

3.2.6 PHASE 6: DESIGNING EDUCATIONAL PROGRAMMES

The designing of educational programmes forms an essential phase in the community education process and great care needs to be taken in order to ensure that the designed programmes are in line with the formulated educational programme objectives.

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

Seay et al (1974:195-201) further cite examples of needs with regard to lifelong education for which educational programmes can be designed:

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

In relation to designing educational programmes, Kleinen (1991:106) emphasizes the importance of taking into cognisance the different categories for which programmes are designed:

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

With regard to the above explanation, Houle (Knowles, 1978:123) presents a table of major categories of educational design situations including: individual, group, institutional and mass categories (see Figure 3.5)

In her work, Kleinen (1991:107-108) writes that, as far as the content of educational programmes is concerned, the designing of programmes occurs with reference to a wide variety of possible formal, non-formal and informal educational programmes for lifelong learning, for example:

- o **Programmes directed at the development of the community and the individual**, e.g. citizenship, environmental aspects, daily events in the community, international relationships, etc.
- o **Cultural development programmes**: music and art appreciation, religion, folk dancing, cultural organizations, etc.
- o **Literacy programmes**: the learning of home languages, foreign languages, basic knowledge of science and mathematics, computer literacy, etc.
- o **Economic programmes**: household budgeting, the start of a small business undertaking, income tax, etc.
- o **Career directed programmes**: career choice, career guidance, interviews, training, etc.
- o **Educational programmes**: child education, school readiness, parent involvement, remedial teaching, etc.
- o **Legal programmes**: family law, court procedures, contract law, etc.
- o **Health programmes**: fitness, balanced diet, preparation of food, knowledge of the human body, etc.
- o **Leisure time programmes**: hobbies, sport, vacations, tours, arts and crafts, do-it-yourself projects, etc.

FIGURE 3.5

MAJOR CATEGORIES OF EDUCATION DESIGN SITUATIONS

(cf. Knowles, 1978:123)

INDIVIDUAL

An individual designs an activity for himself

An individual or a group designs an activity for another individual

GROUP

A group (with or without a continuing leader) designs an activity for itself

A teacher or group of teachers design an activity for, and often with, a group of students

A committee designs an activity for a larger group

Two or more groups design an activity which will enhance their combined programmes of service

INSTITUTION

A new institution is designed

An institution designs an activity in a new format

An institution designs a new activity in an established format

Two or more institutions design an activity which will enhance their combined programmes of service

MASS

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

With regard to designing educational programmes, Pretorius (1990a:522) gives the following examples of **contents** to be found in educational programmes "Literacy programmes, job training programmes, health education programmes, recreational programmes, etc. Educational programmes must take the learner characteristics and learning needs of the target group into account".

In reference to designing educational programmes, Lowe (1975:55) presents the following classification of educational programmes according to personal needs:

Remedial education

- o fundamental and literacy education - a prerequisite for all other kinds of adult education.

Education for vocational, technical and professional competence

- o this may be to prepare an adult for a first job or a new job, or to keep him up to date on new developments in his occupation or profession.

Education for health, welfare and family living

- o including all kinds of health, family, consumer, planned-parenthood, hygiene, family relations, child-care, etc.

Education for civic, political and community competence

- o including all kinds of educational programmes about government, community development, public and international affairs, voting and political education, etc.

