Protection Scheme (ICPS). The psychosocial support system launched under ICPS in Kerala with the help of a child development center (CDC) has hired social workers to give professional services in 800 schools. The programmes are solely available to adolescent girls, denying boys equal access. School social workers promote student learning and well-being, address academic and non-academic learning barriers, build strong and cohesive academic and social supports, and comprehend and implement various frameworks for evidence-based practice and programme development to ensure that the educational process works to its full potential.

On both the micro and macro levels, a school social worker provides counseling and psychological services to children and adolescents in schools. Social workers work in the school community as mental health experts, social and emotional development leaders, family-school liaisons, and programme creation experts. In an ecological system approach, they want to address student concerns by collaborating with parents, the school, and the community. They are also concerned with crisis intervention, group therapy, recognizing and documenting child neglect and violence, integrating services for culturally and economically diverse communities, and educational policy challenges.

School psychologists and diagnosticians help students who are being examined to see if they have learning or psychological problems. Their reports ensure that children obtain treatments and changes that will assist them in improving their academic performance. Gifted and talented programmes, as well as special education programmes, are examples of these programmes. School psychologists must have a master's degree in psychology. School diagnosticians are a newer profession. Certification for this post often requires both teaching experience and a master's degree. Speech therapists diagnose and treat voice, speech, and language abnormalities. Most states require a master's degree in speech-language pathology to be licensed. Physical therapists help children with severe physical disabilities stay comfortable at school. Students might get help from vocational or transition specialists in building viable career plans. When students with special needs graduate from public schools, they are provided with follow-up services. School Social Workers work with pupils to help them achieve academic success. In a public school system, social work plays an important role in developing kids and connecting them to the tools and assistance they need to fulfil their potential in the educational process (O'Dennell, 2000).

Literature Review

The National Education Policy intends to strengthen and modernize India's existing education system. The policy envisions a holistic learning paradigm that is integrated, engaging, and immersive. From many years many researchers advocated for the holistic learning, and multidisciplinary approach needs to be incorporated in education such as Prof. Yash Pal Committee's report "The Committee to Advise on Renovation and Rejuvenation of Higher Education" in March 2009 commented on regulatory framework for Higher Education "Where a holistic view of knowledge would demand a regulatory system, which treats the entire range of educational institutions in a holistic manner. A study by the Federation of India Chambers of Commerce and Industry (FICCI) and Ernst & Young quoted that, The Indian Higher Education system has made tremendous progress in terms of capacity creation and enrolment in the last decade, but it lags significantly in terms of global relevance and competitiveness. This report was released at the FICCI Higher Education Summit held in New Delhi on 13th and 14th November 2014. The report further highlighted that low employability of graduates is due to outdated curricula, a shortage of experienced quality faculty, and student-teacher ratios are noticeably high; there is a paucity due to limited institutional and industry linkages and a lack of autonomy to introduce new and innovative courses. Indian graduates considered employable are small in proportion. This is reflected in the record that there is a trend of placement outcomes dropping significantly as we move away from top-tier institutions.

According to Gentry (1990), teaching and learning pedagogies that include group interactions and assignments have proved beneficial in increasing experiential learning (Gentry, 1990). As outlined in the work of Engel and Charron (2006) and Moylan et al. (2008), the building and promotion of an entrepreneurial ecosystem have been significant for many educators to date (Engel & Charron, D, 2006). According to the examples above, there are three components to entrepreneurship education: (a) the acquisition of knowledge (Theory), (b) the establishment of an entrepreneurial support structure (Incubator), and (c) the development of entrepreneurial skills (Experiential Learning). Educators can try to provide an understanding of the context of entrepreneurship and imbibe the necessary skills by incorporating appropriate learning activities such as the use of concrete examples, simulations, projects, field



