Reach the Reachable Rightly: a Process of Research-oriented Development of an Adult Education Program Based on Public Welfare system

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Abstract

The process of Adult Education (AE) is based on the principles of lifelong learning, and recurrent and continuing education. Primarily, the success of any AEP needs a path of effective reach to the adult population. 3R is a practicable strategy, which works towards helping the system in the creation of community orientation in order to achieve better reach, even distribution and self-evolving capacity of a community welfare program in the field of AE. It recognizes the Public Welfare System (PWS) of the state as the ultimate influence segment that enhances reachability of any program through vigorous use of inclusive and exclusive relationships of the promoter. The comprehensive nature of an AEP is identified as a basic necessity by the 3R process.

Introduction

Adults, who form the largest and the most productive segment of a society and are out of the cycle of education, universally view education as unproductive to their current productive status in society. Though it is an agent of change and evolution, education is also perceived as a challenge to existing paradigms of society. While conducting an Adult Education Program (AEP), it is essential to understand cultural complexities of the target community, especially in multilingual and multicultural contexts.

Reachability is the aspect that leads to either the stagnation or the evolution of an AEP. This paper will explore how the challenge of Reachability can be converted to strength by using the concept of "Reach the Reachable Rightly" (3R).

3R has been developed on the principle of strengthening the socially constructed inclusive and exclusive relationships of the system (Promoter) that take initiatives in the development of the AEP. The components of this process are - Influence Segment, Support Segment and Deficient Segment and their dynamic interrelationships. Incorporating an educational institution of higher learning as Promoter of the AEP smoothens the path of reachability to the target population.

3R makes use of the Public Welfare System (PWS), which comprises of the Public Welfare Schemes and Community Welfare Programs (CWP), as the medium to reach the intended population. Public Welfare System as the Influence/Support segment can ensure self-sustainability and reachability to the challenged segment. 3R is a cyclic process, which consistently works towards the welfare of the deficient segment by strengthening the Influence and Support segments.

The comprehensive nature of an AEP is identified as a basic necessity by the 3R process. In multicultural India, the process has been used to good effect in the freedom movement, which developed on the foundations of various social reform movements, which were comprehensive in nature and adult-oriented.

Though the process of 3R has been conceptualised and experimented in the Indian context, the colonial past of the country and domination of English in its educational processes and its multicultural identity makes the concept of 3R universally applicable.

Adult education – understanding

The adult population, in terms of education attainment, is a heterogeneous population; it can be stratified as: adults never initiated into formal education, drop-outs at primary level of formal education, drop-outs after primary education and drop-outs at advanced levels of formal education. Thus, the process of adult education is for *"those who have slipped through the formal system of initial education, and are least equipped to deal with the problems brought about by rapid changes in society…[those who] have the greatest need for education throughout life. However, in a world where knowledge is changing with such speed, all adults will require education at various stages of their lives*."(CONFINTEA, 1997)

The Educational needs of adults can be classified as follows:

– Literacy or Functional Literacy

– Continuing into the formal education from the drop-out level onwards

– Education based on predetermined programs developed to meet the needs of society or demands of individuals.

– Education based on the programs developed on individuals' initiative to meet the interests of participants depending on needs and possibilities.

The needs are similar in every country. Even the adult literacy programs which were thought to be applicable to developing or under developed countries are today required even for developed countries, too, as in *"many of these countries it has been found that a significant proportion of children are leaving school without adequate levels of reading and writing. Secondly, rapid social and technological change means that literacy demands are changing." (Barton and Hamilton, 1990)*

In every welfare society, education is either free or subsidized till the higher secondary level, and as per the state policy. This level of education provides literacy skills, ignites the interest and initiates children into the cycle of continuous education. The education earned, hereafter, is adult- oriented and results in the imbibing, transfer and up-gradation over the inherited knowledge.

Cultural Paradigm of Education

Education, which is a process of the transfer of knowledge from one generation to the other and up-gradation over the inherited knowledge, is a cultural phenomenon. *"Culture refers to the cumulative deposit of knowledge, ... attitude*

... and possessions acquired by a group of people in the course of generations through individual and group striving", (Samovar and Porter, 1994) *and that are transmitted from generation to generation through learning.* Further, *"Culture, as a body of learned behaviors common to a given human society, acts rather like a template (ie it has predictable form and content), shaping behavior and consciousness within a human society from generation to generation. So culture resides in all learned behavior and in some shaping template or consciousness prior to behavior as well".* (Thinkquest).

