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

by

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CHAPTER 1

INTRODUCTION, THEME ANALYSIS AND STATEMENT OF THE PROBLEM

1.1 Introduction

In many developed and affluent countries of world society, as well as in the developing countries, there are unfortunate and vulnerable social groups, which all exist on a low socio-economic and cultural niveau and have a humble social and economic status. These are the milieu-impeded or socio-culturally destitute classes of world society. Socio-educationally it can be interpreted that a person in such a milieu is a milieu-deprived person. What is also of importance, is that there is an intricate connection between the cultural standard of a person's socio-economic milieu and his achievements, and that the person who experiences extreme social, cultural and educational impediments, is not equipped with the necessary experience to obtain a satisfactory quality of life.

The concept **milieu-deprivation** refers to social groupings that display the following characteristics, although there are specific differences between them: a low economic status, a low social status, a low educational standard, the practicing of inferior professions, unemployment, limited community involvement and limited potential for upward social mobility. This concept further indicates groups that, because of milieu-deficiencies and psycho-social handicaps, are engulfed in a spiral syndrome of poverty, deprivation and cultural destitution. For this reason they experience serious encumbrances in their optimal self-actualisation, the bettering of their chances in life, and obtaining a satisfactory quality of life.

From approximately the end of the Second World War, a number of economic, political and social factors in the world combined to focus the attention on:

- the circumstances, needs and growth handicaps of milieu-deprived culture groups and population groups in all areas of the world;
- the economic and social disparities that existed all over the world;
- the under-utilisation of human potential;
- the fact that many students did not receive the education that would enable them to make a satisfactory contribution to society;
- the fact that the quality of life and opportunities of so many people are obstructed by their low social and economic status.

An international spirit of insistence, whereby strong cognisance was given to the intense desire of people and nations to emancipate and develop, and to the need of the individual for self-actual and social advance, was gaining ground in world society.

Now, more than ever before, humanity is aiming to liberate the socio-economically and culturally deprived masses from their unfavourable situation through massive educational and economic aid programmes.

The opinion is increasingly being promulgated, that it is significant and worthwhile to promote the cultivation of all individuals and population groups, irrespective of colour, sex or socio-cultural nivieu.

Attempts in this respect are being made to help these individuals and population groups by means of programmes that for example include **compensatory education programmes, community development programmes and development**

communication programmes.

The **compensatory programmes**, e.g. in the USA, Israel, England and the Netherlands, are comprehensive in aim and scope. They attempt to achieve no less ambitious a goal than *"to make up for those environmental deficits in society and school which retard and limit educational progress"* (Chazan 1973:3). To this end, the programmes include: measures to alleviate poverty, the provision of medical facilities, the building of new schools, devising new educational materials and techniques, increasing the impact of educational technology and establishing projects to involve parents and the community.

Gordon and Wilkerson (1966:34) point out, both qualitatively and quantitatively, the variety of compensatory programmes and practices: *"What all these programmes and practices have in common is a dual goal — remedial work and prevention. They are remedial in that they attempt to fill gaps, whether social, cultural, or academic, they are preventive in that by doing so they aim to forestall either an initial or a continuing failure in later life"*.

In compensatory education the emphasis is on creating and extending education and learning opportunities for the milieu-deprived and culturally different learner.

This study will investigate the possibility of alleviating the problem of milieu-deprivation in Third World communities by integrating the following three strategies into a comprehensive strategy: compensatory education, community development and development communication.

1.2 Conceptualisation

In recent years, the concept **education** has been equated to learning, irrespective of where, when and how often it

occurs. Three modes of education are distinguished: formal, informal and non-formal education. One needs as a matter of primary concern, a clarification of the above-mentioned concepts.

1.2.1 Formal education

Formal education can be defined as *"the hierarchically structured, chronologically graded full-time educational system, running from the primary school through the university and including, in addition to general academic studies, also a variety of specialized programmes and institutions for full-time technical and professional training"* (Fourie 1978:45).

Van der Stoep (1984:vii) defines **formal education** as *"the institutionalized, chronologically graded and hierarchically structured educational system, spanning lower primary school to university level"*.

Formal education, according to Coombs (1985:24), *"involves fulltime, sequential study extending over a period of years, within the framework of a relatively fixed curriculum"*.

1.2.2 Non-formal education

The concept **non-formal education** can be defined by quoting Paul Fordham (1983:46) as *"... part of a widespread search for alternatives in education which is itself intimately bound up with changing conceptions of development. The term 'non-formal' was given currency by development planners rather than educators. Existing terminology was seen as too narrow, while many of the more important programmes (e.g. farmer training) were sometimes not seen as education at all, even by practitioners themselves. What was needed was an all-embracing term for ... educative services. As it gained currency, the term also came to include provision for*

the school-age dropouts and left outs of the formal system".

Coombs (1985:23) is of the opinion that *"Non-formal education, contrary impressions notwithstanding, does not constitute a distinct and separate educational system, parallel to the formal education system. Non-formal education is simply a handy generic label covering: any organized, systematic, educational activity, carried on outside the framework of the formal system, to provide selected types of learning to particular subgroups in the population, adults as well as children. Thus defined non-formal education includes, for example, agricultural extension and farmer training programs, adult literacy programs, occupational skill training given outside the formal system, youth clubs with substantial educational purposes, and various community programs of instruction in health, nutrition, family planning, cooperatives, and the like".*

Van der Stoep (1984:vii) defines non-formal education as *"any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children".*

According to B. Djiwandono (1979:45), *"Non-formal education assumes that learning is a lifelong process, starting from infancy and continuing through adulthood. It includes the acquisition of skills as well as the adoption of attitudes, values, and behaviour. It includes receptivity to productive change".*

Berstecher (1983:43) states that *"Non-formal education refers to any other organized, systematic educational activity which provides learning to particular sub-groups of the population, examples include adult literacy programmes, occupational skill training, farmers' extension*

programmes, instruction in family-planning methods, and many others".

1.2.3 Informal education

Coombs (1985:24) defines informal education as *"the life-long process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitudes of family and friends, from travel, reading newspapers and books; or by listening to the radio or viewing films or television. Generally, informal education is unorganized, unsystematic and even unintentional at times, yet it accounts for the great bulk of any person's total lifetime learning - including that of even a highly 'schooled' person".*

Van der Stoep (1984:vii) similarly states that informal education is *"a life-long process by which every person acquires accumulated knowledge, skills, attitudes and insights from daily experiences and exposure to the environment".*

Berstecher (1985:45) agrees with both Coombs and Van der Stoep that informal education refers to *"the life-long process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily living experiences at home, at the workplace or in social interaction".*

1.2.4 Compensatory education

Chazan (1973:1) defines compensatory education as *"educational and social measures aimed at solving or alleviating the problems faced by these children, now categorized as 'socially disadvantaged' or 'culturally deprived' or by some similar label. As the problems of*

disadvantaged children differ, at least to some extent, in different countries, and the measures designed to help them vary greatly in their aims and purposes, 'compensatory education' is not easy to define".

According to Frankenstein (1979:7): *"We define the function of education in this vital social-problem area as a series of ever repeated and ever modified didactic interventions aimed at the restoration of impaired cognitive potentials in as many underprivileged and socially or culturally retarded children as possible".*

Gordon and Wilkerson (1966:158) view **compensatory education** as *"attempts to compensate for, or to overcome, the effects of hostile, different, or indifferent backgrounds".*

A short and to the point statement on compensatory education is provided by Cohen and Brawer (1982:241): *"Compensatory education is designed to do what its name suggests - 'to compensate for deficiencies . Compensatory education fits within (the) mission of 'connecting people with opportunities'".*

It is feasible to recognise **adult education** at this stage. Unesco (1976) defines the term **adult education** as *"the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development; adult education, however, must not be considered as an entity in itself; it*

is a sub-division, and an integral part of a global scheme for lifelong education and learning".

A definition of the concept lifelong education is also imperative. Dave (1975:43) defines this concept as *"a comprehensive concept which includes, non-formal and informal learning extended throughout the life-span of an individual to attain the fullest possible development in personal, social and professional life. It seeks to view education in its totality and includes learning that occurs in the home, school, community and workplace, and through mass media and other situations and structures for acquiring and enhancing enlightment".*

Although it is difficult and at times impossible to distinguish between adult education and continued education, the concept **continued education** should also be defined. Continued education, according to Van der Stoep (1984:117), can be regarded as *"education programmes for adults who are already practicing a vocation or it can be regarded as retraining workers which becomes necessary as a result of technological changes in the work situation. It is also considered to be synonymous with so-called 'life-long education' which naturally includes adult education. This type of education takes place mainly outside the school and it is continually linked to education in the non-formal sector".*

1.2.5 Community development

For the understanding of the concept **community development**, an explanation of the concepts **community** and **development** will be useful. According to Brookfield (1983:62) the concept **community** refers *"to a geographical locale in which people live and work, in which they develop relationships based on common concerns, and in which expressions of mutual assistance reflect the dominant social mores. Underpinning*

this sense of interrelatedness is the cohesion afforded by all members of the group subscribing to shared norms, moral codes, beliefs and attitudes. This subscription is enforced by the socialization process which ensures that new members to the group are initiated into its moral and behavioural codes".

Roberts (1979:27) says that *"the community exists when a group of people perceives common needs and problems, acquires a sense of identity, and has a common sense of objectives. Thus a profession may be a community despite its lack of a physical locus".*

Van der Stoep (1984:18) defines **development** as *"an extensive process for the change of structures within society in order to alleviate conditions of under-development. These include poverty, hunger, illiteracy, ill-health, etc., as part and parcel of the life style of a large part of the population. Development therefore, does not seem to be an objective in itself, but is directed towards liberation of the individual subjected to under-development. This includes matters such as restricted existence in an undeveloped environment, which causes the individual to lose his independence".*

The concept **community development** is a combination of the concepts **community** and **development**, as can be seen in the following definitions.

Du Santoy (1958:31) says: *"community development covers all forms of development activity in the field and has been described as a movement to secure the active cooperation of the people of each community in programmes designed to raise the standard of living and to promote development in all its forms ... Community development thus covers all the forms of betterment required by the community in the areas in which its members reside".*

In a United Nations publication, community development is defined by Unesco as follows: *"The term community development has come into international usage to connote the processes by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to national progress. This complex of processes is then made up of two essential elements: the participation by the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative; and the provision of technical and other services in ways which encourage initiative, self-help and mutual help and make these more effective. It is expressed in programmes designed to achieve a wide variety of specific improvements"* (1971:2).

Lotz (1972:79) describes the term community development as *"a portmanteau word to cover a multitude of processes, projects, programmes and approaches in social change"*.

Compton (1971:384) reduces the concept of community development to the simple phrase *"people participating in the improvement of their lot"*.

The principles and practices of community development are closely linked to adult education in the community. Compton and McClusky (1980:229) have explored this connection and argue that: *"Community education for development represents the how (practice and program) and the why (theory and principles) of teaching this social and behavioural technology to local groups for the sake of facilitating individual learning, group problem solving and community building"*.

Brookfield (1983:89) implies that *"education of the*

community and community development are equivalent to the extent that they are both based on preferences regarding the form of a good, healthy, fully-developed community".

1.2.6   Development communication

Development communication, according to Pretorius (1986:13), entails the following: *"Die aanwending van kommunikasiemedia (radio en televisie) om milieugestremde gemeenskappe en bevolkingsgroepe te help ontwikkel".*

1.2.7   Third World

The term **Third World** is usually seen as vague. According to Tight (1983:38), it usually has the following meaning: *"developing countries, most of them in Africa, Asia and Latin America, and most of them politically in the 'non-aligned' group. Altogether, these countries embrace some three quarters of the world population. Obviously, such a group will not be unanimous, on adult education or anything else, but they do have certain common concerns and interests".*

The Oxford Dictionary defines the Third World as the developing countries of Asia, Africa and Latin America, that are considered as not politically aligned with Communist or Western Nations.

1.3   Theme analysis

1.3.1   The problem of milieu-deprivation in Third World communities

The concept **milieu-deprivation** encompasses a broad range of human conditions that are below par. *"Deficiencies in education, experiences, and the pervasive results of discrimination and socio-economic deprivation characteristically mark the disadvantaged ..."* (Amos and

Williams 1972:17). According to the preceding authors, the disadvantaged are the ones who are products of a culture that has not provided them with opportunities, experiences, motivations and relationships that will enhance their chances of competing successfully with their fellow citizens. Pretorius (1985) says that **milieu-deprivation** refers to a person who cannot adequately take part in the dominant culture on account of a lack in specific experiences, a language deficiency in connection with the dominant culture, an unfavourable geographical-physical situatedness and the economic poverty in which he finds himself. Milieu-deprivation is created by conflicts and differences between the sub-culture of the individual or population group and the dominant culture of the mainstream of society.

All the Third World communities experience this problem. Their low socio-economic status brings with it the disadvantages of poor housing, marginal living, inadequate forms of social protection, few organised forms of social life, low parental motivation for youth, and a damaged self-concept. Amos and Williams (1972:21) state: *"Insufficient nourishment levels, inadequate clothing, neglected health conditions, and other factors such as irregular, temporary, or non-existent residence, may preclude or interrupt satisfactory participation in local community opportunities"*.

An outstanding characteristic of these communities is the fact that they have very specific and urgent learning needs. According to Coombs the factors that led to these learning needs were the following: *"... population growth, migration and urbanization, advances in knowledge and technologies, social and economic changes, and, not least, national development strategies and growing international interdependence.*

These forces crisscross, overlap and reinforce each other. Together they have generated, and will continue to generate, an explosive worldwide growth of learning needs affecting people ..." Coombs (1985:35-36).

Coombs describes these factors as follows:

— **Population growth**

He sees the growth of the world's population as a growth in the number of learners in the world. This growth takes place in areas of the world that are not capable of supporting their costs, that are in need of food, dwellings, schools, health care, employment opportunities, resources for development and infrastructures for development.

According to the reports on the "Human Option" conference in Grahamstown (1985:2), *"there are at present some 80 million people added to the global population per year of which 73 million are born in the Third World. At present over 600 million live in abject poverty and more than double that number is neither essentially healthy nor well educated ... people can only be an asset if they are healthy and possess relevant education and skills. There can be no question that unbridled population growth as represented by the high projection will lead to lowering of general living standards, even more widespread poverty and massive slum formations around our cities"*.

2.5 Migration and urbanisation

Population migration and urbanisation is a demographic phenomenon which is affecting learning needs. According to Coombs, millions of families in the past three decades have

moved to strange new locations, often in their own countries
but in many cases to other countries. Most of these
migrants moved from a rural to an urban area, or from a
small town to a big city, the reasons for this being
joblessness and poverty. Often they enter a new country
illegally as undocumented workers, and this has educational
implications. These families are now confronted with new
learning needs, that are brought about by a different socio-
economic and cultural environment. In their previous rural
setting, oral instruction and informational materials were
sufficient for their daily routine, but the main problem
they are facing in their new environment is literacy, which
is essential to the most elemental aspects of their daily
lives. They have no knowledge of reading road signs and
signs on public transportation systems, or reading want ads
in newspapers, and thus find it nearly impossible to find
a job. They find themselves in a strange culture, which is
a traumatic experience. Alvin Toffler (1970) calls this
experience, which is a reaction to a temporarily
unsuccessful attempt to adjust to new surroundings and
people, "culture shock". The migrators find themselves with
complex learning needs, often including the need to learn
a new language.

–   **Increasing poverty**

According to Coombs, the rural poverty is likely to
spread, especially in the already overcrowded
countries of Asia, and parts of Africa and the
Middle East. He states that educational facilities,
health provisions, water supplies, transportation,
and other essential household and community services
are destined to increase. This will make
particularly the women and children of the poorest
families vulnerable to floods, epidemics, crop
failures, etc. Thus the health status of many
people in these lower income countries is bad, as

is reflected in their inadequate nutrition, lack of access to safe water, unsanitary conditions, and poor child and maternal care. Johnson (1970:preface) says: *"Poverty is the unifying thread of cultural deprivation. The disadvantaged family is caught up in a cycle of inherited poverty – economic, educational, spiritual, moral, experiential, and aspirational. Until it is broken, the children will continue to pass it on to their children ..."*.

