

## CHAPTER 3

### THE COMMUNITY EDUCATION PROCESS

#### 3.1 INTRODUCTION

In the previous chapter an indepth study of the concept of community education was undertaken. The nature of community education and a brief history of community education received attention. Furthermore, the aims, components, agencies, provisions and implications of community education were dealt with in detail. The community learning centre, the community school concept and the community college were also investigated.

The understanding of the concept of community education obtained up to now, has therefore paved the way for this chapter, which will focus attention on the community education process.

In order to obtain the perspective of this study, it is necessary to gain insight into the community education process. This chapter is therefore imperative for this study since it allows for the understanding of this process. Investigating the community education process forms part of this research study since it aims inter alia at describing the ten phases of the process that must be actualised to ensure that relevant community education programmes are designed and provided to communities. This chapter is further essential because during the investigation of the community education process there will also be a brief exposition of phase 4 which deals directly with the central theme of this study, which is to investigate methods and techniques that can be implemented in assessing learning needs of individuals and communities, in order to provide relevant community education programmes.

### 3.2 THE COMMUNITY EDUCATION PROCESS

The community education process is a continual process of planning and bringing educational programmes into operation in a community. In the community education process, needs of the community are assessed, after which programmes are designed in order to meet the needs identified in the process.

The operation of the community education process must be a continuation of educational programmes in a community set-up. With regard to operational principles, the ideal is that the learners will eventually identify themselves with community education projects, and actively participate in them, so that through expert leadership, the available services in the community can be utilised.

With regard to the community education process, Taylor (1988:41) asserts that: "In the process, lay citizens, school personnel and other professionals discover that they have the collective power to solve problems which are common to all members of the community and thus through the community education process can identify the needs and problems and mobilize the community resources to address them".

The various phases in the community education process provide the learners in a community with procedures and resources which enable them to obtain information and skills. This process includes the following phases:

cf.	Knowles	1971	: 54,59-297
	Knowles	1978	: 108-129
	Decker et al	1988	: 44-61
	Boone et al	1981	: 234-239
	Seay et al	1974	: 12-15, 149-168
	Poster	1982	: 141
	Pretorius	1990a	: 521-524

Pretorius 1990b : 78-117

Campbell (Witty, 1967:260)

- Phase 1 : Appointment of a co-ordinator of community education
- Phase 2 : Creating an educational milieu
- Phase 3 : Establishment of an organizational structure for participative planning
- Phase 4 : Identifying and analyzing 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, rediagnosis of learning needs, and adjustment of educational provisions of the various educational agencies in the community
- Phase 10 : Continuous research.

The following discussion will focus attention on a detailed description of the different phases:

### 3.2.1 PHASE 1: APPOINTMENT OF A CO-ORDINATOR OF COMMUNITY EDUCATION

In any given community where community education programmes are to be put into place, there is a need for the appointment of a co-ordinator of community education. The co-ordinator of community education supervises the process and ensures the active involvement of all stakeholders concerned with community education.

Kleinen (1991:101) emphasizes the importance of the co-ordinator of community education by stating that: "The Director or Co-ordinator of community education, as specialized educational leader, planner, co-ordinator, initiator, administrator, organizer, communicator, etc, is responsible for the functioning and operation of educational programmes in the community".

Concerning the functions of the co-ordinator of community education, Knox (1980:225) states that an effective administrator develops plans for decision-making, objective setting, forecasting and implementing processes. Implementing processes include policies, procedures, methods, standards and rules.

Knox (1980:226) further writes that: "It is the duty of the executive to administer the programme in term of policies, to understand the degree of latitude which is allowed to him in making exceptions in some cases, to know when policy applies and when it does not and to deal with situations not covered by policy".

Boone et al (1981:249) emphasize co-ordination, communication and citizen involvement as part of the role of the co-ordinator of community education in the following manner: The co-ordinator's functions would be to smooth the co-ordination of the unit-wide Community Education for Development programming. Having no axe to grind, this person would be in a position to improve communication among different agencies and institutions and individuals. Other functions would be to assist with the process of involving citizens in the decision-making and problem-solving related to Community Education for Development, to orchestrate local efforts to obtain outside help, and to promote the public's awareness, understanding and appreciation of the Community Education for Development programme.

Knowles (1978:114) writes that the role of the co-ordinator of community education is synonymous to that of Human Resource Developer:

"... only if he defines his client as the total organization, and his mission as the improvement of its quality as an environment for the growth and development of people, will he be able to affect its climate. This means that he must perceive management to be a prime target in his student body, and all the line supervisors as part of his facility. In this conceptualization, training is not a staff function, it is a line function. The job of the Human Resources Developer is to help everybody be a better educator."