Education for self-fulfillment

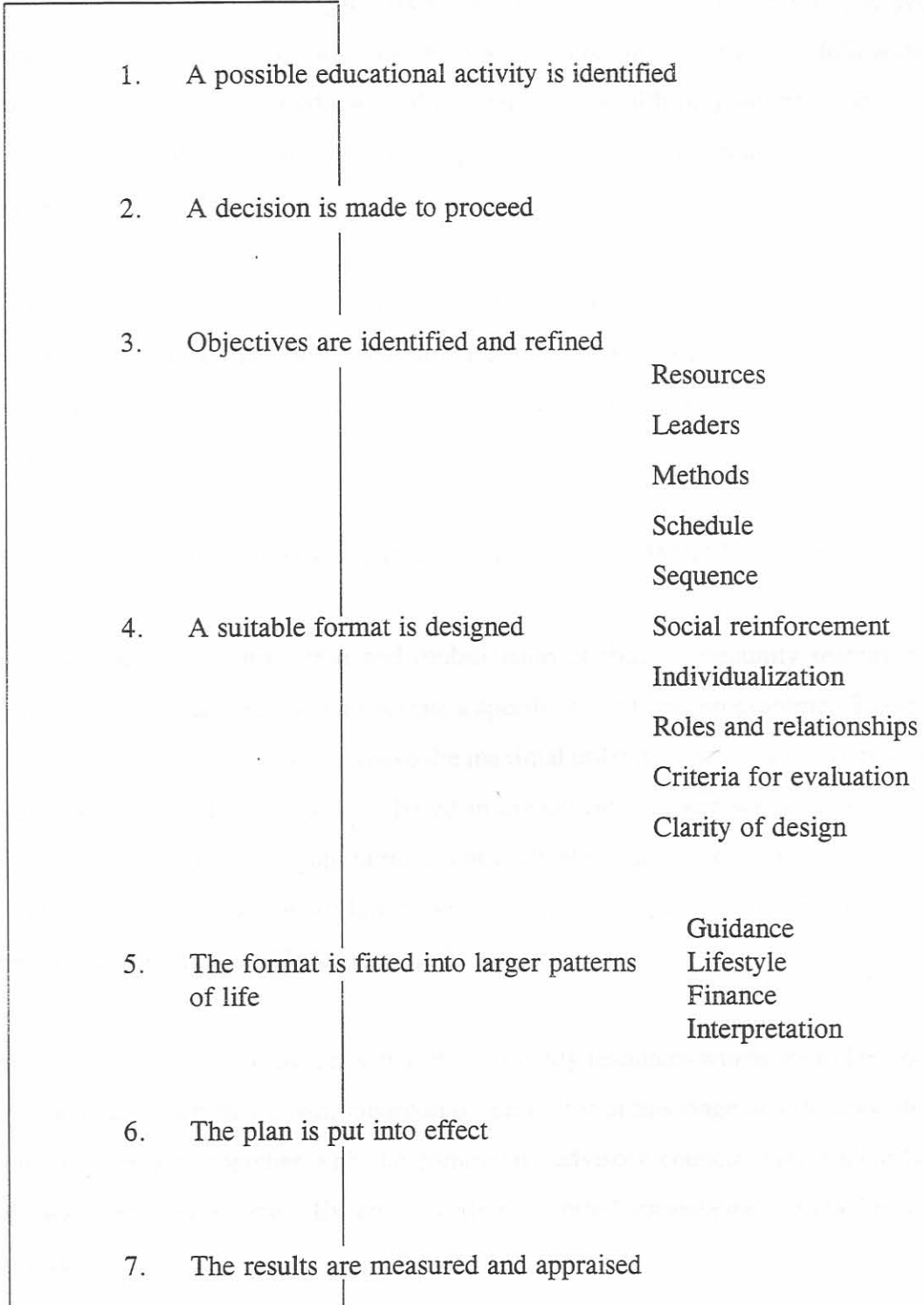
- o including all kinds of liberal education programmes, education in music, the arts, dance, theatre, literature, and arts and crafts whether brief or long term.

Knowles (1978:124) further illustrates the steps commonly found in the designing of educational programmes with special reference to the adult learner by presenting the following sketch (see Figure 3.6).

FIGURE 3.6

THE ADULT LEARNER

(cf. Knowles, 1978:124)



From the foregoing explanation on the designing of educational programmes, it has come out clear that of importance is that a suitable learning format or pattern of learning experiences is selected with reference to an identified learning need or problem area. When designing educational programmes there are major categories of educational design situations which need to be taken into consideration, for example, individual activities, group activities, institutional activities and mass activities. With regard to the content of educational programmes, designing educational programmes takes place with a view to achieve lifelong learning. The following are examples of the contents of such educational programmes: health programmes, job training programmes, recreational programmes, literacy programmes, legal programmes, leisure time programmes, etc.

Once the designing of educational programmes has been properly completed it is then that the identification and mobilisation of community resources that must be utilized to operate community education programmes can be undertaken. The available resources include human, physical and financial resources.

3.2.7 PHASE 7: IDENTIFYING AND MOBILIZING COMMUNITY RESOURCES

This phase is about the identification and mobilization of those community resources and community services that are necessary to operate a specific educational programme. This phase is actualised in that the aim here is to achieve the maximal utilization of community resources. These resources and services are usually based in the educational and service agencies of a community, e.g. schools, colleges, job training centres, health clinics, etc. Many educationally relevant public, health and social welfare services are at the disposal of the members of the community (Pretorius, 1990a:523; Kleinen, 1991:109).

