

## CHAPTER 1

### INTRODUCTION, THEME ANALYSIS AND STATEMENT OF THE PROBLEM

#### 1.1 Introduction

In many developed and affluent countries of world society, as well as in the developing countries, there are unfortunate and vulnerable social groups, which all exist on a low socio-economic and cultural niveau and have a humble social and economic status. These are the milieu-impeded or socio-culturally destitute classes of world society. Socio-educationally it can be interpreted that a person in such a milieu is a milieu-deprived person. What is also of importance, is that there is an intricate connection between the cultural standard of a person's socio-economic milieu and his achievements, and that the person who experiences extreme social, cultural and educational impediments, is not equipped with the necessary experience to obtain a satisfactory quality of life.

The concept **milieu-deprivation** refers to social groupings that display the following characteristics, although there are specific differences between them: a low economic status, a low social status, a low educational standard, the practicing of inferior professions, unemployment, limited community involvement and limited potential for upward social mobility. This concept further indicates groups that, because of milieu-deficiencies and psycho-social handicaps, are engulfed in a spiral syndrome of poverty, deprivation and cultural destitution. For this reason they experience serious encumbrances in their optimal self-actualisation, the bettering of their chances in life, and obtaining a satisfactory quality of life.



From approximately the end of the Second World War, a number of economic, political and social factors in the world combined to focus the attention on:

- the circumstances, needs and growth handicaps of milieu-deprived culture groups and population groups in all areas of the world;
- the economic and social disparities that existed all over the world;
- the under-utilisation of human potential;
- the fact that many students did not receive the education that would enable them to make a satisfactory contribution to society;
- the fact that the quality of life and opportunities of so many people are obstructed by their low social and economic status.

An international spirit of insistence, whereby strong cognisance was given to the intense desire of people and nations to emancipate and develop, and to the need of the individual for self-actual and social advance, was gaining ground in world society.

Now, more than ever before, humanity is aiming to liberate the socio-economically and culturally deprived masses from their unfavourable situation through massive educational and economic aid programmes.

The opinion is increasingly being promulgated, that it is significant and worthwhile to promote the cultivation of all individuals and population groups, irrespective of colour, sex or socio-cultural nivieu.

Attempts in this respect are being made to help these individuals and population groups by means of programmes that for example include compensatory education programmes, community development programmes and development

communication programmes.

The compensatory programmes, e.g. in the USA, Israel, England and the Netherlands, are comprehensive in aim and scope. They attempt to achieve no less ambitious a goal than *"to make up for those environmental deficits in society and school which retard and limit educational progress"* (Chazan 1973:3). To this end, the programmes include: measures to alleviate poverty, the provision of medical facilities, the building of new schools, devising new educational materials and techniques, increasing the impact of educational technology and establishing projects to involve parents and the community.

Gordon and Wilkerson (1966:34) point out, both qualitatively and quantitatively, the variety of compensatory programmes and practices: *"What all these programmes and practices have in common is a dual goal - remedial work and prevention. They are remedial in that they attempt to fill gaps, whether social, cultural, or academic, they are preventive in that by doing so they aim to forestall either an initial or a continuing failure in later life"*.

In compensatory education the emphasis is on creating and extending education and learning opportunities for the milieu-deprived and culturally different learner.

This study will investigate the possibility of alleviating the problem of milieu-deprivation in Third World communities by integrating the following three strategies into a comprehensive strategy: compensatory education, community development and development communication.

## 1.2 Conceptualisation

In recent years, the concept education has been equated to learning, irrespective of where, when and how often it



occurs. Three modes of education are distinguished: formal, informal and non-formal education. One needs as a matter of primary concern, a clarification of the above-mentioned concepts.

#### 1.2.1 Formal education

Formal education can be defined as *"the hierarchically structured, chronologically graded full-time educational system, running from the primary school through the university and including, in addition to general academic studies, also a variety of specialized programmes and institutions for full-time technical and professional training"* (Fourie 1978:45).

Van der Stoep (1984:vii) defines formal education as *"the institutionalized, chronologically graded and hierarchically structured educational system, spanning lower primary school to university level"*.

Formal education, according to Coombs (1985:24), *"involves fulltime, sequential study extending over a period of years, within the framework of a relatively fixed curriculum"*.

#### 1.2.2 Non-formal education

The concept non-formal education can be defined by quoting Paul Fordham (1983:46) as *"... part of a widespread search for alternatives in education which is itself intimately bound up with changing conceptions of development. The term 'non-formal' was given currency by development planners rather than educators. Existing terminology was seen as too narrow, while many of the more important programmes (e.g. farmer training) were sometimes not seen as education at all, even by practitioners themselves. What was needed was an all-embracing term for ... educative services. As it gained currency, the term also came to include provision for*

*the school-age dropouts and left outs of the formal system".*

Coombs (1985:23) is of the opinion that *"Non-formal education, contrary impressions notwithstanding, does not constitute a distinct and separate educational system, parallel to the formal education system. Non-formal education is simply a handy generic label covering: any organized, systematic, educational activity, carried on outside the framework of the formal system, to provide selected types of learning to particular subgroups in the population, adults as well as children. Thus defined non-formal education includes, for example, agricultural extension and farmer training programs, adult literacy programs, occupational skill training given outside the formal system, youth clubs with substantial educational purposes, and various community programs of instruction in health, nutrition, family planning, cooperatives, and the like".*

Van der Stoep (1984:vii) defines non-formal education as *"any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children".*

According to B. Djiwandono (1979:45), *"Non-formal education assumes that learning is a lifelong process, starting from infancy and continuing through adulthood. It includes the acquisition of skills as well as the adoption of attitudes, values, and behaviour. It includes receptivity to productive change".*

