CHAPTER 3

THE INTEGRATION OF STRATEGIES FOR NON-FORMAL
EDUCATION AND DEVELOPMENT IN THIRD WORLD COMMUNITIES

3.1   Introduction

At the end of the previous chapter it was envisaged that a
set-up in which the three strategies can be integrated to
accommodate the learning needs of milieu-deprived
individuals and communities would be investigated. In view
of insights obtained up to now, it seems that a community
education set-up provides the most suitable infrastructure
for the integration of educational and developmental
strategies. The three strategies namely compensatory
education, community development and development
communication, can best be integrated in a community
education set-up, and this hypothesis will be investigated
in this chapter.

An attempt will be made to indicate that community education
is linked par excellence to community development, as
community development is one of the most important
components of community education, thus in dealing with
community education, one is dealing with a community
development strategy. An attempt will also be made to
indicate that a development communication strategy, with the
necessary facilities included in the infrastructure of
community education, can be organised and realised in this
form of education, and that a community education strategy
that is realised in a Third World community can also be
regarded as a compensatory education strategy. Such a
strategy must be compensatory by nature to compensate for
the deficiencies, backwardness and special needs of milieu-
deprived individuals and communities.

3.2   The community education set-up as infrastructure for the integration of educational and developmental strategies

3.2.1   Definitions of community education

Compare the following definitions of **community education:**

Cohen and Brawer (1982:257):   *"... courses and activities for credit or noncredit, formal classroom or nontraditional programs, cultural, recreational offerings specifically designed to meet the needs of the surrounding community and using school, college, and other facilities".*

Nisbet et al (1980:1):   *"The last twenty years have seen a rapid growth of enthusiasm for the idea of community education - an educational structure which serves the educational, social and recreational needs of the whole population, adults as well as children.   In the past, community education has often made use of school facilities, for meetings, for adult classes and lectures, for social functions and for recreation".*

Clark (1977:6):   *"Community education, simply stated, is an operational philosophy of education and system for community development".*

Minzey and Le Tarte (Seay et al 1974:126):   *"Community education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members.   It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization".*

Seay et al (1974:3): *"Community education - the process that achieves a balance and a use of all institutional forces in the education of all the people of a community".*

Pretorius (1989:2) condenses the above-mentioned definitions as follows:

- community education is a process
- community education is a philosophical concept
- all the educational agencies in a community are co-ordinated and utilised
- it provides as far as possible for all the educational needs of all the members of a community (adults as well as children)
- the school serves as a catalyst for community education
- all community resources are directed at the problems of the community
- the aim is to develop the community, to improve quality of life, and to achieve the optimal selfactualisation of the members of the community
- the facilities of the school (college) are utilised for a variety of activities (the community school concept).

In the light of the above-mentioned descriptions, the following comprehensive definition of community education is presented by Pretorius (1989:3): *"Community education is the educational process in which the provisions (services, programmes, resources) of all the educational agencies in a community are utilized in a co-operative and co-ordinated manner, to provide for all of the learning needs of all the people of a community, to develop the community and solve the problems of the community".*

It is imperative at this stage to define the term educational agency: *"Any 'factor', intermediary person or*

group of people, organization or institute in society that facilitates education and learning" (Pretorius 1989:3). Thus community education has many "agencies" or "factors" that effect education and learning.

3.2.2 Objectives of community education

Seay et al (1974:100-104) present the following objectives:

Social objectives

Society expects that the various educational agencies will carry out the following functions:

Transmitting culture, social reform, discovering new knowledge, rehabilitation of deviant individuals, making children into adults, individualisation, child care (whilst parents are working), sex education, controlling the labour supply, relating the individual to society, relating the individual to his physical environment, education of norms and values, etc.

Community objectives

Utilising resources to help people learn to solve problems that are common to them, for example, unemployment, the provision of recreation and the combating of crime.

Agency objectives

These objectives include the following:

Institutional functions of schools and colleges, providing for educational needs (for example career training).

Learner objectives

This includes: complying with compulsory education (children and youth), becoming more socialised, becoming more individualised, reducing personal uncertainties, and career guidance.

3.2.3   **The nature of community education**

Clark (1977:5-8) offers valuable insights into the concept of **community education**, as he indicates some misconceptions in connection with this concept:

General misconceptions of the concept **community education:**

(i)   Community education is defined as the after school and evening programme endeavors of school systems and/or community colleges: The school is open after hours for the use of members of all ages of the community.   This is an important aspect of the concept, however it forms merely a small part of the total concept.

(ii)   Community schools and community education are synonymous: The community school focuses upon the school as a centre for various educational experiences.   The **community education** concept focuses primarily upon the community as the source and centre of education, upon all its relevant institutions, agencies and organisations and on the people of the community.   The school becomes essentially a place for co-operative planning of significant educational experiences in the community and for their reporting and evaluation.

In the education-centered community, contrasted to the community-centered school, teaching is an aspect

of many kinds of life activities rather than an exclusive, specialised occupation carried on primarily in educational facilities.

(iii)   Community education is a vehicle to deliver various forms of compensatory education designed to meet the specific needs of community members: Community education is not only for milieu-deprived communities - but for all the members of the community that can benefit by lifelong educational activities. Community education is par excellence appropriate for milieu-deprived communities.

(iv)   Community education is a new concept, recently developed and enunciated: The current American concept of **community education** has developed out of three centuries of experience with schools and with non-school agencies that have performed various educational functions for the people of communities.

According to Kowalski (1987:52) the concept of **community education** implies the following:

-       It is a **process** (a method to mobilise a community in connection with its needs, problems, etc.).
-       It is a **product** (the actual educational programmes presented).
-       It has a **philosophical basis** (generating of values directed at co-operative efforts of the school and the community).
-       The part the **school** plays as primary educational agency, catalyst and focus point of community education.

Clark (1977:5-6) analyses seven of the most popular definitions of **community education** to determine common denominators:

- Community education is a philosophical concept which can be put into operation.
- Community education is not restricted to elementary and secondary school education.
- The purpose of community education is to serve the entire community, regardless of the age of potential participants or the nature of the learning experiences desired.
- Community member involvement in educational decision making.
- The importance of interagency co-operation and co-ordination.
- Community education emphasises community problem-solving by the efficient utilisation of all community resources - human, physical and financial.
- Educational curricula, programmes and services should be life centered.

Community education is a process, with a variety of programmes resulting from this process, in a social or educational milieu, whereby opportunities are created for people to gauge their needs, to identify their problems and to seek out solutions.

Compare the following statements:

Seay et al (1974:202):

"A community school ... involves an educative process by which the resources of a community are related to the needs and interests of the people. A key phrase in this statement is 'an educative process' ... The community school of today secures its impetus from man's new understanding of the power of education. Problems of people and of communities are being solved from day to day by appropriate use of community resources. The educative process is the force

which relates the resources to the needs. The result from this unique relationship is the solution of problems".

Hickey and Van Voornees (Seay et al 1974:202):

"The most important aspect of community education is not program but process. It is the relationship between these two terms which is fundamental to the concept of community education. The ultimate goal of community education is to develop a process by which members of a community learn to work together to identify problems and to seek out solutions to these problems. It is through this process that an ongoing procedure is established for working together on all community issues".

Fletcher et al (1980:55-57) declare the following with regard to the nature of community education:

Community education is a systematic way of looking at people and their problems. It is based on the following:

-       that education can be made relevant to the needs of the people
-       that the learner must be involved in decision-making with regard to educational programmes
-       that education must have an impact on the community it serves.

The community education process promotes the maximal use of school facilities, study and the rendering of support in seeking out solutions to community problems, co-operation between the service agencies of the community and the strengthening of family unity through mutual activities. Community education is aimed at the fulfilment of human needs, the utilisation of community resources, leadership in the community, the involvement of all the members of the community, decision-making, etc.

The two main aspects of community education are thus:

- process (change and development), and
- programmes (resulting from this process).

"Through the expansion of community services, the coordination of existing agencies, maximizing the use of school facilities, and the involvement of people of all ages at all times, the process of developing a Community Education program strives toward the development of a 'Sense of Community', people working together to solve their own problems, needs, and wants" (Fletcher et al 1980:57).

Fletcher et al (1980:62) developed a general pattern of the concept of **community education** (as implemented in the U.S.A.) by means of a model (See Figure 1).