The communities are identified with certain social, economic and cultural beliefs. "*Social influence can be defined as a real or imaginary pressure exerted by others that shapes our behavior*" (Kenrick et al., 1999). Hence, social influence on a community is contemporary in nature, whereas, cultural influence is traditional; it is the maturity level of a contemporary influence if not discarded by the community with the passage of time, which becomes paradigm.

'*A paradigm is a set of assumptions about reality held in common by a group of people',* which may have acceptance in contemporary social structure or not. It *'is held by a group of people; it is a cultural phenomenon, not an individual one ... a shared view of Reality, reinforced by cultural cues and inculcated into the young born into that culture*" (Paradigm).

Every community is amenable to enhancing its cultural, spiritual and human capital to upgrade its contemporary standing in society and accepts that "*Education, which operates, primarily, in the cultural rather than the economic domain of society has much to contribute in the promotion of remedies to injustice based upon cultural respect and social recognition*" (Powell, n.d.) and the universal acceptance of formal education prevailing in cultures has been achieved due to consistent efforts of the state- and community-created social influence with incessant follow-up.

But whenever education has tried to expand its wings in unexplored territories, it was always met with resistance on cultural grounds; in Ghana, for example, it was observed that "*Strict adherence to beliefs that formal education alienates children from their original culture has worked against efforts aimed at providing education for all children in the north"* (Final Report, Reaching

Underserved Populations with Basic Education in Deprived Areas of Ghana). Similarly, *"**Letter to a Teacher**, written by eight young Italian village boys from the school of Barbiana, is a minor classic which reveals with devastating clarity how the school system oppresses and marginalizes the rural poor by divorcing them completely from their ecological base and their cultural environment*". (Nanda, 1998)

Language is part of the educational process as well as of culture; every community inherits a culture and a language; culture evolves due to social influences, – but the language, it retains as its identity.

"*The countries specially in today's scenario of globalization and immigration has more than one language ... In addition to official languages, several countries recognize national languages, which may be compulsory in education. The choice of language in the educational system confers a power and prestige through its use in formal instruction*.". (UNESCO Education Position Paper, 2003)

Fortunately, as far as formal education is concerned, most of these challenges have been addressed. The enrollment in primary education is much higher than the adult literacy rate in case of developing and under- developed countries; in developed countries it is almost 100% in both the cases. It means that illiterate or low literacy level parents, too, encourage their children towards education, even though they themselves have dropped out from the education cycle at early stages, or never even ventured into it.

However, it is only primary education that commands universal acceptance. Thereafter, exodus occurs in every society, – developed, developing or under-developed. In the Indian context, 38% primary school entrants drop out before the fifth grade even in developed countries the number of those at low literacy levels is consistently on the rise.

Even those communities, for whom special provisions of education and jobs after education are made by the state, show high dropout rates. The education of scheduled castes in India is almost free at every level; the maximum they are required to pay for education is Rs. 120.00 (2.5 Dollars) per annum; further, a substantial number of posts are reserved for them in government services, for which they become qualified after attaining certain educational qualifications. However, more than 50% of scheduled caste learners drop out at every level of the cycle of education.

ENROLMENT OF SCHEDULED CASTE STUDENTS IN SCHOOLS (in ooo') (9)

Year	Primary (I-V)			Middle (VI-VIII)			High/Hr. Secondary (IX-XII)		
	Boys	Gir	Total	Bo	Gir	Tot	Bo	Girls	Tot
1	2	3	4	5	6	7	8	9	10
1997-98	1189	865	2055	378	228	606	202	1048	307
1998-99*	1112	837	1950	374	238	613	206	1149	321
1999-	1181	862	2043	388	242	630	238	1399	378
2000-01*	1205	913	2119	406	262	669	241	1394	381
2001-02*	1225	925	2150	455	294	749	269	1622	431

A number of reasons can be cited for this phenomenon. Among other factors, gender inequality in all communities leads to low enrolment of girls. Moreover, marriage affects the education of women in India adversely. Communities with family-centric commercial activities also withdraw their children from education midway.

