Forming the Basis for the Integrated Practice of Continuing and Worker Education in Kwazulu-Natal

Worker and Continuing Education Technical Task Team (TTT)

Convenor: Mr. E.B. Mkhize

Chairperson: Dr. T.J. Mbuli

Co-ordinator: Ms. C. Peters

"A prosperous Province with a Skillled Population"

Moving forward with speed, ensuring a better quality of life for all

HRD Council Priorities Adopted by CONTINUING AND WORKER EDUCATION TTT

Develop flexible and responsive education and training programmes for non-formal economy workers/entrepreneurs

Facilitate workplace learning partnerships between employers and training institutions

Support development of community and worker education institutions and programmes

Develop sector based HRD and skills development strategies and plans

Facilitate recognition of prior learning (RPL) and assessment and recognition of prior learning (ARPL).

PART 1

THE PROBLEM

Situational Snap Shot

- There is no generally accepted or integrated notion of worker and continuing education nationally or provincially. Despite the prioritisation of worker education in the NSDS III skills development continues to be a contested terrain with a simplistic division between worker as producer and worker as citizen.

- Vocational training remains alienating and intended to extract productivity often with little consideration for the overall development of the person. Skills development and education often take place in a relative vacuum uninformed by the productive needs of capital or the social and survival needs of the working class.

- Community education is very limited and where it does take place fails to bridge into vocational or empowering dimensions of education in most instances.

- There has not been a significant increase in broader socio economic and political education amongst workers and their organisations and functional elements of trade union education continue to be scattered and of limited positive impact on the lives of workers and the communities from whence they come.

- Adult basic education is systemically limited and reach very few let alone opening access to higher forms of learning.

- Efforts in all of these areas remain silos, ignoring the potential multipliers of an integrated approach.

- Key principles of the NQF including articulation, portability, the practice of RPL and lifelong learning remain in the realms of theory rather than general practice. There are large institutional divides between different sub frameworks and Quality assurance bodies in the form of HEI, SETAs and TVETs.

- There has not been a significant increase in broader socio economic and political education amongst workers and their organisations and functional elements of trade union education continue to be scattered and of limited positive impact on the lives of workers and the communities from whence they come.

- The structure of the labour force remains a steep pyramid, structured with a small percentage of highly qualified technical and professional people at the top of the labour pool and skill pyramid and a massive and expanding base of semi-skilled, unskilled and unqualified people, particularly youth; at the bottom of the pyramid.

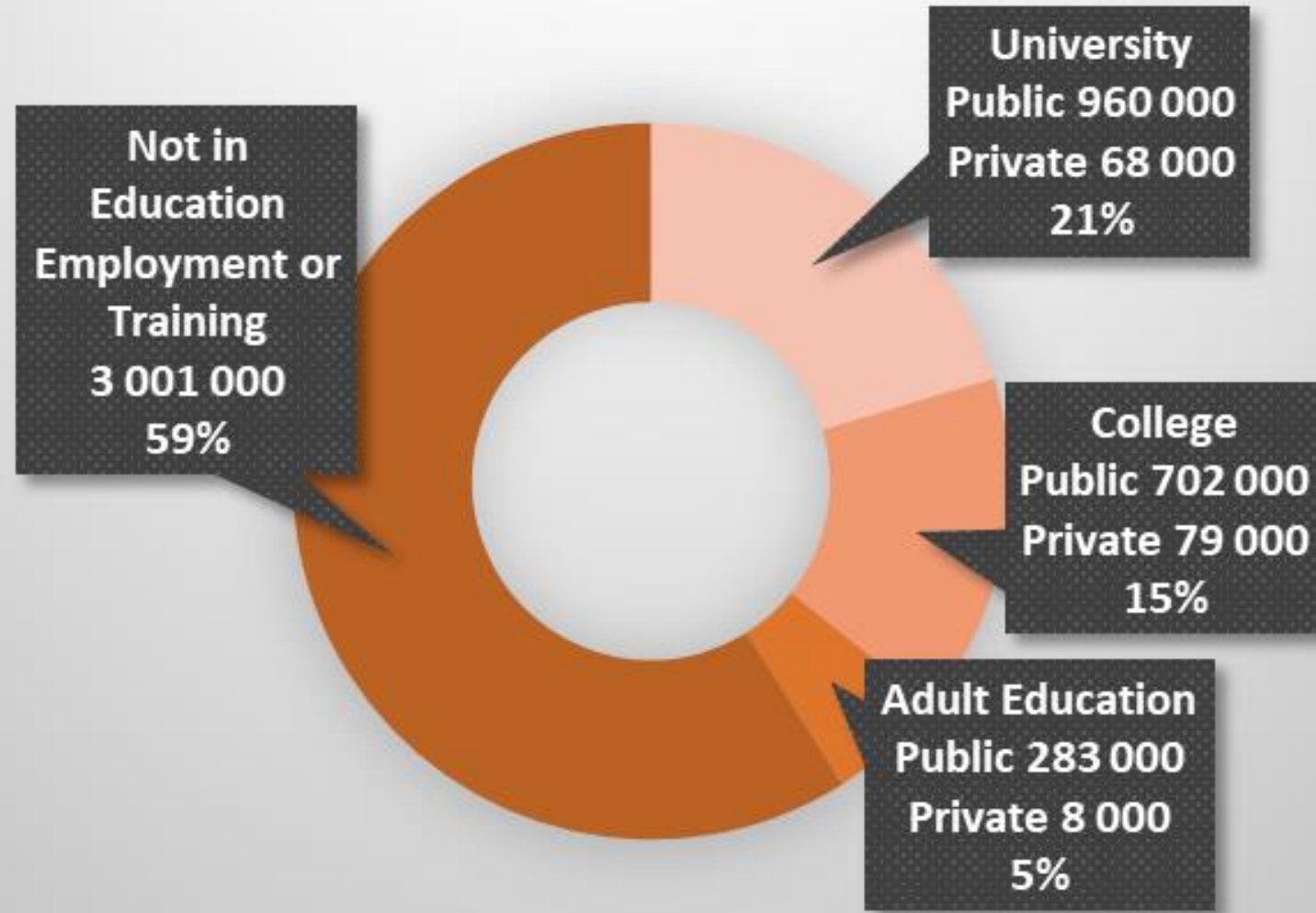## The situational analysis of the Provincial HRD strategy Finds;

- Low throughput in high schools, TVETs and HEIs
- Significant problems start from ECD
- Institutional challenges - Varying quality and fragmentation and duplication in education efforts (we add institutional silos as barriers to the realisation of objectives)
- Quality and readiness of learners is problematic
- Lack of opportunities to pursue practical training
- Inequity of access (financial and geographic inequalities of access)
- Lack of youth access or appropriateness

- Higher uptake in HEIs than in vocational training – with high failure rates in both
- Low level participation in mathematics and science
- Learners ill prepared or having inadequate skills for the workplace
- Inability of education to manage social issues that spill over into institutions.
- Problems with teacher preparedness
- It is not an integrated system of education
- Social cohesion is prioritised as a significant issue.
- Need for a gretater number of level 5 certificate programmes

Shape of the South African Post-School system: 2014

University
Public 960 000
Private 68 000
21%

Not in Education Employment or Training
3 001 000
59%

College
Public 702 000
Private 79 000
15%

Adult Education
Public 283 000
Private 8 000
5%

Source: Dr. S Land The Ideal Institutional Model For Community Colleges In South Africa:
A Discussion Document (draft)