From the preceding discussions it is clear that the appointment of a co-ordinator of community education is very essential in the community education process. This is the person who has to be a good initiator and should possess good leadership skills in order to implement the community education concept. The co-ordinator of community education should also possess collaborative and communicative skills since he works co-operatively with the advisory councils and his personnel to co-ordinate the community education process.

The co-ordinator of community education has a number of functions to perform. But, basically the co-ordinator on overall is responsible for the functioning and operation of educational programmes in the community. Other functions include the following: object setting, assessing needs, forecasting, organizational function, developing plans for decision-making, training function and evaluative function.

In a nutshell the co-ordinator of community education is an overseer of the community education process.

### 3.2.2 PHASE 2: CREATING AN EDUCATIONAL MILIEU

According to Taylor (1988:41), it is the task of the co-ordinator 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 organizational characteristics of an educational milieu have an important influence on the learner and the quality of learning.

Boone et al (1981:235) assert that: All citizens may be encouraged through the creation of an open atmosphere and deliberate solicitation of opinion to join in the Community Education for Development patterns. Thus, the community education process enables individuals to initiate and support Community Education for Development as well as stimulate people's interests in Community Education for Development functions which ultimately will help people to assume the responsibilities of co-operative living.

With regard to creating an educational milieu, Knowles (1978:111-115) identifies four learning environments which could establish a climate which is conducive to learning and the following discussion will focus attention on the environments as described by him:

o **The physical environment**

The physical features of a learning environment can make a meaningful impact, namely: ventilation, easy access to refreshments and rest rooms, comfortable chairs and adequate light.

Another aspect of the physical environment which is also crucial to effective learning is the richness and accessibility of resources both material and human. Provision of a basic learning centre with books, pamphlets, manuals, reprints, journals, films, film strips, slides, tapes and other audio-visual aids and devices is a minimal requirement. Other devices necessary include closed circuit television, video-tape, portable video tape machines, cassette audio-tapes, technimation, teaching machines, etc. The importance is not just that these resources are made available, but that learners use them proactively rather than reactively.

o **The human and interpersonal climate**

An institutional climate in which self-improvement is approved, is likely to increase motivation to engage in learning activities. And a climate which approves and rewards new behaviours will encourage the maintenance of these behaviours especially if such behaviours are highly positive.

Such elements as a psychological climate of orderliness, clearly defined goals, careful explanation of expectations and opportunities, openness of the system to inspection and questioning and honest and objective feedback are essential for the creation of a climate conducive to learning.

A climate in which individual and cultural differences are respected, in which anxiety levels are appropriately controlled, in which achievement motivation is encouraged and in which feelings are considered to be as relevant to learning as ideas and skills, is of utmost importance.

It is suggested that a climate be created in which individuals can experience a safe, caring, accepting, trusting and understanding atmosphere. In this regard, the emphasis would be on collaboration rather than competition, encouragement of group loyalties, supportive interpersonal relations and a norm of interactive participation.

#### o **The organizational climate**

It is argued that in a hierarchically structured organization there is less motivation for self-improvement and more blocks to learning than in organizations more functionally structured such as by inter-linked work groups or by project task forces. Thus, organizations need to be more creatively structured.

The organizational climate is crucial for programming to succeed.

#### o **The climate of the reward system**

The argument here is that those behaviours that are rewarded are likely to be maintained. Accordingly, in those organizations in which participation in the community education development programme is given obvious weight in wage and salary increases, promotion, and other job emolutions, the climate will certainly be more conducive to learning than in organizations in which the attitude is that learning should be its own reward.

Climate setting is the most crucial element in the community education process. If the climate is not really conducive to learning, all other elements in the process can be jeopardized (Knowles, 1978:111-115).

In summarizing the above discussion it is important to note that creating an educational milieu is imperative in the community education process. This phase simply involves the creation of a favourable climate for learning. This favourable climate for learning will allow community members to satisfy their needs, be involved in decision-making and problem-solving processes, attain their objectives and finally realize their potentialities. The co-ordinator of community education as a planner plays an important role in creating a favourable educational milieu. It is in this educational milieu that community members experience a challenging, motivating, safe, accepting, trusting, caring and understanding atmosphere. In this regard, competition is discouraged and collegiality encouraged.

There are certain key features which are important in creating an educational milieu which is conducive to learning. Amongst others the following could be mentioned: democracy, collegiality, responsibility, accountability, participation, respect, involvement, freedom, loyalty and trust.

In creating a favourable educational milieu there are certain aspects which need attention. The aspects include the following: the physical environment, the human and interpersonal climate, the organizational climate and the climate of the reward system. However, even if the educational milieu is conducive for learning, it is essential that community members use the available resources proactively rather than reactively.

### 3.2.3 PHASE 3: ESTABLISHMENT OF AN ORGANISATIONAL STRUCTURE FOR PARTICIPATIVE PLANNING

This third phase in the community education process allows for the involvement of citizens of a community and further allows for the participation of other interested parties and organizations, in establishing an organizational structure which will allow for participative planning of



community education.