According to a Unesco report (1980:8) *"the new international order has been conceived as an attempt to cooperate in the rebalancing of economic power and the redistribution of resources. It has an important human dimension (in which education plays a key role) in redressing social iniquity and helping individuals to play a more important role in the development of their community and nation. The Director-General of Unesco has emphasized that national authorities and the international community are required to redouble their efforts on behalf of the world's least privileged, poorest and most deprived people"*.

1.3.2 The integration of strategies to alleviate the problem of milieu-deprivation

Three strategies for non-formal education and development in Third World communities are the following:

- Compensatory education strategies
- Community development strategies
- Strategies for development communication

These three strategies will now respectively be discussed:

–   Compensatory education strategies

        "Compensatory education is the collective name for various educational and social programmes, projects, procedures and practices for milieu-deprived children, adolescents and adults. Compensatory Education is designed to compensate for the milieu and psycho-social deficiencies which hamper and limit the individual's self-actualization and opportunities in life" (Pretorius 1985:9).

        Compensatory education is designed to do what its name suggests – *"compensate for deficiencies ..... compensatory education fits within (the) mission of connecting people with opportunities"*, Cohen and Brawer (1982:241 and 249).

        The goals of compensatory education, according to Pretorius (1985:9), can be summarised as follows:

–   To remedy or alleviate milieu deprivation,
–   to compensate for milieu and psycho-social deficiencies,
–   to increase the educational, training and career opportunities of the milieu-deprived,
–   to develop his life skills.

The following categories of compensatory education can be accepted as the main aspects of compensatory education (Pretorius 1985:40-122):

(i)   Pre-school educational programmes
        This can be seen as one of the most important aspects of compensatory education, as it is the optimal preventative opportunity to alleviate milieu-deprivation. Key concepts in this regard are school readiness, enrichment (language and

perception), **stimulation, learning to learn,** and the **provision of experiences** to the pre-school child. In the USA the Head Start programme is used to compensate for early deprivation before the child enters school. Further important aspects of pre-school educational programmes are increasing knowledge, exercise in attention-concentration, socialisation, and the cultural enrichment of the child. Home-training programmes are used to involve the mother. For example, in the USA and Israel educational television programmes for school readiness are used for the milieu-deprived pre-school child.

(ii)   **Primary school educational programmes**

These programmes are designed for the continued practicing of skills gained in the pre-school programme (for example the Follow Through programme in the USA). The curricula, means and methods of the primary school are adapted to the pupil's defective experiences and skills and specific learning style, to modify the approach of the schools to disadvantaged children and to make the school system a relevant one for these children. The emphasis is on learning to read, write and do arithmetic.

(iii)   **Work-study programmes**

These programmes are designed for the milieu-deprived youths who are premature school-leavers or potential school-leavers. These work-study programmes are implemented as follows: the youths participate in adapted school-study programmes in their spare time whilst practicing a profession (a work-and-study programme). The work and study must

be in connection with, and supplement, each other.
The programmes contain the following activities:
academic work, workshop practice, guidance, job
experience, job training, and acquiring job skills.

(iv) **Higher education and adult education**

Milieu-deprived youths and adults have a need for
after school education in, especially, literacy
competence and vocational training. To provide for
this need, educational and training opportunities
must be established in institutions such as
community schools (community education), technical
colleges, community colleges (USA), universities,
etc. Special practices and programmes must be
established in these organisations to alleviate the
problems of the milieu-deprived student, for example
through remedial education, preparatory and/or
bridge programmes, tutoring, counselling, learning
laboratories, special learning-packets, learning-
skills courses, language courses, etc.

(v) **Counselling**

An extensive counselling service (in and out of
school context) for the milieu-deprived child, youth
and adult is an extremely important and
indispensable practice in any infrastructure of
compensatory education. On the one hand school-
related counselling services are needed for the
milieu-deprived child and youth in the school
situation and directed at health education, school
counselling, vocational counselling, etc. On the
other hand, community counselling is needed for an
extensive part of the milieu-deprived population who
find themselves outside the formal school framework,
and in need of counselling services with regard to

education, training, housing, recreation, family life, financing, health, child care, etc.

The community centre functions not only as a community school for the members of the community (children, youths, and adults), but also as a community development unit, whereby all supportive services are connected to the needs and development of the community, for example, basic education, non-formal education, informal education, community counselling, vocational counselling, job training, job placement, welfare (social work), legal services, health services, family counselling, group counselling, etc.

(vi)   **Reading and language education**

The illiterate youth or adult has a need for

-     the development of language, reading and communication skills;
-     bilingual education (with regard to the dominant language or languages of the society);
-     basic literacy.

The rendering of assistance to the milieu-deprived individual over the total spectrum of education means learning to learn, and learning to read, for the sake of his academic achievement, career opportunities and social improvement, and to better his quality of life.

(vii)   **Curricular innovations**

The emphasis here is on the introduction of innovations in the curriculum to adapt and improve the education of the milieu-deprived child.

Compensatory education programmes must be adapted to the cultural background, learning needs, and learning style of the milieu-deprived child with regard to the means and methods of these programmes. The child must, for example, be taught by inductive didactical strategies (progressive movement generalising from particular instances to the general entirety).

School instruction must be enriched by extra-curricular experiences, such as excursions, counselling, recreation, etc. The parents must also be involved and support the school progress of their child.

(vii)   **Extracurricular innovations**

The formal education of the school must be supplemented by a variety of extramural activities that are practised in the family, the school and the community. There is a need to create new learning opportunities - formal and informal, such as re-creation, sport, clubs, study, music, hobbies, excursions, exhibits, self help, socio-cultural and education forming and enrichment, youth work and youth societies, housekeeping and craft courses, counselling, libraries, the presenting of educational films, video cassettes, radio and television, agricultural training, vocational training, apprenticeship, literacy education, community services, etc. Thus activities must be established for the specific learning needs of a specific community.

(ix)   **The recruitment and training of teachers**

Teachers must be specially trained for compensatory

education. The teacher must have a proficiency in special skills, cognisance of, and an understanding for the milieu-deprived child. The following training possibilities can be mentioned:

- courses in compensatory education (training at colleges and universities)
- in-service training
- crash courses
- orientation courses
- correspondence courses
- vacation courses.

Possible main subjects for training in compensatory education are the following:

Educational Psychology, Sociopedagogics (with special focus on milieu-deprivation and education), method of teaching, study of interpersonal-relations, community study, culture study, language study, Transcultural Education, Cultural Anthropology, Non-western Sociology, etc.

(x)   **Parent involvement**

The parents of milieu-deprived children are also milieu-deprived. They are generally ignorant, negative and unsupportive towards the school. The child would better its achievement at school if the parents were involved in its school activities. The parent must be involved in the school as a parent, a learner and a service worker. Parent involvement can be established through home visits by teachers, interviews with parents, school visits, parent meetings, parent education, adult education, informal education, etc.

Through parent education, the parents are

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enlightened and informed so that they are able to fulfil the following tasks: family education, family care, helping the child toward school readiness, supporting school activities, educating and supporting the child for the attaining of an adequate achievement at school, etc.

Parent involvement is coupled with community services and school services (for example libraries, sport, recreation, pupil clubs, school nutrition) and to family programmes (health counselling, education, study, care) - the community school thus helps the family with its problems.

(xi)   **Community involvement**

Compensatory education is concerned with the school and the community, which work together with regard to educational and developmental needs: *"to turn the community into a school and the school into a community"* (Halsey). Facilities such as the buildings, equipment, libraries and sports fields of the school are available to the whole community and likewise that of the community to the school. A compensatory education strategy in a specific community is realised in the form of a comprehensive urban or rural community project. The school becomes a community school and extends its task and influence to fulfil a community function. The comprehensive family-school-community programme of the community learning centre offers the following services: community education, community development services, community counselling, life-long education, etc. - and thus creates non-formal and informal educational services.

(xii)   **Special services and special personnel**

In any compensatory education infrastructure special services and facilities must be offered in conjunction with the functions of the following supportive personnel:

-       **Special teaching personnel:**

Teachers for compensatory education, that are specialised in for example, pre-school education, technical education, domestic science, literacy education, remedial teaching, etc.

-       **Special services personnel:**

Doctors
library personnel
dentists
curriculum experts
school nurses
educational technologists
dieticians
school guidance counsellors
school psychologists
career guidance counsellors
psychiatrists
community counsellors
phychometrists
family counsellors
school welfare officers
health counsellors
culture officials
community organisers
recreation leaders

-       **Non-professional personnel:**

Assistant teachers

liaison officers (for example family-school and school-community coordinators)

student teachers

parents

clerks

supervisors for feeding and playgrounds.

The ideal is a **community school** or **community centre** in a specific milieu-deprived community, where all these aspects of compensatory education can be realised. An existing school in a community can for this reason be transformed into a community school. This will be the ideal centre for the many family-school- and school-community-connections that are necessary for such a compensatory infrastructure.

It must be emphasised that the problems and handicaps of the milieu-deprived child and his parents cannot be alleviated by a single programme or category of programmes. Compensatory education is an ecological intervention, in other words, a total change on transformation of the milieu, for the child and his educators. In a total, comprehensive compensatory strategy, that includes many educational and social services, all factors in the milieu deprived situation of the child and his parents must be calculated, and assistance must be aimed at the child, the family, the school and the community.

-       **Community development strategies**

Community development is defined by Unesco (1971:2) as follows: *"The term community development has*

come into international usage to connote the processes by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to national progress. This complex of processes is then made up of two essential elements: the participation by the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative; and the provision of technical and other services in ways which encourage initiative, self-help and mutual help and make these more effective. It is expressed in programmes designed to achieve a wide variety of specific improvements".

In the light of this definition, the definition of **community development** can be formulated as follows: **Community development** is actualised in the form of practices, projects, programmes and development tasks -all of which include two elements viz. involvement and participation by individuals and groups of the community, and the provision of basic services such as health, recreation, housing, family planning, parent education, agricultural production, nutrition, and consumer economics. In this context education and training should include interalia literacy education, job training, training for cottage and small industries, management and civic training. Two preconditions for the actualisation of **community development** are that these projects, programmes etc., should be community based and that the provision of the above-mentioned basic services should be related with and relevant to the developmental goals of the community.

The development goals of a community can be summarised as follows (Budd 1978:9-10):

-       All community development programmes should set out with the prime goal of benefiting human beings in their lives and in their communities, should be centred on man, and should be based on respect for the individual's worth, intelligence, and competence to solve his or her own problems.

-       The encouragement of self-help programmes that will stimulate community responsibility, initiatives, the making of choices, and finding free and responsible solutions.

-       Helping individuals to become more creative and productive, and making them aware of the utilisation and beneficiation of their natural resources.

-       The co-ordination of welfare actions and other service directed programmes on local and regional level.

-       The project services and organisations on a local level, which can raise the people out of apathy and marginality and help them to become collectively aware of their present situation and of the changes which they are actively involved in bringing about.

-       A global outlook which integrates all social, economic, cultural and political spheres.

The basic services for community development can be summarised as follows:

(i)   **Health**

Health care is an important service which can contribute to raise the quality of life in Third World communities. 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.

The objectives of health services can be seen as follows:

-       To develop a working vocabulary about health, especially for the accurate reporting of symptoms and following a doctor's directions in applying treatment.

-       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.

-       To understand federal control of various drugs and items for health protection and to understand how public reaction influences this control (Di Perna 1982:10)

Other health-related projects in the community could be:

-       garbage collection
-       toilet construction
-       drainage improvement
-       home nursing
-       practical nursing
-       health education

(ii)   **Recreation**

This service should include sport, hobbies, dancing, music, clubs, excursions, exhibits, youth work and youth societies etc., and should be designed for

leisure-time recreation. The objectives of this service are to teach the following:

- Rules of the different games.
- The value of participating in games.
- The importance of having hobbies.
- The use of constructive leisure-time (Groenewald 1986:72).

(iii) **Family planning**

Family planning programmes are usually channelled through the health care system. According to "The Human Option" (1985), 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).

(iv)   **Parent education**

This service should include parent study groups, classes dealing with social and psychological aspects of parenthood and family life, child care and child development counselling, family relationships, pre-marriage problems and home and school relationships.

Groenewald (1986) sees the objectives of parent education as the following:

-       To help parents to understand and participate in the educational, physical and psychological development of their children.
-       The necessity of maintaining family discipline by the parents.
-       Parents' understanding of the needs of their children.
-       The handling of family decision-making on important matters.
-       Coping with matters such as death by the parents.
-       Coping with conflict-resolution in the family.
-       Acceptance of the values and beliefs of the parents by children.

Other topics for parent education could include the following:

-       Constructive relationships within the family.
-       The standard of and requirements for good physical growth.
-       Habit formation.

- Emotions and attitudes.
- Play.
- Play equipment.
- Toys.
- Books.
- The use of money.
- Sex education.

(v) **Agricultural production**

According to Berstecher (1985), Third World communities must be taught the skills that are related to the various aspects of the agricultural production cycle, including the storage, processing, and marketing of agricultural produce.

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

- labour-saving agricultural equipment;
- use of chemical fertilisers and pesticides;
- expansion of irrigation systems;
- provision of agricultural credit;
- raising crops and animals;
- food storage.

(vi) **Nutrition**

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).

(vii)   **Consumer economics**

The goal of this service is to manage a family economy and to demonstrate and awareness of sound purchasing principles.

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

- 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).

(viii)   **Housing**

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 (1986:7) *"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:

-       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.

-       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 sewage.

-       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 three 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"*.

- Awareness of new building technologies and materials.

- The use of what is locally available.

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, and training for cottage and small industries, as well as management and civic training:

(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:

- **Occupational Knowledge:**

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

-       Consumer Economist:

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

-       Health:

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

-       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.

-       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.

(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 instill 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 group 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 etc. (Peers 1972:285).

All the above-mentioned practices, projects, programmes and development 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.

-       **Development communication strategies**

Development communication can be seen as the use of communication media including radio and television, in helping to develop milieu-deprived communities and population groups.

The following are the four major objectives of development communication:

-       to motivate the milieu-deprived population
        (to promote interest and involvement);
-       to inform the milieu-deprived population
        (e.g. news, information on the availability of welfare services, etc.);
-       to educate the milieu-deprived population
        (cognitive skills and job skills);
-       to bring about behavioural changes in the milieu-deprived population
        (e.g. with regard to family planning, nutrition, agriculture, health) (Jamison and McAnany 1978:11).

The following strategies for development communication can be implemented in milieu-deprived communities:

-       the open broadcasting strategy

-        the broadcasting campaign strategy
-        the organised group strategy
-        the two-way communication strategy
-        the multi-media strategy.

In the literature on educational broadcasting, the following development communication strategies are described, illustrated and evaluated (cf.Jamison et al 1978:66-96; Jurgens et al 1979; Kaye and Harry 1982:20-29 and Spain et al 1977):

(i)   **The open broadcasting strategy**

         This strategy embraces a wide variety of experiences, which emphasise the message that must be conveyed.

         The characteristics of an open broadcasting project are the following:

-        It must be message-centred (the quality and appeal of the message).
-        It must reach people in the home situation.
-        It must endeavour to motivate and convey a small amount of information at a time.
-        It must be directed at a simple behavioural change.

The educational television programme, "Sesame Street" in the USA, is a good example of such an open broadcasting programme. Other examples are the **novelas** in the Latin American countries that draw a vast audience. Educationalists are of the opinion that this **novela**-format is an excellent teaching medium. A similar television series in Brazil is extremely successful with its presentation of an adult basic education programme. The most popular radio programme in Kenia during 1975 was on health care. In Equador, the Phillipines and Nigaragua

experimentation is being done with messages which resemble the form of advertisements, in an attempt to improve the nutritional habits of these poor countries.

If the programmes succeed in arousing the interest of listeners/viewers, a vast audience can be drawn from the rural areas of developing countries.

(ii)   **The broadcasting campaign strategy**

Characteristics of this strategy are the following:

- concentration of efforts during a relatively short period;
- focusing on reaching one or a few well defined aims with a wide appeal;
- attempting to motivate and involve as much of the population as possible;
- organising audiences during the campaign period;
- having a long planning period before the campaign, as well as multi-institutional co-ordination to ensure the success of the campaign. Planning should include the following: defining the aim of the campaign, preparation of texts and broadcasting material, publicity campaigns via the mass media, recruiting and training group leaders;
- emphasising the role of public support for the aims of the campaign;
- employing the media for publicity;
- organising study groups with trained leaders;
- distributing printed supportive material (texts, manuals, etc.);
- developing a series of regular programmes once or twice a week.

