

CHAPTER 2

THE CONCEPT OF COMMUNITY EDUCATION

2.1 INTRODUCTION

In the preceding chapter, attention was focused on the theme analysis, conceptualisation and statement of the problem of this study. Furthermore, the aim of the study was presented, as well as the research method and the programme of study. In particular, the concept of community education was defined in detail.

In view of insights obtained up to now, this chapter will focus attention on the concept of community education.

This chapter is essential for this study since it defines, describes and illustrates the concept of community education. As a result the concept of community education will be dealt with in great detail. The concept of community education forms the basis of this study which aims at exploring the concept of community education and investigating methods and techniques that can be implemented in assessing learning needs of individuals and communities, in order to provide relevant community education programmes.

This chapter is further imperative since it attempts to present a broader framework of what community education is all about. It furthermore serves as background and framework for the main task that is going to be undertaken in this study.

The nature of community education as well as a brief history of community education will be discussed. Aims, components, agencies and provisions of community education and implications of the community education concept will be discussed. The community learning centre, the community school concept and the community college will also be dealt with.

2.2 THE CONCEPT OF COMMUNITY EDUCATION

The concept of community education will be discussed in terms of the different aspects of the concept.

2.2.1 A BRIEF HISTORY OF COMMUNITY EDUCATION

(c f. Fletcher et al, 1980:27,57; Boone et al, 1981:233-234; Nisbet et al, 1980:2; Pretorius, 1990b:21-23).

Community education is an eclectic philosophy that combines several positive characteristics of the education movements of the past and present in a grounded and permanent education concept.

The idea of community education is not new: Plato, Thomas More, Bacon and Luther each developed his own interpretation of the concept. During the 18th, 19th and 20th centuries different forms of community education were developed in countries like: Switzerland, Denmark, the USA and Great Britain.

In 1845 Henry Barnard writes the "Report on Conditions of Improvement of Public Schools in Rhode Island", in which he analyses the role of the school in the improvement of community life. The progressive education movement of John Dewey is regarded as the origin of community education as we know it today.

Community education is based on three principles:

- o The determination of objectives and aims according to the interests, needs and problems of people.
- o Application of a wide range of community, human, physical and financial resources to the development of programmes and activities.

o Advance and practice of democracy in all activities of the school and community.

Everett writes in his book of 1938:

"Education is part and parcel of the very fact of living... The social nature of the individual is but testimony to how the learning process is at the same time the process of becoming. We learn what we live, and what we thus learn is through the very process of living built into the structure of one's being, there to form the foundation for behaviour."

Towards the end of the 19th century John Dewey and others fixed the attention on the decline of the rural community. In order to provide for the learning needs of rural and urban communities, the following decades saw the start of several education movements that would play an important role in the history of community education: the Village Colleges (England) of the 1930s, adult education at the beginning of the 20th century, the continuation classes after 1918, the Physical Training and Recreation Act of 1937, the Service of Youth and youth clubs of the 1950s, the UNESCO call for lifelong education (1972), compensatory education from 1969, etc. These events culminate in the community school movement of the 1970s.

The 52nd Yearbook of the National Society for the Study of Education, published in 1953, is in its totality dedicated toward dealing with the community education concept and refers to community education projects in countries like Thailand, Haiti, India, Mexico and the Philippines. After this community projects were also developed in countries like the Republic of Ireland, the Netherlands, France, Kenya, Tanzania, the Republic of China and Israel.

It is especially the USA, with its massive resources and particular problems with regard to milieu impediment ("urban problems"), that took a leading role in the development and

financing of community education projects, in the USA as well as in several poor countries.

In 1975 there were at least eight American Universities that offered PhD programmes in Community Education and more than 20 that offered masters courses to train teachers for community education development.

Boone et al (1981:233-234) describe five phases in the history of community education specifically with regard to the USA:

- Phase 1: 1920s - 1940s: Development of community based programmes for the poor, milieu-disadvantaged and socially deviant; leadership training for community councils, local self-help community development work, several universities start training programmes for educational agencies and planners.
- Phase 2: 1940s: Focus on the community school as change factor (development agency).
- Phase 3: Continuation of the community school movement - the school is the focal point for the inputs of the other educational agencies in the community.
- Phase 4: Emphasis on a wider definition of community education: The community school co-operates with other educational agencies to provide education with regard to the development needs of the community.
- Phase 5: Community members take part in decision-making and problem solving through the functioning of community education councils, and all agencies and institutions with educational potential are involved in the community education process.

2.2.2 THE NATURE OF COMMUNITY EDUCATION

In the following discussion the nature of community education will be investigated.

Fletcher et al (1980:55-57) write the following concerning the nature of community education:

- o 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.

- o Community education as a 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 aims 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, etcetera.

- o Two main aspects of community education are thus:
 - process (change and development), and
 - programmes (resulting from this process).

Fletcher et al (1980:57) emphasize the development of a sense of community when stating that: "Through the expansion of community services, the co-ordination 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".

In their work, Fletcher et al (1980:62) developed a general pattern of the concept of community education (as implemented in the USA) by means of a model (see Figure 2.1).

Fletcher et al (1980:59) continue to say that 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 2.2).

Burdin (1977:2) emphasizes that needs assessment must be co-operatively planned and executed in the following explanations:

- 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 for 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