In community education, **organizing** as a function can primarily be regarded as a co-ordinating function. In the light of this, Robbins (Knox, 1980:227) defines organizing as follows: "Establishment of relationships between the activities to be performed, the personnel to perform them, and the physical factors needed."

Advisory councils are important components of the organisational structure. The advantage being that they involve citizens in the participative planning for community education. There are three types of advisory councils which may be regarded as important components of the organisational structure. These are:

- advisory councils in which educational agencies are represented
- advisory councils in which community members are represented
- joint councils.

According to Kleinen (1991:102) 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 a community representative (learner, lay-citizen) must be involved in the planning and decision-making process with regard to educational programmes. An organizational 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, must be established.

For participative planning to be successful, the planners (organizational structure) should work under the guidance of a competent co-ordinator of community education. With regard to an organizational structure for participative planning, Boone et al (1981:236) assert that: "... it is here that a cross-sectional representation of a community's concerned citizenry can be best organized. Such councils lend credibility to decisions concerning education and development;

they work to assure that these decisions are pertinent to local situations, and they provide a means for the creative involvement of citizen leaders. Participation in these functions and the opportunities for rotating membership make the Community Education for Development council an excellent avenue of citizenship development".

In the same note, Boone et al (1981:236) continue by stating that: "... probably most important of all is the council's role in preventing the tail from wagging the dog, of preventing institutions from dictating the scope and direction of a Community Education for Development programme. To function effectively, councils must involve both the providers of programmes and representatives of the public".

It is clear that the task of the co-ordinator of community education can be made easier by the functioning of advisory councils or community councils. These councils include representatives of the community and therefore form the rightful mouthpiece of the community.

With regard to the organizational and administrative structure for community education, Pretorius (1990a:521) remarks as follows:

The organizational and administrative structure for community education is based in the community learning centre. All the persons, groups and institutions that have an interest in the planning and operating of educational programmes are involved in this structure - this includes the adult learner. Community advisory councils are constituted in which members of the community enjoy representation (leaders, parents, learners), to ensure that educational activities are based upon the problems, needs and interests of the community. "Advisory councils put the community into community education."

Taylor (1988:42) writes that the community advisory council offers the greatest potential for achieving the goals of community education. Councils are representative of all the various sub-groups of a community: ethnic, religious, socio-economic, subdivisions, professional, business, industry, government, educational, etc.

Seay et al (1974:149-168) indicate the various elements of an organizational structure for participative planning in the community education process, and the following is a synopsis of the different elements as described by them:

o **Introducing features of community education**

A mere shift in emphasis in a traditional educational 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 concerned with the problems and needs of the community, 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 (Seay et al, 1974:151).

o **Informal and co-operative action**

The beginning of a real community education programme frequently results 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 (Seay et al, 1974:151).

o **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 (Seay et al, 1974:152).

o **Infiltration by Financial Assistance**

The government and the private sector finance new, relevant educational activities in the community (Seay et al, 1974:152).

o **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 (Seay et al, 1974:152).

o **Official acknowledgment 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 (Seay et al,1974:156).

o **Establishment of the position of co-ordinator 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 co-ordinator of community education must be appointed to co-ordinate community education. The position of co-ordinator 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 co-ordinator and his staff include the following:

- administration (also financial administration)
- the programming of community activities that are educationally 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 organization of projects for adult education, enrichment programmes, recreation programmes, community service projects, etc.

The co-ordinator is thus responsible for organization, administration, development, reporting, public relations, information (communication), supervision, co-operation and administration of surveys with regard to all community education programmes and activities (Seay et al, 1974:156).

#### o **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 organizational 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 (Seay et al, 1974:168).

Seay et al (1974:168) further list the functions of advisory councils as follows:

- 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 co-ordinator in an organizational structure of community education is with regard to policy and decision-making, assisted by lay and representative councils (Seay et al, 1974:149-168).

With regard to the establishment of an organizational structure for participative planning, Kleinen (1991:103) maintains that:

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

Referring to the planning committee as forming part of the organizational structure, Nkosi (1994:65) submits that:

"The planning committees (councils) are generally allocated to various departments. This would ensure the successful completion of the educational programmes. These councils lend credibility to the importance of a collective effort in the organizational activity in the community education process."

Following the above, Knowles (1978:115) writes the following: "... it is for this reason that the most potent Human Resource Developer programmes almost always have planning committees (or councils or task forces) for every level of activity: one for organization-wide programmes, one for each departmental or other functional group programme, and one for each learning experience".

Knowles (1978:115) further emphasizes the importance of the proper selection of planning committees when stating that:

"There are guidelines for selecting and utilizing these planning groups that will help to assure their being helpful and effective rather than the ineffectual nuisances that stereotypic committees so often are".