The reasons for the non-participation in the cycle of education, or the level to which they remain within the cycle, percolate the attitudes of the adults who have withdrawn from the continuous cycle of education. Coming back to the cycle, along with professional responsibilities, needs strong cultural acceptance of adult education in the community.

Thus, the cultural paradigm of participation of community in education depends on the period till which the family can extend the non-participation of its member in the socio-cultural-economic stability of the family, and acceptance of

education in community culture, as the medium of transfer of knowledge.

Adult education – a paradigm shift

Reality is a social influence of the culture and *'when a cultural paradigm is challenged, it initiates a process called a paradigm shift, ... People are, therefore, both fascinated and disturbed by images and ideas that shake their paradigms'*. (Paradigm)

The following statistics show the adult and youth literacy rates, which are reflective of the staggering number of adults in need of basic literacy. If we club it with primary school drop-outs, then at least 50% of adults in any country need either literacy, or the completion of the cycle of formal education. Thus, the need for educating adults is becoming more relevant in the current global environment.

	Adult Literacy rate (% age between 15 and above)		Youth Literacy rate (% ages 15-24)	
	1990	2003	1990	2003
Developing Countries	67.0	76.6	80.8	85.2
Least Developed Countries	44.2	54.2	57.1	64.2

An important aspect of the dynamics of adult education is direct or indirect participation of an adult in the economic stability of the family, which makes adult education for "*those whose participa- tion in such activities is subsidiary and supplemental to a primary productive role in society*". However, "*It may be argued that those who have slipped through the formal system of initial education, and are least equipped to deal with the problems brought about by rapid changes in society, have the greatest need for education throughout life. In a world where knowledge is changing with such speed, all adults will require education at various stages of their lives to meet the challenges of accelerating change, and at the same time foster individual autonomy and creativity, we need a different kind of learning throughout life*."(CONFINTEA, 1997).

The leadership of the community stems from its adult segment, which is fiercely protective of its identity based on its cultural heritage. It projects its cultural identity as superior to negotiate better societal standards.

Most countries recognise the importance of lifelong learning, but in practice do not make efforts to promote it, as compared to formal education. Governments acknowledge that education is *"a continuous process with no possible end; therefore, the focus now is not simply education, but life-long learning which takes place both formally and informally*" (Ministry of Education, MOE 1999, p. 7). *... the same government pays little or no attention to adult and non-formal education (NFE). Second, even with the official rhetoric to the importance of literacy in national development, literacy funding, which is the real indicator of educational priority, remains low compared to formal education funding*" (Jele, 2004). These remarks do not refer to a developing or under-developed nation, but a developed country like Switzerland.

Hence, adults dropping out from the formal system of initial education, is a **reality**; low acceptance of adult education among adults is a **reality;** and for its development, the need of enhancing acceptability of AE among adults is a **reality.**

Adult Education seeks to challenge the reasons of withdrawal of adults from the continuous cycle of education, as well as the cultural pride of an adult who, currently, is a productive element of society and contributing to the socio-cultural-economical stability of the family. The formal education system, which prepares students at each stage for the next level of education, and not for life is also challenged by Adult Education as it intends to instill such knowledge and skills among adults, which are needed by them in their progress as productive elements of society.

The understanding and neutralisation of these challenges and the acceptance of Adult Education in the cultural ethos of a community makes Adult Education a Paradigm Shift. This is how adult education creates a niche for itself in the society. The path of accessibility to the adult population is the primary step to achieve reachability.

Reachability

Most of the provisions of AE, except those that are work-related and available at the work place as mandatory, are at a distance from the environment of the adult. Adults are expected to identify the opportunities on their own as and when the need is felt; no emphasis is laid on reaching out to adults to kindle their desire for education or to convert this desire to a necessity.

Low participation of adults in the process of AE has been matter of grave concern for policy makers. In one of its recommendations, UNESCO, in its nineteenth session in 1976, asked member states to "*take measures with a view to promoting participation in adult education and community development programs by members of the most under-privileged groups ... In this context, Member States should associate themselves in the search for educational strategies designed to foster more equitable relations among social groups. Even after 20 years of declaration universally Adult learners typically attend college on their own volition; ... such learners are inclined to be self-directed, motivated, and responsible*". (Thomas, 2005)

The effectiveness of an Adult Education Program, therefore, doesn't lie in its easy availability to the society but in its adoption by the communities. Hence, the need to make efforts to reach out to this segment of the population which is within the ambit/reach of educators.