FIGURE 2.1

COMMUNITY EDUCATION CONTINUUM

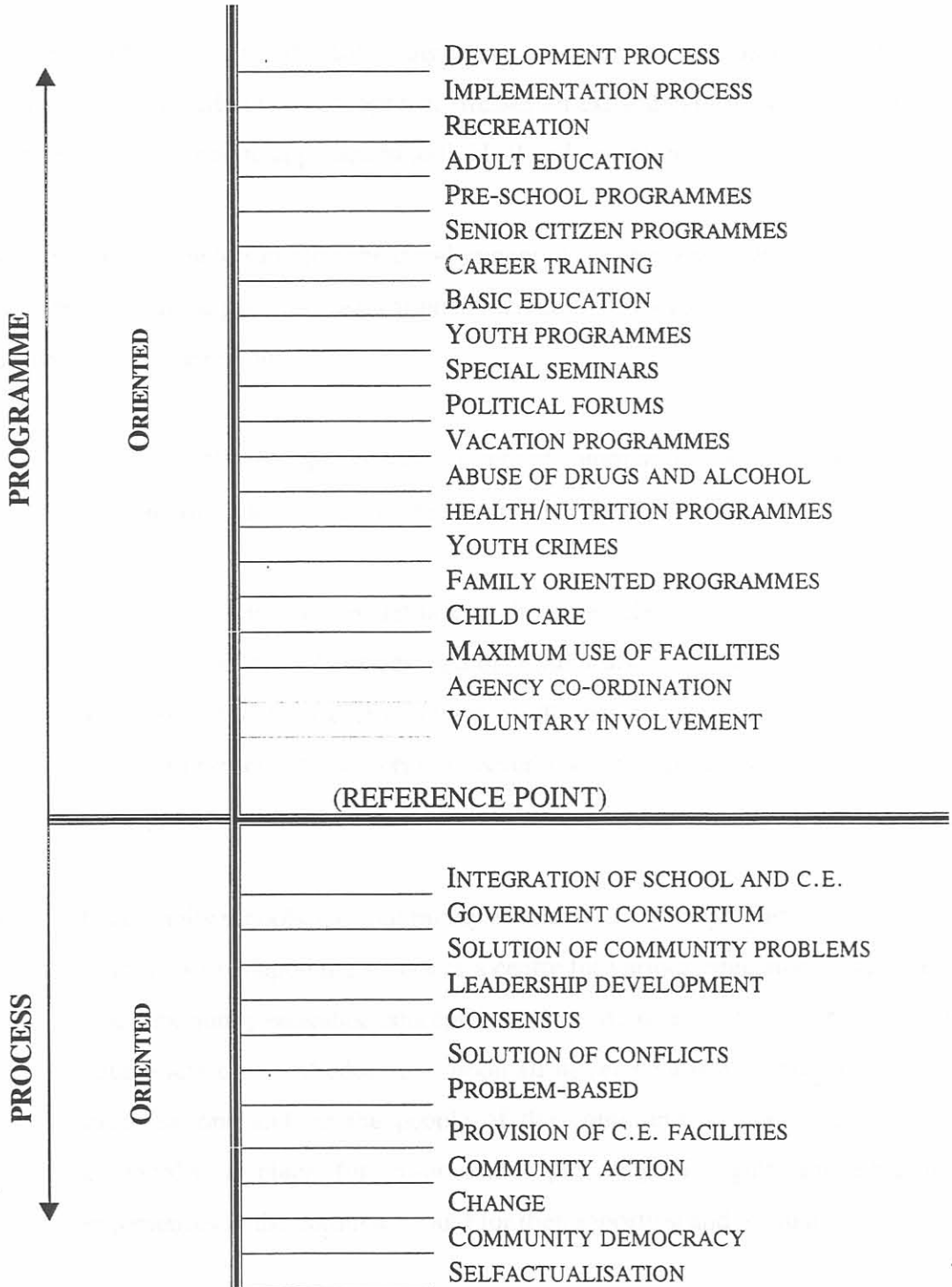
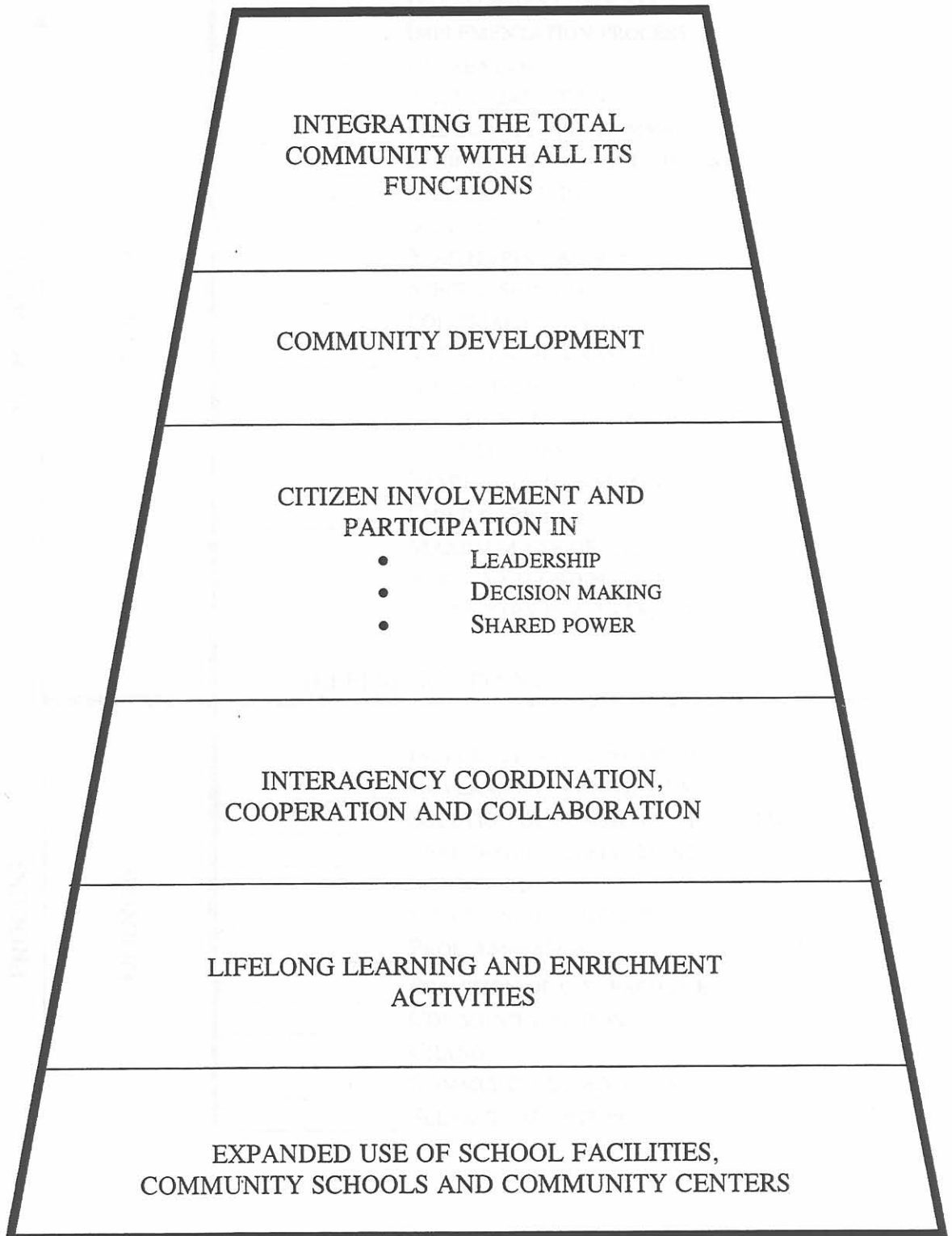


FIGURE 2.2

LEVELS OF PROGRESSION



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.