The activities to be performed by the councils (task forces) can be broken down into aspects of organizational climate. Knowles explains that the notion of an organizational climate involves several sets of ideas. According to Knowles (1978:113):

- One set has to do with the policy framework undergirding the Human Resource Developer programme.
- Another set of ideas regarding the organizational climate has to do with management philosophy.
- A third aspect of organizational climate, closely related to the second and possibly a part of it, is the structure of the organization.
- Organizational climate is also affected by financial policies. At the most primary level, the sheer amount of financial resources made available to the Human Resource Developer influences attitudes toward personnel development all the way down the line.

With regard to the types and functions of the various task forces or subcommittees, Parnell (1986:128) gives the following synopsis:

- Policy boards: The role of the boards is to establish policy, draw and develop guidelines and procedures as well as direct activities towards the success of the given educational programme. The co-ordinator of community education heads this board.
- Steering committee: This committee establishes operational procedures, priorities, appoints the co-ordination committee and reviews the progress of the educational programmes.
- Co-ordinating committee: The role of this committee is to meet with the labour, industry and business councils with a view to operating the programmes.
- Joint labour committee: Included in the joint labour committee are the representatives of labour, business, student services and education advisory councils. It constitutes the advisory council and discusses programme developments.

- Programme specialists: A team of community education specialists comprises of administrators and faculty staff who act as advisors to career and collegiate programmes. Specialists identify and deal with critical issues affecting the programmes, and implement the necessary strategies.

Pretorius (1990a:525) further presents a diagrammatic clarification of the community education concept with particular reference to the elements or components of the organizational and administrative structure. According to the diagramme the school serves as the primary educational agency (the community school or community learning centre). The school also serves as a catalyst for community education. Besides the community school there are other educational agencies that participate in the community education process. The educational agencies in the community are often service agencies that make their practices, programmes and resources available in the community education process. The co-ordinator of community education plans and co-ordinates the organizational and administrative functions but works hand in hand with advisory councils. There are three distinguishable types of advisory councils:

- advisory councils that consist of educational agencies
- advisory councils that consist of community representatives
- joint councils in which educational agencies as well as the members of the community are represented.

Human, physical and financial resources need to be identified and mobilized in order for the objectives of community education to be realized. Community education objectives include the following:

- to generate the learning society
- community development
- to solve problems
- to improve quality of life
- self-actualisation of the individual
- to fulfil human needs (including learning needs)
- provisions with regard to life-long learning.



There are certain basic functions which need to be performed at the community education centre for the successful operation of community education programmes. These functions include co-operation, co-ordination, communication and evaluation with regard to the provisions of educational agencies in the community (see Figure 3.1).

From the preceding discussion it becomes evident that the establishment of an organizational structure for participative planning of community education programmes is essential in the community education process, however, these community education programmes can only succeed when clear and distinct problems and needs of individuals and institutions in the community have been identified and analysed.

The organizational structure of community education is based in a community school or community learning centre. In this organizational structure, members of the community with inter alia, an interest in participative planning enjoy representation in the advisory councils to ensure that educational activities are based upon the community's problems, needs and interests. Advisory councils further assist in identifying problems, needs and interests of the community. The community representatives may include leaders, parents, learners, various ethnic groups, religious groups, socio-economic groups, professional groups, business sector, government sector, etc. It is important that for each programme, activity or learning experience in the community education process, a planning committee or board or task group be established for planning purposes. However, of great importance is that the organizational and administrative structure for community education should establish relationships between the activities to be performed, the personnel to perform them, and physical factors needed.

As a summary an overview of the elements of the organizational structure for participative planning of community education programmes is presented in Figure 3.2

FIGURE 3.1

**THE COMMUNITY EDUCATION CONCEPT**

(c.f. Pretorius, 1990a:525)