Reach the reachable rightly (3r)

Ideally, every human being desires to enhance his/her productivity and is always available to lend his/her services for the betterment of society. Further, human beings are social beings, and they are closely interlinked through various

activities with one another. Therefore, they have various group associations, which can be used as ladders to reach them, and, through them, others. As per this philosophy, **every member of the community is reachable, provided that the right methodology is adopted to reach the Reachable.**

3R Adult Education Program
Process of Reachability

The principle of reachability is that a human group may find itself in a helpless situation in the eventuality of stagnation, but it will make an effort to overcome the obstacles it faces. If the stagnation can be converted to obstacles, the deficient segment becomes reachable, since in an obstacle-situation, the community group looks for support to overcome the obstacles.

Accordingly, Reach the Reachable Rightly (3R) may be defined as follows:

Reach:The process of identification of the Human Source that is stagnant and the attempt to convert reasons of stagnation to obstacles in growth.
Reachable:The process of converting the identified Human Source in stagnation to Human Resource, whose growth has been impeded due to obstacles in growth.
Rightly: The process of neutralization of obstacles in growth of the Human Resource.

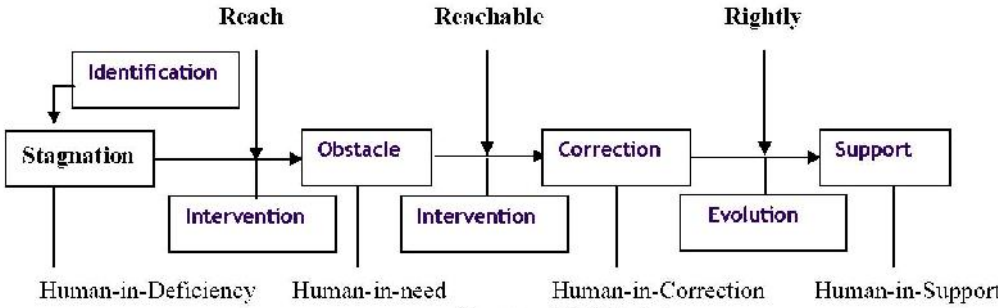


Figure – 1 3R Model

"*The concept of adult education … varies according to who requests it and who proposes programs: literacy training or continuing education, on the one hand, and the other forms of adult education on the other."* (Belanger and Blais, 1995). The system, which proposes the AEP, – referred to as **Promoter** – has not only to incorporate it in its program to meet the requirement of those who request it and sustain their interest, but also to chart out the path of reachability to those who do not request it, but have greater need of it; this segment is referred to as **Deficient Segment;** and those whose support is needed to execute the AEP, constitutes the **Support Segment**.

An AEP developed and nurtured through people's initiatives since its inception shall be more effective in its reach to the community, the welfare strategy should aim to release people's initiative, not to substitute for it. "*A critical element in promoting adult learning is partnership between governments, non-governmental and civil-society organizations and the private sector*." (CONFINTEA, 2003)

The **"Learn while you Work"** (**LWYW**), an adult education program for illiterates, is presented here as a case study to explain the process of 3R, and to explore how the partnership between Public Welfare System and the community is a critical element in promoting adult learning in any environment.

Case Study-I

This program was visualised in a stagnation situation of illiterates, rising out of work pressures and lack of motivation; and the student-volunteers in stagnation as the illiterates were either not joining the literacy sessions or dropping out midway. An educational institute affiliated to the University of Mumbai, as Promoter, visualised this program, which involved reaching illiterates at their place of work and half-an-hour reduction in their duty-hours, for attending the one-hour literacy sessions for which the industries needed to be convinced - an imperative for the success of LWYW. The concept of Influence Segment originated in the need to convince the industries with concentration of illiterates for participation in the LWYW. The office of Sheriff, which in the Indian context is occupied by a person of social eminence, was incorporated as Influence Segment to chart out the path of reachability to the illiterate workers in the following chain:

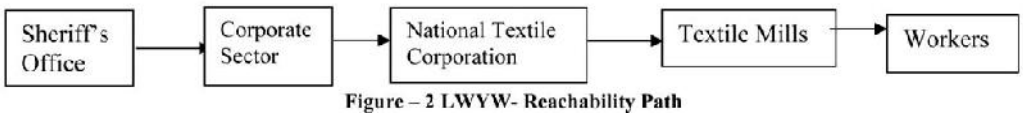


Figure – 2 LWYW- Reachability Path

This chain of influence converted stagnation of illiterate workers to obstacle; the illiterates were not approached directly; right from identification to motivation, at every stage an influence segment was identified, to increase the reachability and the sharing of resources. Because of involvement as partner of the influence section of the community, the path of reachability was made easy and it also strengthened their accountability.

With this approach, non-sampling errors, non-response and expenditure on Need Assessment Survey were minimized. In two days time, fifty volunteers could complete the survey of three thousand workers, because of the availability of the

targeted population at one place, and every response could be authenticated from their personnel information available with the mill (the targeted industry), the participation of the workers was ensured due to thirty minutes off from their duty hours, which triggered off their interest in attending the literacy sessions regularly, and ensured the timely completion of the literacy sessions.

The program encountered critical situations that were neutralized with specific intervention programs; some of them are as listed below:

Critical Situations

1. Reluctance of the illiterates to identify themselves as illiterates, due to the social stigma associated to illiteracy.
2. The literate workers discouraged the participants with sarcastic remarks.
3. Fluctuations in volunteers' interest during the program.

Intervention

1. The management of the mills helped in identifying some illiterates, who were enthused to participate in the LWYW program.
2. Climate-building activity was conducted by volunteers for the entire Industry in the form of health camps and tree plantations. It improved the communication between volunteers and mill workers, which resulted in an increase in the enrollments for literacy sessions. In some industries English proficiency sessions were conducted for the literate segment of the mill to enlist their support.
3. The participating educational institutions and their student-volunteers were honored and appreciated in mass public programs; it helped in enhancing the participation of colleges and the volunteers in the program.

The interventions were conducted as a targeted program "*bringing valued goods and services into a society that already has a set of cultural values and political and socioeconomic institutions for setting priorities and distributing goods and services.*" (Marchione, Thomas J. 2002) The interventions with this concept strengthened the AEP and helped in its adoption within the cultural ethos of the community it sought to serve.

Public Welfare System (PWS)

The Education Institution donned the role of promoter of LWYW and acted "*as a community center or a community institution that can play a role in community development efforts*" (Jorda *it al*., 2001). It provided a new dimension to the success of an AEP because an Education Institution has strong community connections. Cahill (1996) has categorized the different types of connections by their primary purpose: *a) service provision to meet youth needs, b) school-community educational partnerships, c) school-community partnerships in youth development, d) school-community economic development collaborations, and e) community redefined schools*".

The use of the PWS, such as the Office of the Sheriff, National Textile Corporation and the Educational Institution enhanced the accessibility to the target population and this accessibility could consequently, be converted to reachability as well as sharing of resources at every level of reachability.

PWS is a structure developed by a welfare nation for converting human capital to human resource, and providing an environment for the human resource to contribute significantly to the development and growth of the nation. Since it is not usually profit-oriented, the use of any welfare system requires minimum resources. The use of PWS as Influence Segment and Support Segment enhances its accessibility to adult community and provides metabolism of self-sustainability. Mahatma Gandhi had once prescribed an acid test for judging the efficacy of any scheme by visualizing the poorest citizen of this country and then analyzing how that programme could benefit him (Nanda, 1998). To achieve this it is necessary that the AEP should be self-sustainable and a non-commercial activity.

3R-Organisation Structure

3R develops its organizational structure on the presumption that any working system, including an operative Community Welfare Program, is destined to continue oscillating – expanding and contracting, succeeding and failing; the evolutionary change should be deliberately nurtured by pursuing the struggle for existence with greater vigor, so as to draw out the best from individuals and societies. An AEP thus needs to be developed as a learning organization to evolve itself through generative learning, with a support system to strengthen its efforts in its struggle for existence.

Interest is a unique attribute of human psychology that ensures active association & pursuance of an activity by a human being. An Adult Education Program being a human activity depends on the appropriate mechanisms that prevent the interest of any group to conflict with the interest of other groups. The success of an AEP, therefore, needs the protection of the extrinsic incentive of the Interest groups, the strengthening of Interest towards Responsibility and Interest towards Intrinsic Incentive of the Interest Groups. First step towards is to adopt interest groups as Stakeholders of AEP and convert interest into stakes.