Poster (1982:99) writes the following about the concept of community education: 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 implies the development of a comprehensive and co-ordinated delivery system for providing educational, recreational, social and cultural services for all people in a community.

Clark (1977:5-8) delved deeper into the concept of community education, and eventually indicated some misconceptions with regard to this concept:

- o Community education is defined as the after school and evening programme endeavours 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.

- o 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.

- o 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.

- o 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.

Clark (1977:5-6) further made an analysis of seven of the most popular definitions of **community education** to determine some 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 emphasizes community problem-solving by the efficient utilisation of all community resources - human, physical and financial.
- Educational curricula, programmes and services should be life-centered.

Epstein (1980:iii) emphasizes the fact that community education will meet the needs and solve the problems of the community when stating that:

"Community education can be a factor in restoring public confidence in the schools. Community involvement, which is essential to community education, can result in more effective schools for both the traditional users of the schools and the expanded community of participants... by meeting the needs and solving the problems of the community, community education can make the community a better place in which to live."

With regard to the nature of community education Poster (1982:96) comments as follows:

"Community education is a simple concept. Basically it is a return to the 'little red school house'. The little red school house was, first of all, a meeting place for all social, recreational and governmental activities. It was a place identified with by all ages and groups. People had a good feeling about the school. This good feeling can once again become a reality under the Community Education Process. Under this process the community is brought together under one umbrella."

Witty (1967:264) asserts that in essence community education is construed to mean the very essence of living with fellow men, not a classroom operation alone. Rather, it is individuals connected with other individuals by an infinite number of relationships, crossing and recrossing. In this sense, learning does not start and stop when school bells ring, but continues for life.

With regard to the nature of community education Cohen and Brawer (1982:251-52) put forth the idea that community education covers a wide range of forms of activity:

"Community education covers a wide range. It may take the form of classes for credit or not for credit, varying in duration from one hour to a weekend, several days, or an entire school term. Community education may be sponsored by the college, by some other agency using college facilities, or jointly by the college and some outside group.

It may be provided on campus, off campus, or through television, the newspapers, or

radio. It may center on education or recreation, on programs for personal interest or for the good of the entire community.... The college would be a link among all community organizations that provide any sort of learning activities. Among these are radio and television stations, newspapers, libraries, museums, schools, colleges, theatres, parks, orchestras, dance groups, unions and clubs".

Brookfield (1983:8,67,76-77) emphasizes the fact that the identification of community needs is essential in the community education process when stating the following:

- it is school based and centres on the twin notions of using school resources for individual and community improvement and on using the community as a teaching aid or learning resource
- community education can comprise a programme which satisfies the needs of all members of a community at any one time
- the process of identification of community needs so that the community and its members can grow through social and educational programmes.

Allen et al (1987:19) give the following descriptions in connection with the nature of community education:

- "1. Community education is about the accessibility of education to everyone so that people can achieve a fuller and more rewarding life. People need to be involved in controlling more of their lives, making decisions through discussion and debate.
2. Community education is about modifying the existing education system to the benefit of those who are considered disadvantaged or deprived. Its aim is to give people who 'miss out' a better deal.
3. Community education is about acting in solidarity with those people in society who have least power, enabling them to analyse their situation and to achieve political change. Power to the people!"

From the foregoing views with regard to the **nature of community education** the following deductions can be made:

- community education is a systematic way of looking at people and their problems
- it is a process that promotes the maximal use of school facilities, study and the rendering of support in seeking out solutions to community problems
- its two main aspects are process and programmes
- in the community education context it is emphasized that needs assessment must be co-operatively planned and executed
- in the community education context the development of a comprehensive and co-ordinated delivery system for providing educational, recreational, social and cultural services for all people in a community is encouraged
- it is a vehicle for the delivery of various forms of compensatory education designed to meet the specific needs of community members
- it is a philosophical concept which can be put into operation
- it serves the entire community regardless of the age of potential participants or the nature of the learning experiences desired
- community education restores public confidence in schools.

Based on the preceeding investigation, it is evident that community education, as a process, consists of a number of programmes resulting from this process, in an educational or social milieu, in which opportunities are created for people to gauge their needs, to identify their problems and to seek out solutions.

2.2.3 THE AIMS OF COMMUNITY EDUCATION

It is interesting to note that the aims of community education differ from those of the existing education system, as will be seen in the following discussion.

Writers on community education give differing views pertaining to the aims, goals or objectives of community education. However, all seem to agree that at the end of the day community education should serve or address learning needs of communities.

Boucouvalas (Brookfield, 1983:67) points out that community education should aim at identifying and satisfying the needs of community members when he states the following:

"...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 co-ordination, co-operation, and collaboration of all community resources".

Minzey and Le Tarte (Brookfield, 1983:79) emphasize the fact that in the community education context the needs and problems of individuals and the community must be identified when they write that:

"...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".

Peacock (1980:97) gives the following view which places emphasis on improving the quality of life:

"... community education is not an end in itself. It has the broad objectives of improving the quality of social life, providing equal life opportunities for all ..."

Nishimoto (1980:70) formulates the following aim of community education:

"The primary aim of community education ... is to help each individual, man, woman and youth make the best of life. By helping individuals, community education activities thus cover all forms of betterment required by the community."

Epstein (1980:9) emphasizes the fact that the identification of the needs of individuals and groups is important in community education when he puts forth the following

essential goals of community education:

- Identification of the needs, wants, and desires of individuals and groups
- Identification of the human and physical resources of the community
- Development of a co-operative relationship among institutions, agencies, organisations, and groups, resulting in the unduplicated expansion of programmes and services toward meeting identified needs of communities.

Epstein (1980:14) further reveals that in the early seventies, the major objectives of community education were seen as two-fold:

"... the development of individuals to the limits of their capacities, and ...the development of the community to improve the quality of living therein".

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

- **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.

According to Nisbet et al (1980:29-30) the basic philosophy underlying community education is to enable and encourage the community to participate as fully as possible in education in its widest sense. This philosophy includes the following objectives:

- "(a) ensuring community buildings are used by a wide cross section of the community and that the community is involved in the operation of buildings, so that buildings are identified as 'theirs'.
- (b) helping the community in the self education process by 'teasing out interests, then showing them opportunities'
- (c) encouraging the community to participate in and influence the formal school system. 'Getting people to look at education themselves and to make their own decisions about it'
- (d) helping people to see education as much more than schooling; to be aware of it as a life-long process".

Based on the Scottish Working Party on Professional Training for Community Education, Poster (1982:213) puts an emphasis on the ascertainment and assessment of community needs when he writes that:

"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) recognise their personal identities and aspirations;
 - (iv) develop satisfactory inter-personal relationships;

- (v) achieve competence in their roles 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;
- (b) to seek to meet these ascertained needs in the most appropriate settings with the co-operation of individuals and groups and by identifying and deploying educational resources, wherever they may reside".