It is important to note that there are a number of community resources which are to be found in any given community, whether urban, suburban or rural. It is at this stage that the co-ordinator of community education together with the community advisory council should identify and mobilise these available resources. Experts and other interested organizations can be brought in for assistance.

According to Pretorius (1990b:105) the following facts with regard to the community education concept are relevant to this phase:

- o the effective (maximum) utilization of the available resources of the community is an important component of community education
- o community education is the delivery system and co-ordinating system for the provision of services for all the community
- o in community education the utilization of community resources is directed upon dealing with the needs and problems of the community
- o the school and the community put their resources at each other's disposal.

With regard to this phase, Kleinen (1991:109) distinguishes between the following resources:

- o human resources: teachers, trainers, educators, experts, members of the community, etc.
- o physical resources: buildings, halls, classrooms, sports fields, books, libraries, audio-visual equipment, computers, etc.
- o financial resources: financial resources involve provision of some form of money directly for programme support, and constitutes an important aspect in the operation of educational programmes.

With regard to financial resources utilised for educational programmes, Knox (1980:156) divides them into categories as follows:

- o Participant fees and tuition: Community education programmes generally obtain a much larger share of programme expenses from student fees and tuition.
- o Parent organization subsidy: The form of subsidy depends upon the nature of parent organization. Local tax support may comprise the base. The parent organization subsidy can also be seen as employer support, conducted by employers for employees.

Employers may provide programmes at the place of business for their employees or they may pay tuition to cover the costs of instruction for courses taken by their employees at some other institution.

- o Private foundation grants: Broadly based national interest in innovative community education programmes has encouraged aggressive preparation grant proposals to private foundations.
- o Auxiliary enterprise income: It refers to a programme's income from the sale of educationally related materials such as syllabi, conference proceedings or other printed materials.

According to the comprehensive community counselling and development model of Amos and Williams (1972:50) services can be offered to the community in the following five areas:

- (i) Evaluation and diagnostic services (by means of observation and interviews, with regard to community needs and problems).
- (ii) Formal training, education and career experience.
- (iii) Career development (e.g employability skill development).
- (iv) Counselling (information).
- (v) Support services, with regard to housing, recreation, child care, family planning, legal matters, medical services, etc.

The following discussion will focus on examples of typical basic services for community development. These basic services are:

- health care
- family planning
- nutrition
- consumer economics
- housing.

Health care is an important service which can contribute to improving the quality of life in Third World communities. In planning community education programmes, the health resources need to be identified and mobilized. According to Groenewald (1986:73) "... family hygiene and the prevention of diseases seems to be an important priority. They have many troubles with health in their communities ranging from belief in traditional folk-medicine and a distrust of modern medical practices".

Thus the goal for health services is to ensure good mental and physical health for the individual and for his or her family.

On the other hand Di Perna (1982:10) views the objectives of health services as follows:

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

Almost in line with health care services, family planning also forms an important service and therefore needs consideration in the planning of community education programmes. Family planning programmes are usually channelled through the health care system.

According to the "Human Option conference" (1985:193), the quality of the health care infrastructure and its staff, particularly in the rural areas and the poor section of the cities, will determine the effectiveness of these programmes. Family planning is an intimate and sensitive part of people's lives.

The objectives of family planning can be seen as follows:

- To encourage normal, legal and other incentives to delay the age of marriage
- To deal with the question of illegitimate children
- To encourage prolonged breast feeding
- To understand and encourage the voluntary and responsible spectrum of contraceptive measures
- To deal with the educational and economic advancement of women, as this is the single most important factor that is able to reduce overall fertility
- To involve men more deeply in all matters relating to family planning and responsible parenthood
- To take steps to obviate the need for many children as a form of social security for old age (Recommendations from speakers and delegates at the conference "Developing the total population of South Africa", 1985:193-195).

Nutrition is closely associated with the health care service. However, because of the significance it plays in people's lives a need arises for nutrition to be discussed separately.

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

The objectives of this service are the following:

- To choose and prepare foodstuffs with due regard for their nutritional value;
- To understand the meaning of a balanced diet;
- To know the symptoms of food deficiencies (Peers, 1972:285).

Consumer economics forms part of the daily lives of people in a community. It is therefore essential to identify and mobilize resources which would see to the success of this service.

The goal of this service is to manage a family economy and to create an awareness of sound purchasing principles:

- to be able to count and convert coins and currency, and to convert weights and measures by using measurement tables and mathematical operations;
- to be aware of the principles of comparative shopping, the relationships between price and quality among different brands, and "first" and "second" quality, and to be able to substitute economy for quality (and vice versa) according to personal need;
- to collect information about types of insurance and to be able to select the best insurance for the individual and his or her family;
- to know the resources available to the consumer in the face of misleading or fraudulent product or service claims or tactics (Di Perna, 1982:9).