The Tanzania Radio Campaign is an example of a successful broadcasting campaign. In this campaign the radio programme

is combined with a correspondence course which is aimed at reaching the rural adult population. Radio study groups are frequently formed. They operated for a period of two to three months, instructing the rural population on important social issues, e.g. with regard to an election system, political rights and obligations, and a health campaign (Man is Health -1973), which involved 75 000 groups and approximately two million rural adults. The emphasis was on study and follow through action. In the evaluation of the results of the health campaign (by means of cognisance tests) it was evident that health cognisance was up by 47%; in terms of community action, 750 000 sanitary amenities were built and action was taken on water purification and the combating of insects. There was a 60% improvement in other health related practices. In this broadcasting campaign the radio was integrated with learning experiences that had a meaningful influence on the rural population.

(iii)   **The organised group strategy**

This incorporates a combination of the following three practices:

-        regular broadcasting messages,
-        printed supportive material,
-        organised groups that regularly get together to listen to, or view broadcasts, discussing the contents, sharing the group learning experience and coming to a group decision and/or action.

Two examples of an organised listening group strategy are the following:

(a)   **Radio schools (Latin America)**

The emphasis here is on the following:

- The role of the group leader (he motivates the group, handles the text material, answers questions and delivers feedback);

- Commitment to relevant adult education: literacy education, health practices, community organisation, informal education, agricultural practices, and the bettering of quality of life;

- The functioning of groups on a permanent basis, unlike the groups in the broadcasting campaign that got together on an ad hoc basis and functioned only for the duration of the broadcasting campaign;

- A group learning approach with regard to learning needs, learning objectives, and multi media instruction methods (radio, printed textbooks, newspapers, group discussions and audio-visual aids);

- The radio school is directed at the concrete problems of the community.

(b)   **Radio Farm Forums**

These listening groups are strongly directed at group decision-making and group action; they are also known as discussion-decision groups (farmers in Canada, Asia and Africa).

Radio forums are concerned with the following:

- radio is the single mass medium with the ability to reach the biggest population;

- radio must be supplemented with other media, such as printed and audio-visual material;

- radio has the advantage (above television) of being able to reach specific rural communities in their own language;

- an integrated covering of a few themes over a short period seems to be more affective;

- radio forums are effective for literates as well as illiterates;

- radio forums are more effective when trained group leaders are used;

- radio forums are adaptable to group experiences and cultural preferences;

- feedback on radio forums helps to identify rural needs;

- radio forums show more positive results concerning learning experiences and action in groups, than those of the individual listener;

- radio forums must be integrated with community development strategies.

(iv)   **The two-way communication strategy**

Radio and television are one-way media. A two-way communication system is advantageous for reaching development aims that require a direct participation by rural inhabitants, or instant feedback.

A few examples of a two-way communication strategy are the following:

- In a health project in Alaska a two-way radio system is used between health care personnel in remote towns and the doctors in a district hospital (for consultation);

- Red Indians in Canada use a two-way radio system for community administration, exchange of news, contact between individuals and communities;

- In Malawi a two-way radio system is used by informal study groups for an agricultural development project (the groups ask questions and problems via the radio to the radio teacher).

(v)   **The multimedia strategy**

This strategy is a combination of educational broadcasting, distance teaching methods, local tutoring and counselling. Here the emphasis is on the gaining of learning experience by individuals and groups, in the skills of reading, writing and arithmetic and social training (life experience and occupational skills). The above-mentioned combination is an effective way of reaching groups that otherwise would not be reached.

The following major components of a multimedia strategy must be combined in an integrated multimedia approach:

-       personal contact (study groups, self-help groups, action groups, personal tutoring and counselling)
-       printed learning material for self-study
-       newspapers
-       radio broadcasts
-       television broadcasts
-       audio-visual aids (films, video cassettes, and tape recordings)

Guidelines for a multimedia strategy are the following:

-       Multimedia educational projects for milieu-deprived population groups must create circumstances that will encourage them to help themselves and to accept responsibility for their own situation.

-       Programmes must be relevant in terms of aims, style, content and approach with regard to the problems, situations and needs of the participants.

-       In the initial planning of a new multimedia project,

the following aspects must be taken into consideration: What is the primary mode of learning? (self-study, tutoring on a group/individual basis). Is it a media-based project or a media-supported project? What will the primary result of the project be? (Functional objectives, a diploma or certificate, community action).

-   New projects must utilise and extend existing provisions, as well as utilise persons who are already working with milieu-deprived groups.

According to the literature used for this study, it appears that an integrated multimedia strategy is the most effective means of meeting the objectives of development communication. Multi-channel communication is more effective than single-channel communication. Educational broadcasting is more effective if it is supplemented by activities (discussions, decision making and action) of study groups under the leadership of a trained group leader. Besides the use of other media and means, for example the press and audio-visual aids (films, video cassettes, tape recordings), it seems that the following components are usually included in a combined and integrated multimedia strategy:

-   organised study groups under the leadership of group leaders (teleclubs, self-help groups, action groups, informal study groups, interest groups, radio listener groups, etc.);

-   printed supportive material (also self-study material);

-   radio- and/or television broadcasts.

In Chapter 3 the feasibility of integrating the three types of strategies, namely compensatory education, community development and development communication will be investigated, in an attempt to alleviate the problem of milieu-deprivation in Third World communities.

1.4   Statement of the problem

In the light of the preceding introduction, conceptualisation and demarcation of the field of investigation, the problem of the present study can be presented as follows:

What is the nature and potential of an integrated strategy for non-formal education and development to alleviate the problem of milieu-deprivation in Third World communities?

1.5   Central theoretical thesis

The researcher will attempt to verify the following central theoretical thesis in this study:

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.

1.6   Research method

The present study can be described as basic, theoretical research. It is a descriptive research investigation in order to obtain an overview of the concepts of the study, namely, compensatory education, community development and development communication strategies for non-formal

education and development.

A comprehensive study of relevant literature was made to achieve a structured formulation of the concepts. Sufficient information was obtained for designing a model that integrates the three strategies into a comprehensive strategy, answering the problem question of the study and verifying the central theoretical thesis.

1.7   Aim of the study

The aim of the present study 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 investigation forms part of a comprehensive research project on non-formal education that is being undertaken by the Research Unit: Non-formal Education of the Faculty of Education at the University of Pretoria, under the directorship of Prof L P Calitz.

1.8   Programme of the study

After the preceding orientation and statement of the problem in connection with the investigation, the programme of the study is as follows:

In Chapter 2 a number of learning need structures are investigated in order to give an indication of the broad spectrum of learning needs that exist among socially disadvantaged individuals and groups.

Chapter 3 deals with the nature and extent of community education, particularly in connection with the objectives, components, agencies and provisions thereof. The researcher is going to investigate the way in which the community

education process can be implemented with the view to integrate the programmes, practices, projects and activities of compensatory education, community development, and development communication strategies.

In Chapter 4 the findings of the study are summarised and distinct recommendations resulting from the study are made.

CHAPTER 2

LEARNING NEEDS OF THIRD WORLD COMMUNITIES

2.1   Introduction

What has happened in modern society to confront traditional
education with demands for change? According to Wedemeyer
(1981:35) modern society has experienced the following:

a.   a population "explosion",

b.   a knowledge "explosion",

c.   an increase in the complexity of all facets of life,

d.   an increase in the educational requirements of
        almost all occupations,

e.   an acceleration of the rate-of-change in nearly all
        occupations, particularly as related to job-
        knowledge technology,

f.   an increase in the probability that substantial
        numbers of workers of nearly all classes must face
        periods of personal obsolescence during their
        lifetimes - obsolescence which will not be removed
        without personal retraining or re-education,

g.   an increased mobility of almost all citizens - an
        advantage in following certain job or educational
        opportunities, but a disadvantage in that the mobile
        seeker of opportunity is a disenfranchised citizen
        who has lost his roots in a community, who may now
        become a person without strong social, religious,
        political, economic, or educational ties to a
        "place" or a culture,

h.   an increase in the number of learner groups that
       must be served by education, as a result of social,
       economic and technological changes that have in
       recent years brought to women greater freedom from
       home and family duties than ever before, and to some
       men, periods free from the necessity of gainful
       employment,

i.   in addition, members of sub-cultures within our
       society, have special needs that may not be met by
       conventional instruction, but cannot become useful
       members of society without adequate education.

Coombs (1985) states that the most prolific breeder of new
human learning needs throughout the world since World War
II has been development itself.   By development is meant
different forms of technological, social, economic and
cultural changes and advances.   He says: *"Although the
aggregate increase in the number of learners has clearly had
a sizable impact on world educational requirements, it seems
evident that the increase in the lifetime learning needs of
the average learner resulting from these dynamic development
factors has been an even greater cause of the explosive
growth of overall learning needs"* (1985:57).

The changed context of education has presented society with
new categories of learners, new needs, new subject matter,
and new educational objectives.

2.2   Learning needs of Third-World communities

By using relevant literature and presenting a number of
learning need structures, an attempt will be made to give
an indication of the broad spectrum of learning needs that
exist among socially disadvantaged individuals and groups.

2.2.1 The learning needs of socially disadvantaged adults

According to Kaye and Harry (1982:9-10) it would seem that the following areas are of relevance:

- **functional literacy and numeracy skills**, related in the first instance to everyday needs of a practical sort (reading newspapers, following instructions, filling in forms, keeping account of household expenditure, shopping, etc.)

- **social coping skills** needed to survive in, and overcome the complexities of modern society (in, for example, seeking employment, finding out one's rights in housing, social services, health care, and taking action to obtain them)

- **parental and family education** aimed, for example, at helping parents to understand and participate in the educational, physical, and psychological development of their children

- **consumer education and domestic economy**, aimed at helping people to learn for themselves how to go about getting the "best buy" for the goods and services which they require, and at providing information and guidance on, for example, balancing a housekeeping budget, and at carrying out basic repair and maintenance tasks in the home

- **community education:** provision of help and information which will enable members of a community as a group to take actions to improve their situation through mutual co-operation (e.g. action to obtain improved health, educational, and employment provision)

- the raising of levels of awareness about existing
  opportunities for formal and non-formal education
  and for professional and vocational training,
  including the breaking down of any psychological
  barriers which seem to prevent many members of
  disadvantaged groups from using the existing
  provisions

- preparation for vocational and professional training
  associated, for example, with re-conversion to new
  or different employment sectors

- provision of elementary and secondary education
  equivalent facilities in specific subjects for
  adults who, for whatever reason, missed out on
  schooling provision during their childhood.

2.2.2 Social learning needs of Black adolescents in South Africa

Groenewald (1986:71-72) did research to identify the social
learning needs of Black adolescents in South Africa. The
priority order of learning needs are grouped together per
category:

A   Communication between parents and children

- Motivation by the parents on the importance of a
  good education
- To understand the expectations of parents
- The necessity of maintaining family discipline by
  the parents

An interesting feature in this category is the adolescents'
first choice of the "motivation by the parents on the
importance of a good education". The second choice
illustrates the communication gap between parents and
children. The remaining choices emphasise the need of young

Blacks for better guidance by their parents on various matters.

B   Technological Skills (learning more about)

- To improve one's general scientific knowledge
- How to drive a car or motor cycle
- How to use computers
- Computers in general
- Electricity

C   School-based programmes

- Study methods
- Prescribed books at school
- Language courses
- Biology
- Physics and Chemistry
- Mathematics
- Accountancy
- Geography
- History

The need for sound study methods is an important factor in achieving academic success. One possible reason why prescribed books are rated very highly may be the use of prescribed books in the official languages and the difficulty for Blacks to understand the cultural milieu of these books.

D   Personal development

- Personal rights, privileges and responsibilities
- Development of self-image
- Self-defence
- Understanding oneself (aspirations and expectations)
- Personal relations

- Greater involvement in the community
- Understanding one's fellow men
- Social etiquette
- How to handle retarded people
- Marriage

In this category personal rights, privileges and responsibilities were the first choice. It is probably the rate of change in the Black communities that is the underlying motivation for this choice. The development of a self-image, the second choice, forms and integral part of a search for identity.

E   Financial matters

- How to save and spend money responsibly
- How to draw up a budget
- Conditions of service (e.g. pension fund, unemployment benefits, etc.)
- Insurance: its nature and functions
- What the informal business sector is
- What the small business sector is

F   Prevention of crime

- Abuse of liquor
- Assault and murder
- Abuse of drugs
- Theft
- Rape
- Arson

G   Individual care

- How to improve personal hygiene
- Skin and hair care
- Latest fashions

-        Make-up

Adolescents are usually concerned about what other people think about them, which is probably why personal hygiene is rated as first choice. The rest of the items are not considered very important compared to other learning needs.

H   Vocational guidance

-        Different   types   of   professions   and   their requirements
-        Selection of school subjects for various professions
-        Background information about various professions
-        Information about university and technikon training
-        Information about other training possibilities

I   Informal educational programmes

-        How to improve quality of life
-        Road safety
-        Disciplining of children
-        Taking care of children
-        Different cultures in South Africa
-        The nature of wild life
-        Historical events in South Africa
-        Unemployment
-        Foreign countries
-        Cars and aeroplanes
-        Mining and the processing of minerals
-        Historical buildings in South Africa

J   Domestic affairs

-        How to buy good clothes and shoes
-        Cooking
-        Housekeeping
-        Gardening

-     Repair of domestic appliances
-     Sewing
-     Woodwork
-     Welding

K   **Health matters**

-     Family hygiene
-     Prevention of diseases
-     Nutrition
-     Community hygiene
-     Identification of diseases
-     Immunisation
-     Baby care
-     Family planning

L   **Professional help**

-     Where to get medical advice and treatment
-     Where to get legal advice
-     Where to get psychological advice and treatment

M   **Music (learning about)**

-     Modern music (jazz, soul)
-     Pop music (rock)
-     How to play various musical instruments
-     Classical music (symphony orchestra)
-     Choral music (choirs)
-     Traditional music

N   **Recreation and leisure time**

-     How to use leisure time constructively
-     Learning about hobbies
-     How to take care of pets

O   Political programmes

-        How to improve Black education
-        Problems in the Black community
-        Current affairs
-        Political developments
-        Relations between Blacks and Whites
-        Unrest and violence

P   Sport

-        Rules of different games
-        Value of participating in games

Q   Religious programmes

-        Learning about the Christian religion
-        Bible stories
-        Learning about non-Christian religions

R   Improvement of community facilities

-        Clinics
-        Libraries
-        Housing
-        Sport facilities
-        Parks
-        Roads

Groenewald (1986:74) went further and listed the twenty most
important learning needs, which are grouped together under
separate headings.

1   Education

-        Motivation by the parents on the importance of a
         good education

-     How to improve Black education

2   Self-development

-     Personal rights, privileges and responsibilities
-     Development of self-image
-     Self-defence
-     Understanding oneself (aspirations and expectations)

3   Professions and training

-     Different types of professions and their requirements
-     Selection of school subjects for particular professions
-     Background information on particular professions
-     Information about university and technikon training
-     Information about training possibilities

4   Health matters

-     Family hygiene
-     Prevention of diseases
-     Where to get medical advice and treatment
-     Nutrition
-     Clinics
-     Community hygiene
-     Identification of diseases
-     How to improve personal hygiene

5   Quality of life

-     Libraries
-     How to improve the quality of life
-     Housing

6   Current problems and affairs

-        Problems in the Black community
-        Where to get legal advice
-        Current affairs

2.2.3 Basic goals and skills that are important for functional literacy

Di Perna (1982:9-10) reports on the University of Texas study on adult competency and lists basic goals and skills that are important for functional literacy:

Occupational knowledge

-        to identify sources of information (for instance, radio broadcasts, newspapers, and so on) that may lead to employment,
-        to be aware of vocational testing and counselling methods that can help prospective employees to understand their job interests and the necessary qualifications,
-        to know attributes and skills that may lead to promotion.

Consumer Economics

-        to manage a family economy and to demonstrate an awareness of sound purchasing principles,
-        to be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations,
-        to be aware of the principles of comparison shopping and to be aware of the relationship between price and quality of different brands, and between "first" and "second" quality, and to be able to substitute economy for quality (and vice versa) according to

personal need,

- to collect information about different types of insurance and to be able to select the best insurance for the individual and his or her family,

- to know the recourses that are available to the consumer in the face of misleading or fraudulent products, service claims or tactics.