Other authors also give the following aim-formulations of community education:

- o Decker et al (1988:xiii): "The ultimate goal is to provide a responsive, community based support system for collective action among all educational and community agencies to address educational concerns, current quality-of-life issues of all citizens, and specialised needs".
- o Bloomer and Shaw (1979:29): "... the primary aim of community education is to help each individual, man and woman, the youth, to the best of life. By helping the individuals, community education covers all forms of betterment required by the community".
- o According to Wedemeyer (1981:55) "...the aim of community education is to promote lifelong learning. This is evident when he states that:
"... the task of community education is to educate nearly all our citizens beyond the high school level to recognize that education is no longer terminal and that, for substantial numbers, education must be continuous throughout life for them to cope with the rapidity of change".

Community education involves outside education agencies in order to assist with community learning and development. In his argument, Peterson (1990:112) writes the following:

"Community education fosters a concern for education among these groups and agencies outside the school by actively involving them in the educational process itself. This would result in the facilitation of development of more realistic vocational goals. It would also help the people in ascertaining what positive role they can play towards the general welfare of the society and the resolution of their problems".

Fletcher et al (1980:177-78) identify the following as 'goals' for community education:

- "1. to encourage a pleasant, enjoyable and more meaningful recreation.
2. to broaden the quality of life of the participants.
3. to fit people for jobs and prepare them for better jobs.
4. to facilitate social change, to give the people back what is theirs, to redistribute in favour of the lower paid; to advantage the manifestly disadvantaged."

Pretorius (1990a:516-517) gives a summary of the aims of community education:

- educating the individual (individualization, socialization, self-actualization)
- adapting and expanding formal, non-formal and informal educational opportunities
- fulfilling human needs (basic needs as well as learning needs)
- to provide a community-based system for collective action by educational and community agencies
- to generate the learning society (to facilitate maximal participation of community members in educational activities)
- to develop self-directed individuals and communities that are able to identify their own needs and to fulfil those needs by co-ordinating community resources - this means self-help and self-education by members of the community
- the socio-economic development of the community (Community Development), and the accompanying improvement in quality of life
- the solution of community problems
- job training and job placement

- enjoyable and meaningful recreation
- to improve the situation of Third World individuals and communities.

On the basis of the above-mentioned formulations, the **aims of community education** can be summarized as follows:

- identifying and satisfying the needs of community members
- development of self-guiding, self-directed communities
- community members learn to work together to identify problems and to seek out solutions to these problems
- improving the quality of social life
- providing equal life opportunities for all
- identification of the human and physical resources of the community
- fulfilling human needs (basic needs as well as learning needs)
- adapting and expanding formal, non-formal and informal educational opportunities
- enjoyable and meaningful recreation
- job training and job placement
- educating the individual (individualization, socialization, self-actualization).

From the preceding discussions on the aims of community education, it is apparent that these aims, objectives or goals are interdependent. As individuals develop they contribute to the improvement of the community, and individuals can develop by being involved in efforts to improve the community.

2.2.4 COMPONENTS OF COMMUNITY EDUCATION

Communities are indeed different. Each community has its own needs and problems, its own resources, and its unique ways of functioning. Community education is therefore different in each community. There are, however, some elements, components or characteristics considered essential to community education, no matter how they may

be modified or adapted to any particular community.

Epstein (1980:9) identifies eight components that should be part of community education:

- Humanization.
- Individualization.
- Community participation in planning and decision making.
- Open school concept.
- Cradle to grave education.
- People serving functions.
- Co-ordinated cultural/educational/recreational/social services.
- Increased options.

Epstein (1980:8-9) further identifies eight minimum elements which should serve as requirements for a community education programme but at the same time emphasizes systematic and effective procedures for identifying community needs:

- (i) School involvement - provides for the direct and substantial involvement of a public elementary or secondary school in the administration and operation of the programme.
- (ii) Community served - serves an identified community, in most cases co-extensive with the attendance area of the school.
- (iii) Public facility as a community center - concentrates services primarily in a specific public facility.
- (iv) Scope of activities and services - extends the activities and services offered by, and the uses made of, the public facility. For example, where a school is the community centre, the concept encompasses the regular instructional programme but also provides additional programmes, activities, and services.
- (v) Community needs - includes systematic and effective procedures for identifying, documenting, and responding to - on a continuing basis - the needs, interests, and concerns of the community.
- (vi) Community resources and inter agency co-operative arrangements - identifies

and uses to the fullest extent the possible educational, cultural, recreational, and other existing and planned resources outside of the school; encourages and uses co-operative arrangements among public and private agencies to make maximum use of talents and resources and avoid duplication of services.

- (vii) Programme clients - serves all age groups as well as groups with special needs not adequately served by existing programmes in the community.
- (viii) Community participation - provides for the active and continuous involvement, on an advisory basis, of institutions, groups, and individuals in planning and carrying out the programme, including assessment of needs and evaluations.

Pretorius (1990a:517-519) 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 actualised in a given community in the form of a **system** in which the key events are **co-ordination, co-operation and communication**, for the sake of the maximal and effective utilization of available human, physical and financial resources. This system is based in the community learning centre, where the Director of community education functions as professional educational leader in the community. The system also comprises the establishment of educational partnerships between educational agencies, service agencies and the business and industrial sectors.

- (ii) **Life-long education and learning**

Learning experiences are not limited to part of an individual's life. Community education provides for community members of all age groups, sectors, backgrounds and needs - the emphasis is on generating **the learning society**, on learning as a continuous, life-long process for all learners.

(iii) **Community involvement**

Community members are intensely involved in identifying needs, decision-making, planning and management with regard to providing education and solving problems in the community. This is achieved by means of representative bodies (e.g. community advisory councils) that work in close collaboration with professional personnel.

(iv) **Maximal utilization of community resources**

The school and the community share their resources, e.g. an existing school is utilized as community learning centre and community service centre. School and community use each other's sports grounds, libraries, halls, workshops, etc.

(v) **Community-oriented curricula**

The presentation of community-related subject matter or learning material results in

- the development of the community
- improving quality of life
- providing for human needs
- relevant (life-centred) education

(vi) **Community development**

The emphasis is on identifying and solving community problems, and on identifying and utilizing resources in development strategies, community projects, etc.

In view of the insights obtained up to now the **components of community education** can be summarized as follows:

- a community-based system for co-ordinated, collective action by educational and community agencies
- life-long education and learning

- community involvement
- maximal utilization of community resources
- community-oriented curricula
- community development.