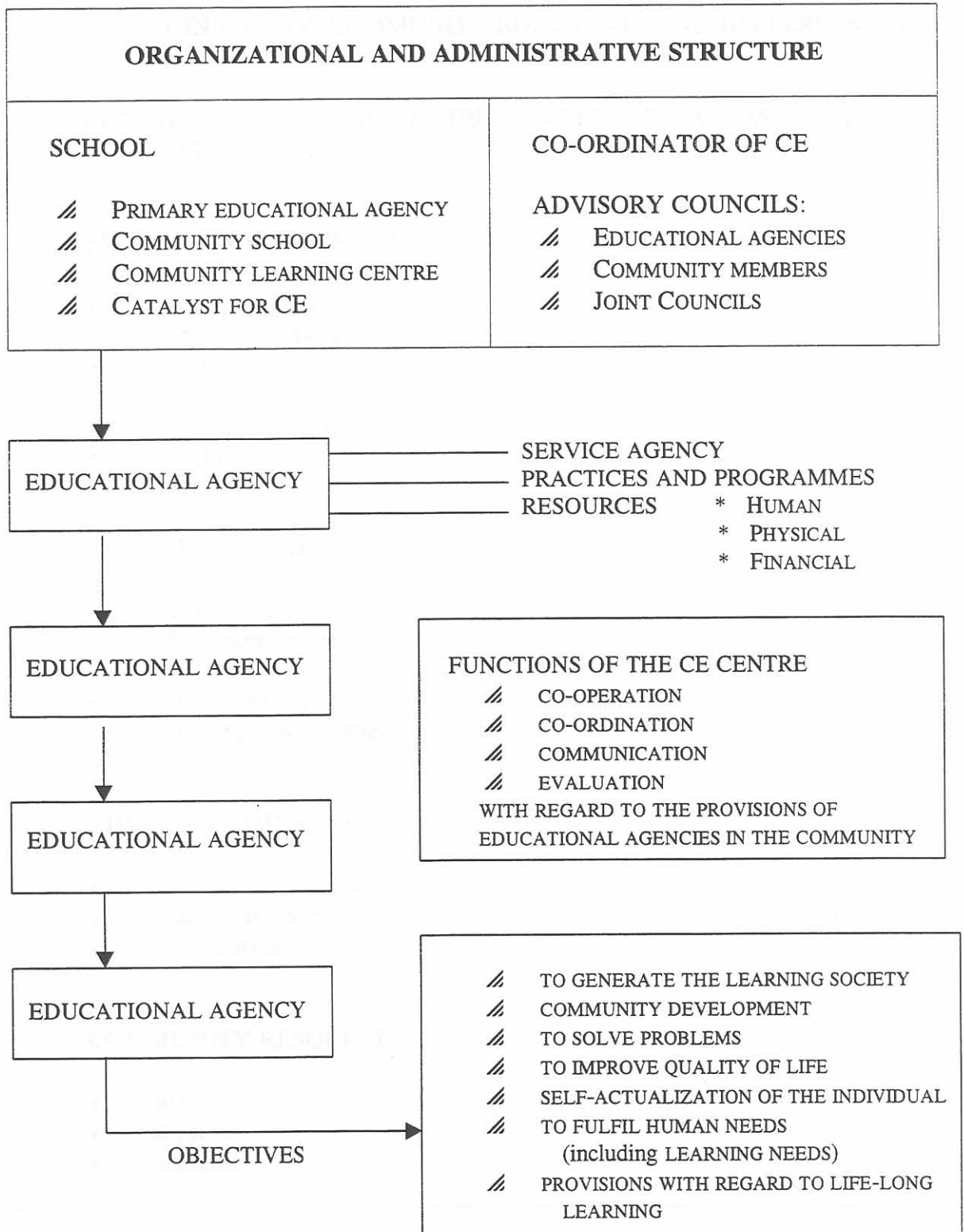


FIGURE 3.2

## ELEMENTS OF THE ORGANIZATIONAL STRUCTURE

CO-ORDINATOR OF COMMUNITY EDUCATION AND HIS PERSONNEL

COMMUNITY LEARNING CENTRE AT WHICH THE COMMUNITY NETWORK IS BASED

### EDUCATIONAL AGENCIES

- ◆ community school
- ◆ community college
- ◆ technikons
- ◆ technical college
- ◆ agricultural college
- ◆ university

### SERVICE AGENCIES

- ◆ health clinics
- ◆ job training centres
- ◆ civic centres
- ◆ cultural centres
- ◆ career guidance centres

### ADVISORY COUNCILS

- ◆ educational agencies
- ◆ community members
- ◆ joint councils

### COMMUNITY RESOURCES

- ◆ human
- ◆ physical
- ◆ financial

### 3.2.4 PHASE 4: IDENTIFYING AND ANALYSING THE PROBLEMS, NEEDS AND INTERESTS OF INDIVIDUALS AND INSTITUTIONS IN THE COMMUNITY

The present study aims at identifying methods and techniques of assessing learning needs for community education programmes. In other words this study mainly deals with this phase of the community education process viz. identifying and analysing the problems, needs and interests of individuals and institutions in the community. This, therefore, qualifies the present phase to be of utmost importance in the present study. This phase will further receive attention in greater detail in Chapter 4.

Following the above statements, it becomes evident that this phase is essential in order to allow for relevant educational programmes to be put in place.

With regard to this phase, Knowles (1971:85-86) asserts that:

"The phase includes the identifying and analyzing 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 organization, or for the good of society. An educational need, therefore, is the discrepancy between what an individual (or organization or society) wants himself to be and what he is; the distance between an aspiration and a reality".