Housing represents one of the basic needs for any given community. This service is surely one of the most pressing challenges for all community developers. The rapidly urbanising landscapes of Third World countries are enormous, with a shortage of houses, housing backlogs and increasing numbers of homeless people.

According to the Urban Foundation (1987:7):

...the population of urban areas is growing rapidly, both as a result of natural increase, and in consequence of the general drift to the cities. The faster the population grows, the greater the demand for an increased supply of land for housing development.

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

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

- o **Self-help housing:** This offers the would-be home owner an opportunity to take part in the process of providing his own housing; he is able to choose the type of house that best suits his current needs; he learns how to save money by doing some of the work himself or by managing the construction stages at an affordable place.
- o **Upgrading shack settlement:** The first objective is to provide minimum health standards. In practical terms, it would begin with draining the area to prevent flooding; providing a tap every 150 meters through the settlement; clearing a road within 150 meters of every shack to create access for ambulances, fire-engines and the like; providing a rubbish dump, and laying on a means of hygienically dealing with sewerage.
- o **Participation:** The members of the community must understand the process. They must determine their own priorities, and perceive that what they are doing is for the benefit of the community. Skinner (1983:76,77) believes that participation has distinct components: "...one is that it permits the free flow of information between the actors, and thereby ensures a product that better meets the needs of the user. The second component is the psychological one: the person who has been involved in a decision finds it psychologically necessary to support it, even when things go wrong. The third component is that participation can act as a training experience, helping people to work together in ways they did not before."

In the provision of the above-mentioned basic services to the community, education and training in the community should include literacy education, on the job training, training for cottage and small industries, and management and civic training (Di Perna, 1982:9-11; Christie, 1985:202-206; Berstecher, 1985:60; Peers, 1972:285):

(i) Literacy education

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

o Occupational Knowledge

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

o Government and Law

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

o Community Resources

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

o Consumer Economist

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

o Health

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

(ii) On-the-job training

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

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

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

Other on-the-job training programmes could include the following:

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

(iii) Training for cottage and small industries

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

(iv) Management, civic training and public affairs

This must include forums, discussion groups, informal classes, institutes and other groups' activities which are aimed at the understanding of local, state, national and

international problems, with such subjects as intercultural relations, civil rights, legislation, leadership training, school-community relations, et cetera (Peers, 1972:285).

From the foregoing explanation on the identification and mobilisation of community resources it is evident that in any given community one will find certain resources and services that are needed to provide community education and community services. These resources may differ from one community to another. Furthermore, there are many sources of support and assistance which can be identified in communities - people that are prepared to assist with community education. The leadership that can be exerted in identifying, selecting, co-ordinating and evaluating such resource assistance can be a major influence on the success of community education programmes.

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

It is clear that for any educational programme to be operational the available community resources should be identified and mobilized. These available resources and services are normally based in the educational and service agencies of a community, such as health clinics, schools, colleges, etc. Examples of services which are at the disposal of members of the community include: educational, public, health and social services. With regard to community resources, the following are usually identified and mobilized: human, physical and financial resources.

3.2.8 PHASE 8: OPERATION OF EDUCATIONAL PROGRAMMES

The operation of educational programmes forms the focal point in the community education process. This phase is about transforming the programme objectives into workable activities. The operation of educational programmes simply implies putting programme objectives into action, using a particular method or a combination of methods.

With regard to the operation of educational programmes, Knowles (1971:161) writes that this phase is about "... the process of translating a program design into a flow of people and materials through a system of activities..."

With respect to this phase, Knox (1986:78) states that it is helpful to have a rationale for considering learner characteristics, programme objectives and your perspective when choosing and sequencing learning activities. The implication is that once the important and realistic objectives have been clearly stated, it is relatively straightforward to design the educational programme to achieve those objectives and draft the learning activities or methods for conducting the sessions. Educational activities are both the ways that the participants learn and the way they are being assisted.

With regard to the methods, learning formats or activity patterns that must be realized to reach the programme objectives, Knowles (1971:131-149) presents the following detailed exposition:

- (i) **Methods for individual learning:** (Knowles, 1971:131-135)
 - o Apprenticeship and internship: The trainee is guided through practical experiences under the supervision of well trained personnel (formal education).
 - o Correspondence study: For example, at a correspondence school or university. It embraces studying with the assistance of study guides, written work, evaluation of projects or assignments.
 - o Guidance: With regard to choice of education opportunities, career choice,

guidance in clinical psychology, interviews to enable the individual to grow and learn - at schools, universities and industries.

