

**THE INCORPORATION OF ADULT EDUCATION PRINCIPLES IN
A COMMUNITY HEALTH EDUCATION PROGRAMME**

by

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MINI-DISSERTATION

submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

in

 UNIVERSITY
OF
JOHANNESBURG
ADULT AND COMMUNITY EDUCATION

in the

FACULTY OF EDUCATION

at the

UNIVERSITY OF JOHANNESBURG

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NOVEMBER 2006

DEDICATION

This study is dedicated in loving memory to my late father, Nkurhi Godfrey Mahange, who had trust and faith in me and inspired me to great heights. This is for you daddy, with lots of love and fond memories.



ACKNOWLEDGEMENTS

My thanks and appreciations are extended to the following people without whom this study would not have been possible:

- My supervisor, Mrs. Nadine Petersen for your patience, guidance, constructive criticism, encouragement and support. Thank you for sharing so much of your knowledge with me.
- The participants from the Meadowlands Community Development Project for the valuable contribution and allowing me to do research in your classes.
- My wonderful, supportive wife Thobeka and my darling children Nhlamulo, Palesa, Tumelo and Nkateko who have been a source of inspiration and support.
- My mother, Mihloti Emmah Mahange and sisters, Sophie, Lillian, Tsakani and Nkhensani, have always been there to support and inspire me.
- The University of Johannesburg library staff for their remarkable service.
- Mr. Vongani Kubayi and Ansie who typed all my research work and kept the information intact on the USB disc and on the floppy disc I thank you so much.
- To my Creator, in whom I believe and trust and who will always make a way for me. With Him on my side, all things are possible.



ABSTRACT

The purpose of this study was to investigate how adult education principles were being implemented in the teaching of adult learners at the Meadowlands Community Development Project (MCDP). The MCDP is a non-governmental organization (NGO) offering HIV and AIDS education to the community of Meadowlands and other townships of Soweto in Johannesburg. In attempting to educate and protect people against the HIV and AIDS epidemic, the organization has introduced and is currently implementing an adult and community education programme. This programme aims at assisting people, particularly adults in acquiring the necessary knowledge and skills to help curb the explosive death statistics in South Africa, and thereby improve their own lives and the lives of those in their communities. Problematic issues associated with the delivery of this programme related to how adult education principles were incorporated into teaching and learning activities.

A qualitative research design was used to establish how adult education principles were being incorporated in a community health education programme that targeted adults. The methods of data collection that were utilised were non-participatory observations and semi-structured individual interviews with six participants. I used the constant comparative method of data analysis to search for recurring themes and patterns.

The study revealed that most or all of the adult education principles prevalent in the literature were largely neglected in the planning and execution of the community health education programme and that facilitators need training in the area of learning for adults. Facilitators, for example, neglected most or all adult education principles: multiple roles of adult learners, to actively engage learners in what they were learning, the psychological safety of learners, team work and, among others, immediacy of learning.

The study concludes with a few recommendations: the MCDP should utilise the services of educators who received specialised training in adult and community education. Additionally, more staff development training programmes, focusing on the incorporation of adult education principles, should be introduced. Also, facilitators should be taught to incorporate adult education principles and practices in their lesson plans.



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