studies, and so on, and by allowing students to move outside the classroom. The conducive climate is created with the assistance of the entrepreneurial support system and by encouraging students to network and collaborate with one another (Moylean, Heagney, C. & Byrne, O., 2008). Students can form self-selected groups and work together. The emphasis on teams is deliberate and follows the results of Aulet (2013), Reiss (2011), and Van de Ven (1993) regarding the necessity of team development for entrepreneurial endeavours. This debunks the false notion of an entrepreneur as a lone superhero and emphasises the significance of a team approach for successful entrepreneurship. Students work in groups to develop concepts for viable items or services to offer, and then conduct market and possible consumer research. They then plan the operation, organising all logistics, financing, product, display and merchandising, floats, and so on. They sell at their designated times and are then asked to evaluate their financial and overall performance. This collaboration can also take place virtually, which promotes thinking and reflection in a familiar setting while also stimulating experiential learning. The student also has an important role to play in this learning. As a result, in pursuit of experiential learning, entrepreneurship education should focus on employing learning activities that forge students to build a support network and subsequent entrepreneurial skills, while understanding how and why this is placed within the context of entrepreneurship itself. Indeed, Wadhwa (2013) proposed that timing is critical, and that the objective is to deliver education at teachable moments when the entrepreneur is considering launching a firm or is ready to scale it. The Social Enterprise Project is another experiential learning project that challenges students to investigate and produce a business plan for a social enterprise while keeping in mind the value it brings to society rather than profit for the owners and shareholders. Aside from conducting market research and building the value proposition, the students are tasked with piloting a practical area of the firm that they have chosen. For example, students can create a social entrepreneurship business concept to teach the elderly how to utilise social media. Thus, students engage in an academic learning exercise that blends classroom theory and practices and adheres to Kurczewska's (2011) three dimensions of teaching entrepreneurship. As a result, students learn about social entrepreneurship and how to operate as a social entrepreneur, while also being encouraged to be more entrepreneurial in their approach to their project. Such a project, in and of itself, can be beneficial in integrating students with the larger, local community and has proven a particularly effective method of embedding and measuring the 'competence-insight' learning outcome for business as set out in the National Framework of Qualifications (Moylean, 2013). Experiential projects in marketing and sales, as well as the usage of social media and information technology, have been combined and introduced, and assessment is now making more use of digital technology to promote learning. Students are creating websites, social media campaigns and engaging directly with a variety of platforms to promote their business ideas, which are assisting in the development of networking skills, which O'Donnell et al. (2001) has deemed to be a fundamental entrepreneurial skill, with the inclusion of guest lecturers from local and national entrepreneurs, business mentoring clinics, business plan competitions, employer forums, and more. The method of teaching, learning, and assessment depends on a wide range of learning activities related to Kolb's experiential learning cycle.

Evaluation Kolb's Four Identified Components (Kolb, 2014; Kolb&Kolb, 2017).

Cooperative learning, open-ended assignments, critical-thinking exercises, simulation, and problem-solving

activities are some of the strategies used in student centre instruction to encourage active learning (Felder & Brent, R, 1996). Students' responsibility and independence aid in the development of lifelong learner traits such as motivation, self-evaluation, time management, and information access. Research on student learning emphasises the necessity of focusing on what students do and why they believe they are doing it rather than what the teacher does (Biggs, 1990). Cooperative learning has emerged as the main new approach to classroom instruction during the last decade. Cooperative learning is an instructional paradigm in which students cooperate in groups to complete structural tasks.

Theoretical Framework

Despite the fact that various models and theories have been developed to characterise experiential learning, Kolbe's experiential learning cycle remains the most often used. In practice, in order to gain from personal or environmental experiences, the medical student must be willing to actively participate in the experience and follow it up by reflecting on the experience (Roman, 2018; Tanaka & Son, 2019). This must be accomplished by the student using analytical skills to gain a conceptual comprehension of the experience (Yardley, 2012).

Social work covers a variety of emotional and psychological abilities in addition to formal academic training. While knowledge and practices characterise the profession, some of the most significant skills are learned on the job. Academic and professional education equips you with abilities that are vital for them and should not be overlooked (Universityat Buffalo, 2021).

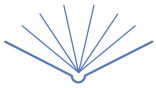
As a practice-based profession, social work (IFSW/IASSW, 2014) necessitates a blend of theoretical and practical expertise. Both types of learning are required for students to become professional social workers and occur both inside and outside of the university classroom as part of the field education experience.