Berstecher (1983:43) states that *"Non-formal education refers to any other organized, systematic educational activity which provides learning to particular sub-groups of the population, examples include adult literacy programmes, occupational skill training, farmers' extension*



*programmes, instruction in family-planning methods, and many others".*

### 1.2.3 Informal education

Coombs (1985:24) defines informal education as *"the life-long process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitudes of family and friends, from travel, reading newspapers and books; or by listening to the radio or viewing films or television. Generally, informal education is unorganized, unsystematic and even unintentional at times, yet it accounts for the great bulk of any person's total lifetime learning - including that of even a highly 'schooled' person".*

Van der Stoep (1984:vii) similarly states that informal education is *"a life-long process by which every person acquires accumulated knowledge, skills, attitudes and insights from daily experiences and exposure to the environment".*

Berstecher (1985:45) agrees with both Coombs and Van der Stoep that informal education refers to *"the life-long process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily living experiences at home, at the workplace or in social interaction".*

### 1.2.4 Compensatory education

Chazan (1973:1) defines compensatory education as *"educational and social measures aimed at solving or alleviating the problems faced by these children, now categorized as 'socially disadvantaged' or 'culturally deprived' or by some similar label. As the problems of*



*disadvantaged children differ, at least to some extent, in different countries, and the measures designed to help them vary greatly in their aims and purposes, 'compensatory education' is not easy to define".*

According to Frankenstein (1979:7): *"We define the function of education in this vital social-problem area as a series of ever repeated and ever modified didactic interventions aimed at the restoration of impaired cognitive potentials in as many underprivileged and socially or culturally retarded children as possible".*

Gordon and Wilkerson (1966:158) view compensatory education as *"attempts to compensate for, or to overcome, the effects of hostile, different, or indifferent backgrounds".*

A short and to the point statement on compensatory education is provided by Cohen and Brawer (1982:241): *"Compensatory education is designed to do what its name suggests - 'to compensate for deficiencies . Compensatory education fits within (the) mission of 'connecting people with opportunities'".*

It is feasible to recognise adult education at this stage. Unesco (1976) defines the term adult education as *"the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development; adult education, however, must not be considered as an entity in itself; it*

*is a sub-division, and an integral part of a global scheme for lifelong education and learning".*

A definition of the concept lifelong education is also imperative. Dave (1975:43) defines this concept as *"a comprehensive concept which includes, non-formal and informal learning extended throughout the life-span of an individual to attain the fullest possible development in personal, social and professional life. It seeks to view education in its totality and includes learning that occurs in the home, school, community and workplace, and through mass media and other situations and structures for acquiring and enhancing enlightenment".*

Although it is difficult and at times impossible to distinguish between adult education and continued education, the concept continued education should also be defined. Continued education, according to Van der Stoep (1984:117), can be regarded as *"education programmes for adults who are already practicing a vocation or it can be regarded as retraining workers which becomes necessary as a result of technological changes in the work situation. It is also considered to be synonymous with so-called 'life-long education' which naturally includes adult education. This type of education takes place mainly outside the school and it is continually linked to education in the non-formal sector".*

#### 1.2.5 Community development

For the understanding of the concept community development, an explanation of the concepts community and development will be useful. According to Brookfield (1983:62) the concept community refers *"to a geographical locale in which people live and work, in which they develop relationships based on common concerns, and in which expressions of mutual assistance reflect the dominant social mores. Underpinning*





*this sense of interrelatedness is the cohesion afforded by all members of the group subscribing to shared norms, moral codes, beliefs and attitudes. This subscription is enforced by the socialization process which ensures that new members to the group are initiated into its moral and behavioural codes".*

Roberts (1979:27) says that *"the community exists when a group of people perceives common needs and problems, acquires a sense of identity, and has a common sense of objectives. Thus a profession may be a community despite its lack of a physical locus".*

Van der Stoep (1984:18) defines development as *"an extensive process for the change of structures within society in order to alleviate conditions of under-development. These include poverty, hunger, illiteracy, ill-health, etc., as part and parcel of the life style of a large part of the population. Development therefore, does not seem to be an objective in itself, but is directed towards liberation of the individual subjected to under-development. This includes matters such as restricted existence in an undeveloped environment, which causes the individual to lose his independence".*

The concept community development is a combination of the concepts community and development, as can be seen in the following definitions.

Du Santoy (1958:31) says: *"community development covers all forms of development activity in the field and has been described as a movement to secure the active cooperation of the people of each community in programmes designed to raise the standard of living and to promote development in all its forms ... Community development thus covers all the forms of betterment required by the community in the areas in which its members reside".*



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In a United Nations publication, community development is defined by Unesco as follows: *"The term community development has come into international usage to connote the processes by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to national progress. This complex of processes is then made up of two essential elements: the participation by the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative; and the provision of technical and other services in ways which encourage initiative, self-help and mutual help and make these more effective. It is expressed in programmes designed to achieve a wide variety of specific improvements"* (1971:2).

Lotz (1972:79) describes the term community development as *"a portmanteau word to cover a multitude of processes, projects, programmes and approaches in social change"*.

Compton (1971:384) reduces the concept of community development to the simple phrase *"people participating in the improvement of their lot"*.

The principles and practices of community development are closely linked to adult education in the community. Compton and McClusky (1980:229) have explored this connection and argue that: *"Community education for development represents the how (practice and program) and the why (theory and principles) of teaching this social and behavioural technology to local groups for the sake of facilitating individual learning, group problem solving and community building"*.