- o Study guidance (direction): The individual is guided to self-study.
 - o Programmed instruction: In the form of programmed textbooks or teaching machines. Content is planned in chronological steps and transmitted to the learner, and immediate feedback (evaluation) is expected with regard to his response to instructions and with subsequent follow-ups.
 - o Accompanishment of the learner to continual self development.
- (ii) **Methods for group learning** (Knowles, 1971:135-149)
- o Action projects: Forming of interest groups, selecting a project, collecting facts, designing a strategy and proceeding to actual action.
 - o Clinics, institutions and workshops: Clinics emphasise the diagnosis, analysis and solving of problems; institutions emphasise the development of specialised knowledge and skills; workshops emphasise the development of individual competence in a specific area.
 - o Clubs and organised groups: Clubs lend themselves to: the acquisition of knowledge, broadening of interests, promotion of the appreciation of culture, insight into social problems, and the refinement of skills.
 - o Conferences: These are an important informal educational medium, whereby thousands of members of organizations assemble, and obtain contact with each other.
 - o Courses: The traditional learning format of educational institutions is a course

or class group (usually 20 or more learners studying a specific subject under the guidance of a tutor).

- o Demonstrations: The learning format is "show them how to do it, let them practise, and measure the results".
- o Exhibitions, festivals and fairs: The essential characteristic of this learning format is the introduction of ideas, products and processes. This is an effective format to reach individuals that usually do not read publications, listen to broadcasts, or attend meetings.
- o Large meetings: This learning format reaches potential learners in the form of lesson and lecture sessions at schools, universities, church services, regular meetings, etc. Annually, each individual attends a number of large meetings.
- o Excursions and tours: Although trips and tours are a technique that can be used in several learning formats, they can be organised as a distinct format by serving as the basis of organization of participants for learning.

(iii) **Community development as learning format:** (Knowles, 1971:149)

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

Further aspects that must be considered for the operation of educational programmes as identified by Knowles (1971:156-176) are:

1 The recruiting and training of leaders and teachers:

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

2. The management of facilities and procedures:

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

Further aspects in the administrative procedures that are relevant to a specific educational programme are registration, records, size of class groups, attendance, certificates, etc.

3. Guidance in education:

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

4. Promotion and liaison:

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

Determining the target group of potential learners; planning a promotion campaign (extent, cost, media); distribution of promotion material by means of the promotion media (newspapers, radio, TV, post, posters, letters, brochures, booklets, handbills, catalogues, exhibitions, etc.) (Knowles, 1971: 156-176).

Kamper (1987:56-57) indicates four steps in the implementation strategy for a community education programme viz. "check"; "start"; "run"; "stop":

"Check"

- i) The education programme: Is it ready? Has it been promoted? Has it been tested on a smaller scale?
- ii) The learner: Has he been oriented with regard to the community learning centre in general and the programme content in particular? Are his expectations known? Is he motivated?
- iii) The programme leader: Is he suitable? Are his expectations known? Does he know what the learners and the management of the community learning centre expect?
- iv) The facilities: Is everything needed for operating the programme in terms of space and equipment ready/available?

"Start"

Has the following been properly introduced

- (i) the programme content, and
- (ii) the involvement of learners therein?

"Run"

Is everything progressing according to wishes/expectations?

- as seen from the point of view of

- (i) programme objectives.
- (ii) learner expectations.
- (iii) programme leader expectations.
- (iv) facilities and equipment?

"Stop"

Is the educational programme interrupted at certain times for evaluation with regard to:

- (i) progress in the direction of programme objectives
- (ii) meeting the expectations of learners and programme leaders? Has the programme, at completion, been meaningfully analysed and thereafter evaluated?

From the preceding description on the operation of educational programmes it can be deduced that this phase encompasses the culmination and focal point of the community education process. In this phase, programme objectives are put into operation for the purposes of achieving them. It is therefore essential to select learning activities likely to be most effective and that must be realized to reach programme objectives. However, it is also imperative to decide on a rationale for considering learner characteristics, the objectives of the programme and also consider your perspective when selecting and sequencing the learning activities.