Stakeholder is defined as "*Any group or individual who can affect or is affected by the achievement of the organization objectives*". (Freeman, 1984, 25). A CWP, by its non-profit nature, necessarily welcomes support from any section of society on a non-commercial basis. But from the organizational point of view, a narrower understanding of stakeholders is required. "*The stakeholders… who do not bear 'risk' in the firm-stakeholder interface, might be omitted"* (Polonsky, 1995). Therefore, the stakeholders can further be classified into primary stakeholders and others. "*The Primary stakeholders are those groups needed for the corporation's survival"* (Uyl, 1992).

In an AEP, the primary stakeholders can be categorized as follows:

1. **The Promoter** is the Community Group that takes the lead in the implementation of a Public Welfare Scheme, – including the initial funds and successive resources. It defines the goals, processes, success, and direction of the AEP. The support that the Promoter offers is in the nature of Intellectual Support.

2. **Governance** is the process of achieving the anticipated outcome as defined by the Promoter. It also helps the Promoter in evolving its functional characteristics.

3. **The Beneficiary** is the Community Group/s/Entity, which expects to be benefited by the AEP. It is the community that is challenged and needs correction either to seek support or to extend the support voluntarily.

Moreover, the importance of the stakeholder theory does not lie in defining who the stakeholders are, but rather in identifying the role and stake of stakeholders in the functioning, and consequently the success of AEP.

Thus the **Stakeholder Management Process** comprises of the following four basic steps:

- *Identify the relevant stakeholder groups in relation to the issue being addressed*
- *Determine the stake and importance of each stakeholder group*
- *Determine how effectively the needs or expectations of each group are presently being met*
- *Modify corporate objectives and priorities to take into consideration stakeholder interests*

(Freeman, 1984, Caroll, 1989, Roberts and King, 1990)

The 3R interconnectivity model to reach to deficient segment is as follows:

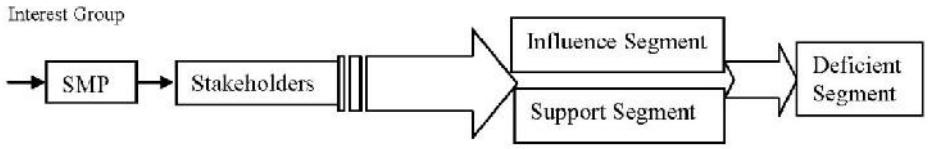


Figure 3: The basic model of connectivity

The Reachability Process

Reachability is an aspect of accessibility and achieving the target for which process has been created. Learning is the term we use to describe the processes involved in changing through experience and "*Generative learning is about creating – it requires systematic thinking, shared vision, team learning and creative tension (the tension between vision and current reality)"* (Senge, 1990) making it a cyclic process however it assumes that the process of connectivity has been worked out by the promoter.

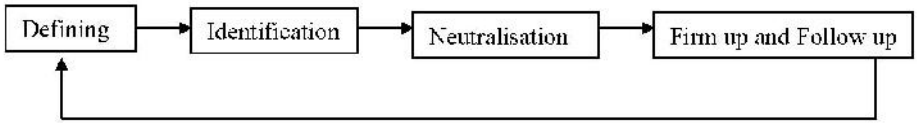


Figure 3: The Process of Reachability

Defining: the scope of the AEP, along with a clear assessment of the reasons of stagnation in historical and contemporary perspectives, the correction process that shall include the list of activities and the target population, minimum resource requirements, and a plan for its procurement, to initiate and complete one cycle of the correction process;

Identification: Willing participants and volunteers as well as:

- Intrinsic and extrinsic interests of the Promoter
- Segment of PWS, which has inclusive/exclusive relationship with the Promoter**. This segment**
- **shall be referred to as the** Influence Sector in support.
- The deficient and support segments under the identified Influence Sector.
- **The intrinsic and extrinsic interests, and reasons for the stagnation of the support**
- **segments that can be approached** o **Working association and the extent of approachability** of the identified Support/Influence Segment with the Public Welfare System

Neutralization: The process of neutralization is contextual, and needs to be developed after a thorough study of the reasons of stagnation of the target population. This can be achieved by conducting a Need Assessment Study, which is the initial effort to establish communication with theidentified adult population. Need Assessment Study is a foremost activity and its success will determine the level of the participation an AEP will invite.