Ecological System Theory

The research was carried out from the standpoint of ecological systems. This theory was developed by Bronfenbrenner (1979). The idea presumes that each system includes roles, standards, and regulations that influence the psychological development of its members. Understanding this is aided by the five environmental systems with which a person interacts. These are their names: Family, school, religious institutions, neighbourhood and peers are examples of microsystem institutions and organisations that have the most immediate and direct impact on a child's development (Bronstein, 2003). It was clear that if we bring structural change by introducing a new framework for education and curriculum would nurture our budding futures to equip with the required skills.

The Rationale of the Study

Indeed, with the fast-changing job market and global ecology, it is becoming increasingly important for children not only to learn, but also to learn how to learn. As a result, education must shift away from content learning to critical thinking and problem-solving skills. However, education must have a holistic and multidisciplinary approach. Pedagogy must evolve in order to make education more immersive, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, adaptable and, of course, enjoyable (Reddy, 2020). In addition to science and mathematics, the curriculum should include basic arts and crafts, humanities, games, sports and fitness, languages,



literature, culture, and values in order to improve all aspects and skills of learners and make education more well-rounded, useful, and fulfilling to the learner. The character must be developed through education, preparing students to be ethical, reasonable, compassionate, and caring citizens while also preparing them for gainful, fulfilling employment (Ministry of Human Resource Development, 2020).

The gap between the current state of learning outcomes and what is required for the current global job market must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood education through higher education (Ministry of Human Resource Development, 2020). Bridge the existing skill gap, addressing issues pertaining to scholastic development of pupils there is a scope of school social workers.

Social workers in schools play a vital role in educational settings. Social workers who work in school systems assist kids in improving their emotional well-being as well as their academic performance. School social workers are often employed by the school complex or a third-party agency with which the school district has a service contract. Absenteeism, social withdrawal, violent conduct, rebellion, and the effects of particular physical, emotional, or economic disorders are among the challenges that school social workers frequently assist students, families, and teachers (Barker, 2003), (Galambos, Erin T. Barker, & David M. Almeida, 2003) (NASW, 2009). Goal 4 (SDG4) of India's 2015 2030 Agenda for Sustainable Development intends to "provide inclusive and equitable quality education and develop lifelong learning opportunities for all" by 2030. To accomplish all of the essential priorities and goals (SDGs) of the 2030 Agenda for Sustainable Development, such a lofty aim would necessitate the redesign of the whole educational system to promote and encourage learning (Singh, 2021). As per the Government report in 2014, India has been facing the challenge of well-trained, skilled workers; it was estimated that only 2.3 percent of the workforce in India had undergone formal skill training as compared to 63 percent in UK, 75 percent in Germany, 52 percent in USA, 80 percent in Japan and 96 percent in South Korea. A large number of the workforce have little or no job skills, making them largely unemployable (The Ministry of Skill Development and Entrepreneurship, 2014). Hence to address this skill gap, a distinct Ministry was established in November 2014 and named as Ministry of Skill Development and Entrepreneurship. Subsequent year skill India was announced and many initiatives were carried out. In this view, NEP 2020 is also one of the endeavors to instill vocational education from the elementary stage.

Objectives of the Study

- To assess the National Education Policy in creating new vistas of skill development among the upcoming generation
- To explore avenues to implement the National Education Policy with the help of Social Work professionals

Method and Materials

The present study was based on the National Education Policy-2020 policy document hence document analysis method was adopted. The study was based on content analysis; therefore, secondary data was drawn from various sources such as web site of the human resource development ministry, blogs, journal articles and policy copy related to the National Education Policy 2020 India and the

Social Work profession were brought interface and analyzed role of Social Work profession in effective implementation of the NEP- 2020. Based on School Social Workers already appointed in private international schools the role of School Social Workers is classified into three categories namely facilitator, counselor and liaison.

Results and Discussion

The role of the school social worker, as envisaged by the National Education Policy 2020, is crucial, especially when problems with scholastic development and facilitating in school complex level for achieving the essence of the education policy. A school complex is essentially a network of neighborhood schools managed by one secondary school. These schools will work together, sharing teaching, staff, and infrastructure resources (Jolad, 2020). When children are malnourished or ill, they are unable to learn optimally. As a result, children's nutrition and health (including mental health) will be discussed in terms of nutritious meals and the integration of well-trained social workers, counselors, and community engagement into the schooling system.