Health

- to insure good mental and physical health for the individual and his or her family,

- to develop a working vocabulary about health, especially for accurate reporting of symptoms and following a doctor's directions in applying treatment,

- to understand how basic safety measures can prevent accidents and injuries and to recognise potential hazards, especially hazards related to home and occupational safety,

- to understand federal control of various drugs and items for health protection and to understand how public reaction influences this control.

Government and Law

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

Community Resources

- to understand that community resources, including transportation systems, are used by individuals in a society to obtain a satisfactory lifestyle,

- to understand how and when to apply for community

services, such as Social Security, Medicare, Medicaid, and Supplemental Security Income,

-       to be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints,

-       to develop a familiarity with transportation schedules and to calculate fares.

2.2.4   Educational programmes according to personal needs

Lowe (1975:55) presents the following classification of educational programmes according to personal needs, which has been widely invoked, as relevant in most circumstances:

Remedial education

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

Education for vocational, technical and professional competence

-       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

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

Education for civic, political and community competence

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

education, etc.

Education for self-fulfilment

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

2.2.5 Minimum essential learning needs of rural children and teenagers

Coombs (1985:54) states that the following essential
learning needs are defined within a particular society, and
that the details would differ and would have to be defined
in terms that are adapted to local conditions:

-        **Positive attitudes,** towards cooperation with one's
        family and fellow human beings, towards work and
        community and national development, and, not least
        of all, towards continued learning.

-        **Functional literacy and numeracy,** sufficient (a) to
        read with comprehension a national newspaper or
        magazine, useful agricultural, health, and other
        "how-to" bulletins or manufacturers' instruction
        sheets; (b) to write a legible letter to, for
        example, a friend or to a government bureau
        requesting information; and (c) to handle important
        common computations, such as the measurement of land
        and buildings, agricultural input costs and
        revenues, interest charges on credit, and rental
        rates on land.

-        **A scientific outlook and an elementary understanding
        of the processes of nature** in the particular area,
        as they pertain, for example, to health and

sanitation, raising crops and animals, nutrition, food storage and preparation, and the environment and its protection.

- **Functional knowledge and skills for raising a family and operating a household,** including the essential elements of protecting family health, family planning where appropriate, good child care, nutrition and sanitation, cultural activities and recreation, care of the injured and sick, intelligent shopping and use of money, making clothes and other consumption goods, house repairs, and environmental improvements, and growing and preserving food for family consumption.

- **Functional knowledge and skills for earning a living,** including not only the skills required for a particular local occupation, but also knowledge of a variety of locally useful common skills for agriculture and non-farm use.

- **Functional knowledge and skills for civic participation,** including some knowledge of national and local history and ideology; an understanding of one's society; awareness of government structure and functions; taxes and public expenditures; available social services; rights and obligations of individual citizens; and principles, aims, and the functioning of cooperatives and local voluntary associations.

2.2.6 A need structure: Community Education for Community Development

Boone et al (1981:232) extend the concept community education to the concept community education for development. They present the following as needs and

interests of socially disadvantaged individuals and
population groups, and also suggest the mode of education
through which each of the needs can be met:

Table 1 - Community Education for Development

Needs and Interests		Modes of Education	

Political Subjects	Government
	Law/Legal matters
	Crime Prevention
	Community
	  Leadership
	International
	  Affairs
		Formal	Socialisation
			Citizenship training
			Career Preparation
			Intellectual
			  Development
			Basic Skills
			Credentialing

Culture	Arts Forums
	Festivals
	
	Crafts
	Community Theatre
	History
	Human Relations
	Ethos (Philoso-
	  phical, Spiritual)
		Non-formal	Continuing Education
			Apprenticeships and
			  On-the-Job Training
			Community Problem-
			  Solving and
			  Development
			Projects Regarding
			  Needs and Interests
			  of Special Groups

Economics	Home Management
	Industrial Develop-
	  ment
	Business and
	  Commerce
	Employment
	Occupational
	  Training
	Career Education
	Consumer Economics
		Informal	Family Life
			"Neighboring"
			Community Events
			Social Groups

Health	Sanitation Family Planning Nutrition Physical Fitness First Aid Preventive Medicine		

2.2.7 The need to learn problem-solving skills

Fletcher et al (1980:91) say that instead of learning to memorise information selected by the teacher, today's student, of any age, needs to learn among other skills, the following:

1   Identifying a problem, i.e. finding out what needs to be known and done in an area where an impasse has occurred.

2   Devising strategies for solving a problem.

3   Retrieving information necessary to any strategy. This may involve the use of a whole range of resources, printed, visual, or most frequently, other people.

4   Classifying and collating information to form hypotheses.

5   Testing and modifying hypotheses until a working solution is found.

6   Getting things done so that the strategy, planned in this way, is put into action.

2.2.8 Learning needs of individuals at various stages in their lives

Calver and Farnes (Kaye and Harry 1982:89) describe the following learning needs within the Open University Community Education programme:

| Learning needs in the Community Education Programme | |
Learning needs in the illustra-tive stages of adult life:	Learning needs in the illustra-tive concerns for each role:
Being single	**Parent Role:**
Getting married	Child Development
Planning Families	Happy Families
Pregnancy and Birth	Adoption and Fostering
Babies	Schools
Preschool child	**Employee Role:**
Childhood (5-10 years)	Starting work
Adolescence	Women returning to work
Marriage Problems	Job Change
Middle Age	Unemployment
Planning Retirement	Retirement
Retirement	**Consumer Role:**
Old Age	Consumer Decisions
	Energy in the Home
	Health Choices
	Food
	Money
	Housing
	Transport
	Citizen/Community Role:
	Governing Schools
	Community Advisers
	Local Councillors
	Race Relations

2.2.9   **The learning needs of Whites, Coloureds and Indians in the R.S.A.**

Calitz and Van Schalkwyk (1986:118) undertook a need survey in the above-mentioned population groups of South Africa and structured the following learning needs:

1   **Education and Training**

        child-rearing
        parental involvement
        school readiness
        learning problems

2   **Law Programmes**

        family law
        contractual law
        court procedures
        commercial law

3   **Recreation and leisure time**

        dexterity
        hobbies
        sport
        holidays

2.2.10 **The formal and non-formal educational needs of the community of Atlantis**

Kamper (1986:64-65) undertook an educational need survey in the community of Atlantis and found the following needs:

1   **Counselling themes (in order of preference)**

        Drugs / alcoholism
        How to work with money

Career guidance

Marriage enrichment

Family planning

Child care

First aid

Hirepurchase contracts

Road safety

Caring for babies

Nature conservation

Insurance and Wills

Taxes

Investment

2   **Indoor sport/physical development/dance classes in order of preference)**

Fitness programmes

Gymnastics

Karate/Judo

Table tennis

Modern dancing

Squash

Ballet

Volleyball

Spanish dancing

2.3   A comprehensive summary of learning needs

In the light of the preceding recorded learning need structures, the following can be regarded as the most important categories of learning needs that exist in socially disadvantaged communities:

2.3.1 Functional literacy and numeracy skills

This need was found to be relevant to the socially disadvantaged adult as well as rural teenagers and children.

These skills relate to everyday needs of a practical sort like reading newspapers; following instructions; filling in forms; shopping; etc.

2.3.2 Parental and family education

Some guidelines for parental and family education: Helping parents to understand and participate in the educational, physical and psychological development of their children; coping with babies; child-care; family planning; family relations; marriage enrichment and school readiness.

2.3.3 Consumer education

Some aspects of importance are: To be able to count and convert coins and currency; to be aware of the relationship between price and quality among brands; types of insurance, its nature and functions; how to draw up a budget; helping people to learn for themselves to go about getting the "best buy" for the goods and services they require, and hire purchase.

2.3.4 Domestic education

Domestic education is aimed at providing information and guidance on balancing a housekeeping budget; carrying out basic repairs and maintenance tasks in the home; housekeeping; cooking; sewing; environmental improvements, and growing and preserving food for family consumption.

2.3.5 Social coping skills

Socially disadvantaged adults need to survive in: The complexities of modern society such as seeking employment; finding out their rights in housing; social services, and taking action to obtain them; personal rights, privileges

and responsibilities; development of self-image; personal relations; understanding their fellow man; and social etiquette.

2.3.6 Raising levels of awareness about existing opportunities

This must be done for both formal and non-formal education and for professional and vocational training, including the breaking down of any psychological barriers which seem to prevent many members of disadvantaged groups from using such provisions as do exist.

2.3.7 Preparation for vocational, technical and professional competence

This can be associated with, for example, re-conversion to new or different employment sectors; skills required for a particular occupation; knowledge of a variety of useful common skills for agriculture and non-farm use; different types of professions and their requirements; background information on particular professions; information about university and technikon training; occupational guidance, and information about training possibilities.

2.3.8 Citizenship training

Promoting an understanding of society with regard to government and law, and to be aware of government functions, agencies, regulations; defining individual rights and obligations; public and international affairs; voting and political education; an understanding of one's society; available social services and the principle, aims and functioning of cooperatives and local voluntary associations; civic participation; insurance and wills; taxes and investments.

2.3.9 Health matters

Family hygiene; prevention of diseases; where to get medical advice and treatment; nutrition; identification of diseases; how to improve personal hygiene; sanitation; preventive medicine; to develop a working vocabulary about health, especially for the accurate reporting of symptoms and following a doctor's directions in applying treatment; to understand federal control of various drugs and items for health protection.

2.3.10 Recreation, leisure time and sport

How to use leisure time constructively; learning about hobbies; arts and crafts; music; arts; dance; theatre; literature and sports activities.

2.3.11 Community resources

To understand that community resources, including transportation systems, are used by individuals in a society to obtain a satisfactory lifestyle; when to apply for community services, such as Social Security, Medicare etc.; to be aware of people and agencies whose job it is to register and act upon citizen complaints.

2.3.12 Technological skills

How to drive a car or motor cycle; use of computers; know about computers in general; improve one's general scientific knowledge and the basics of electricity.

2.3.13 School-based programmes

This can include the following:

Study methods; language courses; drugs and alcoholism;

first aid; road safety; nature conservation; remedial education; prevention of crime; individual care and the processes of nature.

2.3.14 Educational needs

The following formal, non-formal and informal educational programmes can be presented to meet the needs and interests of socially disadvantaged individuals:

Formal educational programmes: socialisation; citizen training; career preparation; intellectual development; and basic skills.

Non-formal educational programmes: continuing education; apprenticeships; on-the-job training; community problem solving and non-formal development.

Informal educational programmes: family life; neighbouring; community events and social groups.

2.3.15 Problem-solving skills

The identification of a problem; devising strategies for solving a problem; retrieving information necessary for any strategy; finding a workable solution; putting the strategy into action.

2.4 Synopsis

From a review of the most important learning needs, it becomes evident which of those needs are specific to milieu-deprived individuals and communities. These learning needs can readily be accommodated in the integrated strategy that will be dealt with in the next chapter.

CHAPTER 3

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

3.1   Introduction

At the end of the previous chapter it was envisaged that a
set-up in which the three strategies can be integrated to
accommodate the learning needs of milieu-deprived
individuals and communities would be investigated. In view
of insights obtained up to now, it seems that a community
education set-up provides the most suitable infrastructure
for the integration of educational and developmental
strategies. The three strategies namely compensatory
education, community development and development
communication, can best be integrated in a community
education set-up, and this hypothesis will be investigated
in this chapter.

An attempt will be made to indicate that community education
is linked par excellence to community development, as
community development is one of the most important
components of community education, thus in dealing with
community education, one is dealing with a community
development strategy. An attempt will also be made to
indicate that a development communication strategy, with the
necessary facilities included in the infrastructure of
community education, can be organised and realised in this
form of education, and that a community education strategy
that is realised in a Third World community can also be
regarded as a compensatory education strategy. Such a
strategy must be compensatory by nature to compensate for
the deficiencies, backwardness and special needs of milieu-
deprived individuals and communities.

3.2 The community education set-up as infrastructure for the integration of educational and developmental strategies

3.2.1 Definitions of community education

Compare the following definitions of **community education**:

Cohen and Brawer (1982:257): *"... courses and activities for credit or noncredit, formal classroom or nontraditional programs, cultural, recreational offerings specifically designed to meet the needs of the surrounding community and using school, college, and other facilities"*.

Nisbet et al (1980:1): *"The last twenty years have seen a rapid growth of enthusiasm for the idea of community education - an educational structure which serves the educational, social and recreational needs of the whole population, adults as well as children. In the past, community education has often made use of school facilities, for meetings, for adult classes and lectures, for social functions and for recreation"*.

Clark (1977:6): *"Community education, simply stated, is an operational philosophy of education and system for community development"*.

Minzey and Le Tarte (Seay et al 1974:126): *"Community education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization"*.

Seay et al (1974:3): *"Community education - the process that achieves a balance and a use of all institutional forces in the education of all the people of a community".*

Pretorius (1989:2) condenses the above-mentioned definitions as follows:

- community education is a process
- community education is a philosophical concept
- all the educational agencies in a community are co-ordinated and utilised
- it provides as far as possible for all the educational needs of all the members of a community (adults as well as children)
- the school serves as a catalyst for community education
- all community resources are directed at the problems of the community
- the aim is to develop the community, to improve quality of life, and to achieve the optimal selfactualisation of the members of the community
- the facilities of the school (college) are utilised for a variety of activities (the community school concept).

In the light of the above-mentioned descriptions, the following comprehensive definition of **community education** is presented by Pretorius (1989:3): *"Community education is the educational process in which the provisions (services, programmes, resources) of all the educational agencies in a community are utilized 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".*

It is imperative at this stage to define the term **educational agency**: *"Any 'factor', intermediary person or*

group of people, organization or institute in society that facilitates education and learning" (Pretorius 1989:3). Thus community education has many "agencies" or "factors" that effect education and learning.

3.2.2 Objectives of community education

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

Social objectives

Society expects that the various educational agencies will carry out the following functions:

Transmitting culture, social reform, discovering new knowledge, rehabilitation of deviant individuals, making children into adults, individualisation, child care (whilst parents are working), sex education, controlling the labour supply, relating the individual to society, relating the individual to his physical environment, education of norms and values, etc.

Community objectives

Utilising resources to help people learn to solve problems that are common to them, for example, unemployment, the provision of recreation and the combating of crime.

Agency objectives

These objectives include the following:

Institutional functions of schools and colleges, providing for educational needs (for example career training).

Learner objectives

This includes: complying with compulsory education (children and youth), becoming more socialised, becoming more individualised, reducing personal uncertainties, and career guidance.

3.2.3   The nature of community education

Clark (1977:5-8) offers valuable insights into the concept of **community education**, as he indicates some misconceptions in connection with this concept:

General misconceptions of the concept **community education**:

(i)   Community education is defined as the after school and evening programme endeavors of school systems and/or community colleges: The school is open after hours for the use of members of all ages of the community. This is an important aspect of the concept, however it forms merely a small part of the total concept.

(ii)   Community schools and community education are synonymous: The community school focuses upon the school as a centre for various educational experiences. The **community education** concept focuses primarily upon the community as the source and centre of education, upon all its relevant institutions, agencies and organisations and on the people of the community. The school becomes essentially a place for co-operative planning of significant educational experiences in the community and for their reporting and evaluation.

In the education-centered community, contrasted to the community-centered school, teaching is an aspect

of many kinds of life activities rather than an exclusive, specialised occupation carried on primarily in educational facilities.

(iii)   Community education is a vehicle to deliver various forms of compensatory education designed to meet the specific needs of community members: Community education is not only for milieu-deprived communities - but for all the members of the community that can benefit by lifelong educational activities.   Community education is par excellence appropriate for milieu-deprived communities.

(iv)   Community education is a new concept, recently developed and enunciated: The current American concept of **community education** has developed out of three centuries of experience with schools and with non-school agencies that have performed various educational functions for the people of communities.

According to Kowalski (1987:52) the concept of **community education** implies the following:

-       It is a **process** (a method to mobilise a community in connection with its needs, problems, etc.).
-       It is a **product** (the actual educational programmes presented).
-       It has a **philosophical basis** (generating of values directed at co-operative efforts of the school and the community).
-       The part the **school** plays as primary educational agency, catalyst and focus point of community education.