According to Fletcher et al (1980:59) each community expresses the community education concept in a different way. This is partially dependent upon the socio-economic status, cultural/ethnic make-up, and existing services within the community. Generally there seems to be a progression or level of sophistication which occurs. This can be graphically depicted. (See Figure 2).
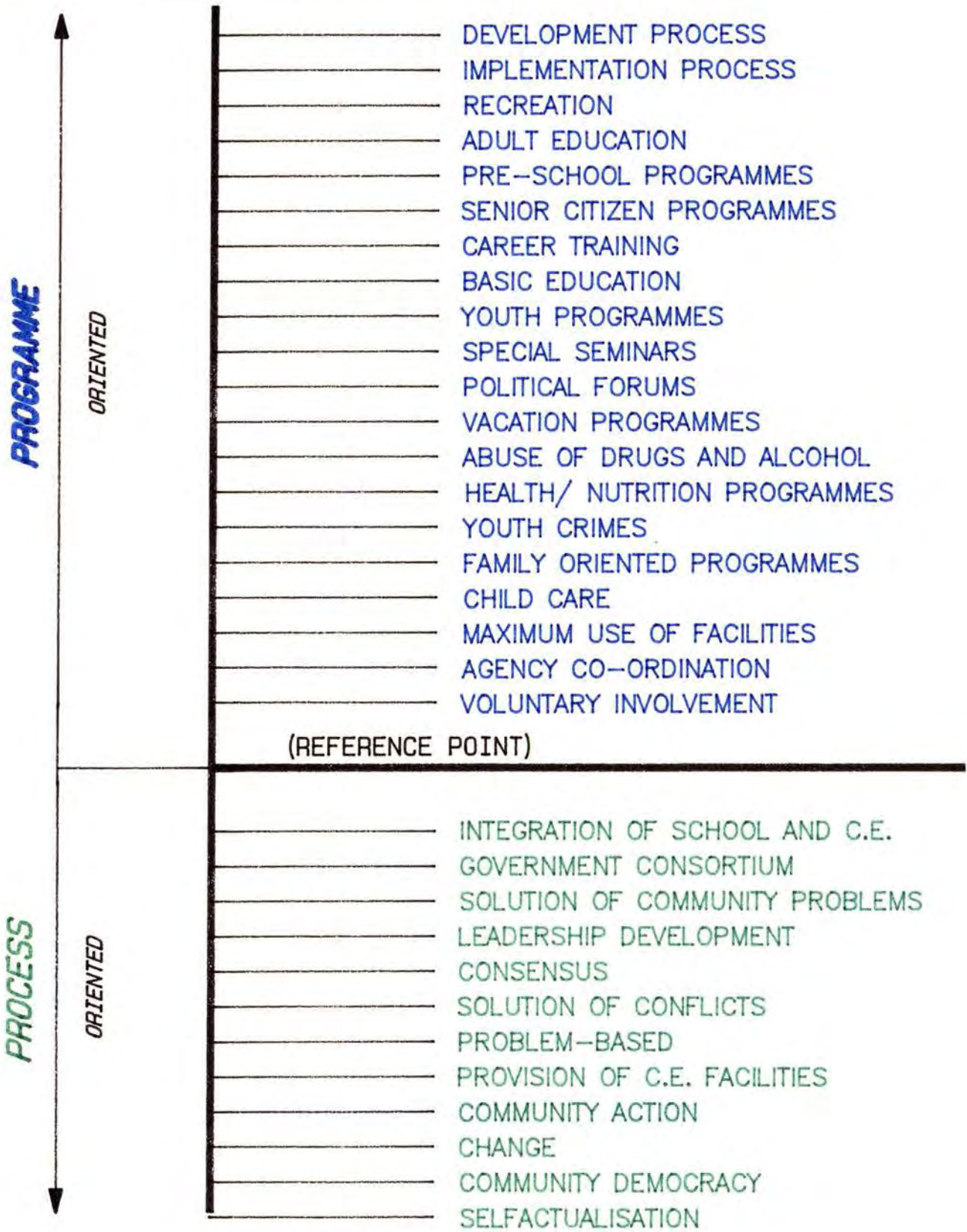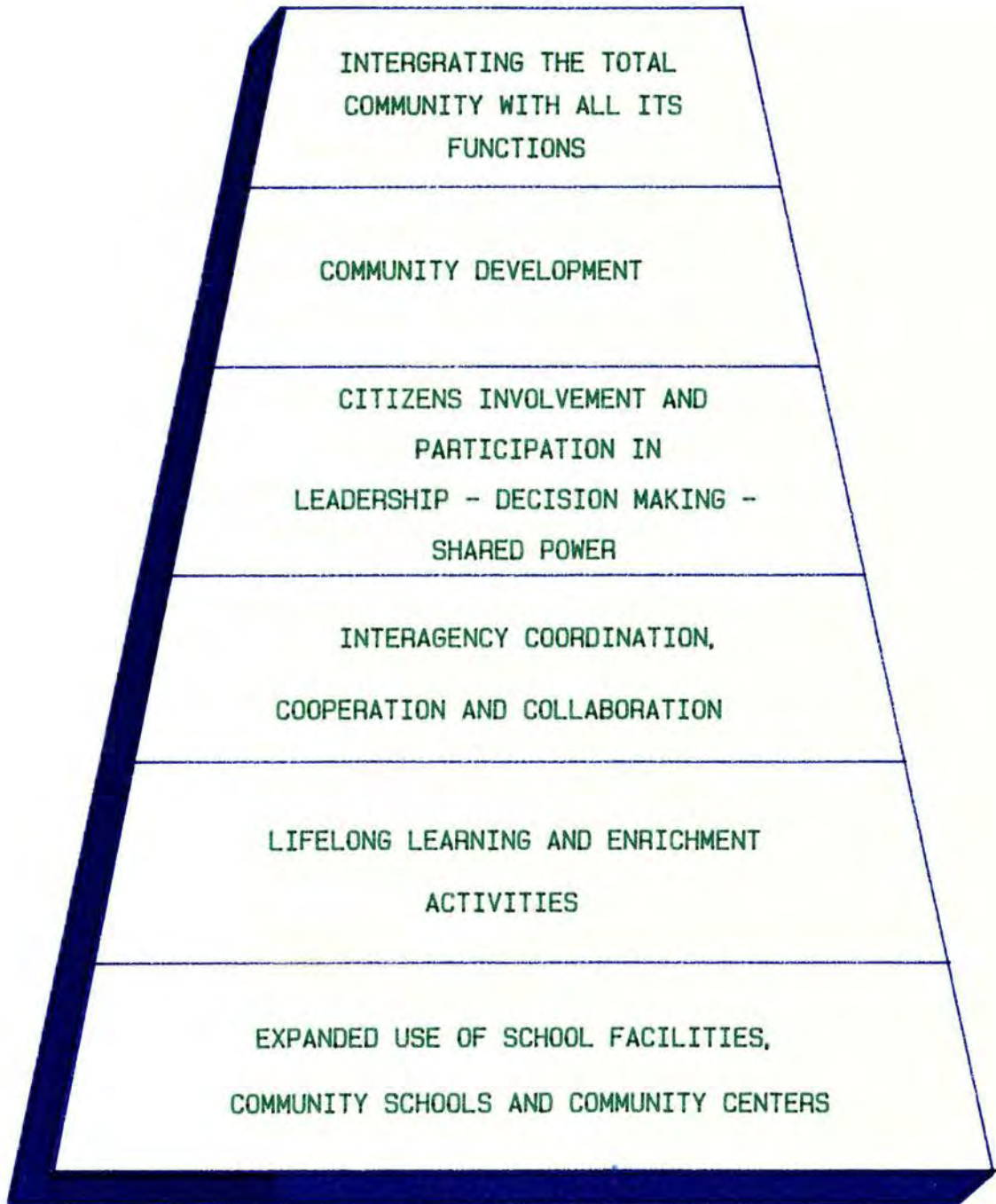
FIGURE 1   *COMMUNITY EDUCATION CONTINUUM*

PROGRAMME — *ORIENTED*

- DEVELOPMENT PROCESS
- IMPLEMENTATION PROCESS
- RECREATION
- ADULT EDUCATION
- PRE—SCHOOL PROGRAMMES
- SENIOR CITIZEN PROGRAMMES
- CAREER TRAINING
- BASIC EDUCATION
- YOUTH PROGRAMMES
- SPECIAL SEMINARS
- POLITICAL FORUMS
- VACATION PROGRAMMES
- ABUSE OF DRUGS AND ALCOHOL
- HEALTH/ NUTRITION PROGRAMMES
- YOUTH CRIMES
- FAMILY ORIENTED PROGRAMMES
- CHILD CARE
- MAXIMUM USE OF FACILITIES
- AGENCY CO—ORDINATION
- VOLUNTARY INVOLVEMENT

(REFERENCE POINT)

PROCESS — *ORIENTED*

- INTEGRATION OF SCHOOL AND C.E.
- GOVERNMENT CONSORTIUM
- SOLUTION OF COMMUNITY PROBLEMS
- LEADERSHIP DEVELOPMENT
- CONSENSUS
- SOLUTION OF CONFLICTS
- PROBLEM—BASED
- PROVISION OF C.E. FACILITIES
- COMMUNITY ACTION
- CHANGE
- COMMUNITY DEMOCRACY
- SELFACTUALISATION

FIGURE 2   *LEVELS OF PROGRESSION*

INTERGRATING THE TOTAL
COMMUNITY WITH ALL ITS
FUNCTIONS

COMMUNITY DEVELOPMENT

CITIZENS INVOLVEMENT AND

PARTICIPATION IN

LEADERSHIP - DECISION MAKING -

SHARED POWER

INTERAGENCY COORDINATION,

COOPERATION AND COLLABORATION

LIFELONG LEARNING AND ENRICHMENT

ACTIVITIES

EXPANDED USE OF SCHOOL FACILITIES,

COMMUNITY SCHOOLS AND COMMUNITY CENTERS

The explanation of Burdin (1977:2) in connection with the concept **community education** is as follows:

- There is currently considerable pressure mounting to hold the school accountable for education, within and outside school buildings; the school should be a place where formal and informal learning occurs for all ages, and operational headquarters for those who provide education and human services throughout the community (thus a community school).

- Learning and personal growth are broad-based lifetime experiences and should not be limited by a particular building, time schedule, or age range.

- A co-operatively planned and executed needs assessment can identify curriculum elements responsive to the people.

- Community education offers far more opportunities to meet educational and other human needs than does the traditional concept of schooling.

- If schools were committed to community education, the school personnel would be active in the community in helping all ages and types of citizens, develop the processes and competence to build positive images of the future, regardless of sex, age, socio-economic status, or race-ethnicity: they will be involved in assuring that learning continues for a lifetime and that adults are actively involved in school and community based learnings - for career retraining, development of leisure skills, aesthetic-cultural interests, and physical development and enjoyment.