KZN Educational Institution Attended

Source: Community Survey 2016
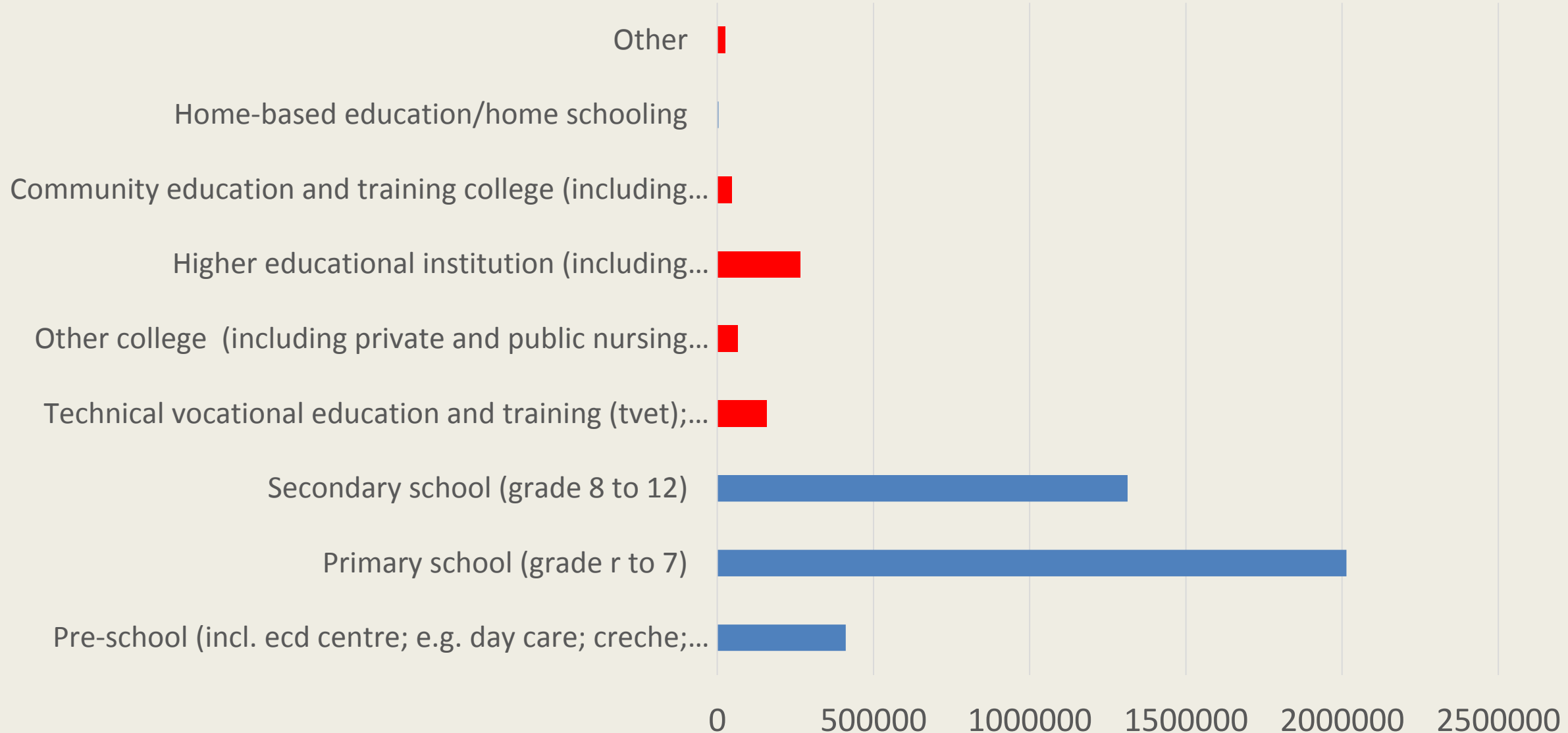
Where does continuing and worker education fit?

- Continuing and worker education spans the PSET environment

- We tend to look at the different forms of
  - *Higher Education*
  - *TVET*
  - *Community colleges and adult learning centres*
  - *Worker Education Institutions*
  - *Seta's and workplace training as separate systems*

- Persistent and fundamental need to integrate these to achieve greater flexibility and through put

KZN Post School Educational Institution Attended
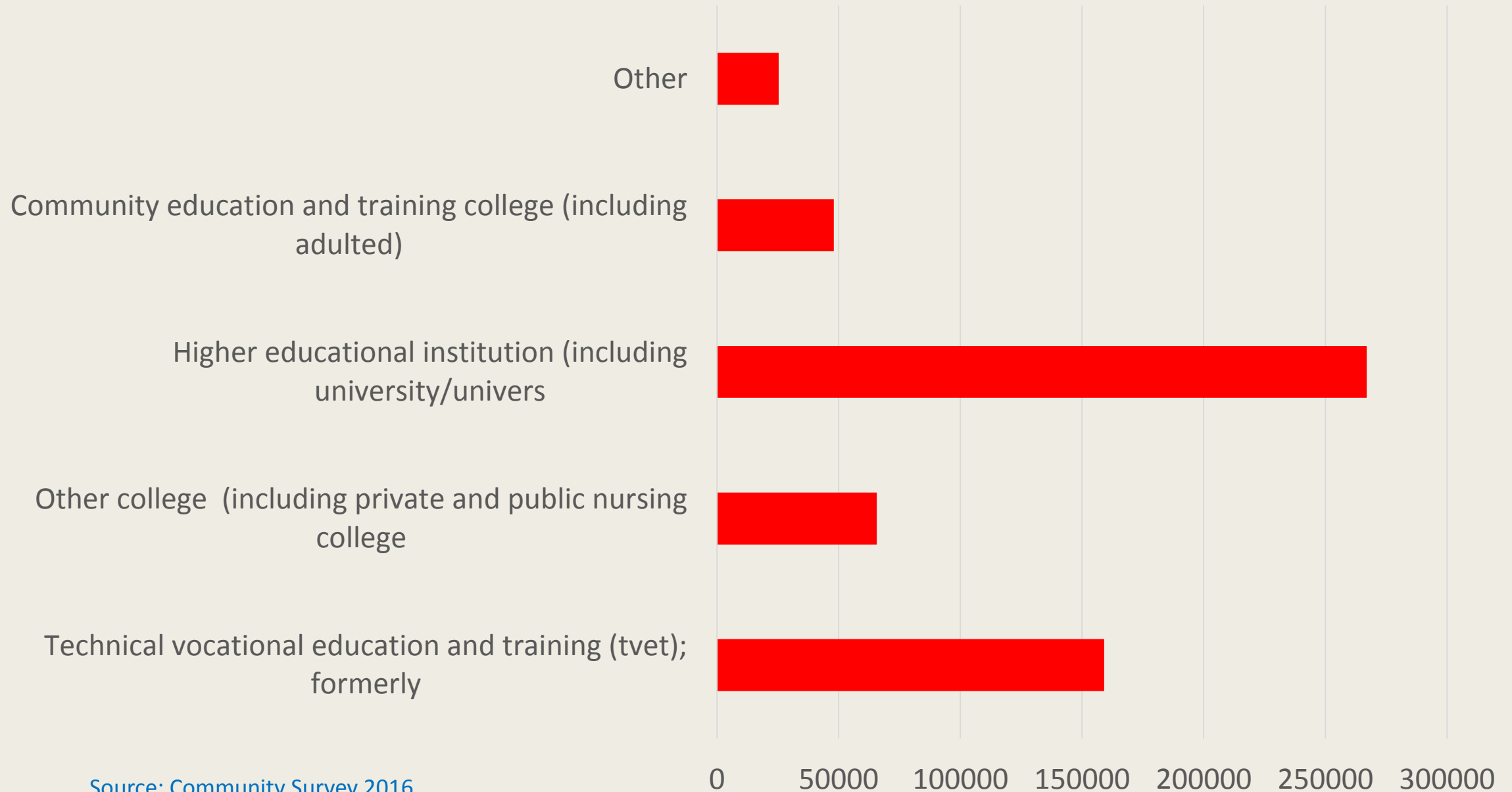
Source: Community Survey 2016