Brookfield (1983:89) implies that *"education of the*

*community and community development are equivalent to the extent that they are both based on preferences regarding the form of a good, healthy, fully-developed community".*

#### 1.2.6 Development communication

Development communication, according to Pretorius (1986:13), entails the following: *"Die aanwending van kommunikasiemedia (radio en televisie) om milieugestremde gemeenskappe en bevolkingsgroepe te help ontwikkel".*

#### 1.2.7 Third World

The term Third World is usually seen as vague. According to Tight (1983:38), it usually has the following meaning: *"developing countries, most of them in Africa, Asia and Latin America, and most of them politically in the 'non-aligned' group. Altogether, these countries embrace some three quarters of the world population. Obviously, such a group will not be unanimous, on adult education or anything else, but they do have certain common concerns and interests".*

The Oxford Dictionary defines the Third World as the developing countries of Asia, Africa and Latin America, that are considered as not politically aligned with Communist or Western Nations.

### 1.3 Theme analysis

#### 1.3.1 The problem of milieu-deprivation in Third World communities

The concept milieu-deprivation encompasses a broad range of human conditions that are below par. *"Deficiencies in education, experiences, and the pervasive results of discrimination and socio-economic deprivation characteristically mark the disadvantaged ..."* (Amos and



Williams 1972:17). According to the preceding authors, the disadvantaged are the ones who are products of a culture that has not provided them with opportunities, experiences, motivations and relationships that will enhance their chances of competing successfully with their fellow citizens. Pretorius (1985) says that **milieu-deprivation** refers to a person who cannot adequately take part in the dominant culture on account of a lack in specific experiences, a language deficiency in connection with the dominant culture, an unfavourable geographical-physical situatedness and the economic poverty in which he finds himself. Milieu-deprivation is created by conflicts and differences between the sub-culture of the individual or population group and the dominant culture of the mainstream of society.

All the Third World communities experience this problem. Their low socio-economic status brings with it the disadvantages of poor housing, marginal living, inadequate forms of social protection, few organised forms of social life, low parental motivation for youth, and a damaged self-concept. Amos and Williams (1972:21) state: ***"Insufficient nourishment levels, inadequate clothing, neglected health conditions, and other factors such as irregular, temporary, or non-existent residence, may preclude or interrupt satisfactory participation in local community opportunities"***.

An outstanding characteristic of these communities is the fact that they have very specific and urgent learning needs. According to Coombs the factors that led to these learning needs were the following: ***"... population growth, migration and urbanization, advances in knowledge and technologies, social and economic changes, and, not least, national development strategies and growing international interdependence."***

*These forces crisscross, overlap and reinforce each other. Together they have generated, and will continue to generate, an explosive worldwide growth of learning needs affecting people ..."* Coombs (1985:35-36).

Coombs describes these factors as follows:

- **Population growth**

He sees the growth of the world's population as a growth in the number of learners in the world. This growth takes place in areas of the world that are not capable of supporting their costs, that are in need of food, dwellings, schools, health care, employment opportunities, resources for development and infrastructures for development.

According to the reports on the "Human Option" conference in Grahamstown (1985:2), *"there are at present some 80 million people added to the global population per year of which 73 million are born in the Third World. At present over 600 million live in abject poverty and more than double that number is neither essentially healthy nor well educated ... people can only be an asset if they are healthy and possess relevant education and skills. There can be no question that unbridled population growth as represented by the high projection will lead to lowering of general living standards, even more widespread poverty and massive slum formations around our cities"*.

## 2.5 Migration and urbanisation

Population migration and urbanisation is a demographic phenomenon which is affecting learning needs. According to Coombs, millions of families in the past three decades have



moved to strange new locations, often in their own countries but in many cases to other countries. Most of these migrants moved from a rural to an urban area, or from a small town to a big city, the reasons for this being joblessness and poverty. Often they enter a new country illegally as undocumented workers, and this has educational implications. These families are now confronted with new learning needs, that are brought about by a different socio-economic and cultural environment. In their previous rural setting, oral instruction and informational materials were sufficient for their daily routine, but the main problem they are facing in their new environment is literacy, which is essential to the most elemental aspects of their daily lives. They have no knowledge of reading road signs and signs on public transportation systems, or reading want ads in newspapers, and thus find it nearly impossible to find a job. They find themselves in a strange culture, which is a traumatic experience. Alvin Toffler (1970) calls this experience, which is a reaction to a temporarily unsuccessful attempt to adjust to new surroundings and people, "culture shock". The migrators find themselves with complex learning needs, often including the need to learn a new language.

- **Increasing poverty**

- \* According to Coombs, the rural poverty is likely to spread, especially in the already overcrowded countries of Asia, and parts of Africa and the Middle East. He states that educational facilities, health provisions, water supplies, transportation, and other essential household and community services are destined to increase. This will make particularly the women and children of the poorest families vulnerable to floods, epidemics, crop failures, etc. Thus the health status of many people in these lower income countries is bad, as

is reflected in their inadequate nutrition, lack of access to safe water, unsanitary conditions, and poor child and maternal care. Johnson (1970:preface) says: *"Poverty is the unifying thread of cultural deprivation. The disadvantaged family is caught up in a cycle of inherited poverty - economic, educational, spiritual, moral, experiential, and aspirational. Until it is broken, the children will continue to pass it on to their children ..."*.

According to a Unesco report (1980:8) *"the new international order has been conceived as an attempt to cooperate in the rebalancing of economic power and the redistribution of resources. It has an important human dimension (in which education plays a key role) in redressing social iniquity and helping individuals to play a more important role in the development of their community and nation. The Director-General of Unesco has emphasized that national authorities and the international community are required to redouble their efforts on behalf of the world's least privileged, poorest and most deprived people"*.

### 1.3.2 The integration of strategies to alleviate the problem of milieu-deprivation

Three strategies for non-formal education and development in Third World communities are the following:

- Compensatory education strategies
- Community development strategies
- Strategies for development communication

These three strategies will now respectively be discussed:

- Compensatory education strategies

*"Compensatory education is the collective name for various educational and social programmes, projects, procedures and practices for milieu-deprived children, adolescents and adults. Compensatory Education is designed to compensate for the milieu and psycho-social deficiencies which hamper and limit the individual's self-actualization and opportunities in life"* (Pretorius 1985:9).