3.2.4 Components of community education

Pretorius (1990:52-53) presents the following summary of the components, basic elements or characteristics of community education:

(i)   **A community-based system for co-ordinated collective action by educational and community agencies**

Community education is realised in a specific community by means of a system, in which key events are co-ordination, co-operation and communication which occurs for the sake of the effective use of available human, physical and financial resources. This system is based in a community learning centre, from which the professional educator (for example the Director of Community Education) functions as educational leader in the operation of programmes and services. This system also incorporates the establishment of educational partnerships between the educational agencies, service agencies and the business and industrial sectors.

(ii)   **Lifelong education and learning**

Learning experiences are extended throughout the lifespan of the individual. Community education is for all the members of the community, of all ages, from all sectors and backgrounds, with various needs - it concerns generating the learning community; 'learning is a continuous, lifelong process for all learners.

(iii)   **Community involvement**

The emphasis is on the involvement of the community members in the identification of needs, decision-making, planning and management with reference to educational provision, and the solving of problems through representative bodies (for example community advisory councils) and co-operation with professional personnel.

(iv)   **Maximum utilisation of community resources**

The school and the community use each other's resources - human resources (including members of the community), financial and physical resources, for example, a school is transformed into a community learning centre and a community service centre. The school and community use each other's libraries, workshops, halls, sporting facilities, etc.

(v)   **Community oriented curricula**

The presentation of community oriented subject matter means:

-    the development of the community
-    the improvement of quality of life
-    provision for human needs
-    relevant (life-centred) education

(vi)   **Community development**

The emphasis is on the identification and solution of community problems, and on the identification and utilisation of resources in developmental strategies, community projects, etc.

3.2.5   Agencies of community education

Seay et al (1974:68) and Pretorius (1990:53-55) present the following as mutual components of educational agencies:

Learners, people helping the learners, learning objectives, facilities, resources, a structure in which people can communicate, and communication with the outside-world.

The school is not the only agency of community education. It is the primary educational agency. The total spectrum of agencies of community education is the following:

(i)   **Agencies of formal education:**

Schools; private schools; career- and technical institutions (tertiary level), for example technikons, technical colleges, teachers training colleges, agricultural colleges, nursing colleges; community colleges (the USA); private colleges; and universities.

(ii)   **Agencies of informal education:**

The self (learning by doing, self-teaching, self-directed learning); the family; social groups (for example play-groups, clubs, career groups); personal means (conversation, questions and answers, photos, slides, diaries, letters, family documents).

(iii)   **Agencies of non-formal education:**

The mass media (books, newspapers, magazines, church services, political and civic meetings, records, tapes, radio, television, billboards (can also be used for formal and informal education); catechism schools of churches; youth-service groups (for example youth movements); armed forces (for example army training); special governmental programmes (for example the training of a workers corps); state institutions (training for specific careers, for example police, meteorology); civic and cultural centres: art centres, museums, theatres, libraries, concert halls; social organisations: service- and professional organisations, workers'

unions, prisons, welfare organisations; in-service-training programmes; special needs "schools", for example chicken farming, flying school, hotel school, Bible school, writing school, business school; and correspondence colleges.

There is a wide variety of educational agencies in every community that can be utilised by learners, and it is the task of the community education leader to co-ordinate the functioning of these educational agencies:

"... most community education leaders follow the belief that any community should use all of its educational agencies to foster individuality while helping individuals to recognize their commonalty; to help all its citizens learn to identify and solve common problems; ... community education particularly, would use every educational agency in a community - recognizing the school system as often the largest and most important educational agency of the group. The concept is a comprehensive one ... The community education concept is leading the way in the development of a process that promises to help all people of a given community learn more effectively and more efficiently than has been possible with uncoordinated community educational resources" (Seay et al : 80-81).

3.2.6 Implications of the community education concept

Seay et al (1974:3-11) describe **community education** as the fastest growing educational concept (for example in the USA):

Community education implies programmes for the whole community and creates a transition from a school-centered

concept to a comprehensive community-centered concept, the operation of which contributes to the solving of social, economic, cultural and educational problems, with co-operation between authorities, educationalists, the public and the business and industrial sectors. This implies further that "education" is not synonymous with "schooling" - education is a lifelong chain of events of which the school only forms a part.

Rural and urban communities want to better their situations and foster high expectations of education in this respect.

Community education implies that:

- **community resources** must be utilised to fulfil
- **community needs** and to solve
- **community problems**

As educational leaders implement and research community programmes, new positions are created, for example:

* the post of Director of Community Education
* the post of community education co-ordinator
* staff members of community education development centres
* staff members of education departments
* personnel of universities, etc.

The quality of life of individuals and communities is threatened by increasingly complex problems such as pollution, depleted sources of energy, misused leisure, unemployment, scarcities of natural resources, welfare needs, racism, international differences, governmental inefficiency, and the problems of food, shelter and clothing for everyone - the three "old timers" among the problems of local communities.

Principles that apply to community education, are the following:

* learning activities must be directed at problem-solving

* education is a continuous process and cannot be confined within fixed administrative divisions

* service to the entire community, not merely to the children of school age

* the identification, development, and utilisation of the resources of the community.

3.2.7 Implications with regard to the operating of community education (Seay et al 1974:12-15)

Community education is a process that includes the following steps:

* continuous determining of the educational needs of the community

* continuous planning of educational provisions

* continuous adjustment of the offerings of all the various educational agencies in the community

* a programme must be dropped when the need for it no longer exists

* the establishment of specific educational provisions for specific educational needs

Adult education (lifelong education, continuous education), as well as schooling for the young, are part of community education. *"Community education must be articulated horizontally to meet the needs of all the people at a given time as well as vertically to meet the progressive needs of each individual"* (Seay et al 1974:13). The school forms part of many educational agencies in every community that have legitimate educational aims - and that each agency has a right to serve and be served. The school is important,

and because of its great resources of human talent and
physical facilities, is most often the catalytic agent which
takes the leadership role in establishing the organisational
and administrative structure that is necessary for
community-wide planning and co-ordination.

Community education implies an organisation that implements
a plan for the education of the community in which
representatives of the community are involved.

The operation of community education programmes includes
the following activities (Seay et al 1974:14-15):

-      programme-development to provide in the needs of
  the people
-      not only must staff members of the school and
  educational agencies be involved in the planning
  and initiation of programmes, but also the "users"
  of the programme, namely the learners
-      programmes must commence with specifically
  formulated goals
-      the responsibilities of individuals, the school and
  other educational agencies must be laid down
  specifically
-      goals and responsibilities must be communicated to
  all members of the community
-      a record must be kept of the development of each
  programme
-      the status and relationship of the school towards
  other educational agencies must regularly be
  evaluated in conjunction with the evaluation of
  programme goals
-      problems, needs and interests differ from community
  to community; thus a model for a specific community
  cannot be transferred to another community
-      as communities differ with regard to educational
  agencies, no standard model for the involvement of

educational agencies exists

-       when new educational needs arise, the established
        educational agencies in the community accept
        responsibility, or a special organisational and
        administrative structure (consisting of one or more
        educational agencies) must plan and implement the
        educational programmes

-       the **community education** concept implies making
        provision for all lifelong educational needs and
        the use of resources of all educational agencies -
        with a better quality of life as the end result
        (Seay et al 1974:12-15).

3.2.8   Organisational and administrative structure for community education

The points at issue here are the composition and
responsibilities of the administrative teams and decision-
making bodies that plan and implement the community
education concept.

The community education process with its emphasis on co-
operative co-ordination, can be facilitated by establishing
an organisational structure which contains the following
elements (Seay et al 1974:149-168):

(i)   **Introducing features of community education**

        A mere shift in emphasis in a traditional education
        programme can be the beginning of a new attitude on
        the part of the various people involved, one which
        welcomes co-operative planning, co-ordination and
        innovation. For example: the local school, a
        public library, the local units of public health are
        concerned with the problems and needs of the
        community, and are in a state of readiness for
        supporting a community education programme. Their

staff, administrative and instructional, will welcome the opportunity to make their services more relevant to all people of the community.

(ii)   Informal and co-operative action

The beginnings of a real community education programme frequently result from the informal, co-operative efforts of the professional leaders of two or more educational forces providing services to a community, for example a co-operative plan for recreational activities worked out by a community school director and a city or area recreation director. This elementary plan reveals to the public, as well as to professional educators, the advantages of co-operative, co-ordinated programming.

(iii)   Using consultative services

These services are used to "sell" ideas and plan procedures. Outside experts help to implement the community education concept. For example, a major function of a university centre for community education is the provision of consultative services to boards of local educational forces, administrators, teachers, and PTA's. The aid that is given involves planning, staffing, co-ordinating and evaluating.

(iv)   Infiltration by financial assistance

The government and the private sector finance new, relevant educational activities in the community.

(v)   **Providing a financial base for balance**

The financial administration of community education is undertaken by an established educational agency in the community, normally a school. The school takes the lead in the provision of lifelong education for the community.

(iv)   **Official acknowledgement by boards**

Before outside sources will grant financial aid for community education programming, the Board of Education must endorse accounting procedures as well as other policies, rules and regulations.

(vii)   **Establishment of the position of Director of Community Education**

"Leadership is a requisite for dissemination and implementation of any concept" (Seay et al 1974:156). In every community (urban, suburban, rural) a Director of Community Education must be appointed to co-ordinate community education. The position of Director of Community Education facilitates leadership in both the initiation of the continuing administration of a community education programme and in assisting a group to use its resources, to teach them to solve community problems.