"Problems are passed through the education system – continuing and worker education lies at the end of the system inheriting an accumulation of problems."

- **Secondary School:** Of the learners who enter secondary school, about 45% will drop out before Grade 12. Of that 45%, about 70% will be successful in the NSC exam; and, of those, only 27% will be eligible for higher education. As a result, out of every 100 learners entering secondary school, on average, only 12 will be eligible to participate in higher education based on performance in the NSC after 5 years. Generally, between 3 and 6% of learners who enter do not write the exam. In 2012, however, 19% of learners who entered did not write.

- Most **TVET Colleges** are plagued by a low throughput rate, and on average, low certification rates and high dropout rates in most programmes. These rates vary by college. The throughput rate of Esayidi, for instance, is 59% while that for Mthashana is 40%. The national average throughput rate is about 51%. The average TVET dropout rate for the province could not be determined at the time of this study. However, it is estimated that for every new year group which enters an TVET College, only 22% will complete the programme for which they are enrolled in the expected time

- **The SETA and Workplace Learning** component is still something of an UnkownThe full extent of the investment of SETAs in the Province is difficult to document accurately. An attempt was made to document the level of involvement of SETAs in the Province. A comprehensive set of data was not available at the time of publication (enquiries are ongoing)

- Workplace learning here refers to worker education programmes offered by employers so that employees can enhance the skills required to effectively undertake their responsibilities, and to develop themselves for undertaking tasks in more senior positions. A full assessment of worker education in the Province was determined as most critical in the overall landscape of skills development in the Province. A sectoral analysis of worker education will assist in determining the level of investment made in the sector, and the extent to which this investment is associated with the performance of the sector.

- Higher Education Institutions: Graduation rate is 21% ranging from 15% to 23% for each university. Graduation rates differ by programme with lowest graduation rates in programmes that require science and maths

Adult Education Centres and Community Education and Training Colleges

- 1105 adult learning centres

- 1 KZN CETC

- 52,000 learners in 2011

- Centres distributed throughout the Province

- Still a high population of those who can be defined as illiterate

- In addition to the services and support provided through these centres, the Province has, over the years, implemented two projects which have been immensely successful – Masifunde and Kha Ri. As a result of these projects, the province has successfully halved the number of people who could not read and write from 1.2 million in 2006. Through these projects, the total number of people educated over the 5-year period was 567,000.

- The CETC approach is still developing although it has significant promise if adequately supported

- **2.3.6.3 Critical Issues in Adult Education**

- **LTSM:** There is not a wide range of high quality learning materials for adult learners. While progress is being made in this area, the population of adult learners is so diverse that properly targeted learning materials require a lot of resources to generate.

- **High Staff Turnover:** Staff turnover in adult learning programmes is high, partly because of the low salaries paid. Staff leave frequently to find better opportunities since adult education programmes are sometimes used as a stepping stone to better opportunities.

- **Unqualified and Under-Qualified Educators:** While much has been done to train adult learning practitioners, there is still a high percentage of unqualified and under-qualified educators in practice.

- **Low Throughput:** As noted in Table 57, only 59% of the candidates who entered actually wrote exams; and of this, 65% passed. However, only 38% of those who entered actually passed. Success and throughput was not calculated as a percentage of those that are enrolled because of the unavailability of data at the time of publication. Anecdotal evidence however, suggests that throughput is low.

- **Expanding Population:** While illiteracy is being eradicated, the population that is eligible for some form of adult education is constantly increasing given the high dropout rates in schools, and with a constant increase in the level of academic preparation that is needed to survive in a changing society. Being barely literate is no longer enough. While adult education in the Province has consistently moved toward skill-based learning and has incorporated an exposure to entrepreneurship, more creative programming may be necessary to meet the needs of the new wave of youth that are under-prepared for the world in which they must survive.

PERFORMANCE OF CANDIDATES IN EACH LEARNING AREA
JUNE 2011

LEARNING AREA CODE	LEARNING AREA	ENTERED	WROTE	ACHIEVED	% ACHIEVED
AAAT4	Applied Agric and Agric Technology	313	171	118	69.01
ANHC4	Ancillary Health Care	644	410	327	79.76
ARTC4	Arts & Culture	209	101	97	96.04
EMSC4	Economic and Management Sciences	547	281	185	65.84
HSSC4	Human and Social sciences	404	254	211	83.07
LCAF4	Afrikaans	2	1	0	0
LCEN4	English	1582	909	417	45.87
LCSO4	Sesotho	1	1	1	100
LCXH4	isiXhosa	17	11	9	81.82
LCZU4	isiZulu	645	341	321	94.41
LIFO4	Life Orientation	1225	708	603	85.71
MMSC4	Maths Literacy	2448	1581	832	52.62
	Mathematics	72	27	12	44.44
NATS4	Natural Science	982	576	316	54.86
SMME4	Small Medium & Micro enterprises	313	159	124	77.99
TECH4	Technology	262	127	70	55.12
TRVT4	Travel and Tourism	333	183	151	82.51
Source: Adult Education Report 2011 KZN Department of Education					
	TOTAL	9999	5841	3794	64.96

PART 2

CONCEPTUAL OBSERVATIONS AROUND CONTINUING AND WORKER EDUCATION

Dr. T. J. Mbuli and Michael Koen
Workers' College

TTT discussions and national and provincial conceptual deliberations clarifying the concepts of continuing and worker education

8.4.7 Conflicting Perspectives on Development:

- "The HRD strategy does not promote employment-oriented training as the sole focus of its approach. Rather, it promotes the concept of productive engagement of its people in society so that all can benefit from the talent they have acquired. Notwithstanding, some stakeholders have expressed concern regarding training for employment demand, and the overall approach taken to HRD. The basis of the concern expressed, as we have come to understand the concern, is that any model which promotes the production of skilled and talented people to serve a capitalist economy, is ill-conceived."

- This critique is not understood it should read "any model which **only** promotes the production of skilled and talented people to serve a capitalist economy, is ill-conceived.

- The strategy itself has very limited conception of a broader engagement of the learner as both productive resource and human.

- "8.5 Managing the Flows and Transitions of Human Resources into Productive Engagement in Society" as section identifies a number of problems that prevent this transition highlighting that the transition is almost entirely left to the individual. None of the problems identified recognise the issue of the most organised segment of civil society, playing such a limited role in human resource development strategy.