Compensatory education is designed to do what its name suggests - *"compensate for deficiencies ..... compensatory education fits within (the) mission of connecting people with opportunities"*, Cohen and Brawer (1982:241 and 249).

The goals of compensatory education, according to Pretorius (1985:9), can be summarised as follows:

- To remedy or alleviate milieu deprivation,
- to compensate for milieu and psycho-social deficiencies,
- to increase the educational, training and career opportunities of the milieu-deprived,
- to develop his life skills.

The following categories of compensatory education can be accepted as the main aspects of compensatory education (Pretorius 1985:40-122):

(i) **Pre-school educational programmes**

This can be seen as one of the most important aspects of compensatory education, as it is the optimal preventative opportunity to alleviate milieu-deprivation. Key concepts in this regard are school readiness, enrichment (language and





perception), stimulation, learning to learn, and the provision of experiences to the pre-school child. In the USA the Head Start programme is used to compensate for early deprivation before the child enters school. Further important aspects of pre-school educational programmes are increasing knowledge, exercise in attention-concentration, socialisation, and the cultural enrichment of the child. Home-training programmes are used to involve the mother. For example, in the USA and Israel educational television programmes for school readiness are used for the milieu-deprived pre-school child.

(ii) **Primary school educational programmes**

These programmes are designed for the continued practicing of skills gained in the pre-school programme (for example the Follow Through programme in the USA). The curricula, means and methods of the primary school are adapted to the pupil's defective experiences and skills and specific learning style, to modify the approach of the schools to disadvantaged children and to make the school system a relevant one for these children. The emphasis is on learning to read, write and do arithmetic.

(iii) **Work-study programmes**

These programmes are designed for the milieu-deprived youths who are premature school-leavers or potential school-leavers. These work-study programmes are implemented as follows: the youths participate in adapted school-study programmes in their spare time whilst practicing a profession (a work-and-study programme). The work and study must



be in connection with, and supplement, each other. The programmes contain the following activities: academic work, workshop practice, guidance, job experience, job training, and acquiring job skills.

(iv) **Higher education and adult education**

Milieu-deprived youths and adults have a need for after school education in, especially, literacy competence and vocational training. To provide for this need, educational and training opportunities must be established in institutions such as community schools (community education), technical colleges, community colleges (USA), universities, etc. Special practices and programmes must be established in these organisations to alleviate the problems of the milieu-deprived student, for example through remedial education, preparatory and/or bridge programmes, tutoring, counselling, learning laboratories, special learning-packets, learning-skills courses, language courses, etc.

(v) **Counselling**

An extensive counselling service (in and out of school context) for the milieu-deprived child, youth and adult is an extremely important and indispensable practice in any infrastructure of compensatory education. On the one hand school-related counselling services are needed for the milieu-deprived child and youth in the school situation and directed at health education, school counselling, vocational counselling, etc. On the other hand, community counselling is needed for an extensive part of the milieu-deprived population who find themselves outside the formal school framework, and in need of counselling services with regard to



education, training, housing, recreation, family life, financing, health, child care, etc.

The community centre functions not only as a community school for the members of the community (children, youths, and adults), but also as a community development unit, whereby all supportive services are connected to the needs and development of the community, for example, basic education, non-formal education, informal education, community counselling, vocational counselling, job training, job placement, welfare (social work), legal services, health services, family counselling, group counselling, etc.

(vi) **Reading and language education**

The illiterate youth or adult has a need for

- the development of language, reading and communication skills;
- bilingual education (with regard to the dominant language or languages of the society);
- basic literacy.

The rendering of assistance to the milieu-deprived individual over the total spectrum of education means learning to learn, and learning to read, for the sake of his academic achievement, career opportunities and social improvement, and to better his quality of life.

(vii) **Curricular innovations**

The emphasis here is on the introduction of innovations in the curriculum to adapt and improve the education of the milieu-deprived child.

Compensatory education programmes must be adapted to the cultural background, learning needs, and learning style of the milieu-deprived child with regard to the means and methods of these programmes. The child must, for example, be taught by inductive didactical strategies (progressive movement generalising from particular instances to the general entirety).

School instruction must be enriched by extra-curricular experiences, such as excursions, counselling, recreation, etc. The parents must also be involved and support the school progress of their child.

(vii) **Extracurricular innovations**

The formal education of the school must be supplemented by a variety of extramural activities that are practised in the family, the school and the community. There is a need to create new learning opportunities - formal and informal, such as recreation, sport, clubs, study, music, hobbies, excursions, exhibits, self help, socio-cultural and education forming and enrichment, youth work and youth societies, housekeeping and craft courses, counselling, libraries, the presenting of educational films, video cassettes, radio and television, agricultural training, vocational training, apprenticeship, literacy education, community services, etc. Thus activities must be established for the specific learning needs of a specific community.

(ix) **The recruitment and training of teachers**

Teachers must be specially trained for compensatory



education. The teacher must have a proficiency in special skills, cognisance of, and an understanding for the milieu-deprived child. The following training possibilities can be mentioned:

- courses in compensatory education (training at colleges and universities)
- in-service training
- crash courses
- orientation courses
- correspondence courses
- vacation courses.

Possible main subjects for training in compensatory education are the following:

Educational Psychology, Sociopedagogics (with special focus on milieu-deprivation and education), method of teaching, study of interpersonal-relations, community study, culture study, language study, Transcultural Education, Cultural Anthropology, Non-western Sociology, etc.

(x) **Parent involvement**

The parents of milieu-deprived children are also milieu-deprived. They are generally ignorant, negative and unsupportive towards the school. The child would better its achievement at school if the parents were involved in its school activities. The parent must be involved in the school as a parent, a learner and a service worker. Parent involvement can be established through home visits by teachers, interviews with parents, school visits, parent meetings, parent education, adult education, informal education, etc.