Clark (1977:5-6) analyses seven of the most popular definitions of **community education** to determine common denominators:

- Community education is a philosophical concept which can be put into operation.
- Community education is not restricted to elementary and secondary school education.
- The purpose of community education is to serve the entire community, regardless of the age of potential participants or the nature of the learning experiences desired.
- Community member involvement in educational decision making.
- The importance of interagency co-operation and co-ordination.
- Community education emphasises community problem-solving by the efficient utilisation of all community resources - human, physical and financial.
- Educational curricula, programmes and services should be life centered.

Community education is a process, with a variety of programmes resulting from this process, in a social or educational milieu, whereby opportunities are created for people to gauge their needs, to identify their problems and to seek out solutions.

Compare the following statements:

Seay et al (1974:202):

"A community school ... involves an educative process by which the resources of a community are related to the needs and interests of the people. A key phrase in this statement is 'an educative process' ... The community school of today secures its impetus from man's new understanding of the power of education. Problems of people and of communities are being solved from day to day by appropriate use of community resources. The educative process is the force

which relates the resources to the needs. The result from this unique relationship is the solution of problems".

Hickey and Van Voornees (Seay et al 1974:202):

"The most important aspect of community education is not program but process. It is the relationship between these two terms which is fundamental to the concept of community education. The ultimate goal of community education is to develop a process by which members of a community learn to work together to identify problems and to seek out solutions to these problems. It is through this process that an ongoing procedure is established for working together on all community issues".

Fletcher et al (1980:55-57) declare the following with regard to the nature of community education:

Community education is a systematic way of looking at people and their problems. It is based on the following:

- that education can be made relevant to the needs of the people
- that the learner must be involved in decision-making with regard to educational programmes
- that education must have an impact on the community it serves.

The community education process promotes the maximal use of school facilities, study and the rendering of support in seeking out solutions to community problems, co-operation between the service agencies of the community and the strengthening of family unity through mutual activities. Community education is aimed at the fulfilment of human needs, the utilisation of community resources, leadership in the community, the involvement of all the members of the community, decision-making, etc.

The two main aspects of community education are thus:

-       **process** (change and development), and
-       **programmes** (resulting from this process).

"Through the expansion of community services, the coordination of existing agencies, maximizing the use of school facilities, and the involvement of people of all ages at all times, the process of developing a Community Education program strives toward the development of a 'Sense of Community', people working together to solve their own problems, needs, and wants" (Fletcher et al 1980:57).

Fletcher et al (1980:62) developed a general pattern of the concept of **community education** (as implemented in the U.S.A.) by means of a model (See Figure 1).

According to Fletcher et al (1980:59) each community expresses the community education concept in a different way. This is partially dependent upon the socio-economic status, cultural/ethnic make-up, and existing services within the community. Generally there seems to be a progression or level of sophistication which occurs. This can be graphically depicted. (See Figure 2).

FIGURE 1   *COMMUNITY EDUCATION CONTINUUM*

PROGRAMME *ORIENTED*

- DEVELOPMENT PROCESS
- IMPLEMENTATION PROCESS
- RECREATION
- ADULT EDUCATION
- PRE–SCHOOL PROGRAMMES
- SENIOR CITIZEN PROGRAMMES
- CAREER TRAINING
- BASIC EDUCATION
- YOUTH PROGRAMMES
- SPECIAL SEMINARS
- POLITICAL FORUMS
- VACATION PROGRAMMES
- ABUSE OF DRUGS AND ALCOHOL
- HEALTH/ NUTRITION PROGRAMMES
- YOUTH CRIMES
- FAMILY ORIENTED PROGRAMMES
- CHILD CARE
- MAXIMUM USE OF FACILITIES
- AGENCY CO–ORDINATION
- VOLUNTARY INVOLVEMENT

(REFERENCE POINT)

PROCESS *ORIENTED*

- INTEGRATION OF SCHOOL AND C.E.
- GOVERNMENT CONSORTIUM
- SOLUTION OF COMMUNITY PROBLEMS
- LEADERSHIP DEVELOPMENT
- CONSENSUS
- SOLUTION OF CONFLICTS
- PROBLEM–BASED
- PROVISION OF C.E. FACILITIES
- COMMUNITY ACTION
- CHANGE
- COMMUNITY DEMOCRACY
- SELFACTUALISATION

FIGURE 2   *LEVELS OF PROGRESSION*

INTERGRATING THE TOTAL
COMMUNITY WITH ALL ITS
FUNCTIONS

COMMUNITY DEVELOPMENT

CITIZENS INVOLVEMENT AND
PARTICIPATION IN
LEADERSHIP – DECISION MAKING –
SHARED POWER

INTERAGENCY COORDINATION,
COOPERATION AND COLLABORATION

LIFELONG LEARNING AND ENRICHMENT
ACTIVITIES

EXPANDED USE OF SCHOOL FACILITIES,
COMMUNITY SCHOOLS AND COMMUNITY CENTERS
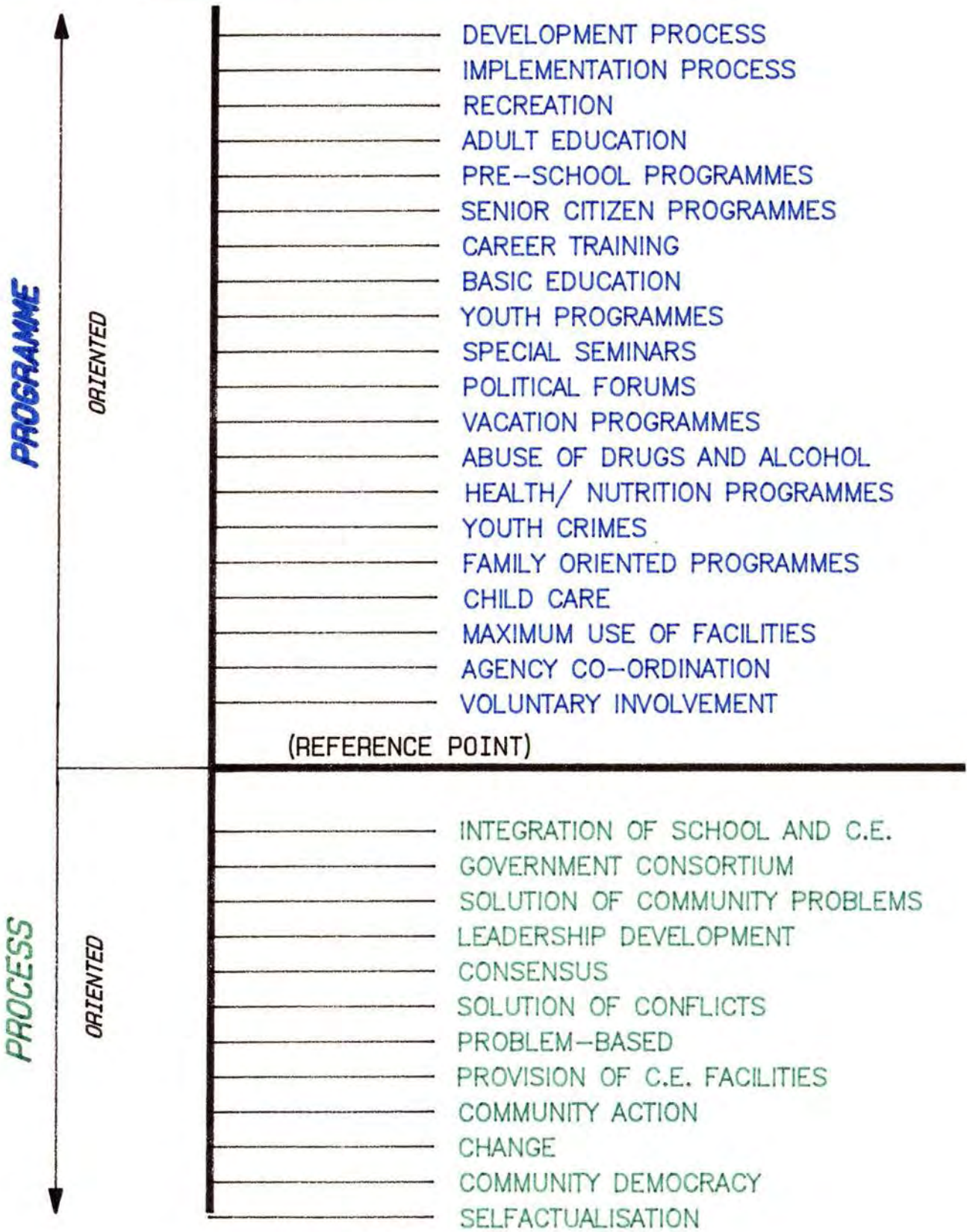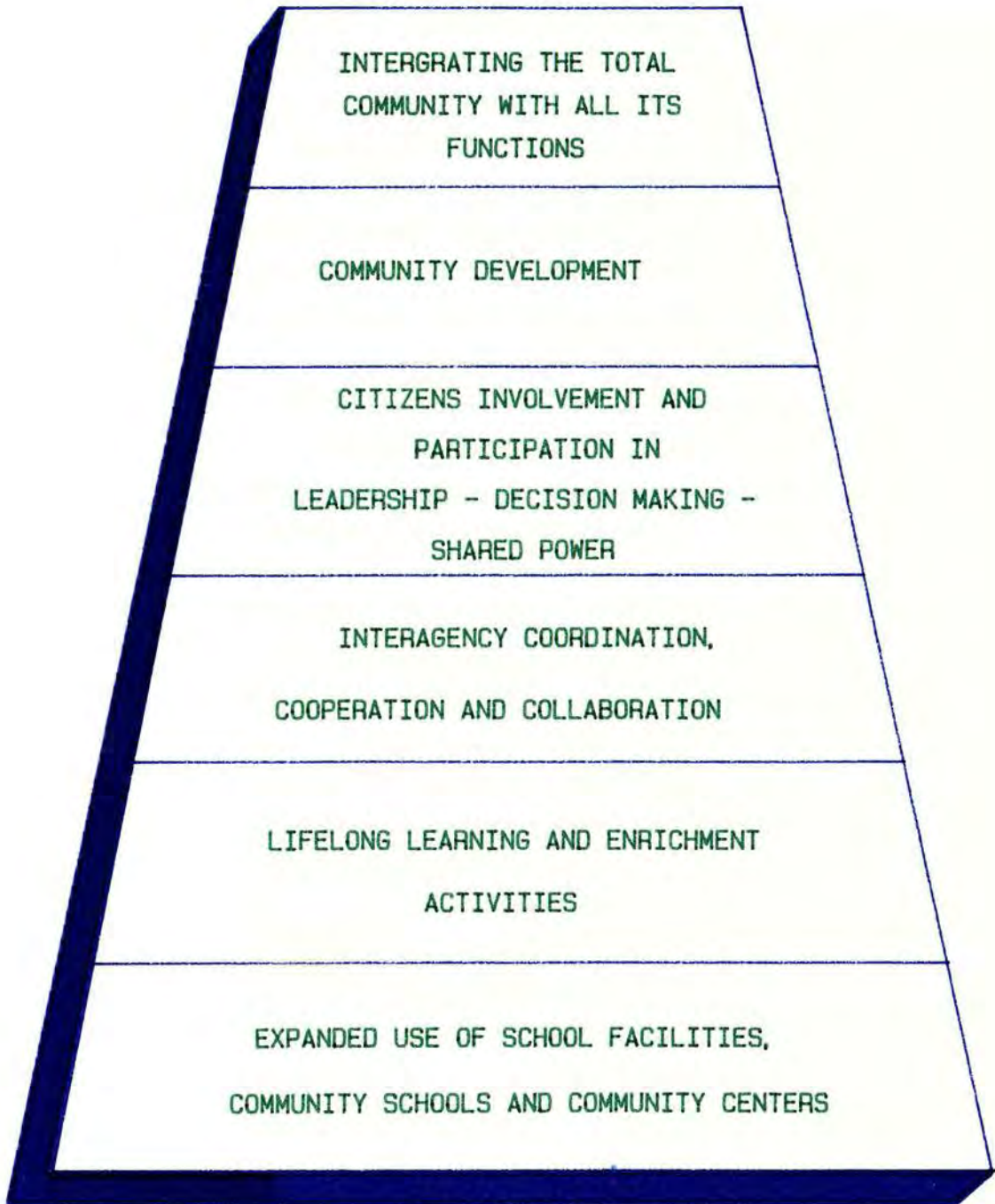
The explanation of Burdin (1977:2) in connection with the concept **community education** is as follows:

- There is currently considerable pressure mounting to hold the school accountable for education, within and outside school buildings; the school should be a place where formal and informal learning occurs for all ages, and operational headquarters for those who provide education and human services throughout the community (thus a community school).
- Learning and personal growth are broad-based lifetime experiences and should not be limited by a particular building, time schedule, or age range.
- A co-operatively planned and executed needs assessment can identify curriculum elements responsive to the people.
- Community education offers far more opportunities to meet educational and other human needs than does the traditional concept of schooling.
- If schools were committed to community education, the school personnel would be active in the community in helping all ages and types of citizens, develop the processes and competence to build positive images of the future, regardless of sex, age, socio-economic status, or race-ethnicity: they will be involved in assuring that learning continues for a lifetime and that adults are actively involved in school and community based learnings - for career retraining, development of leisure skills, aesthetic-cultural interests, and physical development and enjoyment.

3.2.4 Components of community education

Pretorius (1990:52-53) presents the following summary of the components, basic elements or characteristics of community education:

(i) **A community-based system for co-ordinated collective action by educational and community agencies**

Community education is realised in a specific community by means of a system, in which key events are co-ordination, co-operation and communication which occurs for the sake of the effective use of available human, physical and financial resources. This system is based in a community learning centre, from which the professional educator (for example the Director of Community Education) functions as educational leader in the operation of programmes and services. This system also incorporates the establishment of educational partnerships between the educational agencies, service agencies and the business and industrial sectors.

(ii) **Lifelong education and learning**

Learning experiences are extended throughout the lifespan of the individual. Community education is for all the members of the community, of all ages, from all sectors and backgrounds, with various needs - it concerns generating the learning community; 'learning is a continuous, lifelong process for all learners.

(iii) **Community involvement**

The emphasis is on the involvement of the community members in the identification of needs, decision-making, planning and management with reference to educational provision, and the solving of problems through representative bodies (for example community advisory councils) and co-operation with professional personnel.

(iv)   **Maximum utilisation of community resources**

The school and the community use each other's
resources - human resources (including members of
the community), financial and physical resources,
for example, a school is transformed into a
community learning centre and a community service
centre. The school and community use each other's
libraries, workshops, halls, sporting facilities,
etc.

(v)   **Community oriented curricula**

The presentation of community oriented subject
matter means:

-    the development of the community
-    the improvement of quality of life
-    provision for human needs
-    relevant (life-centred) education

(vi)   **Community development**

The emphasis is on the identification and solution
of community problems, and on the identification
and utilisation of resources in developmental
strategies, community projects, etc.

3.2.5   Agencies of community education

Seay et al (1974:68) and Pretorius (1990:53-55) present the
following as mutual components of educational agencies:

Learners, people helping the learners, learning objectives,
facilities, resources, a structure in which people can
communicate, and communication with the outside-world.

The school is not the only agency of community education. It is the primary educational agency. The total spectrum of agencies of community education is the following:

(i)   **Agencies of formal education:**

Schools; private schools; career- and technical institutions (tertiary level), for example technikons, technical colleges, teachers training colleges, agricultural colleges, nursing colleges; community colleges (the USA); private colleges; and universities.

(ii)   **Agencies of informal education:**

The self (learning by doing, self-teaching, self-directed learning); the family; social groups (for example play-groups, clubs, career groups); personal means (conversation, questions and answers, photos, slides, diaries, letters, family documents).

(iii)   **Agencies of non-formal education:**

The mass media (books, newspapers, magazines, church services, political and civic meetings, records, tapes, radio, television, billboards (can also be used for formal and informal education); catechism schools of churches; youth-service groups (for example youth movements); armed forces (for example army training); special governmental programmes (for example the training of a workers corps); state institutions (training for specific careers, for example police, meteorology); civic and cultural centres: art centres, museums, theatres, libraries, concert halls; social organisations: service- and professional organisations, workers'

unions, prisons, welfare organisations; in-service-
training programmes; special needs "schools", for
example chicken farming, flying school, hotel
school, Bible school, writing school, business
school; and correspondence colleges.