- The strategy fails to recognise the significance of vulnerable workers and the numerical flexibilization of labour as a significant barrier to skills development or optimal human resource use– nobody trains temporary workers – despite organised labour pointing to this as a key structural failing in the labour market for years

Organised labour and working class interests are marginalised in the skills discourse

- Trade unions have been largely alienated from skills deliberations even where represented at national SETA level
  - *Because of an excessive demand side focus and employers driving the agenda*
  - *Workplace skills engagement by workers is particularly poor as employers do not see the need to engage adequately and unions have other stronger priorities (should be a subject of integrative bargaining)*
- Policy and strategy considerations seem to completely ignore trade unions. **The words 'trade union/s' appear only once** at page 254 of the 458 page HRD strategy document. 'organised labour appears on a few tables around implementation at the end as designated verification or consultation partners
- None of the strategies envisage the incorporation of worker education institutions as active partners
- The vocational training is seen as the preserve of industry and the SETA institutions driven primarily by skills gap analysis (scarce and critical skills) whereas many union members are seen to be high supply (low skills employees)
- Unions and workers have not sufficiently taken the logical step to greater ownership and control over the production of skills. Unions historically remain the natural custodian of skills. A union based artisanal development initiative is an obvious starting point.

9.3.6 Strategic Objective 2.3: Workplace learning for employee development

- No role for worker representation of interests in skills development in the workplace is even mentioned in this part of the strategy, and yet whilst the document acknowledges the paucity of employer information the natural watch dog and influencer of workplace skills development is the trade union.

- The reason for poor engagement in this area needs firstly investigation and then corrective action planned

- There is a general failure in the strategy to adequately locate the notion of social dialogue playing a meaningful and moderating role in the Human Resource Development Process

NSDS III priorities in terms of Worker education have been omitted from the strategy

■ "Trade unions, their education programmes, as well as other worker-initiated training programmes and NGOs play an important role in the further education and training of workers in broader sectoral policy and capacity to effectively engage in the workplace and broader economy. Trade unions and worker education and training initiatives are able to use the critical networks of their organisations (e.g. shop stewards and union officials) to educate their members and other workers to suit their needs in a manner that is also beneficial to the economy as a whole. South Africa has a long history of worker education and training that needs to be supported and expanded. Worker-initiated education and training can contribute to a workforce that is better able to understand the challenges facing the economic sectors in which they operate. This would benefit the workplace, our economy as well as the developmental objectives of our country.

■ The NSDS III will support NGO, community and worker-initiated skills development and training programmes. The NSF will similarly aim to support credible and quality worker skills development, education and training programs."

■ The NSDS Outcome 4.6.3 states that: 'Worker, NGO and community-based education programmes are supported and their impact measured and reported on',

■ Output 4.6.3.1 should be that:' SETAs engage with trade unions, NGOs and community-based organisations in their sector and identify skills needs and strategies to address needs.'

Problems of engaging with SETAs

- The system of SETA quality assurance has negated the value of non accredited education (its not by definition informal but can also be informal)

- Criteria for discretionary grants and projects are in most SETAs overwhelmingly related to employer demand side imperatives, despite NSDS III priorities.

- There is a preconception of what skills are scarce and critical which is rooted in conflating skills with occupation. Good worker representatives who are often from 'lower skilled' positions require in depth knowledge and overviews of industry and workplace factors to effectively engage in realising production and competitiveness.

- Workers have significant insights into production systems and processes but this wealth of knowledge is neither acknowledged or used productively.

- The policy environment for some forms of worker education is not clear, particularly for worker education institutions, are they private, public sector based etc.

General critique of the draft HRD strategy from a continuing and worker education perspective

- The strategy makes acknowledgement that the whole person must be educated but doesn't give detail particularly to issues of ideological orientation and citizenry (even though acknowledging social cohesion, as a particular problem

- The conception of critical skills is too demand driven (needs of capital) but also to narrowly so. An effective shop steward is a scarce and critical skill at the level of workplace conflict resolution and also cooperative workplace relations, along with adequate skills engagement

- The focus on community colleges as a key role out priority omits the nature of worker based colleges.

- Too little attention to the area of cooperative forms of production and collective ownership models

- The analysis of HEIs and TVETs does not sufficiently acknowledge the role of working class orientated institutions and learners in the production and recognition of valuable knowledge in society.

- Strategic objectives 2.3 Enhance workplace training, employee development and worker education completely misses the points raised on the conceptualisation of worker education.

- similarly strategic objective 2.4 Continuing education and training still completely overemphasises learners as producers and not responsible and informed citizenry

- Implementation strategies for 2.3 and 2.4 again do not give adequate attention to more integrated forms of education and see no role for bolstering union capacity to more effectively and proactively engage around skills issues at all.

- Trade unions as stakeholders are hardly mentioned in the entire document.

- The strategy talks of integration but the likely outcomes are further alienation in the world of work and the creation of institutional siloes

| SKILL LEVEL	KZN	%
Formal employment by skill (highly skilled)	217795	13
Formal employment by skill (skilled)	743411	44
Formal employment by skill (semi and unskilled)	736142	43
Formal employment by skill TOTAL	1697347	80
Informal employment TOTAL	429091	20
Formal and informal employment TOTAL	2126438	

Source: KZN HRD Strategy

| Employment status	Further Education and Training College (FET)	Other College	Higher Education Institution (University/University of Technology)	Total
Employed	5276	14221	27980	47478
Unemployed	705	653	1840	3198
Discouraged job seeker	1235	0	3365	4600
Other not economically active	82115	35227	107392	224734
Total	89330	50101	140577	280009

KZN Employment status by Education Institution
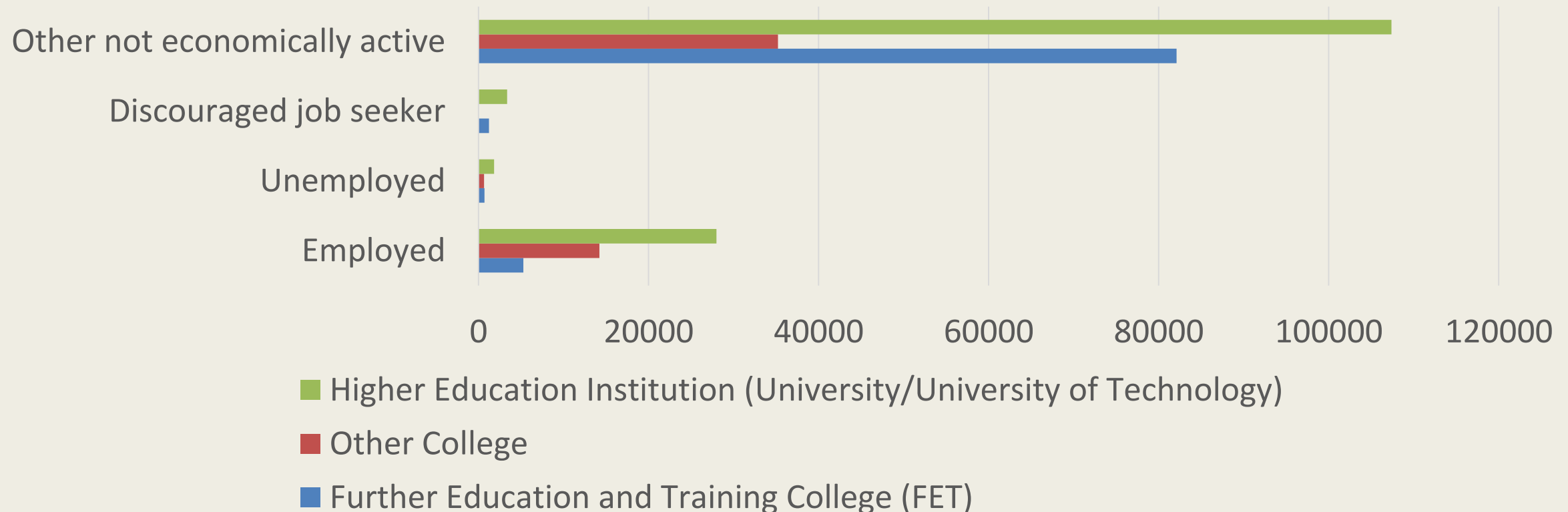
KZN Trade union membership by occupation