Through parent education, the parents are

enlightened and informed so that they are able to fulfil the following tasks: family education, family care, helping the child toward school readiness, supporting school activities, educating and supporting the child for the attaining of an adequate achievement at school, etc.

Parent involvement is coupled with community services and school services (for example libraries, sport, recreation, pupil clubs, school nutrition) and to family programmes (health counselling, education, study, care) - the community school thus helps the family with its problems.

(xi) **Community involvement**

Compensatory education is concerned with the school and the community, which work together with regard to educational and developmental needs: *"to turn the community into a school and the school into a community"* (Halsey). Facilities such as the buildings, equipment, libraries and sports fields of the school are available to the whole community and likewise that of the community to the school. A compensatory education strategy in a specific community is realised in the form of a comprehensive urban or rural community project. The school becomes a community school and extends its task and influence to fulfil a community function. The comprehensive family-school-community programme of the community learning centre offers the following services: community education, community development services, community counselling, life-long education, etc. - and thus creates non-formal and informal educational services.



(xii) **Special services and special personnel**

In any compensatory education infrastructure special services and facilities must be offered in conjunction with the functions of the following supportive personnel:

- **Special teaching personnel:**

Teachers for compensatory education, that are specialised in for example, pre-school education, technical education, domestic science, literacy education, remedial teaching, etc.

- **Special services personnel:**

Doctors  
library personnel  
dentists  
curriculum experts  
school nurses  
educational technologists  
dieticians  
school guidance counsellors  
school psychologists  
career guidance counsellors  
psychiatrists  
community counsellors  
psychometrists  
family counsellors  
school welfare officers  
health counsellors  
culture officials  
community organisers  
recreation leaders

- **Non-professional personnel:**

Assistant teachers  
liaison officers (for example family-school and school-community coordinators)  
student teachers  
parents  
clerks  
supervisors for feeding and playgrounds.

The ideal is a community school or community centre in a specific milieu-deprived community, where all these aspects of compensatory education can be realised. An existing school in a community can for this reason be transformed into a community school. This will be the ideal centre for the many family-school- and school-community-connections that are necessary for such a compensatory infrastructure.

It must be emphasised that the problems and handicaps of the milieu-deprived child and his parents cannot be alleviated by a single programme or category of programmes. Compensatory education is an ecological intervention, in other words, a total change or transformation of the milieu, for the child and his educators. In a total, comprehensive compensatory strategy, that includes many educational and social services, all factors in the milieu deprived situation of the child and his parents must be calculated, and assistance must be aimed at the child, the family, the school and the community.

- **Community development strategies**

Community development is defined by Unesco (1971:2) as follows: *"The term community development has*





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*come into international usage to connote the processes by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to national progress. This complex of processes is then made up of two essential elements: the participation by the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative; and the provision of technical and other services in ways which encourage initiative, self-help and mutual help and make these more effective. It is expressed in programmes designed to achieve a wide variety of specific improvements".*

In the light of this definition, the definition of community development can be formulated as follows: Community development is actualised in the form of practices, projects, programmes and development tasks -all of which include two elements viz. involvement and participation by individuals and groups of the community, and the provision of basic services such as health, recreation, housing, family planning, parent education, agricultural production, nutrition, and consumer economics. In this context education and training should include interalia literacy education, job training, training for cottage and small industries, management and civic training. Two preconditions for the actualisation of community development are that these projects, programmes etc., should be community based and that the provision of the above-mentioned basic services should be related with and relevant to the developmental goals of the community.



The development goals of a community can be summarised as follows (Budd 1978:9-10):

- All community development programmes should set out with the prime goal of benefiting human beings in their lives and in their communities, should be centred on man, and should be based on respect for the individual's worth, intelligence, and competence to solve his or her own problems.
- The encouragement of self-help programmes that will stimulate community responsibility, initiatives, the making of choices, and finding free and responsible solutions.
- Helping individuals to become more creative and productive, and making them aware of the utilisation and beneficiation of their natural resources.
- The co-ordination of welfare actions and other service directed programmes on local and regional level.
- The project services and organisations on a local level, which can raise the people out of apathy and marginality and help them to become collectively aware of their present situation and of the changes which they are actively involved in bringing about.
- A global outlook which integrates all social, economic, cultural and political spheres.

The basic services for community development can be summarised as follows:

(i) **Health**

Health care is an important service which can contribute to raise the quality of life in Third World communities. According to Groenewald (1986:73) *"family hygiene and the prevention of*

*diseases seems to be an important priority. They have many troubles with health in their communities ranging from belief in traditional folk-medicine and a distrust of modern medical practices".* Thus the goal for health services is to ensure good mental and physical health for the individual and for his or her family.

The objectives of health services can be seen as follows:

- To develop a working vocabulary about health, especially for the accurate reporting of symptoms and following a doctor's directions in applying treatment.
- To understand how basic safety measures can prevent accidents and injuries and to recognise potential hazards, especially hazards that are related to home and occupational safety.
- To understand federal control of various drugs and items for health protection and to understand how public reaction influences this control (Di Perna 1982:10)

Other health-related projects in the community could be:

- garbage collection
- toilet construction
- drainage improvement
- home nursing
- practical nursing
- health education

(ii) **Recreation**

This service should include sport, hobbies, dancing, music, clubs, excursions, exhibits, youth work and youth societies etc., and should be designed for

leisure-time recreation. The objectives of this service are to teach the following:

- Rules of the different games.
- The value of participating in games.
- The importance of having hobbies.
- The use of constructive leisure-time (Groenewald 1986:72).