2.2.5 INFRASTRUCTURE OF COMMUNITY EDUCATION

The infrastructure that is essential for the implementation of the community education concept in any given community will receive attention in the following discussion.

Pretorius (1990a:519) states that the infrastructure for community education in a given community includes a community learning centre, a Director/Co-ordinator of community education, advisory councils and community resources:

(a) **A community learning centre**

With regard to the community learning centre, Epstein (1980:30) gives the following comments: "It is a generous estimate to say that school buildings... are used about 18 percent of the time. There stand all those structures... expensive to build, expensive to maintain... closed in the afternoon, at night, on weekends, and in the summer. There stands the largest single investment of local funds, used for a few hours a day during ...the year".

Following the above idea it is important to note that buildings existing in communities are not fully utilized for educational purposes. It is therefore imperative that such structures (particularly school buildings) be utilized fruitfully for the education of communities.

(b) **A Director/Co-ordinator of Community Education**

According to Pretorius (1990a:520) community education provides for the appointment of a Director/Co-ordinator of community education. He is the trained expert, educational leader, manager and planner, who in collaboration with one or more advisory councils and his personnel has to implement the community education concept and co-ordinate the community education process. His functions include the following: diagnostic function (assessing needs), organisational function, planning function, training function, and evaluative function.

The Director/Co-ordinator of community education is advised by Community Advisory Councils.

(c) **Advisory Councils**

Pretorius (1990a:520) stresses the importance of identifying community needs and problems when he asserts that community advisory councils create an opportunity for the members of the community to become involved in the following activities:

- advising with regard to programmes, policy, etc.
- identifying needs and problems
- decision-making with regard to educational provision
- planning, operating and evaluating educational programmes
- solving problems
- identifying, mobilizing and utilizing the resources of the community.
- implementing action and learning programmes.

Pretorius (1990a:520-21) adds that:

"In this way community needs, community development, cultural traditions, local conditions, manpower needs, etc. are taken into account - this is relevant education!"

According to Kelly (1982:236) the advisory councils comprise of:

- community organisation specialists of social services;
- community college specialists;
- community school co-ordinators;
- community directors;
- responsible citizens; and
- lay leaders involved in community councils.

In addition, Kelly (1982:236) asserts that:

"It is in the advisory council where a cross-sectional representation of a community's concerned citizenry can be best organised, lend credibility to decisions concerning education and development, assure that these decisions are pertinent to local situations, provide the means for the creative involvement of citizen leaders, help prevent institutions from dictating the scope and direction of community education programmes".

(d) **Community resources**

The success of any community education programme also relies on the proper utilization of the community resources at its disposal.

According to Pretorius (1990a:521) "...each community has at its disposal unique human, physical and financial resources which must be utilized optimally to enrich and expand learning opportunities, e.g. community members with job skills can train other members, school facilities, sports fields, libraries, workshops, etc".

In line with Pretorius, Taylor (1988:7) expatiates on the human, physical and financial resources in the following manner:

"In every community live many persons with job skills, hobby skills, and other special interests of many kinds. There will also be people from various walks of life, different cultures, varied ethnic and religious backgrounds. Many would enjoy being involved and

acting as resource persons, sharing their talents and experiences with others."

Taylor (1988:7) further states that, maximum utilisation of physical resources is basic to community education. All school facilities, equipment, furniture, chalkboards, gymnasiums, and athletic fields are jointly owned by the community stockholders: taxpayers and community members. The physical resources of schools (public schools, community colleges, universities, etc) have been developed, built, and paid for by community members to meet their identified learning needs. It is time to recognise this fact and to break away from the tradition of utilising them too little for so few, when they could be used so much by many.

In relation to the financial aspect with regard to the infrastructure for community education, Taylor (1988:7) writes that in order to maximise the effective use of limited funds, it is essential for all educationally oriented institutions, agencies, and organisations to work closely together, complement one another, cost-share at times, and work together toward the mutual goal of providing the best services for the total money available. It is essential for community agencies to perceive community members, rather than institutions, as the ultimate source of all revenue for public agencies and as the primary focus.

From the preceding description of the **infrastructure for community education** the following deductions can be made: An infrastructure for community education must include:

- a community learning centre
- a co-ordinator of community education
- advisory councils
- community resources.

2.2.6 AGENCIES OF COMMUNITY EDUCATION

The agencies of community education are imperative for the implementation of the

community education concept, as will be evident in the following motivation:

According to Seay et al (1974:68) the following can be identified as mutual components of educational agencies:

- Learners
- People helping the learners
- Learning objectives
- Facilities
- Resources
- A structure in which people can communicate
- Communication with the outside-world.

Verduin et al (1984:77) give the following examples of educational agencies:

- Libraries: Serving as centres of programme information, counselling and referral
- Y.M.C.A and Y.W.C.A: Providing for additional facilities and staff
- Museums and art councils: Supporting citizen involvement in community development
- Commercial enterprises: Providing for instructional opportunities for adults
- Public agencies: Providing for education in general

The school is not the only agency of community education. It is the primary educational agency. The total spectrum of agencies of community education includes the following (cf. Seay et al, 1974:70-76):

(i) **Agencies of informal education**

- The self (learning by doing, self-teaching, self-directed learning);
- The family;
- Social groups (for example play-group, club, career group);
- Personal means (conversation, questions and answers, photos, slides, diaries, letters, family documents);

(ii) 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 organizations;
- In-service training programmes;
- Special needs "schools", for example chicken farming, flying school, hotel school, bible school, writing school, business school; and
- Correspondence colleges.

(iii) Agencies of formal education

- Schools
- Private schools
- Career - and technical institutions (tertiary level), for example technikons, technical colleges, teacher training colleges, agricultural colleges, nursing colleges
- Community colleges (the USA)
- Private colleges
- Universities.

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 recognise their commonality; to help all its citizens learn to identify and solve common problems; ... community education particularly, would use every educational agency in a community - recognising 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 unco-ordinated community educational resources" (Seay et al, 1974:80-81).

2.2.7 EDUCATIONAL PROVISIONS OF COMMUNITY EDUCATION

It is important to note that community education has certain educational provisions. These educational provisions of community education will be dealt with in the following discussion.

Epstein (1980:23) writes the following with regard to the educational provisions of community education: "Community education usually begins with some programs that expand the offerings of schools and other community agencies, perhaps adult education, after-school recreation, health or social services provided on school premises. As it evolves into a process by which the community identifies and meets its own needs, though, it changes the entire structure of communication, decision making and power in the school system and the community as a whole".