The operation of educational programmes can only be realized through a certain teaching method (learning format) or combination of methods. The programme leader may make a selection from the variety of available methods. Depending on the situation, one can select methods suitable for individual learning, methods suitable for group learning or select community development as learning format. In addition there are certain aspects that must be considered for the operation of educational programmes. These aspects are: the recruiting and training of leaders and teachers, the management of facilities and procedures, guidance in education, promotion and liaison.

3.2.9 PHASE 9: EVALUATION OF EDUCATIONAL PROGRAMMES, REDIAGNOSIS OF LEARNING NEEDS, AND ADJUSTMENT OF EDUCATIONAL PROVISIONS OF THE VARIOUS EDUCATIONAL AGENCIES IN THE COMMUNITY

It is imperative that the evaluation of educational programmes occurs continuously in order to ascertain the extent to which programme objectives have been achieved. Evaluation also occurs in order to improve the manner in which an educational programme operates and thereby improving the quality of the learning results of educational programmes.

Different authors present the following descriptions of the evaluation process:

- o Knox (1980:77) writes that evaluation is determining value or merit; thus it is more than mere data gathering.
- o Boone (1981:179) describes evaluation as a coordinated process carried on by the total system and its individual subsystems. It consists of making judgements about planned programmes based on established criteria and known observable evidence.
- o Brookfield (1988:264) asserts that evaluation is the act of examining and judging, concerning the worth, quality, significance, amount, degree or condition of something. In short, evaluation is the ascertainment of merit.

According to Pretorius (1990b:113-114) the evaluation of educational programmes has two main aims:

- o Improvement of organizational operation, with regard to planning, structure, decision-making procedures, personnel, physical facilities, finances, recruiting, training, liaison, administrative management, etc.

- o Improvement of programmes, with regard to aims, learners, methods, techniques, material and quality of learning results.

The regular, systematic and organised evaluation of educational programmes must thus have improved practices as its outcome and the aims of a programme are the only valid base for evaluation; evaluation begins and ends with the aims of a programme. Each educational programme must thus be evaluated on the basis of its operational aims **and** its educational aims (Pretorius, 1990b:114).

With respect to the evaluation of educational programmes, Knox (1980:76) remarks that it is a process of:

- o documenting the congruence of learner outcomes and programme objectives
- o comparing performance data with a commonly accepted standard
- o specifying, obtaining and providing relevant information for judging decision alternatives
- o comparing actual effects of a programme with a variety of demonstrated needs
- o judging programme merit against the value positions of relevant audiences
- o judging a programme critically, using expert knowledge
- o describing and interpreting the wider context in which a programme functions.

According to Knox (1986:164-172), the evaluation process includes the following four steps:

- o **Establishing criteria:** This process consists of making judgements about discrepancies between desired and current use of questions and the suggesting of ways to reduce the discrepancies. Using the resulting criteria, the current use of questions can be described. As judgements about discrepancies are being made, assumptions, values and additional information included in the rationale, along with the major discrepancies identified, must also be made. From the resulting conclusion, implications that suggest ways in which the improvement of questions should be made, must be prepared.

- o **Collecting data:** Quantitative and qualitative data are collected from representative samples of participants, instructors, administrators and records in ways that minimize disruption of the ongoing programme and encourage use of findings. Typical sources of data include standardized and local tests, observation checklists, questionnaires, interview guides, organizational records, and sometimes evaluation committees.
- o **Analyzing data:** Once evidence has been gathered, it must be analyzed to ascertain what it says about the programme. There are many ways to analyze evaluation data. In some cases, particular quantitative statistical techniques may be appropriate; percentages, averages or correlations might well suit the purposes of analysis. In other cases, qualitative analytic techniques such as content analysis, critical reviews, narrative portrayals, or expert opinion should be chosen. Data analysis, therefore, is directly linked to the concerns of audiences.
- o **Modification of programmes:** The purpose of programme evaluation is to make judgements for planning, improvement or justification. Participants usually want to use what they learn from the programme in their life roles. Thus, it is important to know what the participants learn as a result of the programme, the importance and achievement of programme goals and objectives, impact of the programme in the form of application and benefits and feedback about any of these aspects to enable others to make adjustments for programme improvement (Knox, 1986:164-172).

In another development, Knowles (1978:126) distinguishes between four aspects of evaluation, which follow one another in steps, all of which are required for the effective assessment of a programme:

- o The first step is **reaction evaluation**, obtaining or acquiring data about how the participants are responding to a programme as it takes place - what they like most and least, what positive and negative feelings they have.