It consists of the establishment of communication with the identified deficient segment by way of the conduct of a welfare activity, which is unrelated to Adult Education, discussion of collaboration in activities of mutual interest that shall help in establishing credible relationships, stratification of the target population into homogeneous groups on the basis of the nature of influence of the influence sector in support; this is important because the target population is usually a heterogeneous group. These homogenised strata can be referred to as the targeted population.

Firm up: The conduct of adult literacy/education sessions within homogeneous groups of the willing participants deficient as well as in support. Even if there is just one willing participant in AEP and one willing participant in support, the program should be initiated, as that will establish the credibility of the program.

It is advisable not to reject any offers, while seeking support, even if they do not have the expertise in adult education activities; their support can be enlisted for climate building activities.

Figure 4: Targeted Population -Reachability

Adult Education Program	Deficient	Support
Willing	Reachable	Reachable
Unwilling	Approachable	Approachable

The Need Assessment Survey should always be tied up with an Intervention adult education program for the willing, because this helps to strengthen its hold on the targeted population.

At this stage use of PWS enhances the reachability further because, in its totality, society is either its recipient or promoter. If the PWS and an educational institution are incorporated as partners to the AEP the reachability to deficient and support segment is further strengthened.

The following matrix reveals the characteristics of the two segments, depending on their willingness or otherwise to participate in the correction process of the AEP

Restricted are those who are willing and do not have resources for further education. Resistant are those who are in need of education but reluctant. The empowered are those who have the capacity and extend support to AEP, and unproductive are those who have capacity but are reluctant to extend support to AEP.

Figure 5: Targeted Population – Characteristics
Targeted Population

Adult Education Program	Deficient	Support
Willing	Restricted	Empowered
Unwilling	Resistant	Unproductive

The restricted can be provided with educational services with the help of the empowered, and the resistant and unproductive can be further approached through the arms of PWS. The **support segment** consists of two sections of human resources: one, which is the natural consequence of birth, and the other, which is acquired through the PWS of the country.

The approachability matrix for the Support Segment is as follows:

Figure 6: Support Segment

	Empowered	Unproductive
Benefited from PWS	Reachable	Reachable
Natural Consequence	Approachable	Unapproachable

The section of the targeted population, which has benefited from the PWS are reachable if the

PWS has been incorporated with the AEP

Similarly, the **deficient segment** consists of two sections of human capital: one which has the opportunity to be benefited by the PWS but could not avail itself of these benefits due to reasons beyond human control, and the other, which has resisted the benefits of the PWS.

Figure 7: Deficient Segment

Public Welfare System	***Restricted***	***Resistant***
Opportunity lost	***Reachable***	***Approachable***
Opportunity Resisted	***Reachable***	***Unapproachable***

Further, the unapproachable section can, similarly, be further approached with the help of educational institutions, because of their effective reach to the community.

Follow-up: The process of reachability is to be consistently reviewed after the conduct of every cycle of the correction process, and the target population is to be redefined, transferring the human-in- need who have undergone the correction process successfully, from the deficient segment to the support segment.

The correction process is as follows:

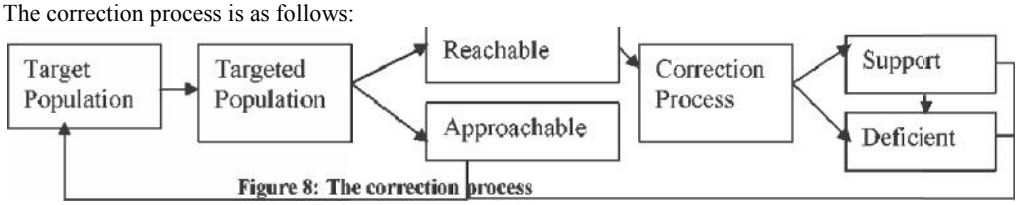


Figure 8: The correction process

This 3R correction process is in confirmation with "*The Focus-Will-Capability (F-W-C)* Performance System

developed by Smith and Tosey (1999) provides a useful framework in which to measure an organization's success in meeting these challenges. The basis of the F-W-C Performance system is the proposition that the performance of an organization is directly linked to the interaction of its core competencies, its clarity of purpose and the willingness of its members to collaborate. Smith and Tosey claim that as an organization's capacity to learn develops across all three areas then its willingness to act and therefore its performance is enhanced" (Dunne, 2004).