The responsibilities and duties of the Community Education Director and his staff include the following:

*   administration (also financial administration)
*   the programming of community activities that are educationally related

* the programming of school activities that are community related

* contact with lay citizens (leaders) in the community

* the programming of socio-economic development in the community

* the establishment of a community advisory council for the purpose of community programme development and evaluation

* initiation and organisation of projects for adult education, enrichment programmes, recreation programmes, community service projects, etc.

The Director is thus responsible for organisation, administration, development, reporting, public relations, information (communication), supervision, co-operation and administration of surveys with regard to all community education programmes and activities.

(viii) **Developing advisory councils**

A basic principle of the community education concept is that educational activities are based upon the problems, needs and interests of those for whom they are planned. A clear-cut implication of this principle is that, in the organisational and administrative structure, there will be provision for official involvement of the people of the community in the form of advisory councils made up of lay citizens of the community. The citizens' lay advisory council and the co-ordinating council of agencies constitute vital links in the administration of a community education programme. They give life to the basic principle that education is based on the problems, needs, and interests of the people, and they bring balance to the community-wide programme of educational opportunity for all.

The functions of advisory councils are the following:

*   to give advice in connection with programmes, policy, functions, etc.
*   to determine needs, priorities and aims
*   to identify available resources
*   to plan community education projects and programmes
*   to communicate and co-operate in promoting educational activities in the community
*   to evaluate the progression of programmes

The administrative responsibility of a director in an organisational structure of community education is with regard to policy and decision-making, assisted by lay and representative councils.

3.2.9   Programming/operating the community education concept

According to Seay et al (1974:189-204) an organisational and administrative structure for community education in a given community is established for three specific purposes:

(i)   To influence the existing programmes of all educational agencies to the end that they are more and more based upon the community education concept, that community education achieves a balance and a use of all institutional forces in the education of all of the people of a community.

(ii)   To provide the means for co-operative planning, co-ordinating, and evaluating.

(iii)   To add to programmes of established agencies or to a co-operative operating plan involving two or more agencies those educational activities are determined to be required to fill gaps so that a balanced programme is available for all people of a community (Seay et al 1974: 189-190).

This implies that an educational agency in the community (for example the school):

*   Derives some purpose out of the interests and needs of the people.

*   Utilises in some of its instructional programmes a wide variety of natural, human, and institutional resources within the community and emphasises solutions of problems as an important part of learning.

*   Exercises definite leadership for the planned and co-operative improvement of group living in the local community and in larger areas of the regional, state, and national communities.

*   Enlists children and adults in co-operative group projects of common interest and mutual concern.

*   Participates in a co-ordinating council through which agencies of the community co-operate with the school in planning its educational programme.

By programming the community education concept, the school becomes the initiator, operator and community centre with the problem-solving approach to learning that is so characteristic of community education. *"The same situation exists in other educational agencies as they, too, without community-wide leadership or coordination, incorporate into their isolated programs characteristics that fit the concept of community education"* (Seay et al 1974:11). Leaders of schools and other educational agencies often use the process of community education to solve community problems - whether or not they call such activities by the name "community education". They use the process because they have found that programmes developed out of this process accomplish more effectively the traditional aims of education - transfer of skills and knowledge and the transmission of societal values. Thus, programmes of agencies which reflect the characteristics of community education are more

effective in educating the people of the community.

Educational agencies can no longer function in isolation, but are involved in co-operative planning, co-ordination and evaluation of educational programmes, as well as lifelong educational programmes. No one agency - not even the school - can do the job of total education for the community.

A comprehensive community education programme is a major responsibility of the organisational and administrative structure for community education. Because a programme meets the real - and current - educational needs of all the people, assessing needs is implicit in any operating plan for community education. The study of community needs reveals gaps that, in some instances, the agencies of a community will fill through their established procedures. Often a special organisational and administrative structure will be necessary if the programme is to be achieved.

Examples of needs with regard to lifelong education are the following (Seay et al 1974:195-201):

*   Adult education provides a large variety of classes
        for individuals interested in gaining a high school
        diploma.
*   Basic adult education (reading, writing and
        arithmetic).
*   English taught as a spoken language.
*   Enrichment and recreation for adults (for example
        accounting, chess, dressmaking, typing, repair work,
        sport, art, hobbies, speed reading, first aid, self
        defense, welding, etc.).
*   Recreation, clubs and centres for senior citizens.
*   Enrichment and recreation for youth (art, sport,
        theatre, physical exercises, etc.).
*   Recreation for children (5 to 14 years).
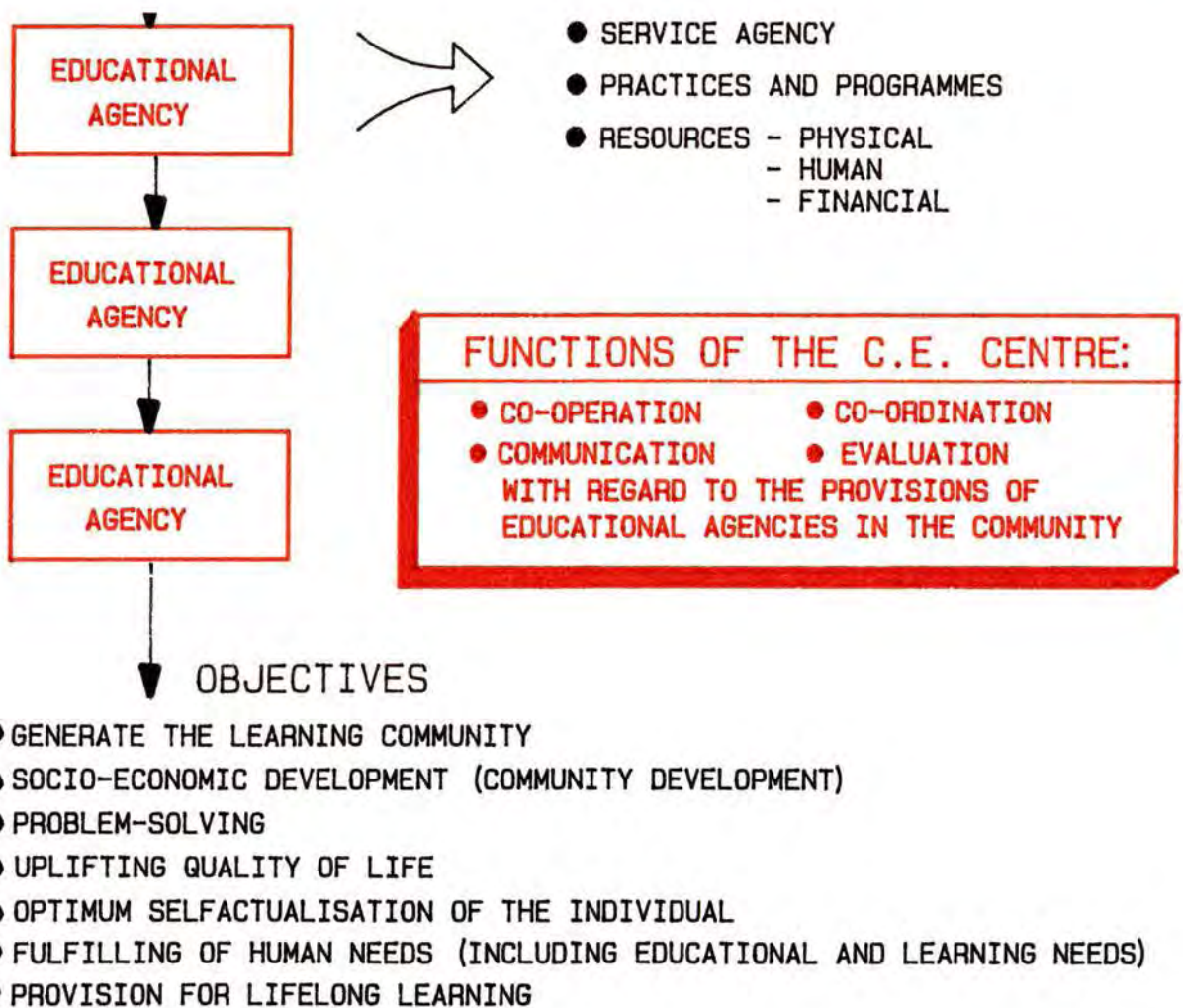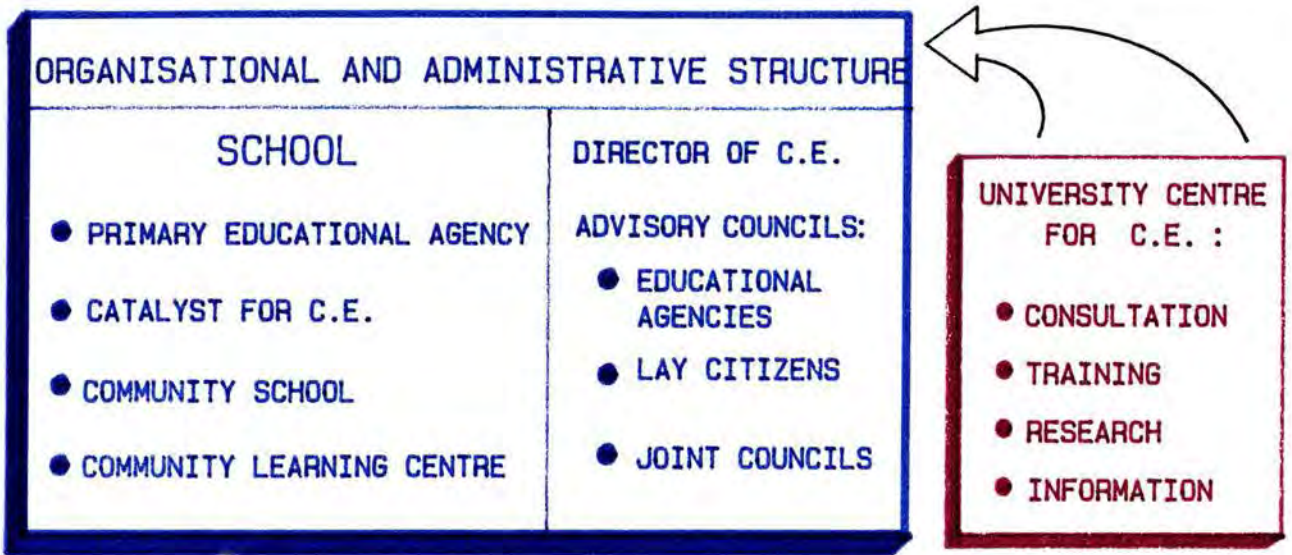
*   Preschool programme to acquaint parent and child
        with the school the child will attend.