| Main occupation grouped	Yes	No	Do not know
Legislators, senior officials and managers	46296	83302	659
Professionals	61511	32226	0
Technical and associate professionals	112890	105688	3062
Clerks	68489	158373	3952
Service workers and shop and market sales workers	112353	273498	6043
Skilled agricultural and fishery workers	1686	2388	0
Craft and related trades workers	34819	152215	10480
Plant and machine operators and assemblers	72338	141554	4642
Elementary Occupation	85971	434705	9573
Domestic workers	0	188734	1289
Other	629	1739	0
Total	596982	1574421	39698

Source: Q2 Labour Force Survey 2017

KZN Formal Employment and Education Status by Trade Union Membership 2017

Source: Q2 Labour Force Survey 2017
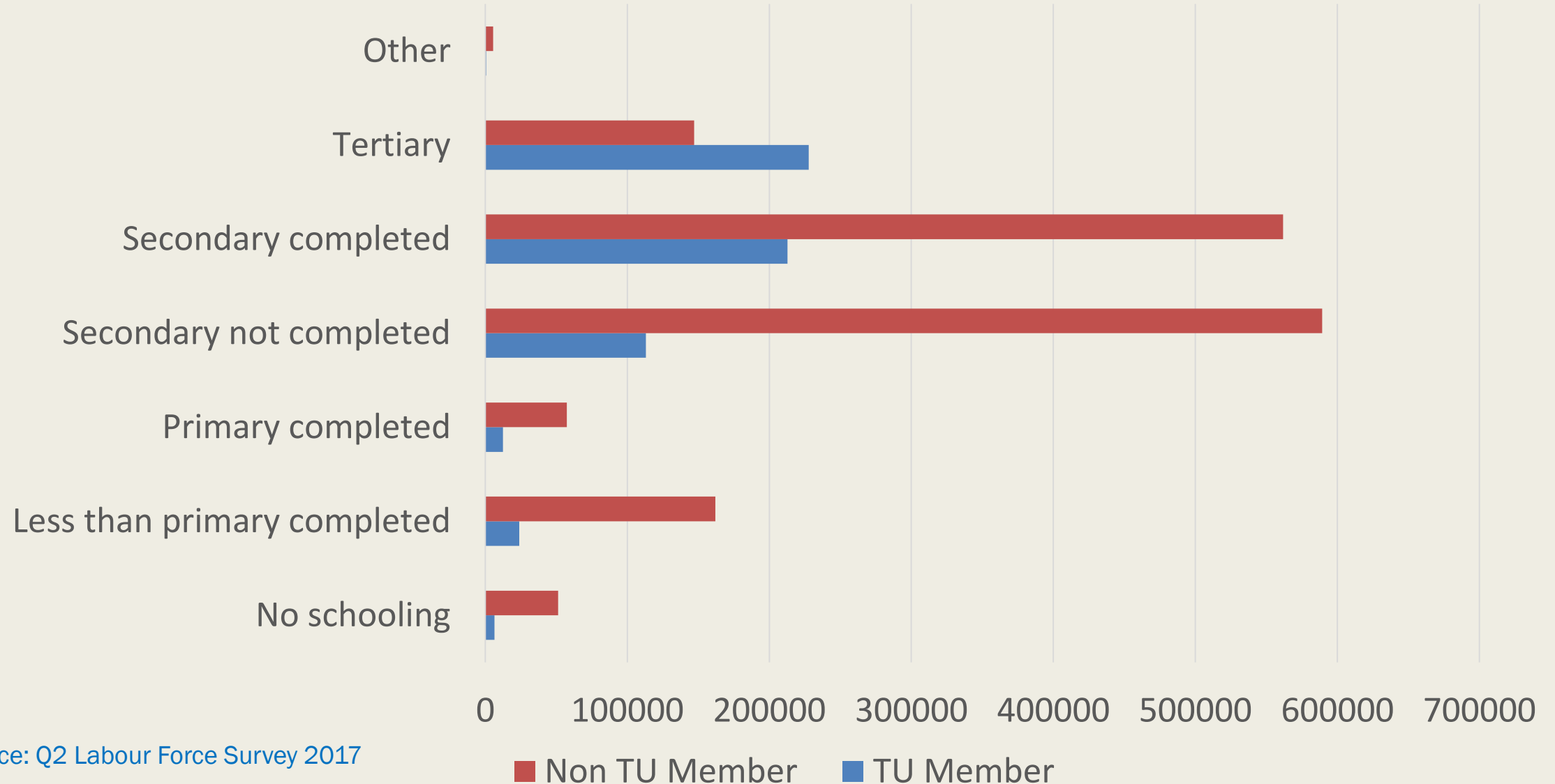
Non TU Member   TU Member