(iii) **Family planning**

Family planning programmes are usually channelled through the health care system. According to "The Human Option" (1985), the quality of the health care infrastructure and its staff, particularly in the rural areas and the poor section of the cities, will determine the effectiveness of these programmes. Family planning is an intimate and sensitive part of people's lives.

The objectives of family planning can be seen as follows:

- To encourage normal, legal and other incentives to delay the age of marriage.
- To deal with the question of illegitimate children.
- To encourage prolonged breast feeding.
- To understand and encourage the voluntary and responsible spectrum of contraceptive measures.
- To deal with the educational and economic advancement of women, as this is the single most important factor that is able to reduce overall fertility.
- To involve men more deeply in all matters relating to family planning and responsible parenthood.
- To take steps to obviate the need for many children as a form of social security for old-age

(Recommendations from speakers and delegates at the conference "Developing the total population of South Africa", 1985).

(iv) **Parent education**

This service should include parent study groups, classes dealing with social and psychological aspects of parenthood and family life, child care and child development counselling, family relationships, pre-marriage problems and home and school relationships.

Groenewald (1986) sees the objectives of parent education as the following:

- To help parents to understand and participate in the educational, physical and psychological development of their children.
- The necessity of maintaining family discipline by the parents.
- Parents' understanding of the needs of their children.
- The handling of family decision-making on important matters.
- Coping with matters such as death by the parents.
- Coping with conflict-resolution in the family.
- Acceptance of the values and beliefs of the parents by children.

Other topics for parent education could include the following:

- Constructive relationships within the family.
- The standard of and requirements for good physical growth.
- Habit formation.

- Emotions and attitudes.
- Play.
- Play equipment.
- Toys.
- Books.
- The use of money.
- Sex education.

(v) **Agricultural production**

According to Berstecher (1985), Third World communities must be taught the skills that are related to the various aspects of the agricultural production cycle, including the storage, processing, and marketing of agricultural produce.

The objectives of this service can be seen as the following:

- labour-saving agricultural equipment;
- use of chemical fertilisers and pesticides;
- expansion of irrigation systems;
- provision of agricultural credit;
- raising crops and animals;
- food storage.

(vi) **Nutrition**

This service should transmit knowledge of a balanced diet, sources of the different nutritional values, and the symptoms of nutritional deficiencies.

The objectives of this service are the following:

- To choose and prepare foodstuffs with due regard for their nutritional value;
- to understand the meaning of a balanced diet;



- to know the symptoms of food deficiencies (Peers 1972:285).

(vii) **Consumer economics**

The goal of this service is to manage a family economy and to demonstrate and awareness of sound purchasing principles.

The objectives of this service can be seen as the following:

- To be able to count and convert coins and currency, and to convert weights and measures by using measurement tables and mathematical operations;
- to be aware of the principles of comparative shopping, the relationships between price and quality among different brands, and "first" and "second" quality, and to be able to substitute economy for quality (and vice versa) according to personal need;
- to collect information about types of insurance and to be able to select the best insurance for the individual and his or her family;
- to know the resources available to the consumer in the face of misleading or fraudulent product or service claims or tactics (Di Perna 1982).

(viii) **Housing**

This service is surely one of the most pressing challenges for all community developers. The rapidly urbanising landscapes of Third World countries are enormous, with a shortage of houses,

housing backlogs and increasing numbers of homeless people.

According to the Urban Foundation (1986:7) *"the population of urban areas is growing rapidly, both as a result of natural increase, and in consequence of the general drift to the cities. The faster the population grows, the greater the demand for an increased supply of land for housing development"*.

The goal of the above service is to develop a "structural environment" which makes possible the ongoing supply of enough appropriately serviced land to meet the housing needs of all communities. This means that, at the national level, provision should be made for the release of enough land to satisfy the demand.

The objectives of this service can be seen as the following:

- Self-help housing: This offers the would-be home owner an opportunity to take part in the process of providing his own housing; he is able to choose the type of house that best suits his current needs; he learns how to save money by doing some of the work himself; or by managing the construction stages at an affordable place.
- Upgrading shack settlement: The first objective is to provide minimum health standards. In practical terms, it would begin with draining the area to prevent flooding; providing a tap every 150 meters through the settlement; clearing a road within 150 meters of every shack to create access for ambulances, fire-engines and the like; providing a rubbish dump, and laying on a means of hygienically dealing with sewage.
- Participation: The members of the community must





understand the process. They must determine their own priorities, and perceive that what they are doing is for the benefit of the community. Skinner (1983:76,77) believes that participation has three distinct components: *"one is that it permits the free flow of information between the actors, and thereby ensures a product that better meets the needs of the user. The second component is the psychological one: the person who has been involved in a decision finds it psychologically necessary to support it, even when things go wrong. The third component is that participation can act as a training experience, helping people to work together in ways they did not before"*.

- Awareness of new building technologies and materials.
- The use of what is locally available.

In the provision of the above-mentioned basic services to the community, **education and training** in the community should include literacy education, on the job training, and training for cottage and small industries, as well as management and civic training:

(i) **Literacy education**

The University of Texas study on adult competency listed basic goals and skills that are important for functional literacy (Di Perna 1982:9-11). The competencies are organised by five major general knowledge areas:

- **Occupational Knowledge:**

to develop a level of occupational knowledge enabling adults to secure employment appropriate to their individual needs and interests.

- **Consumer Economist:**

to manage a family economy and to demonstrate an awareness of sound purchasing principles.

- **Health:**

to ensure good mental and physical health for the individual and his or her family.

- **Government and Law:**

to promote an understanding of society through government and law and to be aware of governmental functions, agencies, and regulations defining individual rights and obligations.

- **Community Resources:**

to understand that community resources, including transportation systems, are used by individuals in society in order to obtain a satisfactory mode of living.