Implementation Strategy – Area Based

Area Based is the concept of the implementation of community welfare program in totality for one geographical location at a time. The location can be a colony, a town, a lane depending upon the available for the conduct of the program. The operational area being a finite geographical location the reachability and accountability are enhanced. The area based approach also ensuresthe: Sharing of Resources between the

Partners of the Program, Incorporation of Allied Activities with Adult Education, Structured Organization of Implementation.Structure of Area Based Concept

–Adoption of any area for community social service, with main stress on total literacy/education.

–Identification and ensuring the cooperation of an Educational Institution in close proximity to the adopted area as an Educational Institution can be largest provider of Voluntary manpower and intellectual resources.

–Organization of a day camp for climate building activities in the adopted area.

–Continuation of the project on adult literacy in the adopted area as a regular day-to-day activity.

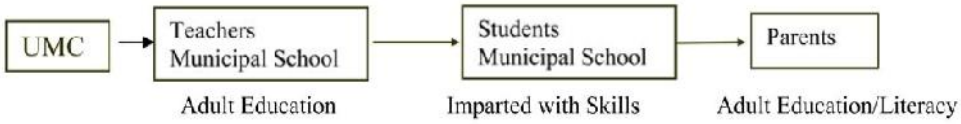
–Organization of a day camp for evaluation, after attaining total literacy in the adopted area

An example of the area-based concept of reaching to the community is the role played by the education and social reform movements during the freedom struggle of India, when it was used to instill the spirit of nationalism in Indians: Thus,*"Mahamana Pandit Madan Mohan Malaviya, … who wanted to instill the spirit of nationalism among the youth of the country through modern educational system, established the Banaras Hindu University in 1909. In 1920 the Kashi Vidyapeetha was founded by Mahatma Gandhi and began to operate as a national school for revolutionaries and freedom-fighters. (Baidyanath, 1998) The social reform movement was closely integrated with the freedom struggle"* (Bidwai, 2002).

Case Study-II – SHE – Shelter of Health and Education

The target population for this project was women from the lower strata of the community for AE and literacy. Most of the women were either working or occupied in family-centric activities, and constituted the unwilling segment for AE. However, their children are being sent to Municipal Schools for education. The Ulhasnagar Municipal Corporation (UMC) was used as influence segment to enlist the support of Municipal Schools. A 'yoga training' program, in collaboration with Kaivalyadhama – a research-oriented Yoga Institute – was started, initially for the teachers of the schools and then extended to the students of the schools. This was used as the intervention program to seek support of the teachers and students of these schools. Subsequently, the parents of the children, who have developed the confidence in the Promoters i.e. Smt. Chandibai Himathmal Mansukhani College, were enthused to join adult literacy for illiterates and adult education for school dropouts for which the identified partner was Yashwantrao Chawan Maharashtra Open University (YCMOU) – a University of distance learning.

The involvement of UMC a Public Welfare System ensured the cooperation of Municipal Schools, which deputed their teachers for Yoga training. With effective access to schools, a survey was organised to identify the education level of the parents of the school children; with complete cooperation of the network established of Influence and Support segment, the survey was conducted in the shortest time possible (2-3 days) with authentic results. During the survey, the willingness of women for taking up under-graduate courses of YCMOU and literacy classes was obtained; and they were, accordingly, enrolled. The path of reachability was as follows:



Conclusion

Adults, who form the largest segment of any society, are in need of continuous education but are, mostly, in stagnation. Very few modes exist for providing AE and these are not popular among adults not because they do not desire to learn but these modes do not have effective reachability to adults, with AE as paradigm shift adults are resistant or reluctant towards education. Using inclusive and exclusive relationships through Public Welfare System, 3R can have effective reach to segments of society that need intervention and are in reachable surroundings and environment, open to sustained and progressive intervention to provide Adult Education Programs with effective reach, even distribution and self-evolving capacity**.**

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