KZN Trade Union Membership by Educational Achievement 2017

Source: Q2 Labour Force Survey 2017

Non Members   TU Members
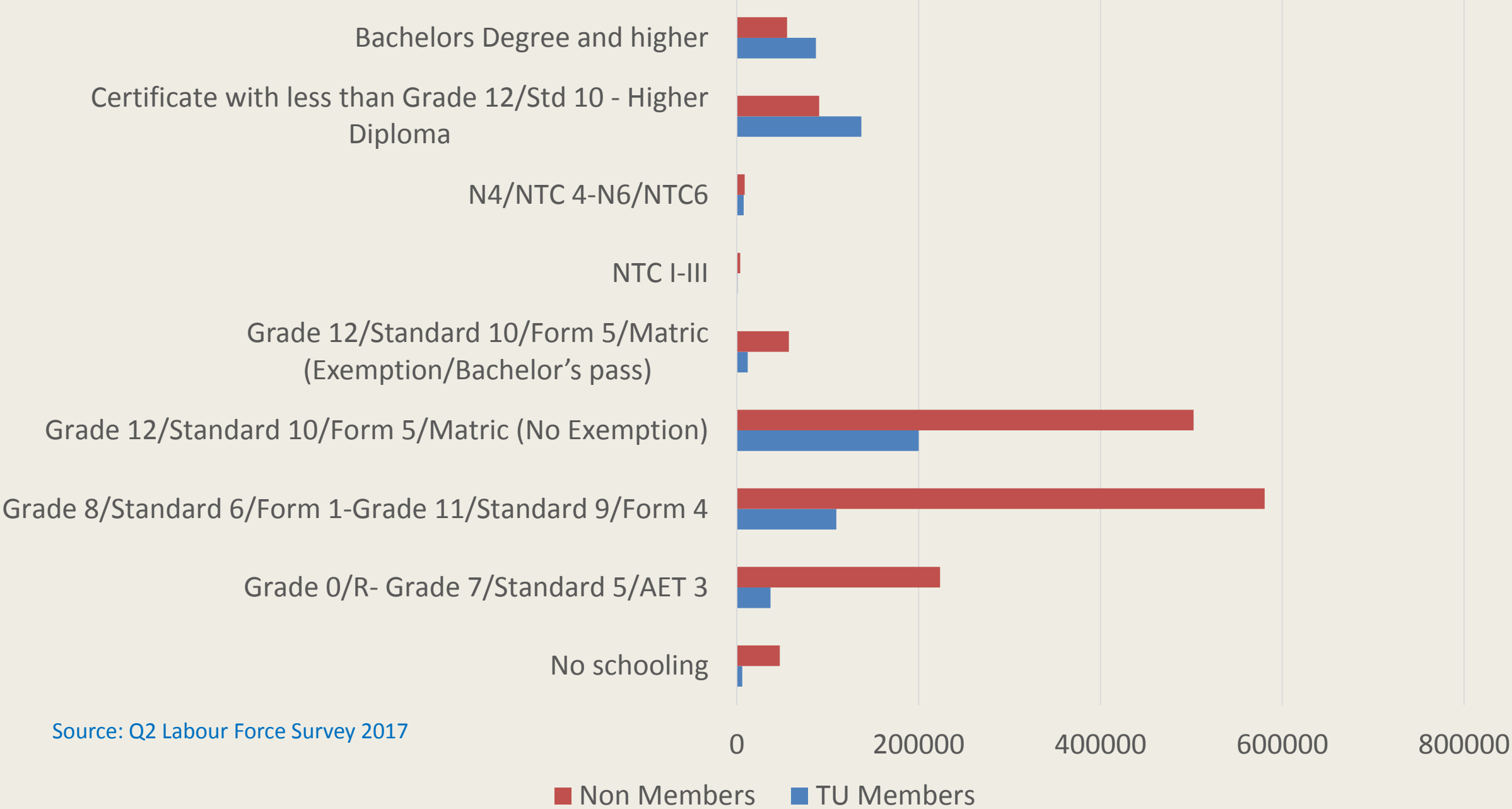
KZN educational institution attendance by trade union membership 2017
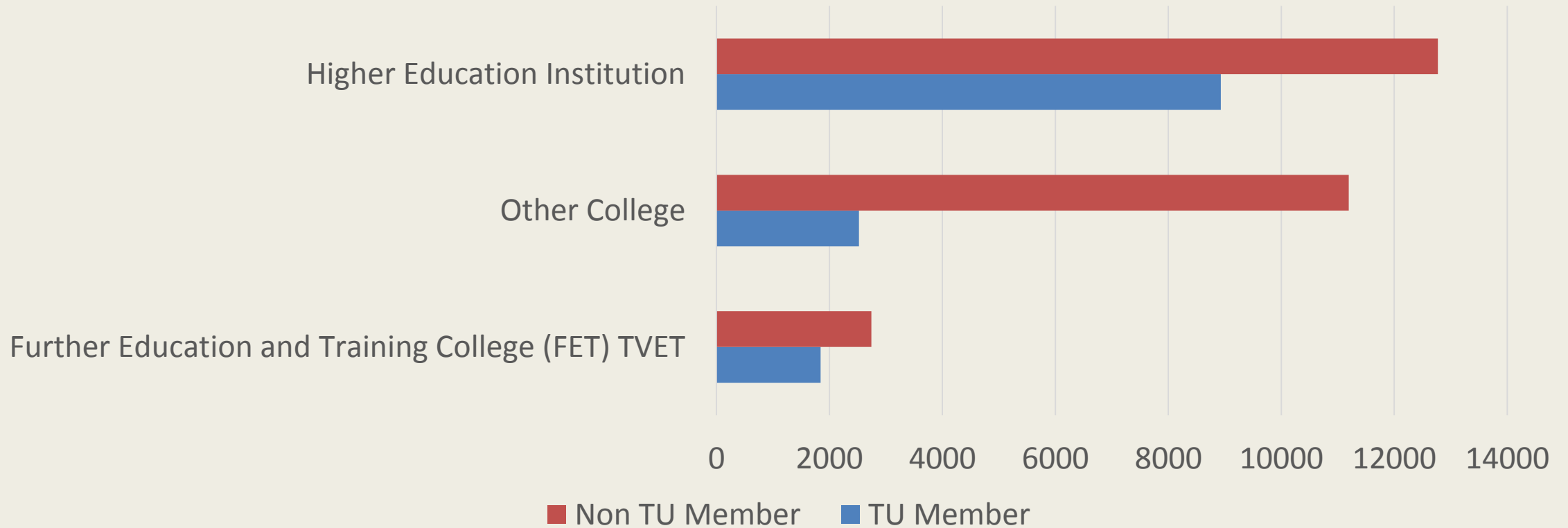
Education Institution	TU Member	Non TU Member	Total
Further Education and Training College (FET)/TVET	1844	2742	4586
Other College	2524	11195	13719
Higher Education Institution	8929	12774	21703
Total	13298	26710	40008
	33,2%	66,8%	100%

Source: Q2 Labour Force Survey 2017

Draft Worker Education Model framework

PILLAR 1

Political Perspective/ Worker empowerment

1. Worker Education for the labour movement

2. Worker Education for community solidarity

3. Citizenship

PILLAR 2

Vocational Education

1. Education and training in the workplace

2. Vocational and occupational programmes e.g. SETA programmes

PILLAR 3

Joint Management Worker Education

1. Joint worker-management education is located in Industrial Relations

The problems of this approach

- ■ The contestation around worker as producer and citizen is conceptual and institutional. The Siloed nature of the pillars reinforces this.

- ■ "a worker is a person who has, or has the potential of acquiring, specific and general knowledge, skills, experiences and insights which can be used in a productive, and who then offers his services in the labour market for equitable use and compensation." This type of definition of worker is potentially insular – doesn't recognise the notions of unpaid work and the expense of the reproduction of labour, the externalised cost of production born by the citizenry and state either directly or indirectly. This assumes away the concept of surplus value extraction.

- ■ The WE Framework acknowledges non formal education as important but consigns it to pillar 1 with no real policy or practice to articulate this with other formal forms of education.

The problems cont..

- Career Paths identified are limited to a trade union employment

- Silos mirror the current main constraint to the NQF objectives and policy concerns of the WE framework such as CAT, RPL etc – this major obstacle is the inter institutional barriers that exist which are created from multiple sources including competition for scarce resources, organisational self preservation (Michels), hegemonic concerns (Gramsci), polemic contentions, bureaucratic inertia of large systems and class based structures and contentions

"What are the developing concepts around Worker and continuing Education?"