(ii) **On-the-job training**

These training programmes offer an opportunity to get the training and education that workers would not have received otherwise. On-the-job training meets the needs of the economy for skilled workers and for the upgrading of black workers.

The objectives of on-the-job training are the following:

- To meet needs in the shortage of skilled workers, such as training in technical, supervisory, and

operational fields.

- To meet changes in the production process, as well as changes in worker consciousness.
- To make sure that workers have appropriate attitudes towards their work - it is a form of work discipline.
- To teach people skills and knowledge for different kinds of work.
- To instill attitudes and values (Christie 1985:202-206).

Other on the job training programmes could include the following:

Skills training - courses in mechanical, electrical, building, commercial and other vocational skills.

**(iii) Training for cottage and small industries**

The goals of this type of training are to teach skills that can be applied both in the house, and commercially, in particular related to old and new rural crafts which provide self-employment to small-scale agro-based industries, and to enable workers to do their own maintenance and repair of agricultural and infrastructural equipment (Berstecher 1985:60).

**(iv) Management, civic training and public affairs**

This must include forums, discussion groups, informal classes, institutes and other group activities which are aimed at the understanding of local, state, national and international problems, with such subjects as intercultural relations, civil rights, legislation, leadership training, school - community relations etc. (Peers 1972:285).

All the above-mentioned practices, projects, programmes and development tasks must be actualised through involvement and participation by individuals and groups in the community, through the provision of the mentioned basic services, as well as through education and training. All these programmes should be community based and the provision of these basic services should be related and relevant to the developmental goals of the community.

- **Development communication strategies**

Development communication can be seen as the use of communication media including radio and television, in helping to develop milieu-deprived communities and population groups.

The following are the four major objectives of development communication:

- to motivate the milieu-deprived population (to promote interest and involvement);
- to inform the milieu-deprived population (e.g. news, information on the availability of welfare services, etc.);
- to educate the milieu-deprived population (cognitive skills and job skills);
- to bring about behavioural changes in the milieu-deprived population (e.g. with regard to family planning, nutrition, agriculture, health) (Jamison and McAnany 1978:11).

The following strategies for development communication can be implemented in milieu-deprived communities:

- the open broadcasting strategy

- the broadcasting campaign strategy
- the organised group strategy
- the two-way communication strategy
- the multi-media strategy.

In the literature on educational broadcasting, the following development communication strategies are described, illustrated and evaluated (cf. Jamison et al 1978:66-96; Jurgens et al 1979; Kaye and Harry 1982:20-29 and Spain et al 1977):

(i) **The open broadcasting strategy**

This strategy embraces a wide variety of experiences, which emphasise the message that must be conveyed.

The characteristics of an open broadcasting project are the following:

- It must be message-centred (the quality and appeal of the message).
- It must reach people in the home situation.
- It must endeavour to motivate and convey a small amount of information at a time.
- It must be directed at a simple behavioural change.

The educational television programme, "Sesame Street" in the USA, is a good example of such an open broadcasting programme. Other examples are the **novelas** in the Latin American countries that draw a vast audience. Educationalists are of the opinion that this **novela**-format is an excellent teaching medium. A similar television series in Brazil is extremely successful with its presentation of an adult basic education programme. The most popular radio programme in Kenia during 1975 was on health care. In Equador, the Phillipines and Nigaragua

experimentation is being done with messages which resemble the form of advertisements, in an attempt to improve the nutritional habits of these poor countries.

If the programmes succeed in arousing the interest of listeners/viewers, a vast audience can be drawn from the rural areas of developing countries.

(ii) **The broadcasting campaign strategy**

Characteristics of this strategy are the following:

- concentration of efforts during a relatively short period;
- focusing on reaching one or a few well defined aims with a wide appeal;
- attempting to motivate and involve as much of the population as possible;
- organising audiences during the campaign period;
- having a long planning period before the campaign, as well as multi-institutional co-ordination to ensure the success of the campaign. Planning should include the following: defining the aim of the campaign, preparation of texts and broadcasting material, publicity campaigns via the mass media, recruiting and training group leaders;
- emphasising the role of public support for the aims of the campaign;
- employing the media for publicity;
- organising study groups with trained leaders;
- distributing printed supportive material (texts, manuals, etc.);
- developing a series of regular programmes once or twice a week.

The Tanzania Radio Campaign is an example of a successful broadcasting campaign. In this campaign the radio programme



is combined with a correspondence course which is aimed at reaching the rural adult population. Radio study groups are frequently formed. They operated for a period of two to three months, instructing the rural population on important social issues, e.g. with regard to an election system, political rights and obligations, and a health campaign (Man is Health -1973), which involved 75 000 groups and approximately two million rural adults. The emphasis was on study and follow through action. In the evaluation of the results of the health campaign (by means of cognisance tests) it was evident that health cognisance was up by 47%; in terms of community action, 750 000 sanitary amenities were built and action was taken on water purification and the combating of insects. There was a 60% improvement in other health related practices. In this broadcasting campaign the radio was integrated with learning experiences that had a meaningful influence on the rural population.

(iii) **The organised group strategy**

This incorporates a combination of the following three practices:

- regular broadcasting messages,
- printed supportive material,
- organised groups that regularly get together to listen to, or view broadcasts, discussing the contents, sharing the group learning experience and coming to a group decision and/or action.

Two examples of an organised listening group strategy are the following:

(a) **Radio schools (Latin America)**

The emphasis here is on the following:



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- The role of the group leader (he motivates the group, handles the text material, answers questions and delivers feedback);
- Commitment to relevant adult education: literacy education, health practices, community organisation, informal education, agricultural practices, and the bettering of quality of life;
- The functioning of groups on a permanent basis, unlike the groups in the broadcasting campaign that got together on an ad hoc basis and functioned only for the duration of the broadcasting campaign;
- A group learning approach with regard to learning needs, learning objectives, and multi media instruction methods (radio, printed textbooks, newspapers, group discussions and audio-visual aids);
- The radio school is directed at the concrete problems of the community.