Facilitator

The second goal of NEP 2020 is to achieve universal school participation by closely monitoring students and their learning levels to ensure that they (a) are enrolled in and attending school, and (b) have enough opportunities to catch up and re-enter school if they have fallen behind or dropped out. Appropriate facilitating systems must be placed to provide equal and quality education to all children up to the age of 18 from the foundational Stage through Grade 12. Counselors or well-trained social workers linked to schools/school complexes and teachers can work with students and their parents on a continuous basis, as well as move around and collaborate with communities, to ensure that all school-age children participate and learn in school. Teachers in very small schools will no longer be isolated; instead, they will become a part of work with wider school complex groups, sharing best practices and working collaboratively to ensure that all children must understand. To better support teachers and build an effective learning atmosphere, school complexes could share counselors, trained social workers, technical and maintenance personnel, and so on.

It will also be essential to consider research that determines which measures are especially effective for certain socio-economically disadvantaged groups (SEDGs). For example, providing bicycles and organizing cycling and walking groups to provide access to school have been shown to be particularly efficient ways in raising participation of girl students - even over shorter distances - due to the safety benefits and comfort provided to parents. For certain children with disabilities, one-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and appropriate technological measures to ensure access can be extremely effective. Schools that provide high-quality early childhood care and education (ECCE) reap the greatest benefits for children from low-income families. Meanwhile, counselors and/or well-trained social workers who work with and connect with students, parents, schools, and teachers to improve attendance and learning outcomes have been shown to be especially successful for children from low-income families living in urban areas.

Counselor

Pupil, parental and teacher's counsellings are required wherever necessary, hence school social worker plays a pivotal role in schools. Whenever these stakeholders



come across role conflict or adjustment problems and any kind of psychosocial issues, there is a need for social work intervention. Students will be sensitized as a result of this new school culture, which will be implemented by teachers, trained social workers, and counsellors, as well as corresponding changes to introduce an inclusive school curriculum. Early in the school curriculum, material on human values such as respect for all people, empathy, tolerance, human rights, gender equality, nonviolence, global citizenship, inclusion, and equity will be included. It will also require a more in-depth understanding of different cultures, religions, languages, gender roles, and so on in order to sensitize and cultivate respect for diversity (Human Resource Development Ministry, 2020).

Liaison

The School Social Worker plays a liaison role with parents, teachers, pupils, the school and the community. Because all stakeholders' participation is required for educational development however school social worker works as a liaison between these stakeholders. All efforts will be made to ensure that community members participate in adult education. While traveling through their communities to track and ensure the participation of non-enrolled students and dropouts, social workers/counselors will be asked to collect data on parents, adolescents, and others interested in adult education opportunities as learners and teachers/tutors. After that, the social workers/counselors will connect them with local Adult Education Centers (AECs). Adult education opportunities will also be widely publicized, through advertisements and announcements, as well as events and initiatives of NGOs and other local organizations (Human Resource Development Ministry, 2020).

The process of learning is critical for students in both classroom and field settings to help them acquire, practice, and improve the values, skills, and knowledge required for the profession. Learning enables students to become competent and ethical professional social workers, and as such, it may be viewed as a developmental process that typically begins with students' entrance to their educational programs and continues through their field placement with social work agencies (Dewey, 1997; Hager, 2005; Mezirow, 2000).

This National Education Policy envisions an education system rooted in Indian ethos that directly contributes to the long-term transformation of India, or Bharat, into an equitable and vibrant knowledge society by providing high-quality education to all, thereby transforming India into a global knowledge superpower. The Policy envisions our institutions' curriculum and pedagogy instilling in students a deep sense of reverence for the Fundamental Duties and Constitutional values, a sense of belonging to one's nation, and a conscious awareness of one's roles and responsibilities in a changing world. The Policy's vision is to instill in learners a deep sense of pride in being Indian, not only in thought but also in spirit, intellect, and deed, as well as to cultivate knowledge, skills, values, and dispositions that promote responsible commitment to human rights, sustainable development and living and global well-being, reflecting a truly global citizen.