*   Tutor programme for students.

*"Community Education is the over-arching conceptual base,
while programs are the activities related to the solution
of specific community needs. Thus, enrichment
opportunities, recreation programs, cultural activities,
vocational offerings, and political and civic programs are
partial ways of resolving certain community problems"*,
Minzey and Le Tarte (Seay et al 1974:201).

Pretorius (1989:21) introduces the following diagrammatic
presentation (Figure 3) of a community education set-up:

FIGURE 3 *THE COMMUNITY EDUCATION CONCEPT*

ORGANISATIONAL AND ADMINISTRATIVE STRUCTURE

SCHOOL

- PRIMARY EDUCATIONAL AGENCY
- CATALYST FOR C.E.
- COMMUNITY SCHOOL
- COMMUNITY LEARNING CENTRE

DIRECTOR OF C.E.

ADVISORY COUNCILS:

- EDUCATIONAL AGENCIES
- LAY CITIZENS
- JOINT COUNCILS

UNIVERSITY CENTRE FOR C.E. :

- CONSULTATION
- TRAINING
- RESEARCH
- INFORMATION

EDUCATIONAL AGENCY

- SERVICE AGENCY
- PRACTICES AND PROGRAMMES
- RESOURCES — PHYSICAL
  — HUMAN
  — FINANCIAL

EDUCATIONAL AGENCY

FUNCTIONS OF THE C.E. CENTRE:

- CO-OPERATION
- CO-ORDINATION
- COMMUNICATION
- EVALUATION

WITH REGARD TO THE PROVISIONS OF EDUCATIONAL AGENCIES IN THE COMMUNITY

EDUCATIONAL AGENCY

OBJECTIVES

- GENERATE THE LEARNING COMMUNITY
- SOCIO-ECONOMIC DEVELOPMENT (COMMUNITY DEVELOPMENT)
- PROBLEM-SOLVING
- UPLIFTING QUALITY OF LIFE
- OPTIMUM SELFACTUALISATION OF THE INDIVIDUAL
- FULFILLING OF HUMAN NEEDS (INCLUDING EDUCATIONAL AND LEARNING NEEDS)
- PROVISION FOR LIFELONG LEARNING

3.2.10 Phases in the community education process

The operation or programming of the community education process must be a continuation of formal, non-formal and informal educational programmes in a community education set-up. According to the operation principles, the learners can identify themselves with the community education projects, and actively participate in them, so that through expert leadership, the available services in the community can be utilised. The various phases provide the learners with procedures and resources which enable them to obtain information and skills.

Community education is a process of planning and bringing into operation of educational programmes in a community, that include the following phases:

Also compare: Decker et al   1988:44-61

                 Poster   1982:144

                 Boone et al   1981:234-239

                 Knowles   1971:54, 59-297;
                                 1987:108-129

                 Seay et al   1974:12-15, 149-168

                 Campbell   (Witty 1976: 260)

                 Kamper   1987:52-60

Phase 1:   Appointment of a Director of Education
Phase 2:   Creating an educational milieu
Phase 3:   Establishment of an organisational structure
            for participative planning
Phase 4:   Identifying and analysing the problems, needs
            and interests of individuals and institutions
            in the community
Phase 5:   Formulating programme objectives
Phase 6:   Designing educational programmes
Phase 7:   Identifying and mobilizing community resources

Phase 8:   Operation of educational programmes

Phase 9:   Evaluation of educational programmes, re-
              diagnosis of learning needs, and adjustment of
              educational provisions of the various
              educational agencies in the community

Phase 10:   Continuous research

Pretorius (1990:80−117) investigated the various aspects of
the community education process, and the following is a
synopsis of the different phases as described by him:

**Phase 1 :   The appointment of a Director of Community
              Education**

The Director of Community Education, as specialised
educational leader, planner, co-ordinator, initiator,
administrator, organiser, communicator, etc., is responsible
for the functioning and operation of educational programmes
in the community.

Phase 2 :   Creating an educational milieu

It is the task of the Director of Community Education to
establish this phase in the community education process.
He must create a favourable advantageous learning and
educational milieu, viz, an educational set-up whereby
individuals and communities can satisfy their needs, attain
their objectives and realise their potential. Key-concepts
such as **respect, participation, freedom, responsibility,
involvement** and **democracy** are important in the creation of
a favourable educational milieu. Specific physical, social
and organisational characteristics of an educational milieu
have an important influence on the learner and the quality
of learning.

Phase 3 : The establishment of an organisational structure for participative planning

The principle of the third phase in the community education process is that educational activities must be based on the problems, needs and interests of the members of the community. For each programme, activity or learning experience in the community education process, a planning committee (or board or task group) must be established. Above all things the community representative (learner, lay-citizen) must be involved in the planning and decision-making process with regard to the educational programmes. An organisational structure for the participative planning of educational programmes, activities and learning experiences, by authorities (educational agencies) and representatives of the community, that are linked in advisory councils and planning committees, is established.

The community education process with the emphasis on co-operative co-ordination, can be facilitated by establishing an organisational structure, which contains the following elements:

(i)   Introducing features of community education
(ii)   Informal and co-operative action
(iii)   Using consultative services
(iv)   Financial support
(v)   Providing a financial base
(vi)   Official acknowledgement by boards
(vii)   Establishment of the position of Director of Community Education
(viii) Development of advisory councils
(ix)   Programming/operating the community education concept. (See 3.2.8 and 3.2.9)

This structure is based in a community school or community learning centre. Community education programmes and practices are realised through a community-based system for co-ordinated collective action by educational and service agencies.

Phase 4 : **Identifying and analysing the problems, needs and interests of individuals and institutions in the community**

The above-mentioned phase includes the identifying and analysing of educational needs and learning needs. One must distinguish between two types of needs in the community education process – basic needs and educational needs. An educational need is something a person ought to learn for his own good, for the good of an organisation, or for the good of society. An educational need, therefore, is the discrepancy between what an individual (or organisation or society) wants himself to be and what he is; the distance between an aspiration and a reality.

The needs and interests of individuals, organisations and the community must be identified and analysed before an educational programme is operated and designed. A wide spectrum of possible educational and learning needs exists, for example:

- **Career related subjects and skills:** Technical, professional, business management, office management, mechanics, typing, sales techniques, etc.

- **Hobbies and recreation:** Sport, art, dancing, music

- **Religious instruction**

- **General subject tutoring:** Foreign languages, mathematics, history, science, psychology

- **Family life:** Home management, child care, gardening

- **Personal development:** Fitness, speed reading, public appearance

- **Citizenship:** Affairs of the day, politics, ideology, home guards

- **Agriculture:** Farming, gardening.

The concept **needs assessment** refers to any systematic process for collecting and analysing information about the educational needs of individuals, groups or organisations.

In the community education process a number of methods and techniques can be applied to determine educational and learning needs, for example:

- Interviews – with key persons in the community: counsellors, ministers, community leaders, social workers, doctors, personnel of educational and service agencies, representatives of organisations, schools, libraries, colleges, universities, public service departments, etc.
- Group discussions
- Questionnaires
- Research reports
- The mass media
- Professional and technical literature
- Career diagnostic testing
- Needs assessments in communities
- Needs assessments in organisations by means of system analysis, achievement analysis, analysis of documents such as job descriptions, safety security reports, productivity records, supervisory reports, etc.

In the community education process the representatives of individuals and groups involved in a needs assessment programme are the following: educational partnerships of the community, educators, learners, parents, the personnel of educational agencies, and representatives of community members.

The following methods could be used to assess the needs in a community education set-up:

(i)   **The survey method:** This method provides for the collecting of specific information from the total population of the community.

(ii)   **The key-informant method:** The key communicators in the community give specific information regarding the community, its people, their needs, and the available services.

(iii)   **The community-forum method:** Persons concerned meet face to face at meetings, collect information, and make decisions. The needs survey is based on information obtained at public hearings or by attending a series of public meetings.

(iv)   **The social indicators method:** According to this approach the needs survey is based on conclusions made from descriptive statistics derived from records and reports.

(v)   **The combination method:** The four above-mentioned methods can be used independently or in combination with each other, depending on the type of information, and on the extent of direct community involvement in the needs survey.

Phase 5 :   Formulating programme objectives

The formulation of programme objectives offers direction
and focus to the operation of educational programmes. There
are three steps in the process of converting identified
educational needs into educational programme objectives:

1   arrangement of needs according to a priority system
2   (sifting) placing of the needs
3   conversion of the remaining needs into programme
         objectives

Phase 6 :   Designing educational programmes

Here the main concern is the selection of a suitable
learning format or learning formats for a specific
educational programme, in terms of the following categories
of educational designing situations, such as individual
activities, group activities, institutional activities, and
mass activities.