- A rejection of the 3 pillar conception in favour of a stronger integrated working class orientated conception that
  - *Breaks the divide between vocational and ideological training*
  - *Breaks the divide between the employed and unemployed through integrating trade union and popular education, community education and vocational and academic education*
  - *Bridges institutional divides and sees the development of the role of organised labour and community organisation in the provision of integrated education and worker ownership of skills*
  - *Reconceptualises the notion of scarce and critical skills as those that promote* **developmentally effective knowledge** *and skills and not simply production focused efficiency*
- Channels resources to the points of greater need recognising the value of the social economy
- Coordination through working class orientated body

"What integrated continuing and worker education could look like"

- Linked to career guidance with multiple exit levels from learning programmes and qualifications

- Skills for life and skills for work

- Not only iterative but have practical and real world application – for example business development incubators and support, assist in evaluating entrepreneur ideas and sourcing financial support. Research functions that work with learners in developing problem analysis and applied research that is again people and learner centered but also situationally (e.g. sector specific). They are community advice centers to assist in community development planning processes, engaging legal problems with advice and representation.

- Entertain the possibility of support oriented institutions that cross cut the current concept of different institutions accountable to different ministries
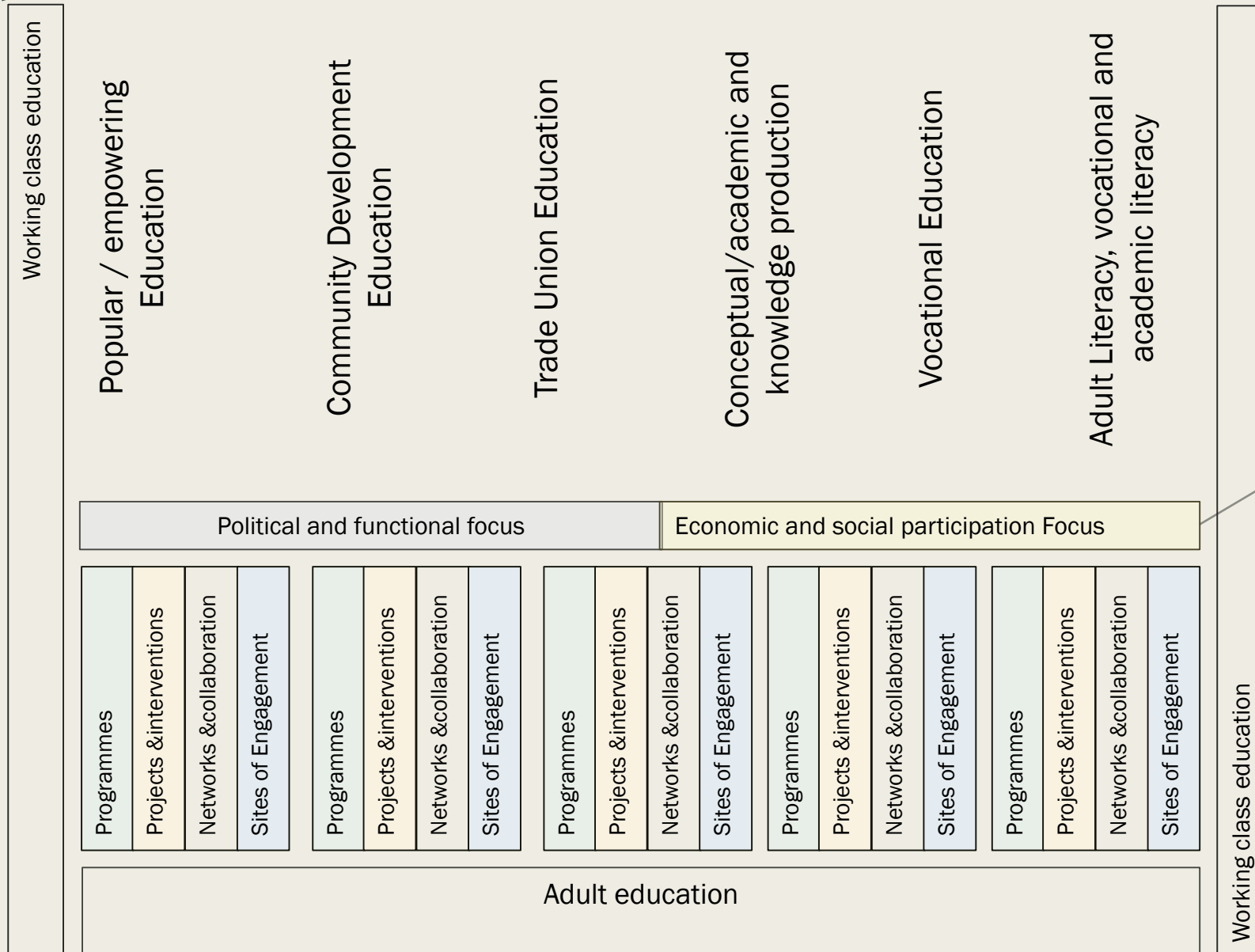
"What integrated continuing and worker education could look like"

- Resist the current conceptual divide of, SETAs are for workers (employed) CETC and TVETS are for youth and unemployed and some survival skills and worker colleges for trade unions

- Worker and Community Education and Training (support) Centres potentially play a cross cutting role of developing practice, policy and coordination of articulation across the spectrum of providers and also spanning the entire NQF in one set of institutions.

- Unions begin to play a leading role in establishing labour based skills programmes of a vocational nature, particularly in key provincial sectors

- Different from a Quality Authority approach as they are real and pedagogically practicing institutions (think learning hospital) that then support feed in and enable an iterative and life long learning path specifically geared to dealing flexibly with learning problems and acting as a net to catch lost generations.

"What integrated continuing and worker education could look like"

- Institutions play a educator development role to address issues of educator preparedness and understanding of a more iterative process of skills acquisition and career pathing. (you seem to really struggle with this, these are the literacy/numeracy skills you may need in this sub programme before continuing, and you may wish to change focus to this area)

- Core funded by Dhet and NSF with provincial sector priority programmes bolstered by SETAs and collaborative relations with TVETS, HEIs and Adult learning centres

- IT is a leapfrog development technology. Cell phones have replaced the need for the development of land line infrastructure in some instances for example. IT must form a central part of all learning.

- Social development and consciousness building components are brought into curriculum to address the education of the whole person.

Worker Education by Working Class Controlled Institutions

Working class education

Popular / empowering Education

Community Development Education

Trade Union Education

Conceptual/academic and knowledge production

Vocational Education

Adult Literacy, vocational and academic literacy

Political and functional focus	Economic and social participation Focus

Programmes — Projects &interventions — Networks &collaboration — Sites of Engagement

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Adult education

Working class education

There is overlap between focus and types of education.

Political and functional focus

Economic and social participation focus
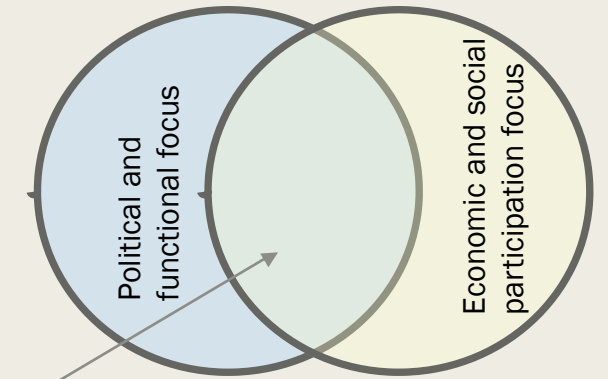
For example paralegal education programme with placement in a community advice centre that is assisting a community (site of engagement) pursue it development path (empowering) in collaboration with a research project (Project and participatory) that helps the community self define this path (perhaps attending a participatory research education programme) with support from a collaboration network of legal and or community organisations (networking) would contain elements of community/empowering/vocational education with a functional, political and economic and social participation focus and in activities would span a programmes, a research project, be a site of engagement and create links in a network that would facilitate career development for the paralegal, practical and theoretical adult education for community development, solidarity links and so on.