Conclusion

India is one of the youngest nations in the world. It is also considered the next big economic power because 62 percent of the population falls between the working age of 15-59 years. More demographic dividend we have that supposed to be utilized by instilling skills and creating employability through education is the need of the hour. The NEP 2020

drafting committee made a comprehensive effort to devise a policy that takes into account state/UT governments, expert perspectives, global best practices in education, field insights, and stakeholder input. The goal is lofty, but the implementation roadmap will determine whether it truly fosters an all-inclusive education that prepares students for jobs. Effective implementation of the NEP 2020 can be possible with the collaboration of non-profit organizations where trained social workers are working or appointing trained social worker to implement the policy outlines in various levels of education whether the elementary or higher education for changing the mindset of parents and teachers from old education system to new educational paradigm, reimagining and adopting pedagogical changes, rethinking assessments, training educators, fund raising from various stakeholders for infrastructure improvement and adopting a bottom up approach.

The Government of India strives to set a global standard in all spheres; it is evident from the all effort of the Government, introduction of skill India, Digital India. National Education Policy and 'Atmanirbhar Bharat' paved the way to create India as a superpower nation.

Social Work profession also works with the motto of 'Helping People to Themselves' it is on par 'Atmanirbhar Bharat' making India self-reliant by facilitating through various programmers to the needy for empowering and making them independent.

It is the time for the transformation of Social Work education by adopting school social work specialization (elective) for imparting extensive knowledge as well as practical exposure to cultivate skills for intervention with schools even more effectively. In addition to that, intensive research studies need to be initiated to develop intervention models for practitioners to practice school social work even more effectively.

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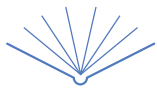


Table 1. *The New Education Policy 2020 Desired Goals Accomplishment through Trained Social Workers*

The New Education Policy outlines	Role of the trained social worker
Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.	Training programmes for teachers and parents to recognize, identify and foster the unique capabilities of each student. Rendering parental education and counseling wherever it requires Counseling (group, individual and/or family).
Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.	Educating the pupils as preventive functions of Social Work and rendering counselling as a curative function of Social Work with pupils whenever they are at a crossroad of selecting the best possible paths of life.
No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.	Preparing teachers and students for the new education culture by rendering training programmes. Facilitate to have multidisciplinary and holistic education across different streams of science.
Creativity and critical thinking to encourage logical decision-making and innovation. Life skills such as communication, cooperation, teamwork, and resilience.	Providing life skill education Providing crisis intervention. Developing intervention strategies to increase academic success. Assisting with conflict resolution and anger management. Helping the child develop appropriate social interaction skills. Assisting the child in understanding and accepting self and others.
Emphasis on conceptual understanding rather than rote learning and learning-for-exams.	Facilitating to use Social Group Work to involve in many group activities to promote learning by doing. Connecting with students, parents, schools, and teachers in order to improve attendance and learning outcomes have been found to be especially effective for children in poor urban areas.
Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.	Conducting sensitizing sessions viz., gender, caste, religion, region, race, culture sensitivity Conducting constitutional perspective building sessions. Assisting in developing positive behavioral intervention strategies.
Issues related to the learning of student must be addressed.	Working with parents to facilitate their support in their children's school adjustment. Alleviating family stress to enable the child to function more effectively in school & community. Assisting parents to access programs available to students with special needs. Assisting parents in accessing and utilizing school and community resources.
Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture	Working with those problems in a child's living situation that affect the child's adjustment in school. (home, school, and community)
Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang (differently-abled) students, and educational planning and management	Preparing a social or developmental history on a child with a disability. Sharing of social workers and counsellors, and School Complex Management Committees to address the extensive use of ICTs
Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions	Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior. Assessing students with mental health concerns. Developing staff in-service training programs. Assisting teachers with behavior management. Providing direct support to staff.
Education is a public service; access to quality education must be considered a basic right of every child	Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program.
Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.	Sought co-ordination between all stakeholders and mobilizing community participation and true philanthropic private facilitation. Voluntarism can be tapped to bridge the infrastructural and qualitative gaps. Obtaining and coordinating community resources to meet students' needs. Helping school districts receive adequate support from social and mental health agencies. Advocating for new and improved community/school service to meet the needs of students and families. Helping the system respond effectively to each child's needs.



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