There is a wide variety of educational agencies in
every community that can be utilised by learners,
and it is the task of the community education leader
to co-ordinate the functioning of these educational
agencies:

*"... most community education leaders follow the
belief that any community should use all of its
educational agencies to foster individuality while
helping individuals to recognize their commonalty;
to help all its citizens learn to identify and solve
common problems; ... community education
particularly, would use every educational agency in
a community - recognizing the school system as often
the largest and most important educational agency
of the group. The concept is a comprehensive one
... The community education concept is leading the
way in the development of a process that promises
to help all people of a given community learn more
effectively and more efficiently than has been
possible with uncoordinated community educational
resources"* (Seay et al : 80-81).

3.2.6 Implications of the community education concept

Seay et al (1974:3-11) describe community education as the
fastest growing educational concept (for example in the
USA):

Community education implies programmes for the whole
community and creates a transition from a school-centered

concept to a comprehensive community-centered concept, the operation of which contributes to the solving of social, economic, cultural and educational problems, with co-operation between authorities, educationalists, the public and the business and industrial sectors. This implies further that "education" is not synonymous with "schooling" - education is a lifelong chain of events of which the school only forms a part.

Rural and urban communities want to better their situations and foster high expectations of education in this respect.

Community education implies that:

- **community resources** must be utilised to fulfil
- **community needs** and to solve
- **community problems**

As educational leaders implement and research community programmes, new positions are created, for example:

* the post of Director of Community Education
* the post of community education co-ordinator
* staff members of community education development centres
* staff members of education departments
* personnel of universities, etc.

The quality of life of individuals and communities is threatened by increasingly complex problems such as pollution, depleted sources of energy, misused leisure, unemployment, scarcities of natural resources, welfare needs, racism, international differences, governmental inefficiency, and the problems of food, shelter and clothing for everyone - the three "old timers" among the problems of local communities.

Principles that apply to community education, are the following:

*   learning activities must be directed at problem-solving

*   education is a continuous process and cannot be confined within fixed administrative divisions

*   service to the entire community, not merely to the children of school age

*   the identification, development, and utilisation of the resources of the community.

3.2.7   Implications with regard to the operating of community education (Seay et al 1974:12-15)

Community education is a process that includes the following steps:

*   continuous determining of the educational needs of the community

*   continuous planning of educational provisions

*   continuous adjustment of the offerings of all the various educational agencies in the community

*   a programme must be dropped when the need for it no longer exists

*   the establishment of specific educational provisions for specific educational needs

Adult education (lifelong education, continuous education), as well as schooling for the young, are part of community education.   *"Community education must be articulated horizontally to meet the needs of all the people at a given time as well as vertically to meet the progressive needs of each individual"* (Seay et al 1974:13).   The school forms part of many educational agencies in every community that have legitimate educational aims - and that each agency has a right to serve and be served.   The school is important,

and because of its great resources of human talent and physical facilities, is most often the catalytic agent which takes the leadership role in establishing the organisational and administrative structure that is necessary for community-wide planning and co-ordination.

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

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

- programme-development to provide in the needs of the people
- not only must staff members of the school and educational agencies be involved in the planning and initiation of programmes, but also the "users" of the programme, namely the learners
- programmes must commence with specifically formulated goals
- the responsibilities of individuals, the school and other educational agencies must be laid down specifically
- goals and responsibilities must be communicated to all members of the community
- a record must be kept of the development of each programme
- the status and relationship of the school towards other educational agencies must regularly be evaluated in conjunction with the evaluation of programme goals
- problems, needs and interests differ from community to community; thus a model for a specific community cannot be transferred to another community
- as communities differ with regard to educational agencies, no standard model for the involvement of

educational agencies exists

-     when new educational needs arise, the established educational agencies in the community accept responsibility, or a special organisational and administrative structure (consisting of one or more educational agencies) must plan and implement the educational programmes

-     the **community education** concept implies making provision for all lifelong educational needs and the use of resources of all educational agencies - with a better quality of life as the end result (Seay et al 1974:12-15).

3.2.8 Organisational and administrative structure for community education

The points at issue here are the composition and responsibilities of the administrative teams and decision-making bodies that plan and implement the community education concept.

The community education process with its emphasis on co-operative co-ordination, can be facilitated by establishing an organisational structure which contains the following elements (Seay et al 1974:149-168):

(i)   **Introducing features of community education**

A mere shift in emphasis in a traditional education 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 are concerned with the problems and needs of the community, and 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.

(ii)   **Informal and co-operative action**

The beginnings of a real community education
programme frequently result 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.

(iii)   **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.

(iv)   **Infiltration by financial assistance**

The government and the private sector finance new,
relevant educational activities in the community.

(v)   **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.

(iv)   **Official acknowledgement 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.

(vii)   **Establishment of the position of Director 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 Director of Community Education must be
appointed to co-ordinate community education. The
position of Director 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
Director and his staff include the following:

*   administration (also financial administration)
*   the programming of community activities that are
         educationally related

* the programming of school activities that are community 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 organisation of projects for adult education, enrichment programmes, recreation programmes, community service projects, etc.

The Director is thus responsible for organisation, administration, development, reporting, public relations, information (communication), supervision, co-operation and administration of surveys with regard to all community education programmes and activities.

(viii) **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 organisational 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.

The functions of advisory councils are the following:

* 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 director in an organisational structure of community education is with regard to policy and decision-making, assisted by lay and representative councils.

3.2.9 Programming/operating the community education concept

According to Seay et al (1974:189-204) an organisational and administrative structure for community education in a given community is established for three specific purposes:

(i) To influence the existing programmes of all educational agencies to the end that they are more and more based upon the community education concept, that community education achieves a balance and a use of all institutional forces in the education of all of the people of a community.

(ii) To provide the means for co-operative planning, co-ordinating, and evaluating.

(iii) To add to programmes of established agencies or to a co-operative operating plan involving two or more agencies those educational activities are determined to be required to fill gaps so that a balanced programme is available for all people of a community (Seay et al 1974: 189-190).

This implies that an educational agency in the community
(for example the school):

*   Derives some purpose out of the interests and needs
        of the people.

*   Utilises in some of its instructional programmes a
        wide variety of natural, human, and institutional
        resources within the community and emphasises
        solutions of problems as an important part of
        learning.

*   Exercises definite leadership for the planned and
        co-operative improvement of group living in the
        local community and in larger areas of the regional,
        state, and national communities.

*   Enlists children and adults in co-operative group
        projects of common interest and mutual concern.

*   Participates in a co-ordinating council through
        which agencies of the community co-operate with the
        school in planning its educational programme.

By programming the community education concept, the school
becomes the initiator, operator and community centre with
the problem-solving approach to learning that is so
characteristic of community education. *"The same situation
exists in other educational agencies as they, too, without
community-wide leadership or coordination, incorporate into
their isolated programs characteristics that fit the concept
of community education"* (Seay et al 1974:11). Leaders of
schools and other educational agencies often use the process
of community education to solve community problems - whether
or not they call such activities by the name "community
education". They use the process because they have found
that programmes developed out of this process accomplish
more effectively the traditional aims of education -
transfer of skills and knowledge and the transmission of
societal values. Thus, programmes of agencies which reflect
the characteristics of community education are more

effective in educating the people of the community.

Educational agencies can no longer function in isolation, but are involved in co-operative planning, co-ordination and evaluation of educational programmes, as well as lifelong educational programmes. No one agency - not even the school - can do the job of total education for the community.

A comprehensive community education programme is a major responsibility of the organisational and administrative structure for community education. Because a programme meets the real - and current - educational needs of all the people, assessing needs is implicit in any operating plan for community education. The study of community needs reveals gaps that, in some instances, the agencies of a community will fill through their established procedures. Often a special organisational and administrative structure will be necessary if the programme is to be achieved.

Examples of needs with regard to lifelong education are the following (Seay et al 1974:195-201):

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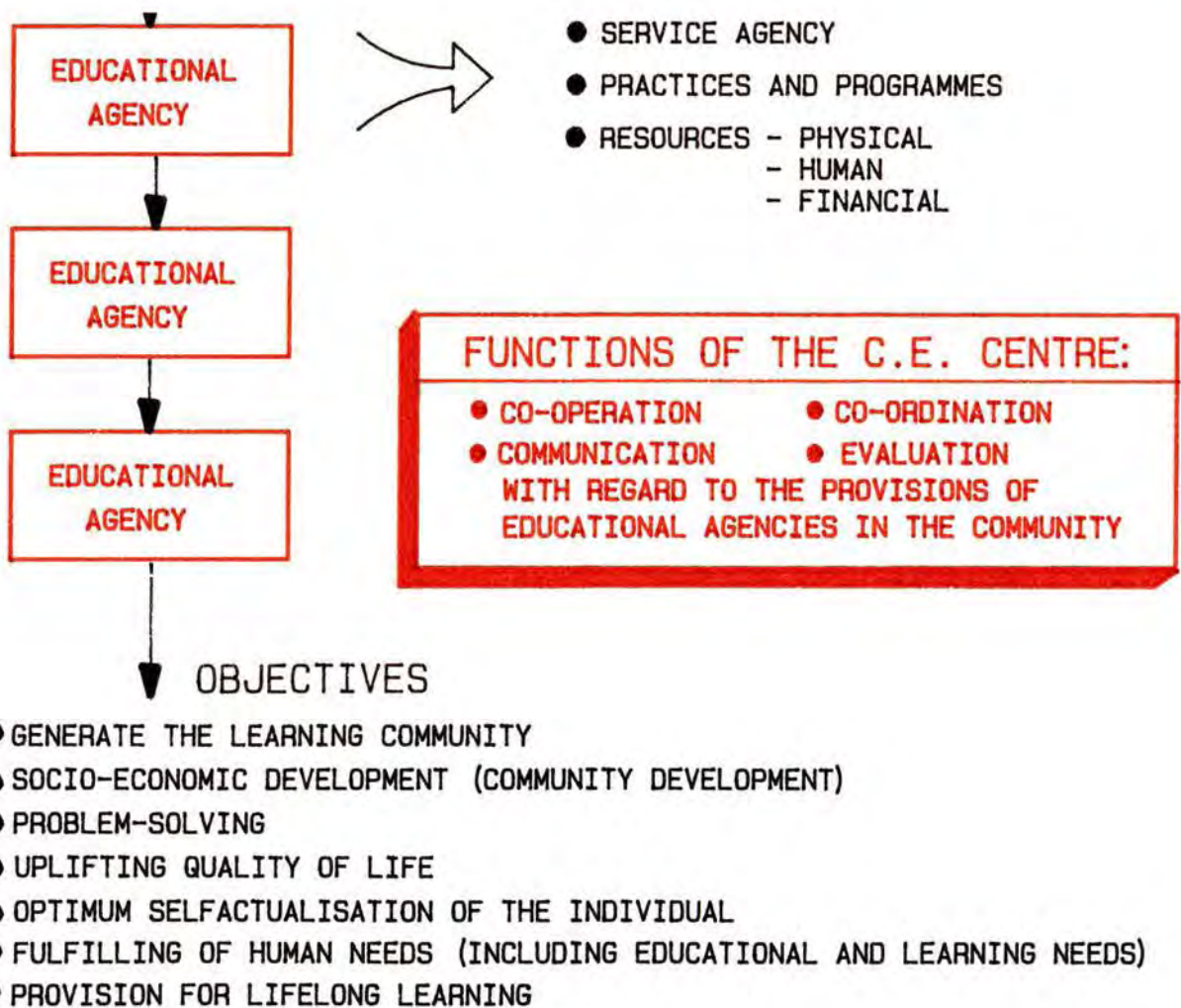
*   Preschool programme to acquaint parent and child
with the school the child will attend.

*   Tutor programme for students.

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

Pretorius (1989:21) introduces the following diagrammatic
presentation (Figure 3) of a community education set-up:

FIGURE 3 **THE COMMUNITY EDUCATION CONCEPT**

ORGANISATIONAL AND ADMINISTRATIVE STRUCTURE

SCHOOL

- PRIMARY EDUCATIONAL AGENCY
- CATALYST FOR C.E.
- COMMUNITY SCHOOL
- COMMUNITY LEARNING CENTRE

DIRECTOR OF C.E.

ADVISORY COUNCILS:

- EDUCATIONAL AGENCIES
- LAY CITIZENS
- JOINT COUNCILS

UNIVERSITY CENTRE FOR C.E. :

- CONSULTATION
- TRAINING
- RESEARCH
- INFORMATION

EDUCATIONAL AGENCY

- SERVICE AGENCY
- PRACTICES AND PROGRAMMES
- RESOURCES – PHYSICAL
  – HUMAN
  – FINANCIAL

EDUCATIONAL AGENCY

FUNCTIONS OF THE C.E. CENTRE:

- CO-OPERATION
- CO-ORDINATION
- COMMUNICATION
- EVALUATION

WITH REGARD TO THE PROVISIONS OF EDUCATIONAL AGENCIES IN THE COMMUNITY

EDUCATIONAL AGENCY

OBJECTIVES

- GENERATE THE LEARNING COMMUNITY
- SOCIO-ECONOMIC DEVELOPMENT (COMMUNITY DEVELOPMENT)
- PROBLEM-SOLVING
- UPLIFTING QUALITY OF LIFE
- OPTIMUM SELFACTUALISATION OF THE INDIVIDUAL
- FULFILLING OF HUMAN NEEDS (INCLUDING EDUCATIONAL AND LEARNING NEEDS)
- PROVISION FOR LIFELONG LEARNING

3.2.10 Phases in the community education process

The operation or programming of the community education process must be a continuation of formal, non-formal and informal educational programmes in a community education set-up. According to the operation principles, the learners can identify themselves with the community education projects, and actively participate in them, so that through expert leadership, the available services in the community can be utilised. The various phases provide the learners with procedures and resources which enable them to obtain information and skills.

Community education is a process of planning and bringing into operation of educational programmes in a community, that include the following phases:

Also compare:	Decker et al	1988:44-61
	Poster	1982:144
	Boone et al	1981:234-239
	Knowles	1971:54, 59-297; 1987:108-129
	Seay et al	1974:12-15, 149-168
	Campbell	(Witty 1976: 260)
	Kamper	1987:52-60

Phase 1:   Appointment of a Director of Education
Phase 2:   Creating an educational milieu
Phase 3:   Establishment of an organisational structure for participative planning
Phase 4:   Identifying and analysing 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, re-
               diagnosis of learning needs, and adjustment of
               educational   provisions   of   the   various
               educational agencies in the community

Phase 10:   Continuous research

Pretorius (1990:80-117) investigated the various aspects of
the community education process, and the following is a
synopsis of the different phases as described by him:

**Phase 1 :   The appointment of a Director of Community
               Education**

The Director of Community Education, as specialised
educational leader, planner, co-ordinator, initiator,
administrator, organiser, communicator, etc., is responsible
for the functioning and operation of educational programmes
in the community.

Phase 2 :   Creating an educational milieu

It is the task of the Director 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 organisational characteristics of an educational milieu
have an important influence on the learner and the quality
of learning.

Phase 3 : The establishment of an organisational structure for participative planning

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 the community representative (learner, lay-citizen) must be involved in the planning and decision-making process with regard to the educational programmes. An organisational 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, is established.

The community education process with the emphasis on co-operative co-ordination, can be facilitated by establishing an organisational structure, which contains the following elements:

(i)   Introducing features of community education
(ii)   Informal and co-operative action
(iii)   Using consultative services
(iv)   Financial support
(v)   Providing a financial base
(vi)   Official acknowledgement by boards
(vii)   Establishment of the position of Director of Community Education
(viii) Development of advisory councils
(ix)   Programming/operating the community education concept. (See 3.2.8 and 3.2.9)

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

Phase 4 : **Identifying and analysing the problems, needs and interests of individuals and institutions in the community**

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

The needs and interests of individuals, organisations and the community must be identified and analysed before an educational programme is operated and designed. A wide spectrum of possible educational and learning needs exists, for example:

- **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, public appearance

- **Citizenship:** Affairs of the day, politics, ideology, home guards

- **Agriculture:** Farming, gardening.