Based on the idea of an educational need, it is certain that communities have a wide array of educational needs which have to be fulfilled. Kaye and Harry (1982:9-10) give an indication of the spectrum of learning needs that can be experienced in a community:

- Functional literacy and numeracy skills
- Social coping skills
- Parental and family education
- Consumer education and domestic economy
- Community education

- The raising of levels of awareness about existing opportunities
- Preparation of vocational and professional training
- Provision of elementary and secondary education equivalent facilities.

Groenewald (1986:71-72) reports on a research study on learning needs and lists social learning needs of black adolescents which were identified in South Africa. These learning needs are grouped together in order of priority:

- Communication between parents and children
- Technological skills
- School-based programmes
- Personal development
- Financial matters
- Prevention of crime
- Individual care
- Vocational guidance
- Informal educational programmes
- Domestic affairs
- Health matters
- Professional help
- Music
- Recreation and leisure time
- Political programmes
- Sport
- Religious programmes
- Improvement of community facilities.

According to Calver and Farnes (Kaye and Harry, 1982:89) the following is a description of learning needs of individuals at various stages in their lives that are accommodated by the Open University Education Programme (see Figure 3.3).

**FIGURE 3.3**

**LEARNING NEEDS IN THE COMMUNITY EDUCATION PROGRAMME**

(cf. Kaye & Harry, 1982:89)

LEARNING NEEDS IN THE ILLUSTRATIVE STAGE OF ADULT LIFE	LEARNING NEEDS IN THE ILLUSTRATIVE CONCERNS FOR EACH ROLE						
Being single Getting married Planning families Pregnancy and birth Babies Preschool child Childhood (5-10 years) Adolescence Marriage problems Middle age Planning retirement Retirement Old age	<p><b>Parent role:</b></p> Child development Happy families Adoption and fostering Schools		<p><b>Employee role:</b></p> Starting work Women returning to work Job change Unemployment Retirement		<p><b>Consumer role:</b></p> Consumer decisions Energy in the home Health choices Food Money Housing Transport		<p><b>Citizen/Community role:</b></p> Governing schools Magistrates Community advisers Local councillors Race relations
	<p><b>Employee role:</b></p> Starting work Women returning to work Job change Unemployment Retirement		<p><b>Consumer role:</b></p> Consumer decisions Energy in the home Health choices Food Money Housing Transport		<p><b>Citizen/Community role:</b></p> Governing schools Magistrates Community advisers Local councillors Race relations		
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With regard to learning needs, Kleinen (1991:103-104) writes that the needs and interests of individuals, organisations and the community must be identified and analysed before an educational programme is designed and operated. The following wide spectrum of possible educational and learning needs was identified by her:

- **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, ideology, public appearance
- **Citizenship:** Affairs of the day, politics, ideology, home guards
- **Agriculture:** Farming, gardening.

With regard to learning needs, the following incentives with regard to motivational learning can be applied (Knowles, 1971:89):

"People Want to Gain

- |                        |                                   |
|------------------------|-----------------------------------|
| 1. Health              | 8. Comfort                        |
| 2. Time                | 9. Leisure                        |
| 3. Money               | 10. Pride of accomplishment       |
| 4. Popularity          | 11. Advancement: business, social |
| 5. Improved appearance | 12. Increased enjoyment           |
| 6. Security in old age | 13. Self-confidence               |
| 7. Praise from others  | 14. Personal prestige             |

### They Want to Be

1. Good parents
2. Social, hospitable
3. Up to date
4. Creative
5. Proud of their possessions
6. Influential over others
7. Gregarious
8. Efficient
9. "First" in things
10. Recognized as authorities

### They Want to Do

1. Express their personalities
2. Resist domination by others
3. Satisfy their curiosity
4. Emulate the admirable
5. Appreciate beauty
6. Acquire or collect things
7. Win others' affection
8. Improve themselves generally

### They Want to Save

1. Time
2. Money
3. Work
4. Discomfort
5. Worry
6. Doubts
7. Risks
8. Personal embarrassment"

Concerning the assessment of learning needs, Pretorius (1990a:522) states that learning needs are assessed by means of the following techniques or methods: interviews, group discussions, research reports, questionnaires, the mass media, need surveys, etc. These methods and techniques will be dealt with in detail in the following chapter.

With regard to the above-mentioned phase, Boone et al (1981:234) emphasize the fact that: "Community Education for Development starts with a study of the community's problems, felt needs and interests and then lays out plans in a co-operative fashion to meet them. This studying and planning is accomplished through encouraging enlightened citizen participation, fact finding, developing problem-solving support, co-ordinating community activities and services, and co-operative action."



From the foregoing discussions it has become evident that this phase is imperative in the community education process and at the same time forms the gist of the present study.

In order to put relevant educational programmes in place, it is imperative as a point of departure to collect data on the existing basic and learning needs of communities. This should be followed by the analysis of these problems, needs and interests which will guide the designing and operation of educational programmes. The assessment of community needs also assists in planning how to accomplish intended outcomes. Planning involves a wide range of activities such as problem-solving, co-ordination, involvement, need assessment and co-operative action.