According to Boone et al (1981:232) the concept of **community education** extends further to the concept of **community education for development**. They represent the following as needs and interests of socially disadvantaged individuals and population groups, and also suggest the mode of education through which each of the needs can be met (see Figure 2.3).

FIGURE 2.3

COMMUNITY EDUCATION FOR DEVELOPMENT (CED)

NEEDS AND INTERESTS		MODES OF EDUCATION	
Political subjects	<ul style="list-style-type: none"> Government Law/Legal matters Crime prevention Community Leadership International affairs 	Formal	<ul style="list-style-type: none"> Socialization Citizenship training Career preparation Intellectual development Basic skills Credentialing
Culture	<ul style="list-style-type: none"> Arts forums Festivals Crafts Community theatre History Human relations Ethos (Philosophical, Spiritual) 	Non-formal	<ul style="list-style-type: none"> Continuing education Apprenticeships and On-the-job training Community problem-solving and development Projects regarding needs and interests of special groups
Economics	<ul style="list-style-type: none"> Home management Industrial development Business and commerce Employment Occupational training Career education Consumer economics 	Informal	<ul style="list-style-type: none"> Family life “Neighboring” Community events Social groups
Health	<ul style="list-style-type: none"> Sanitation Family planning Nutrition Physical fitness First aid Preventive medicine 		

2.2.8 IMPLICATIONS OF THE COMMUNITY EDUCATION CONCEPT

The community education concept has certain implications which are meaningful. The following section will elaborate on the implications of the community education concept.

According to Seay et al (1974:3-11) community education is 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.

Seay et al (1974:3-11) further emphasize the importance of identifying needs, problems, solutions, positions and principles that apply to community education when they indicate the following implications of the community education concept:

- o Urban and rural communities want to better their situations and foster high expectations of education in this respect.
- o Community education implies that:
 - **community resources** must be utilised to fulfil
 - **community needs** and to solve
 - **community problems**
- o 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.
- o 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.
- o The following are the principles that apply to community education:
- 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 utilization of the resources of the community.

According to Kowalski (1987:52) the concept of community education has the following implications:

- 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.

2.2.9 IMPLICATIONS WITH REGARD TO THE OPERATING OF COMMUNITY EDUCATION

The importance of continuous identification of community needs is further highlighted by Seay et al (1974:12) when writing that 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 education 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 people at a given time as well as vertically to meet the progressive needs of each individual" (Seay et al, 1974:13).

With regard to the operating of community education the implication is that the school with its buildings 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 (Seay et al, 1974:13).

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

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

- 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.

From the preceding discussion on **implications with regard to the operating of community education** the following synthesis can be made:

- continuous determining of the educational needs of the community.
- meet the needs of individual and group members in a community.
- each agency has a right to serve and be served.
- goals and responsibilities must be communicated to all members of the

community.

- record keeping of programme development is essential.
- each community has unique needs, hence programmes will differ.

2.2.10 COMMUNITY DEVELOPMENT

It is necessary to investigate the community development aspect of the community education concept, since community development cannot be divorced from community education as will be seen in the following discussion.

Community education implicitly embraces community development. Community development is therefore essential in this study since it forms part of the concept of community education and is basically geared at developing communities.

Nisbet et al (1980:108) define **community development** as "an educational process based on local problem solving by collective action aimed at self-chosen change."

Edwin (1977:10) states the following with regard to the development of the community:

"Community development covers all forms of development activity in the field and has been described as a movement to secure the active co-operation 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".

Coles (1977:10) further explains that the term **community development** is used to describe adult learning through community involvement and action, and as a movement to secure the active co-operation of the people of each community in programmes designed to raise the standard of living and to promote development in all its forms.

The above writers seem to put an emphasis on improving the standard of living, as part of community development.

In his definition, Compton (1971:384) simplifies community development to, "People participating in the improvement of their lot".

Coles (1969:23) says: "Community development covers all forms of development activity and has been described as ... a movement to secure the active participation and co-operation of all the people of each community in programmes designed to raise the standard of living and to promote development in all forms".

Brookfield (1983:89) puts forth the idea of a well developed community when he writes 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".

Community development therefore cannot occur in a vacuum and it is guided by aims. In the same note, Poster (1982:172) writes that: "Community development ... is concerned ... with going forward to defined goals, with purposeful activity aimed at real achievement".

"The curriculum of the school, and in particular that of the community school is clearly an important possible medium for learning the skills and concepts of community development: the identification of local problems, the planning of the purpose and direction of change and of subsequent collective action ... The pattern is first to identify a problem (e.g the existence of elderly or lonely people in the community); second, to decide on the kind of change wanted (gifts, outings, help at home): and third, to plan a strategy for action (fund-raising, visits)" (Nisbet et al, 1980:109).

With regard to community development, Pretorius (1990a:518) remarks as follows:

"In community development the emphasis is on identifying and solving community problems, and on identifying and utilising resources in development strategies, community projects, etc".

On the basis of the above-mentioned definitions and descriptions the concept of **community development** can be summarized as follows:

- community development is based on local problem solving by collective action
- community development secures the active co-operation of the people of each community
- with community development, programmes are designed to raise the standard of living
- community development promotes development in all its forms
- community development is concerned with the active participation of all people
- community development has defined goals, with purposeful activity
- community development involves identification of local problems
- in community development the emphasis is on utilising resources.

2.2.11 COMMUNITY LEARNING CENTRE

The need for an infrastructure to ensure effective community education cannot be over-emphasized. This infrastructure for community education in a given community must include a **community learning centre**.

Kamper (1987:2) describes a community learning centre as follows:

An educational institution which (ideally speaking) is under the control of the local community, using its own buildings and/or already existing facilities in the community (especially those of schools) for delivering a highly adaptable education and training service, based on the particular needs of the (members of the) local community.

In the community education context it is possible for a school or college in a community to be transformed into a community learning centre:

"Different schools will come up with new and innovative ways to make it work, but often the school becomes a community center, where activities extend far beyond the traditional school day and calendar year. An added bonus is that such programs go far in convincing the community where the schools exist that the system they represent is worthy of support" (Decker et al, 1988:34).

Pretorius (1990a:519) writes the following with regard to a community learning centre:

"A school (or community college - USA) with all its facilities is transformed into a community learning centre, which is controlled by the local community (the community school concept). The rationale is that schools and their facilities are underutilized - they are only used by one age group (children), and only for a part of weekdays during certain periods of the year. The ideal is that such schools should be open more or less full-time; that they will be used by adult learners as well; that the school will become the real centre of the community".