The concept **needs assessment** refers to any systematic process for collecting and analysing information about the educational needs of individuals, groups or organisations.

In the community education process a number of methods and techniques can be applied to determine educational and learning needs, for example:

- Interviews - with key persons in the community: counsellors, ministers, community leaders, social workers, doctors, personnel of educational and service agencies, representatives of organisations, schools, libraries, colleges, universities, public service departments, etc.
- Group discussions
- Questionnaires
- Research reports
- The mass media
- Professional and technical literature
- Career diagnostic testing
- Needs assessments in communities
- Needs assessments in organisations by means of system analysis, achievement analysis, analysis of documents such as job descriptions, safety security reports, productivity records, supervisory reports, etc.

In the community education process the representatives of
individuals and groups involved in a needs assessment
programme are the following: educational partnerships of
the community, educators, learners, parents, the personnel
of educational agencies, and representatives of community
members.

The following methods could be used to assess the needs in
a community education set-up:

(i)   **The survey method:** This method provides for the
        collecting of specific information from the total
        population of the community.

(ii)   **The key-informant method:** The key communicators in
        the community give specific information regarding
        the community, its people, their needs, and the
        available services.

(iii)   **The community-forum method:** Persons concerned meet
        face to face at meetings, collect information, and
        make decisions. The needs survey is based on
        information obtained at public hearings or by
        attending a series of public meetings.

(iv)   **The social indicators method:** According to this
        approach the needs survey is based on conclusions
        made from descriptive statistics derived from
        records and reports.

(v)   **The combination method:** The four above-mentioned
        methods can be used independently or in combination
        with each other, depending on the type of
        information, and on the extent of direct community
        involvement in the needs survey.

Phase 5 :   Formulating programme objectives

The formulation of programme objectives offers direction and focus to the operation of educational programmes. There are three steps in the process of converting identified educational needs into educational programme objectives:

1   arrangement of needs according to a priority system
2   (sifting) placing of the needs
3   conversion of the remaining needs into programme objectives

Phase 6 :   Designing educational programmes

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.

Individual activities:

-        An individual designs an activity for himself
-        An activity for an individual is designed by another individual or group

Group activities:

-        A group designs an activity for itself
-        A teacher or a group of teachers design an activity for, and often with, a group of learners
-        A committee designs an activity for a larger group
-        Two or more groups design an activity that will expand their total service programme

Institutional activities:

- A new institute is designed

- An institute designs an activity in a new format

- An institute designs a new activity in an established format

- Two or more institutions design an activity that will expand their total service programme

Mass activities:

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

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:

- **Programmes directed at the development of the community and the individual,** e.g. citizenship, environmental aspects, daily events in the community, international relationships, etc.

- **Cultural development programmes:** music and art appreciation, religion, folk dancing, cultural organisations, etc.

- **Literacy programmes:** the learning of home languages, foreign languages, basic knowledge of science and mathematics, computer literacy, etc.

- **Economic programmes:** household budgeting, the start of a small business undertaking, income tax, etc.

- **Career directed programmes:** career choice, career guidance, interviews, training, etc.

- **Educational programmes:** child education, school readiness, parent involvement, remedial teaching, etc.

- **Legal programmes:** family law, court procedures, contract law, etc.

- **Health programmes:** fitness, balanced diet, preparation of food, knowledge of the human body, etc.

- **Leisure time programmes:** hobbies, sport, vacations, tours, arts and crafts, do-it-yourself projects, etc.

An important requirement for the designing of educational programmes is that the curricula must accommodate the learner characteristics and learning needs of the target group.

Phase 7 :   Identifying and mobilising community resources

The identification and mobilisation of community resources and community services is necessary for the operation of a specific educational programme, to achieve the maximal utilisation of community resources.   The resources and services reside in the educational and service agencies of the community, such as schools, colleges, universities, the mass media, etc.

With regard to resources, one can distinguish between:

-       human resources: teachers, trainers, educators, experts, members of the community, etc.

-       physical resources: buildings, halls, classrooms, sports fields, libraries, books, audio-visual equipment, computers, etc.

-       financial resources:

Midwinter (1975:150-151) offers the following analysis of services which are at the disposal of members of the community in a community education process:

Educational services:

Education per se, libraries, art, entertainment, sport, parks, recreation and culture, communication (information services, post office, etc.).

Public services:

Police, fire-brigade, measurements and weights, food and medicine, consumer protection, licensing and registration, legal agencies, government management.

Health services:

Planning, housing and buildings, water supply, sewerage and garbage removal, hospitals, cemeteries, crematoriums, environmental services.

Social welfare:

Welfare services, welfare benefits.

Services can be offered to the community in the following five areas:

(i)   Evaluation and diagnostic services (by means of observation and interviews, in connection with community needs and problems).

(ii)   Formal training, education and career experience.

(iii)   Employability skills development.

(iv)   Guidance

(v)   Supportive services, in connection with housing, recreation, child care, family planning, legal matters, medical services, etc.

The community education process provides and co-ordinates the activities of educational agencies and service agencies, and can fill the gap in the present educational provision in a specific community.

Phase 8 :   Operation of educational programmes

This phase embodies the culmination and focal point of the community education process, namely the actual operation of educational programmes.   With regard to the methods, learning formats or activity patterns that must be realised to reach the programme objectives, one must distinguish between three methods namely: methods for individual learning, methods for group learning, and community development as learning format:

(i)   **Methods for individual learning:**

-       Apprenticeship and internship

- Correspondence study
- 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
- Study guidance (direction): the individual is guided to self-study
- Programmed instruction
- Accompaniment of the learner to continual self development

(ii) **Methods for group learning:**

- **Action projects:**

    Forming of interest groups, selecting a project, collecting facts, designing a strategy and proceeding to actual action.

- **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.

- **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.

- **Conferences:**

  Are an important informal educational medium, whereby thousands of members of organisations assemble, and obtain contact with each other.

- **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).

- **Demonstrations:**

  The learning format is "show them how to do it, let them practice, and measure the results".

- **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.

- **Large meetings:**

  This learning format reaches potential learners in the form of lesson and lecture sessions at schools, universities, church services, regular meetings of civil, professional and voluntary organisations, staff meetings, etc. - yearly, each individual attends a number of large meetings.

- **Excursions and tours:**

(iii)   **Community development as learning format:**

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 are: the
recruiting and training of leaders, the management
of facilities and procedures, guidance in education,
promotion and liaison, and budgeting/financing.

(i)   **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 orientated to the programme he is going to
offer, e.g. with regard to the learners, resources,
needs, objectives, methods, learning format, etc.

(ii)   **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.

(iii)   **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).

(iv)   **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.).

**Phase 9:   Evaluation of educational programmes, re-
diagnosis of learning needs, and adjustment of
educational   provisions   of   the   various
educational agencies in the community**

Evaluation occurs for the sake of improving the
organisational operation of educational programmes, and the
improvement of the quality of the learning results of
educational programmes. The process of evaluation includes
the following steps:

The setting of criteria, collection of data, analysis of
data, modification of objectives, planning, operating and
programming in the light of the results of the evaluation.

Aspects of evaluation include: evaluation of reaction, evaluation of learning, evaluation of behaviour, evaluation of results, and re-diagnosis of learning needs.

Phase 10   :   Continuous research

The final phase of the community education process occurs continuously as far as the total process is concerned. 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 actualisation of community education as a practical educational strategy. The obvious coarse 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.

3.3   **The integration of strategies for non-formal education and development in Third World communities**

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, is the source and centre of education.

In the community education set-up, provision for the learning needs of individuals and communities leads to the uplifting of the quality of life and the acquisition of a wide variety of life skills and occupational skills. This learning process becomes a development process for the individual and the community. It is clear that a community education set-up includes a community based system for co-ordinated, collective action by educational and community

agencies in a given community. Community education is actualised in the form of a system for collective action in a given community. Thus **community education is a delivery system for community development.** One of the main aims of establishing such a system is to utilise and co-ordinate the resources of that community. This system is based in a community learning centre. It thus seems that the three strategies, namely compensatory education, community development and development communication, can best be integrated within a community education set-up.

The researcher is going to investigate the way in which the community education process can be implemented with the view to integrate the programmes, practices, projects, activities and learning experiences of the above-mentioned strategies. The first four phases, and Phases 9 and 10 of the community education process apply to all the programmes, etc. of the three strategies that are integrated: (See page 100 and 101).

In Phase 1 the Director of Community Education is appointed, who is then responsible for the functioning and operation of each programme, practice, project, activity or learning experience that is integrated. It is his task in Phase 2 to create a favourable, advantageous learning and educational milieu.

An organisational structure for participative planning of educational programmes, activities and learning experiences, by educational agencies and representatives of the community, that are linked in advisory councils and planning committees, is established and based in a community school or community learning centre in Phase 3. Community education programmes and practices are realised through a community-based system for co-ordinated, collective action by educational and service agencies. In Phase 4 the needs and interests of individuals, organisations and the

community, are identified and analysed by educational
partnerships of the community, educators, learners, parents,
personnel of educational agencies, and representatives of
community members, before an educational programme is
designed and operated.

After an educational programme has been designed and
operated evaluation occurs in Phase 9 for the sake of
improving the organisational operation of the integrated
educational programmes, and the improvement of the quality
of the learning results of the educational programmes.

The final phase of the community education process occurs
continuously as far as the total process is concerned, thus
continuous research must be done.

3.3.1 The integration of compensatory education strategies within a community education set-up

It seems that many practices in the various categories of
compensatory education are usually realised as part of a
comprehensive community project, for example: pre-school
education coupled with parent involvement; work-study
programmes for youths; continued education and training;
counselling; literacy education; extracurricular
innovations; special services; community involvement;
etc. 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. Generally a community
education strategy can be actualised in any community, but
a compensatory education strategy is realised only in a
milieu-deprived community.

An attempt will be made to indicate how some of the categories of compensatory education can be realised in a community education set-up:

(i)   **Pre-school educational programmes and parent education (mothers)**

Pre-school education is one of the major aspects of compensatory education.

The objectives of such a programme are: school readiness, enrichment, stimulation, and provision of experiences to the pre-school child. The objectives of parent education, especially the mothers, are: enlightment and understanding of family education, family care, helping the child toward school readiness, supporting the child, etc.

The pre-school educational programme can be designed as an informal educational programme in school readiness, which includes individual and group activities. An informal or non-formal home training programme in child care can be designed to involve the mothers.

Pre-school educational programmes are provided in a community learning centre. If the need for more than one pre-primary school exists, the learning centre can be utilised to organise a system of pre-primary schools in that community.

The staff of the educational and welfare services can be utilised for the pre-school education programme. Supportive services can be utilised for the home training programme in child care for the mothers.

(ii)   **Work-study programmes for youths**

Work-study programmes are designed for the milieu-deprived youths who are premature school-leavers or potential school-leavers.

The objectives of these programmes are that the youths must participate in adapted school-study programmes whilst practicing a profession (a work-and-study programme). The work and study must be in connection with, and supplement, each other.

These programmes can be designed as non-formal, career-directed programmes, and the services of educational institutions, training institutions and career and technical institutions can be incorporated. The institutions should import community education practices and become compensatory agents which support the work-study programmes.

At the community learning centre, the learners participate in adapted school-study programmes, whilst practicing a full time profession in the private sector. The programmes can contain the following activities: academic work, workshop practice, guidance, job experience, job training, and acquiring job skills.

For the actual operation of these educational programmes, methods for individual learning such as apprenticeship, correspondence study, counselling, tutoring, and programmed teaching can be implemented, as well as methods for group learning such as workshop practice, action projects, clubs, organised groups, courses, class groups, and demonstrations, which emphasises the development of

individual competence in a specific area.

(iii)   **Higher education and adult education**

Milieu-deprived youths and adults have a need for post school education in, especially, literacy competence and vocational training.

The programme objectives are to teach the milieu-deprived youths and adults in a planned, purposeful manner through the many and varied operations in different community situations (not solely by daytime classes nor by classroom operations alone). The programmes should be planned and organised to fit individuals and institutions, selected to meet educational purposes, and should embrace both theory and practice.

The programmes can be designed as formal or non-formal educational programmes, with individual and group activities, in literacy programmes and vocational training programmes.

At the community learning centre, the students participate in, for example, remedial education, preparatory and/or bridge programmes, tutoring, counselling, learning laboratories, special learning-packets, learning-skills courses, etc. The services that could be offered to the students are: supportive services in connection with goals and skills that are important for functional literacy, and employability skills development, for the vocational training programme.

For the actual operation of these programmes, all the methods for individual learning and group learning as well as community development as

learning format, are applicable. (See pages 110-113).

(iv)   **Counselling**

An extensive counselling service for the milieu-deprived child, youth and adult is an extremely important practice in any infrastructure of compensatory education.

The programme objectives of a counselling service are connected to the needs and development of the community.

As far as the content of these educational programmes is concerned, the designing occurs with reference to a non-formal educational programme. This non-formal educational programme can include school-related counselling services for the milieu-deprived child and youth in the school situation which are directed at health education, school counselling, vocational counselling, etc. Community counselling is needed for an extensive part of the milieu-deprived population who find themselves outside the formal school framework, and in need of counselling services. Possible non-formal and/or informal educational programmes can be implemented which are directed at the development of the community and the individual, e.g. citizenship, as well as economic programmes, such as household budgeting, income tax, etc., career directed programmes, educational programmes, legal programmes, health programmes, and leisure time programmes.

The community learning centre in this case, functions as a community development unit, whereby

all supportive services are connected to the needs and development of the community, e.g. education, basic education, non-formal education, informal education, community counselling, vocational counselling, job training, job placement, welfare, legal services, health services, family counselling, group counselling, etc.

As far as the operation of these educational programmes is concerned, the following methods can be implemented: Methods for individual learning, such as guidance, with regard to career choice, choice of education opportunities, etc. Methods for group learning, such as forming of interest groups for a specific project; clinics, for diagnosing, analysing and solving of problems; institutions, for the development of specialised knowledge and skills; courses, for studying a specific subject under the guidance of a tutor can be implemented. Community development as learning format, with the educational objective of teaching the individual and the community to handle their problems in a more effective way, can be introduced.

(v)   **Reading and language education**

The illiterate youth or adult has a need for the development of language, reading, and communication skills.

The programme objectives of a reading and language education programme are to render assistance to the milieu-deprived individual over the total spectrum of education, which means learning to learn, and learning to read for the sake of his academic achievement, career opportunities and social improvement, and to better his quality of life.

These programmes can be designed as informal educational programmes in remedial teaching, the development of language, reading and communication skills, bilingual education (with regard to the dominant language or languages of the society), as well as informal programmes in basic literacy.

Additional programmes can be offered by educational services at the community learning centre, for the illiterate adult.

For the operation of these programmes, methods for individual learning, such as the accompaniment of the learner to continual self development and tutoring can be implemented. Methods for group learning, such as reading workshops, and literacy courses can be offered and implemented.

(vi)   **Extracurricular innovations**

The formal education of the school must be supplemented by a variety of extramural activities which are practised in the family, the school and the community.

The objectives for such a programme are to develop the community, to improve the quality of life, and to achieve the optimal selfactualisation of the members of the community.

The following informal extracurricular programmes can be designed to occupy extramural activities:

-    Programmes directed at the development of the community and the individual, with group activities dealing with environmental aspects.

- Cultural development programmes, with group activities in music, hobbies, sosio-cultural forming and enrichment, youth work and youth societies.

- Programmes and practices with individual and group activities in counselling, study, educational forming and enrichment, the presenting of educational films, video cassettes, radio and television.

- Leisure time programmes, with group and mass activities in excursions, recreation, sport, clubs, housekeeping and craft courses.

These programmes can be offered at the community learning centre by teachers, trainers, education experts; and members of the community, of the educational services, public services and health services.

For the operation of these programmes and activities, methods for group learning, such as action projects by forming interest groups, clubs and organised groups, courses, demonstrations, exhibitions, festivals and fairs, are feasible.

It is thus seen that the integration of the above-mentioned categories of compensatory education within a community education set-up can be realised when the community education process is implemented.

3.3.2 **The integration of community development strategies within a community education set-up**

"Community education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. Community education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social and cultural services for all people

in a community", Decker (Poster 1982:99).