There is a variety of methods or techniques that can be implemented in order to ascertain the educational and learning needs of individuals and groups in a community. These methods or techniques, namely: need surveys, questionnaires, interviews, research reports, the mass media, group discussions, etc. will not be investigated in detail in this chapter. These methods will be dealt with in detail in the following chapter, the purpose of which is to investigate methods and techniques that can be implemented in assessing the learning needs of individuals and communities in the community education process.

### 3.2.5 PHASE 5: FORMULATING PROGRAMME OBJECTIVES

Knox (1986:54) emphasizes the importance of having explicit aims for any given community education programme by stating that:

"When you are planning an educational program, where do you start? The starting point could be intended outcomes, educational needs...".

With regard to formulating programme objectives, Pretorius (1990a:522) remarks as follows:

"The identified needs of the community must be interpreted in terms of programme objectives. The formulation of programme objectives gives direction and focus with regard to the operating of a specific educational programme, in terms of decision-making, activities, target groups,

learning objectives, evaluation, etc. Programme objectives are the guidelines for developing a specific educational programme".

According to Kleinen (1991:106) there are three steps in the process of converting identified educational needs into educational programme objectives:

- arrangement of needs according to a priority system
- (sifting) placing of the needs
- conversion of the remaining needs into programme objectives.

The formulation of programme objectives or converting identified educational needs into educational programme objectives can take place in various ways. In line with this statement, Knox (1980:53) gives the following examples:

- o **The process of elimination:** In terms of the process of elimination, it is necessary to select a limited number of programme objectives from the preliminary list. The first screen applied to the preliminary list, is one of high desirability. Objectives that have the highest value and are most relevant for planners and learners should be emphasized. A second screen that should be applied, is the degree of harmony among the statement of philosophy, programme purposes, long-term goals and selected programme objectives. Objectives should reflect to a high degree the values implied or stated in the sponsoring agency's philosophy. The third screen for selecting objectives is known as a feasibility screen. It helps programme planners to recognize realistic changes expected from a given learning process and to identify the objectives that are attainable in terms of relevant learner characteristics such as ability, time available and recency of previous learning, and handicaps. The fourth screen for selecting objectives is the degree of application the attainment of an objective has for potential participants.

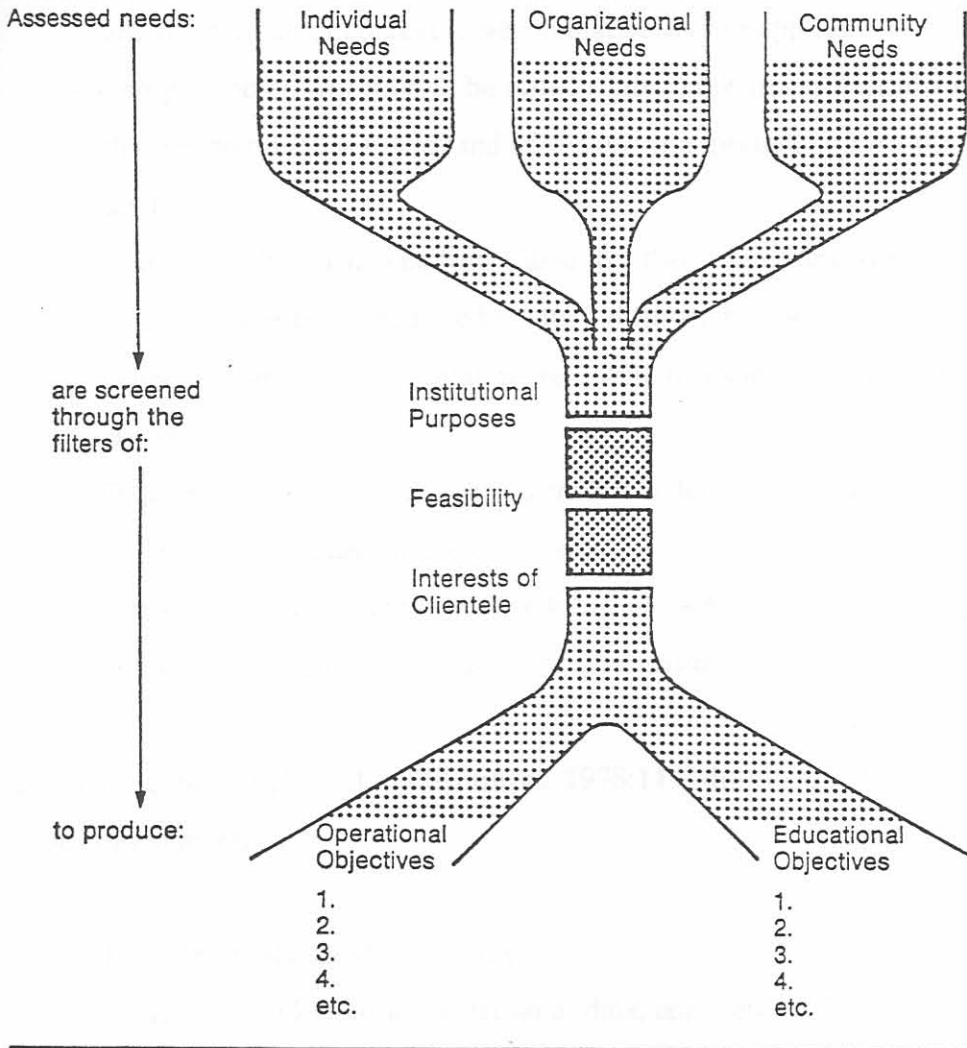
- o **Unanticipated outcomes:** Programmes may produce unanticipated outcomes, along with specified objectives. These unanticipated outcomes may be more valuable than the formally stated objectives, and resource people should develop procedures to identify them.
  