With regard to the functions of the community learning centre, Teather (1982:93) writes that the centre brings the learning programmes to public notice, counsels and enrolls students, assists the staff in the presentation of their courses, etc.

Pretorius (1990a:519) further emphasizes the importance of the community learning centre in providing for community education programmes when he states that the community learning centre serves as operational centre for providing educational and social services and for co-ordinating the provisions of educational and service agencies by means of a communication network that is based in the community learning centre.

This becomes the centre for pre-school education, enrichment programmes, adult education programmes (including literacy programmes and job training), community counselling, recreation, etc.

The community learning centre functions in a given community as:

- Community - educational centre
counselling centre
service centre
development centre
job training centre
manpower centre
project centre
action centre

The preceding ideas of different writers indicate clearly that the existing community resources in the form of buildings can be utilised as community learning centres.

From the foregoing discussions with regard to the **community learning centre** the following deductions can be made:

- it is a centre where activities extend far beyond the traditional school day and calendar year
- it is part of an infrastructure used to deliver highly relevant education and training programmes based on the needs of the community members
- in this centre co-ordination, co-operation and communication with regard to the operation of the community education programmes are the key events
- it is an operational centre for providing educational and social services.

2.2.12 THE COMMUNITY SCHOOL CONCEPT

In any given community there are usually one or more school buildings that are readily available as part of the infrastructure. Unfortunately, these schools and facilities are presently under-utilised and this is where the community school concept features. The basic idea is that these schools which are under-utilised could be fully utilised by adult learners, out of school youth and any needy member of the community.

In the history of community education and in the present practice the community school concept assumes a central place. The rationale is that schools and their facilities (e.g sportsgrounds) are acutely underutilized - they are only utilized by one age group (children) and only for some part of weekdays and for certain periods/times of the year. The ideal is that such schools should be more or less accessible for the whole day; that adults should also use them; that the school is the core of the community; that the school complex, theatres, sport and recreational, library, health centres, churches, etc, should comply; that the school should be a real community learning centre (Nisbet et al, 1980:1).

With regard to the community school concept Brookfield (1983:76) presents the following statement: "...the school could function as a major instrument of community development and as an instrument for social change ... community education (is) the concept and the community school (is) the delivery system for that concept".

Decker et al (1988:xi) point out that community schools belong to the community when stating that:

"When community education is used to guide home/school/commuity involvement efforts, the schools are operated with a commitment to the idea that they belong to the community. Professional community educators are trained in enlisting community involvement and often provide inservice for administrators and teachers to increase their community involvement skills. Community school programs, based on a variety of involvement relationships and activities among schools, parents, students, businesses and industry, local organizations, and community members, are the catalyst that can turn traditional schools into lifelong learning centers".

Cowburn (1986:206) emphasizes the relationship between the school and the community when stating the following: "... the aim of the community school is to foster a concern and dynamic relationship between the school and the community through closer

interaction between the two ... to foster a concern for education among groups and agencies outside the school by actively involving them in the education process itself ... this includes facilitating the transition from school to work and the development of more realistic vocational goals".

Community schools are meant for educative purposes. This idea is supported by Seay et al (1974:202) when writing that: "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".

Griffin (1983:136) points out that schools are capable of building capacity in communities when he writes that: "The community schools, for example, surely constitute the capacity for reflecting the social construction of knowledge in a community and for an instrumental role in its transformation".

According to Witty (1967:325), "**Education as social capital** can do much to compensate for the experientially poor backgrounds of parents, for deprivation that results from early home experiences of under-privileged children, and for the lack of motivation of the educationally retarded and disadvantaged youth. To achieve these objectives, effective school-community relationships are indispensable".

With regard to the operational philosophy of the community school concept, Clark (1977:6) asserts that: "The operational philosophy of community education is based on the concept that learning is a lifelong process and that schools at all levels should help provide various kinds of learning experiences for community members of all ages. Educational institutions should not restrict their goals and programs to one small portion

of a person's life, but instead should recognize the significant roles they can play in providing lifelong learning opportunities".

On the basis of the above descriptions with regard to the **community school concept** it can be deduced that:

- the school with its facilities assumes a central place in the operation of community education
- the school is the delivery system for the community education concept
- the school involves an educative process.

2.2.13 THE COMMUNITY COLLEGE

According to the National Institute for Community Education (NICE) conference report, "A community college is an education and training institution or group of institutions which provides education and training of defined and agreed levels (of the NQF) for a defined community with emphasis on meeting the needs of adults, workers and the post-compulsory age students (+16 yrs), the community and other defined needs" (NICE, 1995:12-13).

In any given community, the community college could serve as a community learning centre which is necessary for the implementation of the community education concept. Community colleges can widen and at the same time supplement the tasks of community schools. Community college buildings will play an important role in the operation of community education programmes.

The community college concept is still at a developing stage in the Republic of South Africa. However, considerable progress is being made currently. In the near future a number of community colleges in the country will play a part in the operation of community education programmes.

According to Benda (1980:89) the nature and character of the community college can be described as follows:

- it is part of a state plan for higher education (the USA);
- has support from state funds;
- admits all students who can benefit from the programmes;
- is located in an area which allows a large community student population easy access;
- offers a wide variety of technical and semi-professional programmes;
- implements a comprehensive programme of service.

Cohen and Braver (1982:257) view the characteristics of the community college as follows:

- the deliverer, because it provides post-secondary courses for those who want them;
- the convener, because it offers the use of its facilities;
- the planner, because it builds comprehensive plans to serve the community's health and training needs;
- co-ordinator, because it links other agencies; and
- collaborator, because it takes an active role on behalf of community issues.

In a conference report on community education in South Africa, Venter (1995:13-14) writes that:

"The community college concept is important because it is fundamentally democratic and it allows access to education. Its very name suggests that it is the linchpin of community decision-making processes and the people-driven approaches of the Reconstruction and Development Programme (RDP). Implicit in the concept is the demise of some of the hierarchies and statutes of institutions of the past. The community college concept is rooted in the principle that learners at different stages of the life-long learning process

learn together as a community, whether they take degree courses or literacy classes. The fact that it breaks down some of the entrenched values attached to qualifications for their own sake, and creates a culture of learning in a community itself, is vital".

At the above mentioned conference, Venter (1995:52) mentioned that: "... it is important to note that community colleges stand outside of the ... system as well. This is where people who have left school can re-engage in school and people who are illiterate can develop literacy skills".

It is clear that community colleges can fulfil very significant functions in community education, with regard to the learning needs of the people of the community especially with the development of literacy skills, numeracy skills, health matters, technological skills, etc. which form part of the needs of communities.

