

CHAPTER 4

FINDINGS AND RECOMMENDATIONS

4.1 Findings of the study:

- The aim of this study was 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.

- The world, including the RSA, is at present experiencing a serious **educational crisis**. This can be ascribed to the fact that educational systems and educational provisions have adapted all too slowly, in relation to the faster changes in the educational environment, and to the existing disparities and financing problems in education. In the search for renewal in education, in order to accommodate the worldwide learning need explosion, it is realised that no single mode of education can make provision for the realistic learning needs of individuals and communities.

Investigation into a "new" educational concept is being done, whereby existing educational provisions can be adapted and expanded.

- Learning need structures were investigated and the following can be regarded as the most important categories of learning needs that exist in socially disadvantaged communities: functional literacy and numeracy skills; parental and family education; consumer education; domestic education; social coping skills; raising levels of awareness about existing opportunities; preparation for vocational,

technical and professional competence; citizenship training; health matters; recreation; leisure time and sport; community resources; technological skills; school-based programmes; educational needs; and problem solving skills.

- In this study insights were obtained into the fact that a particular educational concept namely, **community education**, suggests the most suitable infrastructure for the integration of educational and developmental strategies, namely compensatory education, community development and development communication.
- Because present day developing communities have so many problems to handle, urgent thought is being given to community-based systems, in order to provide for the needs of a community and to solve the problems of that community. Educational reform must focus on creating a learning society whereby the learner can come to optimal self-actualisation and experience his own worth.
- Community education is 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 to solve the problems of the community.
- A further particularly significant aspect of the community education concept is that community education is a comprehensive, co-ordinated delivery system for community development and the provision of community services. It is a process of

comprehensive ecological intervention, and a process whereby educational and learning opportunities can be adapted and expanded.

- Community education provides formal, non-formal and informal educational programmes with regard to the interests, needs and problems of individuals and groups in a community. For the sake of the development of a community, community resources must be utilised optimally. The community, with its educational agencies, which include agencies of formal, non-formal and informal education, is the source and centre of education.
- The milieu-deprived Third World communities and population groups of the world are dependent on community education. Community education is the educational concept whereby milieu-deprived individuals and communities would be better off regarding educational provisions and the improvement of quality of life.
- The objectives of community education are: to educate the individual; to develop human potential; to adapt and expand educational provisions; to fulfil human needs; to generate the learning society; to develop the community; to uplift quality of life; and to solve community problems.
- The components of community education are the following: a community-based system for co-ordinated collective action by educational and community agencies; lifelong education and learning; community involvement; maximum utilisation of community resources; community oriented curricula; and community development.

- In 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 (process model for community education). The point at issue in the first three phases of a community education process is the establishment of the necessary infrastructure for community education:
 - * appointment of a Director of Education
 - * creating an educational milieu
 - * establishment of an organisational structure for participative planning

The planning and bringing into operation of educational programmes takes place in the next six phases:

- identification and analysis of problems and needs
- formulation of programme objectives
- identification and mobilisation of community resources
- operation of educational programmes
- evaluation of educational programmes

The last phase of the process is a continuous activity, namely research, and, more specifically, action research.

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

- The infrastructure for comprehensive community projects, programmes and practices already exists in the community education set-up. There is a flow of people and materials through a system of activities. Thus, where a community education strategy is implemented in a milieu-deprived community, a compensatory education strategy in its most comprehensive form exists. The following categories of compensatory education are 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

- Community education is an operational philosophy of education and a delivery system for community development. It is linked par excellence to community development, thus, 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 broadcasting campaign strategy; the organised group strategy; and the multimedia strategy. Through the



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

- The nature and potential of an integrated strategy within a community education set-up was investigated, thereby verifying the central theoretical thesis of this study, namely, that it is possible to alleviate the problem of milieu-deprivation in Third World communities through the design and implementation of a total, comprehensive system (strategy, infrastructure) of non-formal education and development, in which the three strategies, namely compensatory education, community development and development communication, are integrated.

4.2 Recommendations resulting from this study:

- The main recommendation resulting from this study, is that the community education concept must be implemented in the communities and population groups of the RSA, especially in those communities that are educationally disadvantaged, and are characterised by a low social and economic status: the stragglng milieu-deprived communities of our country, that are in urgent need of community development. The community education programmes that are planned and operated for these communities and population groups, must by nature be compensatory (compensatory education). In the various communities, community education strategies must be integrated with other community-based educational and development strategies, namely, compensatory education

strategies, community development strategies and development communication strategies (broadcasting strategies).

- The strategies must bring together, under a Human Resources Development Unit (which is based in the community learning centre of each community) at state or local level, all counselling, rehabilitation, job training, job placement, welfare, legal, health and other services directly engaged in remedial or developmental work with the disadvantaged. A timely, relevant and comprehensive conglomeration of varied services must be fixed or cemented together in such a way that the delivery system and the necessary bureaucratic trappings become secondary to the actual people involvements at points of contact. This relevancy to the expressed needs of the learner is possible within a well cemented delivery system, namely, community education, but only through an approach that accounts for certain psychological and cultural characteristics of disadvantage. In other words, learner needs and the characteristics of the learner group must directly influence not only the type and degrees of services provided, but also the manner in which services are delivered and the geographic location of these services.
- Recommendations resulting from the community education concept, are related to the components, provisions, practices, etc. of community education, and to the phases of the community education process that are implemented for the integration of the three strategies.
- Members of the community must be involved in the identification of needs, decision making, planning

and management with regard to the provision of education and the solving of problems in the community. Educational objectives must be determined according to the interests, needs, and problems of the members of the community.

- The human, physical and financial resources, and the educational agencies (e.g. libraries, mass media, colleges) of the community must be utilised maximally by means of a system for co-ordinated collective action in the community which is based in a community learning centre.
- The educational programmes of a community must be determined by the immediate needs, interests, and problems of the community, preferably via decision making by the specific learner group, as there is no universal suitable "learning packet" that can provide for the learning needs of all communities.
- Community education must reach all sectors of a community - children, adolescents, adults, and the elderly.
- Universities and colleges must fulfil an important role with regard to the training of experts for community education, research in community education, consultation and dissemination of information.
- The infrastructure for community education in a specific community, must include formal, non-formal, and informal educational provisions.
- When the integration of compensatory education strategies, community development strategies, and development communication strategies within a

community education set-up is implemented, it can mean a comprehensive, new educational development strategy for the RSA, that can be realised within the population development programme of the government.