Individual activities:

-        An individual designs an activity for himself
-        An activity for an individual is designed by another
         individual or group

Group activities:

-        A group designs an activity for itself
-        A teacher or a group of teachers design an activity
         for, and often with, a group of learners
-        A committee designs an activity for a larger group
-        Two or more groups design an activity that will
         expand their total service programme

Institutional activities:

- A new institute is designed

- An institute designs an activity in a new format

- An institute designs a new activity in an established format

- Two or more institutions design an activity that will expand their total service programme

Mass activities:

- An individual, a group or an institute designs an activity for a mass audience.

As far as the content of educational programmes is concerned, the designing of programmes occurs with reference to a wide variety of possible formal, non-formal and informal educational programmes for lifelong learning, for example:

- **Programmes directed at the development of the community and the individual,** e.g. citizenship, environmental aspects, daily events in the community, international relationships, etc.

- **Cultural development programmes:** music and art appreciation, religion, folk dancing, cultural organisations, etc.

- **Literacy programmes:** the learning of home languages, foreign languages, basic knowledge of science and mathematics, computer literacy, etc.

- **Economic programmes:** household budgeting, the start of a small business undertaking, income tax, etc.

- **Career directed programmes:** career choice, career guidance, interviews, training, etc.

- **Educational programmes:** child education, school readiness, parent involvement, remedial teaching, etc.

- **Legal programmes:** family law, court procedures, contract law, etc.

- **Health programmes:** fitness, balanced diet, preparation of food, knowledge of the human body, etc.

- **Leisure time programmes:** hobbies, sport, vacations, tours, arts and crafts, do-it-yourself projects, etc.

An important requirement for the designing of educational programmes is that the curricula must accommodate the learner characteristics and learning needs of the target group.

Phase 7 :   Identifying and mobilising community resources

The identification and mobilisation of community resources and community services is necessary for the operation of a specific educational programme, to achieve the maximal utilisation of community resources.   The resources and services reside in the educational and service agencies of the community, such as schools, colleges, universities, the mass media, etc.

With regard to resources, one can distinguish between:

-       human resources: teachers, trainers, educators, experts, members of the community, etc.

-       physical resources: buildings, halls, classrooms, sports fields, libraries, books, audio-visual equipment, computers, etc.

-       financial resources:

Midwinter (1975:150-151) offers the following analysis of services which are at the disposal of members of the community in a community education process:

Educational services:

Education per se, libraries, art, entertainment, sport, parks, recreation and culture, communication (information services, post office, etc.).

Public services:

Police, fire-brigade, measurements and weights, food and medicine, consumer protection, licensing and registration, legal agencies, government management.

Health services:

Planning, housing and buildings, water supply, sewerage and garbage removal, hospitals, cemeteries, crematoriums, environmental services.

Social welfare:

Welfare services, welfare benefits.

Services can be offered to the community in the following five areas:

(i)   Evaluation and diagnostic services (by means of observation and interviews, in connection with community needs and problems).

(ii)   Formal training, education and career experience.

(iii)   Employability skills development.

(iv)   Guidance

(v)   Supportive services, in connection with housing, recreation, child care, family planning, legal matters, medical services, etc.

The community education process provides and co-ordinates the activities of educational agencies and service agencies, and can fill the gap in the present educational provision in a specific community.

Phase 8 :   Operation of educational programmes

This phase embodies the culmination and focal point of the community education process, namely the actual operation of educational programmes.   With regard to the methods, learning formats or activity patterns that must be realised to reach the programme objectives, one must distinguish between three methods namely: methods for individual learning, methods for group learning, and community development as learning format:

(i)   **Methods for individual learning:**

-       Apprenticeship and internship

- Correspondence study
- Guidance: with regard to choice of education opportunities, career choice, guidance in clinical psychology, interviews to enable the individual to grow and learn - at schools, universities and industries
- Study guidance (direction): the individual is guided to self-study
- Programmed instruction
- Accompaniment of the learner to continual self development

(ii)   **Methods for group learning:**

- **Action projects:**

  Forming of interest groups, selecting a project, collecting facts, designing a strategy and proceeding to actual action.

- **Clinics, institutions and workshops:**

  Clinics, emphasise the diagnosis, analysis and solving of problems: institutions emphasise the development of specialised knowledge and skills: workshops emphasise the development of individual competence in a specific area.

- **Clubs and organised groups:**

  Clubs lend themselves to: the acquisition of knowledge, broadening of interests, promotion of the appreciation of culture, insight into social problems, and the refinement of skills.

- **Conferences:**

  Are an important informal educational medium, whereby thousands of members of organisations assemble, and obtain contact with each other.

- **Courses:**

  The traditional learning format of educational institutions is a course or class group (usually 20 or more learners studying a specific subject under the guidance of a tutor).

- **Demonstrations:**

  The learning format is "show them how to do it, let them practice, and measure the results".

- **Exhibitions, festivals and fairs:**

  The essential characteristic of this learning format is the introduction of ideas, products and processes. This is an effective format to reach individuals that usually do not read publications, listen to broadcasts, or attend meetings.

- **Large meetings:**

  This learning format reaches potential learners in the form of lesson and lecture sessions at schools, universities, church services, regular meetings of civil, professional and voluntary organisations, staff meetings, etc. - yearly, each individual attends a number of large meetings.

- **Excursions and tours:**

(iii)   **Community development as learning format:**

The total community is the "classroom" or "learning laboratory", with the educational objective of teaching the individual and the community to handle their problems more effectively, e.g. improving health and recreational facilities as a project, whereby opportunities are created for learning more of health and recreational problems, thus community development stimulates learning.

Further aspects that must be considered for the operation of educational programmes are: the recruiting and training of leaders, the management of facilities and procedures, guidance in education, promotion and liaison, and budgeting/financing.

(i)   **The recruiting and training of leaders and teachers:**

The role of the teacher must be re-defined to that of facilitator and helper, with regard to the process of self-directed learning by the learner. Teachers must be recruited from educational institutions and practices. After being selected for a specific educational programme, the teacher must be orientated to the programme he is going to offer, e.g. with regard to the learners, resources, needs, objectives, methods, learning format, etc.

(ii)   **The management of facilities and procedures:**

The provision and management of the physical facilities, equipment, such as halls, classrooms, offices, tables and chairs, etc.

Further aspects in the administrative procedures that are relevant to a specific educational

programme are registration, records, size of class groups, attendance, certificates, etc.

(iii)   **Guidance in education:**

This means support to individual learners for planning of programmes (individual needs assessment, with regard to education and training, formulation of learning objectives, identification of resources, planning of learning experiences, and evaluating).

(iv)   **Promotion and liaison:**

Each community education programme must be "advertised" and "sold". It entails the following:

Determining the target group of potential learners; planning a promotion campaign (extent, cost, media); distribution of promotion material by means of the promotion media (newspapers, radio, TV, post, posters, letters, brochures, booklets, handbills, catalogues, exhibitions, etc.).

Phase 9:   Evaluation of educational programmes, re-diagnosis of learning needs, and adjustment of educational provisions of the various educational agencies in the community

Evaluation occurs for the sake of improving the organisational operation of educational programmes, and the improvement of the quality of the learning results of educational programmes. The process of evaluation includes the following steps:

The setting of criteria, collection of data, analysis of data, modification of objectives, planning, operating and programming in the light of the results of the evaluation.

Aspects of evaluation include: evaluation of reaction, evaluation of learning, evaluation of behaviour, evaluation of results, and re-diagnosis of learning needs.

Phase 10   :   Continuous research

The final phase of the community education process occurs continuously as far as the total process is concerned. In the light of the fact that community education is linked to community development, the issue here is that of relevant available education, and the actualisation of community education as a practical educational strategy. The obvious coarse of action in connection with the various aspects, practices, components and phases of community education seems to be action research and action research projects. The appropriate method seems to be action research as a problem-solving method in a community.

3.3   **The integration of strategies for non-formal education and development in Third World communities**

Community education provides formal, non-formal and informal educational programmes with regard to the interests, needs and problems of individuals and groups in a community. For the sake of the development of a community, community resources must be utilised optimally. The community, with its educational agencies, is the source and centre of education.

In the community education set-up, provision for the learning needs of individuals and communities leads to the uplifting of the quality of life and the acquisition of a wide variety of life skills and occupational skills. This learning process becomes a development process for the individual and the community. It is clear that a community education set-up includes a community based system for co-ordinated, collective action by educational and community

agencies in a given community. Community education is actualised in the form of a system for collective action in a given community. Thus **community education is a delivery system for community development.** One of the main aims of establishing such a system is to utilise and co-ordinate the resources of that community. This system is based in a community learning centre. It thus seems that the three strategies, namely compensatory education, community development and development communication, can best be integrated within a community education set-up.

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, activities and learning experiences of the above-mentioned strategies. The first four phases, and Phases 9 and 10 of the community education process apply to all the programmes, etc. of the three strategies that are integrated: (See page 100 and 101).

In Phase 1 the Director of Community Education is appointed, who is then responsible for the functioning and operation of each programme, practice, project, activity or learning experience that is integrated. It is his task in Phase 2 to create a favourable, advantageous learning and educational milieu.

An organisational structure for participative planning of educational programmes, activities and learning experiences, by educational agencies and representatives of the community, that are linked in advisory councils and planning committees, is established and based in a community school or community learning centre in Phase 3. Community education programmes and practices are realised through a community-based system for co-ordinated, collective action by educational and service agencies. In Phase 4 the needs and interests of individuals, organisations and the

community, are identified and analysed by educational partnerships of the community, educators, learners, parents, personnel of educational agencies, and representatives of community members, before an educational programme is designed and operated.

