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SUMMARY

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

by

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The purpose of this dissertation is to investigate the nature and potential of an integrated strategy for non-formal education and development that will alleviate the problem of milieu-deprivation in Third World communities. This integrated strategy includes compensatory education, community development, and development communication strategies.

Learning need structures were investigated and the most important categories of learning needs that exist in socially disadvantaged communities were identified.

Community education is a relatively new concept, through which innovation, adaptation and extension of educational opportunities can be achieved, and thus suggests the most suitable infrastructure for the integration of educational and developmental strategies, namely compensatory education, community development and development communication.

Community education can be defined as the educational process in which the provisions (services, programmes, resources) of all the educational agencies in a community are utilised in a co-operative and co-ordinated manner, to provide for all of the learning needs of all the people of a community, to develop the community and solve the problems of the community.

The milieu-deprived Third World communities of the world are thus dependent on community education. In the present practice of community education, the community school serves as community learning centre, and becomes the focal point of the community whereby the school functions as a centre and delivery system for lifelong learning and community development.

The operation of educational programmes is realised through a ten phase process. The appointment of a Director of Education, creating an educational milieu and the establishment of an organisational structure for participative planning, establish the necessary infrastructure for community education. The planning and bringing into operation of educational programmes takes place in the next six phases, namely: identification and analysis of problems and needs, formulation of programme objectives, identification and mobilisation of community resources, operation of educational programmes, evaluation, and continuous research.

The community education process can be implemented for the integration of all the programmes, practices, projects, and learning experiences of compensatory education, community development and development communication.

The following categories of compensatory education can be realised in a community education set-up:

- pre-school educational programmes and parent education
- work-study programmes for youths
- higher education and adult education
- counselling
- reading and language education
- extracurricular innovations

In dealing with community education, one is dealing with a community development strategy: a comprehensive community development strategy is actualised through some variation of the

co-ordinating, co-operating process of community education.

The following development communication strategies can be implemented and realised in a community education set-up: the open broadcasting strategy, the organised group strategy, and the multimedia strategy.

Through the integration of the above-mentioned strategies within a community education set-up, with its network of educational agencies and social services, the problems of milieu-deprived communities can be alleviated to a meaningful extent.



SAMEVATTING

DIE INTEGRASIE VAN STRATEGIEË VIR NIE-FORMELE ONDERWYS EN ONTWIKKELING IN DERDE-WÊRELD-GEMEENSKAPPE

deur

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Die doel van die onderhawige studie is om ondersoek in te stel na die aard en omvang van 'n geïntegreerde strategie vir nie-formele onderwys en ontwikkeling wat die probleem van milieu-gestremdheid in Derde-wêreld-gemeenskappe sal verlig. Hierdie geïntegreerde strategie sluit kompensatoriese onderwys, gemeenskapsontwikkelings- en ontwikkelingskommunikasie-strategieë in.

Leerbehoefte-strukture is ondersoek en die belangrikste leergehoefte-kategorieë wat in milieu-gestremde bevolkingsgroepe ervaar word, is geïdentifiseer.

Gemeenskapsonderwys is 'n relatief nuwe konsep, waardeur bestaande onderwysvoorsieninge uitgebrei en aangepas kan word, en dus 'n geskikte infrastruktuur geskep word vir die integrasie van onderwys- en ontwikkelingstrategieë, naamlik kompensatoriese onderwys, gemeenskapsontwikkeling en ontwikkelingskommunikasie.

Gemeenskapsonderwys word gedefinieer as die onderwysproses waarin die voorsieninge (dienste, programme, hulpbronne) van al die onderwysagente in 'n gemeenskap koöperatief en gekoördineerd (maksimaal) benut word, om in al die leerbehoefte van al die lede van die gemeenskap te voorsien, om die gemeenskap te ontwikkel en om die probleme van die gemeenskap op te los.



Die milieu-gestremde, Derde-wêreld-gemeenskappe van die wêreld is by uitstek op gemeenskapsonderwys aangewese. In die gemeenskapsonderwys-opset word die skool tot 'n gemeenskapsleersentrum en tot die fokuspunt van die gemeenskap omskep, en funksioneer die skool as sentrum en leweringsstelsel vir lewenslange leer en gemeenskapontwikkeling.

Die operasionalisering van onderwysprogramme geskied deur die verwerkliking van 'n tien-fase-proses. In die eerste drie fases van die gemeenskapsonderwys-proses gaan dit om die vestiging van die nodige infrastruktuur vir gemeenskapsonderwys, naamlik: aanstelling van 'n Direkteur van Gemeenskapsonderwys, skep van 'n leerbevorderlike onderwysmilieu en die vestiging van 'n organisatoriese struktuur vir deelnemende beplanning. In die volgende ses fases geskied die werklike beplanning en operasionalisering van onderwysprogramme, naamlik: identifisering van probleme en behoeftes, formulering van programdoelwitte, ontwerp van onderwysprogramme, identifisering en mobilisering van gemeenskapshulpbronne, operasionalisering van onderwysprogramme, evaluering en navorsing.

Die gemeenskapsonderwys-proses kan geïmplementeer word vir die integrasie van al die programme, projekte, praktyke en leerervaringe van kompensatoriese onderwys, gemeenskapontwikkeling en ontwikkelingskommunikasie.

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Die volgende kategorieë van kompensatoriese onderwys kan verwerklik word in 'n gemeenskapsonderwys-opset:

- voorskoolse onderwysprogramme en ouerbegeleiding
- werk-studeer-programme
- hoër onderwys en volwasse-onderwys
- voorligting
- lees- en taalonderwys
- buite-kurrikulêre innovasies



- 3 -

Die implementering van die gemeenskapsonderwys konsep beteken terselfdertyd die verwerkliking van 'n gemeenskapontwikkelingstrategie: 'n omvattend gemeenskapontwikkelingstrategie word verwerklik deur 'n bepaalde variasie van die koördineerde, koöperatiewe proses van gemeenskapsonderwys.

Die volgende ontwikkelingskommunisie-strategieë kan in 'n gemeenskapsonderwys-opset geïmplementeer word: die opeuitsendingstrategie, die luistergroepstrategie en die multimediastrategie.

Deur die integrasie van bogenoemde strategieë in 'n gemeenskapsonderwys-opset, met sy netwerk van onderwysagente en maatskaplike dienste, kan die probleme van milieu-gestremde gemeenskappe in 'n betekenisvolle mate opgelos word.