(b) **Radio Farm Forums**

These listening groups are strongly directed at group decision-making and group action; they are also known as discussion-decision groups (farmers in Canada, Asia and Africa).

Radio forums are concerned with the following:

- radio is the single mass medium with the ability to reach the biggest population;
- radio must be supplemented with other media, such as printed and audio-visual material;
- radio has the advantage (above television) of being able to reach specific rural communities in their own language;
- an integrated covering of a few themes over a short period seems to be more affective;





- radio forums are effective for literates as well as illiterates;
- radio forums are more effective when trained group leaders are used;
- radio forums are adaptable to group experiences and cultural preferences;
- feedback on radio forums helps to identify rural needs;
- radio forums show more positive results concerning learning experiences and action in groups, than those of the individual listener;
- radio forums must be integrated with community development strategies.

(iv) **The two-way communication strategy**

Radio and television are one-way media. A two-way communication system is advantageous for reaching development aims that require a direct participation by rural inhabitants, or instant feedback.

A few examples of a two-way communication strategy are the following:

- In a health project in Alaska a two-way radio system is used between health care personnel in remote towns and the doctors in a district hospital (for consultation);
- Red Indians in Canada use a two-way radio system for community administration, exchange of news, contact between individuals and communities;
- In Malawi a two-way radio system is used by informal study groups for an agricultural development project (the groups ask questions and problems via the radio to the radio teacher).

(v) **The multimedia strategy**

This strategy is a combination of educational broadcasting, distance teaching methods, local tutoring and counselling. Here the emphasis is on the gaining of learning experience by individuals and groups, in the skills of reading, writing and arithmetic and social training (life experience and occupational skills). The above-mentioned combination is an effective way of reaching groups that otherwise would not be reached.

The following major components of a multimedia strategy must be combined in an integrated multimedia approach:

- personal contact (study groups, self-help groups, action groups, personal tutoring and counselling)
- printed learning material for self-study
- newspapers
- radio broadcasts
- television broadcasts
- audio-visual aids (films, video cassettes, and tape recordings)

Guidelines for a multimedia strategy are the following:

- Multimedia educational projects for milieu-deprived population groups must create circumstances that will encourage them to help themselves and to accept responsibility for their own situation.
- Programmes must be relevant in terms of aims, style, content and approach with regard to the problems, situations and needs of the participants.
- In the initial planning of a new multimedia project,



the following aspects must be taken into consideration: What is the primary mode of learning? (self-study, tutoring on a group/individual basis). Is it a media-based project or a media-supported project? What will the primary result of the project be? (Functional objectives, a diploma or certificate, community action).

- New projects must utilise and extend existing provisions, as well as utilise persons who are already working with milieu-deprived groups.

According to the literature used for this study, it appears that an integrated multimedia strategy is the most effective means of meeting the objectives of development communication. Multi-channel communication is more effective than single-channel communication. Educational broadcasting is more effective if it is supplemented by activities (discussions, decision making and action) of study groups under the leadership of a trained group leader. Besides the use of other media and means, for example the press and audio-visual aids (films, video cassettes, tape recordings), it seems that the following components are usually included in a combined and integrated multimedia strategy:

- organised study groups under the leadership of group leaders (teleclubs, self-help groups, action groups, informal study groups, interest groups, radio listener groups, etc.);
- printed supportive material (also self-study material);
- radio- and/or television broadcasts.

In Chapter 3 the feasibility of integrating the three types of strategies, namely compensatory education, community development and development communication will be investigated, in an attempt to alleviate the problem of milieu-deprivation in Third World communities.

#### **1.4 Statement of the problem**

In the light of the preceding introduction, conceptualisation and demarcation of the field of investigation, the problem of the present study can be presented as follows:

What is the nature and potential of an integrated strategy for non-formal education and development to alleviate the problem of milieu-deprivation in Third World communities?

#### **1.5 Central theoretical thesis**

The researcher will attempt to verify the following central theoretical thesis in this study:

It is possible to alleviate the problem of milieu-deprivation in Third World communities through the design and implementation of a total, comprehensive system (strategy, infrastructure) of non-formal education and development, in which the three strategies, namely compensatory education, community development and development communication, are integrated.

#### **1.6 Research method**

The present study can be described as basic, theoretical research. It is a descriptive research investigation in order to obtain an overview of the concepts of the study, namely, compensatory education, community development and development communication strategies for non-formal



education and development.

A comprehensive study of relevant literature was made to achieve a structured formulation of the concepts. Sufficient information was obtained for designing a model that integrates the three strategies into a comprehensive strategy, answering the problem question of the study and verifying the central theoretical thesis.

### 1.7 Aim of the study

The aim of the present study is to investigate the nature and potential of an integrated strategy for non-formal education and development that will alleviate the problem of milieu-deprivation in Third World communities.

This investigation forms part of a comprehensive research project on non-formal education that is being undertaken by the Research Unit: Non-formal Education of the Faculty of Education at the University of Pretoria, under the directorship of Prof L P Calitz.

### 1.8 Programme of the study

After the preceding orientation and statement of the problem in connection with the investigation, the programme of the study is as follows:

In Chapter 2 a number of learning need structures are investigated in order to give an indication of the broad spectrum of learning needs that exist among socially disadvantaged individuals and groups.

Chapter 3 deals with the nature and extent of community education, particularly in connection with the objectives, components, agencies and provisions thereof. The researcher is going to investigate the way in which the community



education process can be implemented with the view to integrate the programmes, practices, projects and activities of compensatory education, community development, and development communication strategies.

In Chapter 4 the findings of the study are summarised and distinct recommendations resulting from the study are made.