- o The second step is **learning evaluation**, which involves obtaining or acquiring data about the principles, facts and techniques which were acquired by the participants.
- o The third step is **behaviour evaluation**, obtaining or acquiring data such as observers' reports about actual changes in what the learner does after the training, as compared with what he did before.
- o The fourth step is **results evaluation**, data for which are usually contained in the routine records of an organization - including effects on turnover, costs, efficiency, frequency of accidents or grievances or tardiness or absences, quality control, rejections, etc.

From the foregoing explanation it is evident that the evaluation of educational programmes, rediagnosis of learning needs, and adjustment of educational provisions of the various educational agencies in the community forms an important phase in the community education process. Evaluation of educational programmes should be continuous and should be more than mere data collecting. Evaluation should consist of making decisions and judgements about planned programmes based on attainable criteria and known outcomes. Briefly speaking, evaluation involves the ascertainment of the merits of educational programmes. Evaluation of educational programmes is a process consisting of the following steps: establishing criteria, collecting data, analyzing data and modification of programmes.

It is further evident that evaluation as a process concerns the comparison between the intended inputs and intended outputs. Evaluation also provides for timely feedback and involvement in decisions. It is clear that, for community education programmes to succeed, continuous evaluation of the extent to which the desired objectives have been attained, must be maintained.

3.2.10 PHASE 10: CONTINUOUS RESEARCH

Continuous research as a "phase" in the community education process usually takes the form of action research. Action research is a problem solving method with regard to community education and community development (Pretorius, 1990a:524).

With regard to action research, Knowles (1978:128) asserts that: "Action research is not just aimed at training or in-service education or management development or even for manpower development but it includes the conception of modern economic theorists that the input of human capital is an even more critical determinant of organizational output than material capital. It also includes the nuclear physicists' conception of an energy system that is infinitely amplifiable through the releasing of energy rather than the control of energy. It envisions the role of the Human Resources Developer as being perhaps more crucial than any other role in determining which organizations will be alive twenty years from now and which will be extinct."

In the community education setting action research is employed as a problem-solving method. It will therefore be directed at the solution of a particular, given, practical problem in a specified community, by making use of scientific methods, to then apply and use the results of the research only with respect to the specified community. A specific action research project can, for example, be planned, conducted and evaluated in a specific community to establish whether it works. In action research, the researcher is immediately involved in community change, and the research event works as an influencing factor in the community situation, in the sense that it immediately intervenes in the current situation and changes the practice. It is therefore a renewal research. Action research is also an event by which everybody in the community that takes part therein has learning experiences (researchers, teachers, trainers, learners, etc) (Pretorius, 1990b:116).

In the light of the fact that community education is linked to community development, the issue here is that of relevant available education, and the actualization of community education as a practical educational strategy. The obvious course of action in connection with the various aspects, practices, components and phases of community education seems to be action research

and action research projects. The appropriate method seems to be action research as a problem-solving method in a community (Kleinen, 1991:115).

Continuous research as part of the community education process is also linked to community development since it seeks to improve what is in existence. Boone et al (1981:247) emphasize the importance of research by stating that: "Community Education for Development carries the notion that change and growth should bring about improvement. Persons trying to stimulate growth should consider what has gone before, the available resources and their current allocation, and the interrelatedness of various forces at work in a given area at a given time. Congruent with these basic notions is the principle that facilitators should take into account what happens as it happens, to reorganize and redirect all community forces to achieve a desired end".

From the preceding discussion on continuous research it has become evident that community education cannot be divorced from action research; the two are closely linked. Continuous research as the name suggests occurs continuously during the community education process. Action research is the vehicle through which continuous research may be done. Action research therefore aims at solving specific problems which may arise during the community development and community education process. It is evident that community education is usually connected to community development, and that it is about relevant, accessible education and the realization of community education as the most appropriate educational tool to address community needs.

The success of the community education process will also depend on continuous research, since the community education process is indeed a diagnostic and problem-solving process. The final phase of the community education process implies follow-ups on planning and also follow-ups into the operation of educational programmes in a community.

Continuous research as the final phase of the community education process should occur continuously as far as the total process is concerned.

3.3 SYNTHESIS

From the present chapter it is evident that community education is a process of planning and bringing into operation of educational programmes in a community. Through the community education process, the community's interests, needs and problems are identified and analyzed, after which programmes are designed in order to accommodate these interests, needs and problems.