- o **Goal-free programme objectives:** Within the goal-free programme, a general purpose but no specific programme objective is set in advance. At the end of the programme, participants and planners attempt to develop a set of programme objectives for future participants as a result of outcomes experienced by initial participants (Knox, 1980:53).

The process of translating identified needs into educational programme objectives is further presented in the following diagram (see Figure 3.4)

According to Knowles (1978:119-120) educational programme objectives consist of the following attributes:

- objectives are hierarchical
- objectives are discriminative
- educational objectives may be stated in terms of the deserved accomplishments of the learner
- educational objectives may also be stated in terms of the principles of action that are likely to achieve desired changes in the learner
- the understanding and acceptance of educational objectives will usually be advanced if they are developed co-operatively
- an objective should be stated clearly enough to indicate to all rational minds exactly what is intended
- an objective is essentially rational, being an attempt to impose a logical pattern on some of the activities of life
- an objective is practical
- objectives lie at the end of actions designed to lead to them
- objectives are usually pluralistic and require the use of judgement to provide a proper balance in their accomplishment.

FIGURE 3.4: THE PROCESS OF TRANSLATING NEEDS INTO OBJECTIVES  
(cf. Knowles,1971:125)



Taba (Knowles, 1978:119) with a more cognitive orientation presents principles which guide the formulation of educational programme objectives as follows:

- A statement of objectives should describe both the kind of behaviour expected and the content or context to which that behaviour applies.
- Complex objectives need to be stated analytically and specifically enough so that there is no doubt as to the kind of behaviour expected, or what the behaviour applies to.
- Objectives should also be formulated that there are clear distinctions among learning experiences required to attain different behaviours.
- Objectives are developmental, representing roads to travel rather than terminal points.
- Objectives should be realistic and should include only what can be translated into curriculum and classroom experiences.
- The scope of objectives should be broad enough to encompass all types of outcomes for which the school (programme) is responsible.

In elaborating the last point, Taba (Knowles, 1978:119) develops a classification of objectives by types of behaviour:

- Knowledge (facts, ideas, concepts)
- Reflective thinking (interpretation of data, application of facts and principles, logical reasoning)
- Values and attitudes
- Sensitivities and feelings
- Skills

It is imperative to properly define the objectives of community education programmes since they provide guidance for the operation of educational programmes. Against this background, Mager (Knowles, 1978:118) gives some practical guidelines for defining objectives:

- o A statement of instructional objectives is a collection of words or symbols describing one of your educational intents.
- o An objective will communicate your intent to the degree you have described what the learner will be DOING when demonstrating his achievement and how you will know when he is doing it.
- o To describe terminal behaviour (what the learner will be DOING)
  - Identify and name the over-all behaviour act
  - Define the important conditions under which the behaviour is to occur (givens and/or restrictions and limitations)
  - Define the criterion of acceptable performance.
- o Write a separate statement for each objective; the more statements you have, the better chance you have of making clear your intent.
- o If you give each learner a copy of your objectives, you may not have to do much else.

From the preceding argument it is clear that for any community education programme to be successful, unambiguous educational programme objectives must be set. For these educational programme objectives to be relevant, they must be derived from the identified needs and interests of the community.

Formulating programme objectives is essential since it provides guidelines for designing a specific educational programme. Formulation of programme objectives assists in spelling out the kind of behaviour expected from learners and also in outlining the learning experiences needed to attain different behaviours. These programme objectives also assist in giving direction and focus with regard to the operation of a given educational programme, in relation to knowledge, decision-making, skills, activities, values and attitudes, learning objectives, evaluation, target groups, etc. It is also important to note that educational programme objectives consist of a number of attributes. The following are some of the attributes: objectives are discriminative, hierarchical, practical, rational, unambiguous, pluralistic, developmental, etc.