After an educational programme has been designed and operated evaluation occurs in Phase 9 for the sake of improving the organisational operation of the integrated educational programmes, and the improvement of the quality of the learning results of the educational programmes.

The final phase of the community education process occurs continuously as far as the total process is concerned, thus continuous research must be done.

3.3.1 The integration of compensatory education strategies within a community education set-up

It seems that many practices in the various categories of compensatory education are usually realised as part of a comprehensive community project, for example: pre-school education coupled with parent involvement; work-study programmes for youths; continued education and training; counselling; literacy education; extracurricular innovations; special services; community involvement; etc. The infrastructure for comprehensive community projects, programmes and practices already exists in the community education set-up. There is a flow of people and materials through a system of activities. Thus where a community education strategy is implemented in a milieu-deprived community, a compensatory education strategy in its most comprehensive form exists. Generally a community education strategy can be actualised in any community, but a compensatory education strategy is realised only in a milieu-deprived community.

An attempt will be made to indicate how some of the categories of compensatory education can be realised in a community education set-up:

(i)   **Pre-school educational programmes and parent education (mothers)**

Pre-school education is one of the major aspects of compensatory education.

The objectives of such a programme are: school readiness, enrichment, stimulation, and provision of experiences to the pre-school child. The objectives of parent education, especially the mothers, are: enlightment and understanding of family education, family care, helping the child toward school readiness, supporting the child, etc.

The pre-school educational programme can be designed as an informal educational programme in school readiness, which includes individual and group activities. An informal or non-formal home training programme in child care can be designed to involve the mothers.

Pre-school educational programmes are provided in a community learning centre. If the need for more than one pre-primary school exists, the learning centre can be utilised to organise a system of pre-primary schools in that community.

The staff of the educational and welfare services can be utilised for the pre-school education programme. Supportive services can be utilised for the home training programme in child care for the mothers.

(ii)   **Work-study programmes for youths**

Work-study programmes are designed for the milieu-
deprived youths who are premature school-leavers or
potential school-leavers.

The objectives of these programmes are that the
youths must participate in adapted school-study
programmes whilst practicing a profession (a work-
and-study programme). The work and study must be
in connection with, and supplement, each other.

These programmes can be designed as non-formal,
career-directed programmes, and the services of
educational institutions, training institutions and
career and technical institutions can be
incorporated. The institutions should import
community education practices and become
compensatory agents which support the work-study
programmes.

At the community learning centre, the learners
participate in adapted school-study programmes,
whilst practicing a full time profession in the
private sector. The programmes can contain the
following activities: academic work, workshop
practice, guidance, job experience, job training,
and acquiring job skills.

For the actual operation of these educational
programmes, methods for individual learning such as
apprenticeship, correspondence study, counselling,
tutoring, and programmed teaching can be
implemented, as well as methods for group learning
such as workshop practice, action projects, clubs,
organised groups, courses, class groups, and
demonstrations, which emphasises the development of

individual competence in a specific area.

(iii)   **Higher education and adult education**

Milieu-deprived youths and adults have a need for post school education in, especially, literacy competence and vocational training.

The programme objectives are to teach the milieu-deprived youths and adults in a planned, purposeful manner through the many and varied operations in different community situations (not solely by daytime classes nor by classroom operations alone). The programmes should be planned and organised to fit individuals and institutions, selected to meet educational purposes, and should embrace both theory and practice.

The programmes can be designed as formal or non-formal educational programmes, with individual and group activities, in literacy programmes and vocational training programmes.

At the community learning centre, the students participate in, for example, remedial education, preparatory and/or bridge programmes, tutoring, counselling, learning laboratories, special learning-packets, learning-skills courses, etc. The services that could be offered to the students are: supportive services in connection with goals and skills that are important for functional literacy, and employability skills development, for the vocational training programme.

For the actual operation of these programmes, all the methods for individual learning and group learning as well as community development as

learning format, are applicable. (See pages
110-113).

(iv)   **Counselling**

An extensive counselling service for the milieu-
deprived child, youth and adult is an extremely
important practice in any infrastructure of
compensatory education.

The programme objectives of a counselling service
are connected to the needs and development of the
community.

As far as the content of these educational
programmes is concerned, the designing occurs with
reference to a non-formal educational programme.
This non-formal educational programme can include
school-related counselling services for the milieu-
deprived child and youth in the school situation
which are directed at health education, school
counselling, vocational counselling, etc. 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. Possible non-formal and/or
informal educational programmes can be implemented
which are directed at the development of the
community and the individual, e.g. citizenship, as
well as economic programmes, such as household
budgeting, income tax, etc., career directed
programmes, educational programmes, legal
programmes, health programmes, and leisure time
programmes.

The community learning centre in this case,
functions as a community development unit, whereby

all supportive services are connected to the needs and development of the community, e.g. education, basic education, non-formal education, informal education, community counselling, vocational counselling, job training, job placement, welfare, legal services, health services, family counselling, group counselling, etc.

As far as the operation of these educational programmes is concerned, the following methods can be implemented: Methods for individual learning, such as guidance, with regard to career choice, choice of education opportunities, etc. Methods for group learning, such as forming of interest groups for a specific project; clinics, for diagnosing, analysing and solving of problems; institutions, for the development of specialised knowledge and skills; courses, for studying a specific subject under the guidance of a tutor can be implemented. Community development as learning format, with the educational objective of teaching the individual and the community to handle their problems in a more effective way, can be introduced.

(v)   **Reading and language education**

The illiterate youth or adult has a need for the development of language, reading, and communication skills.

The programme objectives of a reading and language education programme are to render assistance to the milieu-deprived individual over the total spectrum of education, which 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.

These programmes can be designed as informal educational programmes in remedial teaching, the development of language, reading and communication skills, bilingual education (with regard to the dominant language or languages of the society), as well as informal programmes in basic literacy.

Additional programmes can be offered by educational services at the community learning centre, for the illiterate adult.

For the operation of these programmes, methods for individual learning, such as the accompaniment of the learner to continual self development and tutoring can be implemented. Methods for group learning, such as reading workshops, and literacy courses can be offered and implemented.

(vi)   **Extracurricular innovations**

The formal education of the school must be supplemented by a variety of extramural activities which are practised in the family, the school and the community.

The objectives for such a programme are to develop the community, to improve the quality of life, and to achieve the optimal selfactualisation of the members of the community.

The following informal extracurricular programmes can be designed to occupy extramural activities:

-       Programmes directed at the development of the community and the individual, with group activities dealing with environmental aspects.

- Cultural development programmes, with group activities in music, hobbies, sosio-cultural forming and enrichment, youth work and youth societies.
- Programmes and practices with individual and group activities in counselling, study, educational forming and enrichment, the presenting of educational films, video cassettes, radio and television.
- Leisure time programmes, with group and mass activities in excursions, recreation, sport, clubs, housekeeping and craft courses.

These programmes can be offered at the community learning centre by teachers, trainers, education experts; and members of the community, of the educational services, public services and health services.

For the operation of these programmes and activities, methods for group learning, such as action projects by forming interest groups, clubs and organised groups, courses, demonstrations, exhibitions, festivals and fairs, are feasible.

It is thus seen that the integration of the above-mentioned categories of compensatory education within a community education set-up can be realised when the community education process is implemented.

3.3.2 The integration of community development strategies within a community education set-up

"Community education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. Community education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social and cultural services for all people

in a community", Decker (Poster 1982:99).

From the above-mentioned it is clear that community education is the delivery system for the services which are needed for the development of a community.

According to Clark (1977:6) it is seen that community education *"is an operational philosophy of education and system for community development"*. Thus the operation of educational programmes in a community education process is *"the process of translating a program design into a flow of people and materials through a system of activities ..."* (Knowles 1971:161). These educational programmes are designed according to identified educational and learning needs of a given community. The operation of educational programmes is *"... the translation of programmes into action ..."* (Raggatt) or *"community education in action"* (Lovett).

At this stage it becomes clear that community education implies a flow of people and materials through a system of activities, that comes into action for the development of the community.

Boone et al (1981:229) extend the concept **community education** to the concept **community education for development**, and define this concept as follows: *"... community education for development (CED): a process whereby community members come together to identify their problems and needs, seek solutions among themselves, mobilize the necessary resources, and execute a plan of action or learning or both. This educative approach is one in which community is seen as both agent and objective, education is the process and leaders are the facilitators in inducing change for the better"*.

Thus, community education is seen as an educational system for development, a delivery system for the provision of

educational, recreational, social and cultural services in a community.

When the concept **community education** is implemented, it implies that a learning society (learning community) is created. Decker et al (1988:xi-xii) describe this concept as follows: *"The learning community is a way of looking at public education as a total community enterprise. It provides a framework for local citizens and a community's schools, agencies, and institutions to become active partners in addressing many of the problems and quality-of-life concerns prevalent in the community today. Sometimes this takes the form of a school using the community's resources in some way - from parent volunteers, perhaps, to an 'adoption' by a local business or industry. Sometimes, instead, it is the community that uses the school's resources. Senior citizens may eat in the school cafeteria, a nearby business might use the gymnasium before school hours for gymnastics routines, or a local club might borrow the school computer in the evening. The ideal situation is when the sharing of resources is mutual, when those elderly citizens read to children or tutor them for a time following the lunch hour or the gymnasts organize student teams on weekends. However, it works, the end result is to get the community involved in the schools and the schools involved with the community for mutual benefits. Therein lies the learning community's strength"*.