In a nutshell, phase 1 of the community education process is about the appointment of a co-ordinator of community education. This person is the trained expert, initiator, educational manager who assists in the planning of community education. The co-ordinator of community education collaborates with advisory councils and his personnel in order to implement the community education concept and co-ordinate the community education process. The co-ordinator of community education performs a variety of functions which include the following: object setting, assessing needs, developing plans for decision making, training function, evaluative function, organizational function and diagnostic function.

The second phase of the community education process is about creating an educational milieu. It is the task of the co-ordinator of community education to create an educational climate whereby individuals and communities can satisfy their needs, solve their problems, attain their objectives and realize their potential. A climate conducive to the process of community education should be guided by certain key features. These key features are responsibility, accountability, participation, involvement, freedom, democracy, respect and collegiality. Furthermore, four learning environments are essential with regard to creating an educational milieu. They include the physical environment; the human and interpersonal climate; the organizational climate and the climate of the reward system.

The establishment of an organizational structure for participative planning forms phase 3 of the community education process. This is where individuals and communities are involved in the establishment of an organizational structure which will in turn allow for participative planning of their community education. It is here that the community advisory council offers its greatest

potential for achieving the objectives of community education. In the community advisory council, community members enjoy representation in order to ensure full participation in educational activities with a direct influence in their lives. This wide representation of community members, institutions and groups with an interest in community education covers a variety of sectors which might include: professionals, parents, learners, leaders, business, government, religious groups, ethnic groups, etc. The organizational structure for participative planning is based in the community learning centre and through this structure good working relationships between activities to be done, the personnel involved and the physical factors needed to perform the activities are established.

Phase 4 is about identifying and analyzing the problems, needs and interests of individuals and institutions in the community. This phase is imperative in the community education process to allow for the designing and implementing of relevant educational programmes. Various methods are used in assessing educational and learning needs in the community. These include: questionnaires, interviews, need surveys, group discussions, research reports, the mass media, etc. In using these methods to assess educational and learning needs, one will discover a wide range of needs which exist in a given community. Some of these needs are for skills, citizenship, parental and family education, health matters, recreation, leisure, time and sport.

Phase 5 is about formulating programme objectives. The emphasis here is that when planning a community education programme it is imperative to start by pointing out the intended outcomes and/or educational objectives of the programme. Programme objectives give direction and focus with regard to the designing and operating of a given community education programme. In order to provide direction and focus, programme objectives should therefore be unambiguous, attainable and realistic.

The designing of educational programmes is the sixth phase in the community education process. In this phase activities of an educational programme which are needed in order to meet the educational and learning needs of the community are identified. Furthermore, the main concern is about the choice of a suitable learning format or pattern of learning experiences for a given community education programme. In designing educational programmes, the co-ordinator

should consider the activities suitable for individual learning; activities suitable for group learning; activities suitable for institutional or mass learning.

In phase 7 of the community education process, community resources are identified and mobilized. The community resources and services are necessary for the operation of a given community education programme. It is important that the available community resources be utilized maximally. The bottom line here is that the success of any community education programme relies on the proper utilization of the community resources at its disposal. Resources at the disposal of communities include human, physical and financial resources which should be utilized interactively in addressing the educational and learning needs of communities.

The operation of educational programmes (phase 8) forms the culmination and focal point of the community education process. This is the stage whereby the formulated programme objectives are put into action for the purpose of attaining them. The programme leader therefore selects learning activities from a variety of methods, learning formats or activity patterns, which are used to operate an educational programme.

Phase 9 is about the evaluation of educational programmes, rediagnosis of learning needs, and adjustment of educational provisions of the various educational agencies in the community. This phase deals with the improvement of the organisational operation, with regard to the operation of educational programmes. It further deals with the improvement of programmes, with regard to objectives, planning, structure, methods, management, etc. The evaluation of educational programmes should be organised, systematic and must be influenced by the objectives of the educational programmes. This phase requires a well co-ordinated process by the co-ordinator of community education with regard to making decisions and judgements about existing and future programmes based on attainable criteria and observable outcomes.

The last "phase" of the community education process is continuous research (phase 10). The implication is that this phase occurs continuously throughout the whole process. In community education continuous research is directed at solving specific problems in a given community by making use of scientific methods and then using the results of the research to assist that given

community. Action research has an advantage in that it allows everybody with an interest in community education to take part and thereby utilizing a wide array of learning experiences.

These people could include professionals, educators, instructors, to name a few. Continuous research through action research allows community members to plough back their experiences to the community.

In the next chapter, methods and techniques of assessing learning needs for community education programmes will be investigated.