From the above-mentioned it is clear that community education is the delivery system for the services which are needed for the development of a community.

According to Clark (1977:6) it is seen that community education *"is an operational philosophy of education and system for community development"*. Thus the operation of educational programmes in a community education process is *"the process of translating a program design into a flow of people and materials through a system of activities ..."* (Knowles 1971:161). These educational programmes are designed according to identified educational and learning needs of a given community. The operation of educational programmes is *"... the translation of programmes into action ..."* (Raggatt) or *"community education in action"* (Lovett).

At this stage it becomes clear that community education implies a flow of people and materials through a system of activities, that comes into action for the development of the community.

Boone et al (1981:229) extend the concept **community education** to the concept **community education for development**, and define this concept as follows: *"... community education for development (CED): a process whereby community members come together to identify their problems and needs, seek solutions among themselves, mobilize the necessary resources, and execute a plan of action or learning or both. This educative approach is one in which community is seen as both agent and objective, education is the process and leaders are the facilitators in inducing change for the better"*.

Thus, community education is seen as an educational system for development, a delivery system for the provision of

educational, recreational, social and cultural services in a community.

When the concept **community education** is implemented, it implies that a learning society (learning community) is created. Decker et al (1988:xi-xii) describe this concept as follows: *"The learning community is a way of looking at public education as a total community enterprise. It provides a framework for local citizens and a community's schools, agencies, and institutions to become active partners in addressing many of the problems and quality-of-life concerns prevalent in the community today. Sometimes this takes the form of a school using the community's resources in some way - from parent volunteers, perhaps, to an 'adoption' by a local business or industry. Sometimes, instead, it is the community that uses the school's resources. Senior citizens may eat in the school cafeteria, a nearby business might use the gymnasium before school hours for gymnastics routines, or a local club might borrow the school computer in the evening. The ideal situation is when the sharing of resources is mutual, when those elderly citizens read to children or tutor them for a time following the lunch hour or the gymnasts organize student teams on weekends. However, it works, the end result is to get the community involved in the schools and the schools involved with the community for mutual benefits. Therein lies the learning community's strength".*

This concept, according to Brookfield (1983:85), implies the optimum utilisation of community resources so that members of the community can develop to their full potential.

Jarvis's (1983:52) opinion in this respect is the following: *"The learning society, is learner based, has no barriers of access and provides a flexible but life-long system of education. It is society organized in such a manner as to*

*make all kinds of learning available to everyone on a full-
time or part-time basis".*

The interpretation of Decker et al (1988:28-40) of the
concept **learning community** is as follows: *"Our goal is to
make the community one classroom. We want to get as many
people involved in learning as we possibly can".*

The challenge of a learning community is the development of
educational programmes for all, for example, recreation,
career retraining, family life, day care, pre-school
education, etc. One of the main objectives of community
education is community development. Compare the following
formulation of objectives by different authors:

Boucouvales (Brookfield 1983:67): *"the ultimate goal of
community education is the development of self-guiding,
self-directed communities which are able to identify and
satisfy the needs of all their community members through
the coordination, cooperation, and collaboration of all
community resources".*

Minzey and Le Tarte (Brookfield 1983:79): *"the ultimate
goal of Community Education is to develop a process by which
members of a community learn to work together to identify
problems and seek out solutions to these problems".*

Henry et al (1959:32): *"The most pressing needs and
problems of each community represent the starting point for
a program of community education, and a developing program
of self-help should be keyed to the expressed needs of the
people".*

Scottish Education Department (Poster 1982:213): *"Community
education has the following broad general aims:*

(a)   to involve people, as private individuals and as

*members of groups and communities, irrespective of
age and circumstances, in the ascertainment and
assessment of their needs for opportunities to*

(i)   discover and pursue interests;

(ii)   acquire and improve knowledge and skills;

(iii)   recognize their personal identities and aspirations;

(iv)   develop satisfactory interpersonal relationships'

*(v)   achieve competence in their lives within the family,
           the community and society as a whole; and*

*(vi)   participate in the shaping of their physical and
           social environment and in the conduct of local and
           national affairs; and*

*(b)   to seek to meet these ascertained needs in the most
           appropriate settings with the cooperation of
           individuals and groups and by identifying and
           deploying educational resources, wherever they may
           reside".*

Community development is further more regarded as one of
the main components of community education (See 3.2.4).
The emphasis is on the identification and solving of
community problems, and on the identification and
utilisation of resources in developmental strategies,
community projects, etc.

It is thus seen that community education is an operational
philosophy of education and a system for community
development. Community education is a delivery system for
community development. Community education is linked par
excellence to community development, thus, in dealing with
community education, one is dealing with a community
development strategy.   Thus a comprehensive community
development strategy is actualised through some variation
of the co-ordinating, co-operating process of community
education.

3.3.3 The integration of development communication strategies within a community education set-up

The mass media provide possibilities for creating and extending education and learning opportunities for the milieu-deprived and culturally different learner, outside the system of formal education. The aim of educational broadcasting must be to generate a process of self-help and self-development with milieu-deprived individuals and communities. Educational broadcasting can be utilised as "social action broadcasting" and "community services broadcasting" with regard to milieu-deprivation as an identified social problem in Third World communities. The broadcasting programmes must improve the educational well-being of milieu-deprived communities.

According to Pretorius 1986:12) *"the concepts educational broadcasting and development communication can be strongly linked to quite a number of relevant concepts in compensatory education, e.g. community education, community development, community counselling, adult basic education, job training, parental involvement, etc."*

An attempt will be made to indicate the way in which development communication strategies can be implemented and realised in a community education set-up.

(i) The open broadcasting strategy

The objectives of the open broadcasting strategy are that the strategy must reach people in the home situation, motivate and convey a small amount of information at a time, and aim at a simple behavioural change.

As far as the content of this open broadcasting strategy is concerned, an appropriate theme must be selected to fulfil the learning needs of the community. This strategy can be designed as an informal educational programme for a mass audience. Examples of such a programme are: an educational programme with enrichment opportunities for the pre-school child, a literacy programme for adult basic education, or a health programme to improve the nutritional habits of the community.

The community learning centre becomes a centre for the implementation of an open broadcasting strategy, in the sense of making available the necessary resources. From this centre, the staff of educational institutions, health services and the broadcasting corporation can advertise these programmes, and organise listening sessions at the community learning centre for those citizens who do not possess radio or television sets.

For the actual operation of the open broadcasting strategy, opportunities are created for learning more of nutrition, health, education of children, etc.

(ii)   **The broadcasting campaign strategy**

The objectives of the broadcasting campaign strategy are to motivate and involve as many of the people in the community as possible, and to reach one or a few well-defined aims with a wide appeal.

The broadcasting campaign strategy can be designed as a non-formal educational programme for organised groups. Examples are: programmes directed at the

development of the community, e.g. important social issues such as citizenship; economical programmes, e.g. household budgeting; career directed programmes, e.g. career choice, interviews and training; educational programmes, e.g. parent involvement; health programmes, e.g. the preparation of food; or leisure time programmes, e.g. do-it-yourself projects. An important requirement for the designing of the above-mentioned programmes is that they must accommodate the learning needs of the target groups.

The community learning centre becomes the centre for the implementation of the broadcasting campaign. From this centre, the personnel of educational institutions, health services, public services, supportive services and the broadcasting corporation, can organise audiences during the campaign period. They are responsible for the distribution of texts and broadcasting material, organising local study groups and the recruitment and training of group leaders.

For the operation of the broadcasting campaign strategy, organised study groups under the guidance of a leader are formed.

(iii)   **The organised group strategy**

The objectives of an organised group strategy are to incorporate a combination of regular broadcasting messages, printed supportive material and organised groups that regularly get together to listen to, or view broadcasts, discussing the contents, sharing the group learning experience and coming to a group decision and/or action.

An example of an organised group strategy is a radio
school. The objectives of a radio school are the
commitment to relevant adult education, regular
broadcasting messages, functioning of groups on a
permanent basis, a group learning approach with
regard to learning needs, learning objectives, and
multimedia instruction methods directed at the
concrete problems of the community.

A radio school programme can be designed as a non-
formal educational programme for organised groups.
It can be designed as a literacy programme, health
programme, community organisation programme, and an
informal educational programme for life-long
learning.

The community learning centre becomes the centre
for the local implementation of a radio school
programme. From this centre, the personnel of the
education institutions, health services, public
services, supportive services and the broadcasting
corporation can organise listening groups. The
aforementioned are responsible for the recruitment
and training of group leaders, handling the text
material, answering questions and delivering
feedback, and organising the distribution of printed
supportive material, and audio-visual aids.

For the operation of a radio school programme the
organised groups get together regularly to listen
to, or view broadcasts, discussing the contents,
and sharing the group learning experience directed
at the concrete problems of the community. These
groups function on a permanent basis.

(iv)   **The multimedia strategy**

This strategy is a combination of educational
broadcasting, distance teaching methods, local
tutoring and counselling. Here the emphasis is on
the gaining of learning experiences by individuals
and groups, in the skills of reading, writing and
arithmetic, as well as social training (life
experience and occupational skills). The above-
mentioned combination is an effective way of
reaching groups that otherwise would not be reached.

The objectives of a multimedia strategy are the
following:

Multimedia educational projects for the milieu-
deprived population groups must create circumstances
that will encourage them to help themselves and to
accept responsibility for their own situation;
programmes must be relevant in terms of aims, style,
content and approach with regard to the problems,
situations and needs of the participants, and new
projects must utilise and extend existing
provisions, as well as utilise persons who are
already working with milieu-deprived groups.

The multimedia strategy can be designed as a non-
formal educational programme for self-study, or
tutoring on a group/individual basis; or a non-
formal programme directed at the development of the
community and the individual.

The community learning centre becomes the centre
for the local implementation of a multimedia
strategy. From this centre, the personnel of
educational   institutions,   public   services,

working with milieu-deprived groups, as well as the broadcasting corporation, can organise study groups. The community learning centre becomes a centre for the provision of printed learning material for self-study, newspapers, radio broadcasts, television broadcasts, and audio-visual aids such as films, video cassettes, and tape recordings.

During the operation of a multimedia strategy, the community learning centre can be utilised for the organised study groups under the leadership of group leaders, teleclubs, self-help groups, action groups, interest groups, radio listener groups, etc. These multimedia projects must create circumstances that will encourage the members of the community to help themselves and to accept responsibility for their own situation.

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 could be alleviated.

3.4   Synopsis

In the present chapter it was illustrated how a community education set-up provides the most suitable infrastructure for the integration of educational and developmental strategies.

The objectives of community education are: to educate individuals, to develop human potential, to adjust and extend educational opportunities, to fulfil human needs, to generate the learning community, to develop the community, to uplift the 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 a community education set-up, provision for the learning
needs of individuals and communities leads to the
improvement of the quality of life, and the acquisition of
a wide variety of life skills and occupational skills. In
the present practice of community education, the community
school serves as a community learning centre, and the school
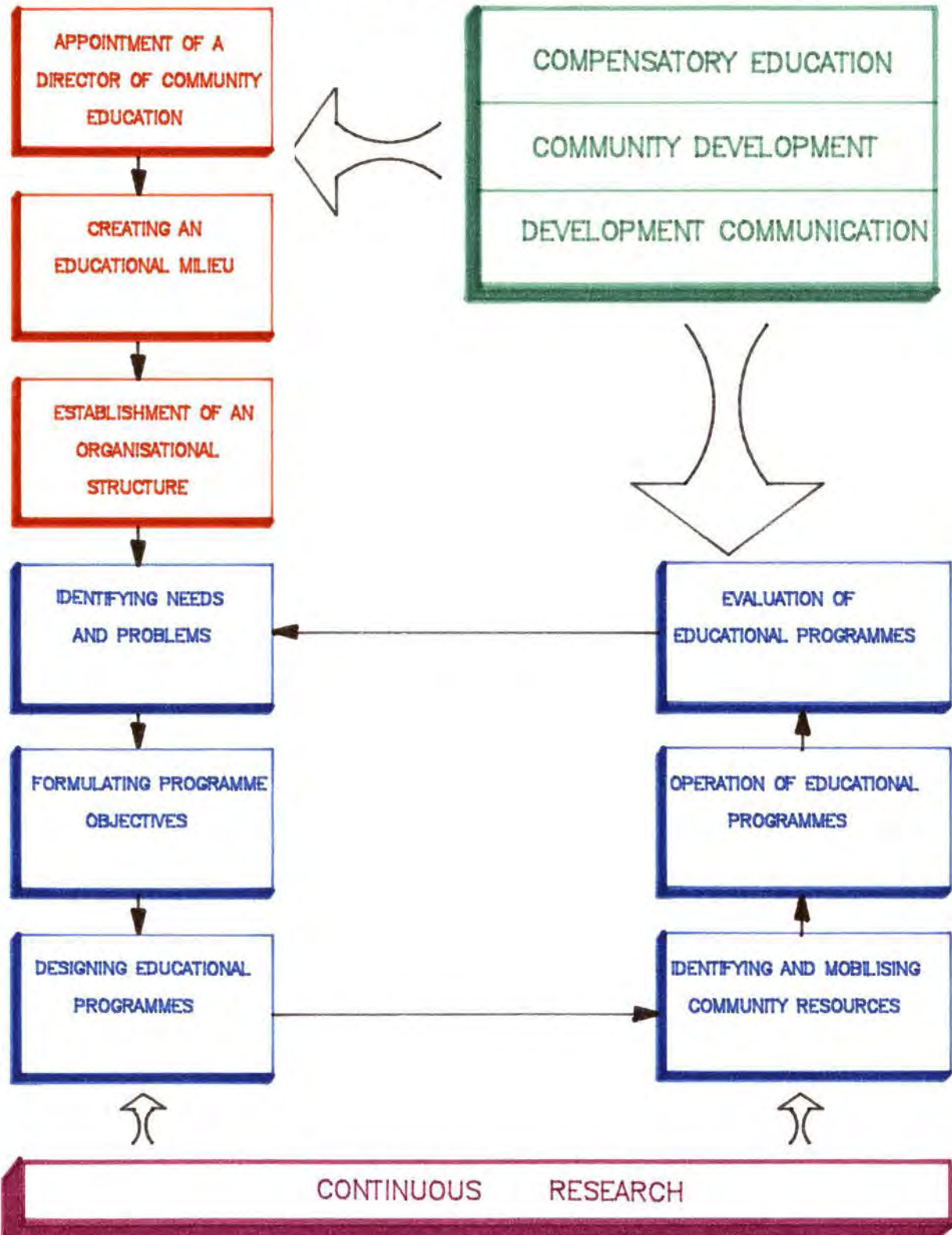and community are involved with each other.

The phases in a community education process are the
following: The appointment of a Director of Education;
the creation of an educational milieu; the establishment
of an organisational structure for participative planning;
the identification and analysis of the problems, needs and
interests of individuals and institutions in the community;
the formulation of programme objectives; the designing of
educational programmes; the identification and mobilisation
of community resources; the operation of educational
programmes; re-diagnosis of learning needs and the
adjustment of educational provisions of the various
educational agencies in the community; and continuous
research. The various phases of a community education
process, with the point of action being the provision of
procedures and resources for the sake of assisting the
learner to acquire information and skills by himself, are
implemented for the integration of all the programmes,
practices, projects, activities and learning experiences of
compensatory education, community development and
development communication strategies.

The integration of the strategies within a community
education process can be presented as follows:
(See Figure 4).

FIGURE 4

PHASES IN A COMMUNITY EDUCATION PROCESS IMPLEMENTED FOR THE INTEGRATION OF COMPENSATORY EDUCATION, COMMUNITY DEVELOPMENT AND DEVELOPMENT COMMUNICATION STRATEGIES

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 on 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 straggling 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 disadvantagement. 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.

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SUMMARY

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

by

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Degree for which the dissertation is presented: MEd

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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Graad waarvoor verhandeling ingedien is: MEd

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 leerbehoeftes 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 funskoneer die skool as sentrum en leweringsisteem vir
lewenslange leer en gemeenskapsontwikkeling.

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 leer-
ervaringe van kompensatoriese onderwys, gemeenskapsontwikkeling en
ontwikkelingskommunikasie.

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

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

Die volgende ontwikkelingskommuniksie-strategieë kan in 'n gemeenskapsonderwys-opset geïmplementeer word: die ope- uitsendingstrategie, 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.