Cohen and Brawer (1982:257) compare the tasks and functions of community colleges as follows in relation to community education:

- **Collegiate functions**

Collegiate education is directed towards preparing people for academic degrees, whereas community education may include regular college courses taken by adults, the awarding of college credit for experience and non-credit courses actually taught at college like conversational foreign language;

- **Career training**

Career education is organised around programmes that prepare people for the job market, whereas community education includes short courses offered for occupational upgrading; and

- **Compensatory programmes**

Compensatory education remedies the defects in student learning occasioned by prior school failure whereas community education may include adult basic studies that focus on literacy, high school completion and general educational development.

Harlacher (1971:324-5) writes the following about the community college concept: "It fills the educational gap between high schools and universities. Its primary purpose is to provide service to the people of its community. It thereby serves as a cultural centre and provides both formal and non formal educational services".

The NICE report (1995:13) further states that a community college should reflect the following features:

- open access
- democratic governance
- partnerships and co-operation
- flexible scheduling and delivery
- curriculum comprehensiveness
- network of community learning centres

The NICE report also gives an organogram of community colleges in a model form, which focuses on the access points to the community colleges (see Figure 2.4).

From the preceding discussion on the **community college** the following synthesis can be made:

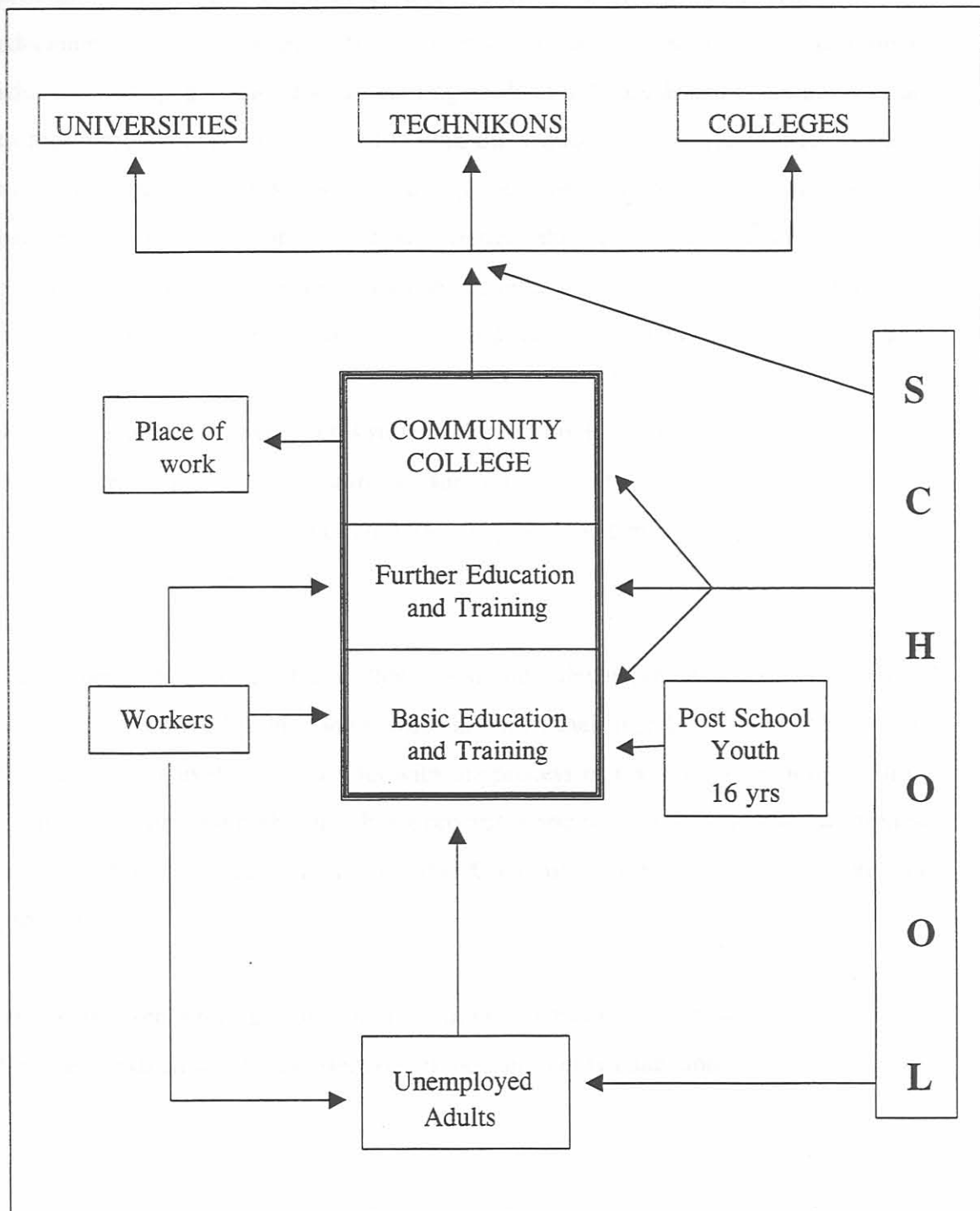
- it admits all students who can benefit from the programmes
- it serves as a link for other agencies of community education
- it creates a culture of learning in a community itself
- it is where people who have left school can re-engage in school activities based on their needs.

2.3 SYNTHESIS

In the present chapter the concept of community education was dealt with in detail. Through investigation of the literature, the researcher gained insight into the concept of community education. A review of literature on the concept of community education was done intensively and extensively, particularly with regard to the history, nature, aims,

FIGURE 2.4

ORGANOGRAM: COMMUNITY COLLEGES



components, infrastructure, agencies, educational provisions and implications of the community education concept.

It was established that the community learning centre serves as the operational centre for providing educational and social services and for co-ordinating the provisions of educational and service agencies by means of a communication network. In a community education set-up, provision for the learning needs of individuals and communities leads to the improvement of quality of life, and the acquisition of a wide variety of skills, including occupational skills. In the present practice of community education, particularly in the Republic of South Africa, the community school serves as a community learning centre; the school and community are therefore involved with each other in addressing the needs and interests and solving problems of the community.

The community college concept is still developing, but in many communities it will soon play a significant role in the infrastructure for community education. By serving as community learning centres, community colleges can expand and supplement the tasks of community schools.

This chapter further illustrated that community development covers all forms of betterment required by the communities in which their members reside. Community Education for Development assists with the process of involving communities in the decision-making and problem-solving processes and promotes the public's awareness, understanding and appreciation of the Community Education for Development programme.

The understanding of the concept of community education has now paved the way for Chapter 3, which will focus attention on the community education process.