This concept, according to Brookfield (1983:85), implies the optimum utilisation of community resources so that members of the community can develop to their full potential.

Jarvis's (1983:52) opinion in this respect is the following: *"The learning society, is learner based, has no barriers of access and provides a flexible but life-long system of education. It is society organized in such a manner as to*

make all kinds of learning available to everyone on a full-time or part-time basis".

The interpretation of Decker et al (1988:28-40) of the concept **learning community** is as follows: *"Our goal is to make the community one classroom. We want to get as many people involved in learning as we possibly can".*

The challenge of a learning community is the development of educational programmes for all, for example, recreation, career retraining, family life, day care, pre-school education, etc. One of the main objectives of community education is community development. Compare the following formulation of objectives by different authors:

Boucouvales (Brookfield 1983:67): *"the ultimate goal of community education is the development of self-guiding, self-directed communities which are able to identify and satisfy the needs of all their community members through the coordination, cooperation, and collaboration of all community resources".*

Minzey and Le Tarte (Brookfield 1983:79): *"the ultimate goal of Community Education is to develop a process by which members of a community learn to work together to identify problems and seek out solutions to these problems".*

Henry et al (1959:32): *"The most pressing needs and problems of each community represent the starting point for a program of community education, and a developing program of self-help should be keyed to the expressed needs of the people".*

Scottish Education Department (Poster 1982:213): *"Community education has the following broad general aims:*

(a)   to involve people, as private individuals and as

members of groups and communities, irrespective of age and circumstances, in the ascertainment and assessment of their needs for opportunities to

(i)   discover and pursue interests;

(ii)   acquire and improve knowledge and skills;

(iii)   recognize their personal identities and aspirations;

(iv)   develop satisfactory interpersonal relationships'

(v)   achieve competence in their lives within the family, the community and society as a whole; and

(vi)   participate in the shaping of their physical and social environment and in the conduct of local and national affairs; and

(b)   to seek to meet these ascertained needs in the most appropriate settings with the cooperation of individuals and groups and by identifying and deploying educational resources, wherever they may reside".

Community development is further more regarded as one of the main components of community education (See 3.2.4). The emphasis is on the identification and solving of community problems, and on the identification and utilisation of resources in developmental strategies, community projects, etc.

It is thus seen that community education is an operational philosophy of education and a system for community development. Community education is a delivery system for community development. Community education is linked par excellence to community development, thus, in dealing with community education, one is dealing with a community development strategy.   Thus a comprehensive community development strategy is actualised through some variation of the co-ordinating, co-operating process of community education.

3.3.3 The integration of development communication strategies within a community education set-up

The mass media provide possibilities for creating and extending education and learning opportunities for the milieu-deprived and culturally different learner, outside the system of formal education. The aim of educational broadcasting must be to generate a process of self-help and self-development with milieu-deprived individuals and communities. Educational broadcasting can be utilised as "social action broadcasting" and "community services broadcasting" with regard to milieu-deprivation as an identified social problem in Third World communities. The broadcasting programmes must improve the educational well-being of milieu-deprived communities.

According to Pretorius 1986:12) *"the concepts educational broadcasting and development communication can be strongly linked to quite a number of relevant concepts in compensatory education, e.g. community education, community development, community counselling, adult basic education, job training, parental involvement, etc."*

An attempt will be made to indicate the way in which development communication strategies can be implemented and realised in a community education set-up.

(i)   **The open broadcasting strategy**

The objectives of the open broadcasting strategy are that the strategy must reach people in the home situation, motivate and convey a small amount of information at a time, and aim at a simple behavioural change.

As far as the content of this open broadcasting strategy is concerned, an appropriate theme must be selected to fulfil the learning needs of the community. This strategy can be designed as an informal educational programme for a mass audience. Examples of such a programme are: an educational programme with enrichment opportunities for the pre-school child, a literacy programme for adult basic education, or a health programme to improve the nutritional habits of the community.

The community learning centre becomes a centre for the implementation of an open broadcasting strategy, in the sense of making available the necessary resources. From this centre, the staff of educational institutions, health services and the broadcasting corporation can advertise these programmes, and organise listening sessions at the community learning centre for those citizens who do not possess radio or television sets.

For the actual operation of the open broadcasting strategy, opportunities are created for learning more of nutrition, health, education of children, etc.

(ii)   **The broadcasting campaign strategy**

The objectives of the broadcasting campaign strategy are to motivate and involve as many of the people in the community as possible, and to reach one or a few well-defined aims with a wide appeal.

The broadcasting campaign strategy can be designed as a non-formal educational programme for organised groups. Examples are: programmes directed at the

development of the community, e.g. important social issues such as citizenship; economical programmes, e.g. household budgeting; career directed programmes, e.g. career choice, interviews and training; educational programmes, e.g. parent involvement; health programmes, e.g. the preparation of food; or leisure time programmes, e.g. do-it-yourself projects. An important requirement for the designing of the above-mentioned programmes is that they must accommodate the learning needs of the target groups.

The community learning centre becomes the centre for the implementation of the broadcasting campaign. From this centre, the personnel of educational institutions, health services, public services, supportive services and the broadcasting corporation, can organise audiences during the campaign period. They are responsible for the distribution of texts and broadcasting material, organising local study groups and the recruitment and training of group leaders.

For the operation of the broadcasting campaign strategy, organised study groups under the guidance of a leader are formed.

(iii)   **The organised group strategy**

The objectives of an organised group strategy are to incorporate a combination of regular broadcasting messages, printed supportive material and 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.

An example of an organised group strategy is a radio school. The objectives of a radio school are the commitment to relevant adult education, regular broadcasting messages, functioning of groups on a permanent basis, a group learning approach with regard to learning needs, learning objectives, and multimedia instruction methods directed at the concrete problems of the community.

A radio school programme can be designed as a non-formal educational programme for organised groups. It can be designed as a literacy programme, health programme, community organisation programme, and an informal educational programme for life-long learning.

The community learning centre becomes the centre for the local implementation of a radio school programme. From this centre, the personnel of the education institutions, health services, public services, supportive services and the broadcasting corporation can organise listening groups. The aforementioned are responsible for the recruitment and training of group leaders, handling the text material, answering questions and delivering feedback, and organising the distribution of printed supportive material, and audio-visual aids.

For the operation of a radio school programme the organised groups get together regularly to listen to, or view broadcasts, discussing the contents, and sharing the group learning experience directed at the concrete problems of the community. These groups function on a permanent basis.

(iv)   **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 experiences by individuals and groups, in the skills of reading, writing and arithmetic, as well as 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 objectives of a multimedia strategy are the following:

Multimedia educational projects for the 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, and new projects must utilise and extend existing provisions, as well as utilise persons who are already working with milieu-deprived groups.

The multimedia strategy can be designed as a non-formal educational programme for self-study, or tutoring on a group/individual basis; or a non-formal programme directed at the development of the community and the individual.

The community learning centre becomes the centre for the local implementation of a multimedia strategy. From this centre, the personnel of educational institutions, public services,

working with milieu-deprived groups, as well as the
broadcasting corporation, can organise study groups.
The community learning centre becomes a centre for
the provision of printed learning material for self-
study, newspapers, radio broadcasts, television
broadcasts, and audio-visual aids such as films,
video cassettes, and tape recordings.

During the operation of a multimedia strategy, the
community learning centre can be utilised for the
organised study groups under the leadership of group
leaders, teleclubs, self-help groups, action groups,
interest groups, radio listener groups, etc. These
multimedia projects must create circumstances that
will encourage the members of the community to help
themselves and to accept responsibility for their
own situation.

Through the integration of a development
communication strategy within a community education
set-up, with its infrastructure of many educational
agencies and social services, some of the problems
of milieu-deprived communities and population groups
could be alleviated.

3.4   Synopsis

In the present chapter it was illustrated how a community
education set-up provides the most suitable infrastructure
for the integration of educational and developmental
strategies.

The objectives of community education are: to educate in-
dividuals, to develop human potential, to adjust and extend
educational opportunities, to fulfil human needs, to gene-
rate the learning community, to develop the community, to
uplift the quality of life, and to solve community problems.

The components of community education are the following: a community-based system for co-ordinated collective action by educational and community agencies, lifelong education and learning, community involvement, maximum utilisation of community resources, community-oriented curricula, and community development.

In a community education set-up, provision for the learning needs of individuals and communities leads to the improvement of the quality of life, and the acquisition of a wide variety of life skills and occupational skills. In the present practice of community education, the community school serves as a community learning centre, and the school and community are involved with each other.

The phases in a community education process are the following: The appointment of a Director of Education; the creation of an educational milieu; the establishment of an organisational structure for participative planning; the identification and analysis of the problems, needs and interests of individuals and institutions in the community; the formulation of programme objectives; the designing of educational programmes; the identification and mobilisation of community resources; the operation of educational programmes; re-diagnosis of learning needs and the adjustment of educational provisions of the various educational agencies in the community; and continuous research. The various phases of a community education process, with the point of action being the provision of procedures and resources for the sake of assisting the learner to acquire information and skills by himself, are implemented for the integration of all the programmes, practices, projects, activities and learning experiences of compensatory education, community development and development communication strategies.

The integration of the strategies within a community education process can be presented as follows: (See Figure 4).

FIGURE 4

PHASES IN A COMMUNITY EDUCATION PROCESS IMPLEMENTED FOR THE INTEGRATION OF COMPENSATORY EDUCATION, COMMUNITY DEVELOPMENT AND DEVELOPMENT COMMUNICATION STRATEGIES