Example

For example a paralegal education programme with placement in a community advice centre that is assisting a community (site of engagement) pursue it development path (empowering) in collaboration with a research project (Project and participatory) that helps the community self define this path (perhaps attending a participatory research education programme) with support from a collaboration network of legal and or community organisations (networking) would contain elements of community/empowering/vocational education with a functional, political and economic and social participation focus and in activities would span a programme, a research project, be a site of engagement and create links in a network that would facilitate career development for the paralegal, practical and theoretical adult education for community development, solidarity links and so on.

An institutional model example of an integrated Worker and Continuing Education

- The Program Integrar of Brazil provides a different example where we see a trade union providing vocational education and training. '… it is an example of integrated education and training for civil society' (Fischer & Hannah, 2002:95) and blurs the boundaries between Vocational Education and Training and what we refer to as Worker Education/Worker Education for Empowerment/Political Education. It also integrates the two dominant paradigms of human resource training and popular education.

- In contrast to the restricted view of training as a response to considerations of profit vocational training and higher education should be of interest to the worker and community and satisfy the many needs of the human being. Here the employed and unemployed are trained alongside one another.

- Training of the whole worker is critical not because it is required by production but because the worker is a critical being. The absorption of Knowledge which society has produced is fundamental to a just society.

"continuing and worker education can be developed as a post school safety net"
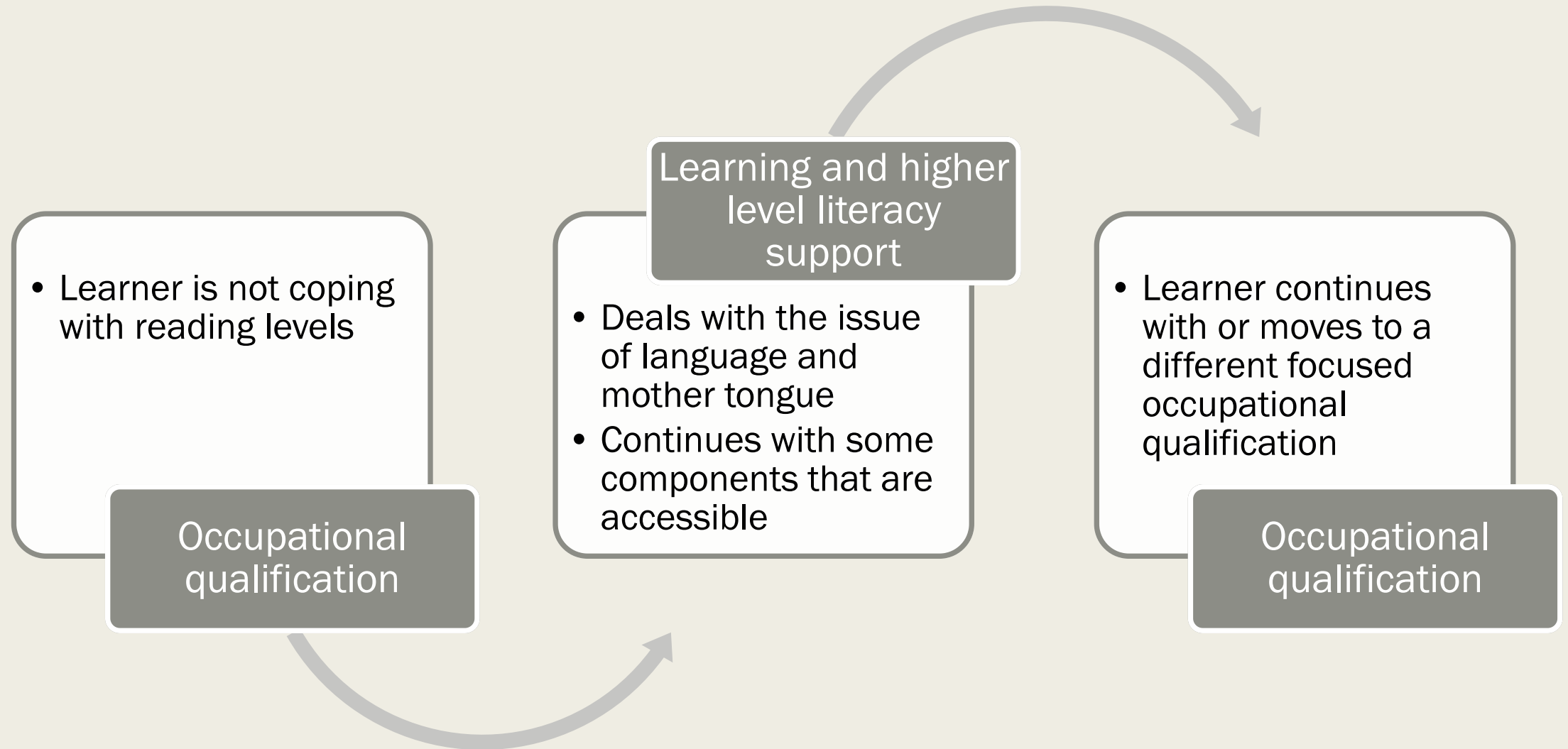
- Comprehensive HRD strategies have long lead times before they impact on the labour market and productivity of capital. ECD today takes 20 years to translate into opportunities and improved productiveness in society.

- Presuming life expectancy increases, by the time HRD initiatives identified in this framework/strategy start to have effect we will be dealing with 3 generations of learners who will in many instances have fallen through the cracks in a multitude of ways with quite different experiences and growing frustration.

- This creates a complex problem – complex problems tend not to be well served by standardization and simple model based strategies.

"Conceptualising continuing and worker education requires us to think differently"

- Progression is not linear but iterative with different learning problems surfacing at different times and requiring supportive intervention. Current articulation within and between institutions and even learning pathways (qualifications) and the costs associated with funding structures that require level outputs prevent this from happening.

- Responsive and integrated education must be learner centred and not just outcomes orientated.

- They must deal with the whole person having social and economic value – social capital is as important as economic capital ultimately. This is why we look to education to deal with social cohesion issues for example

- Cross learning does not happen in silos and siloed and vertically exclusive education - reinforce notions of valued education.

Iterative design

- Learner is not coping with reading levels

Occupational qualification

Learning and higher level literacy support

- Deals with the issue of language and mother tongue
- Continues with some components that are accessible

- Learner continues with or moves to a different focused occupational qualification

Occupational qualification

PART 3

INSTITUTIONAL MODELS FOR CONTINUING AND WORKER EDUCATION TO REALISE THE PROVINCIAL HRD STRATEGY

Dr S. Land and Prof. J. Aitchison
(Adult And Community Education Unit)
Durban University Of Technology

A discussion document on proposed community colleges for South Africa
ETDP Supported   Prepared for the task team of the director-general of higher education and training

The DHET Task Team of 2012 suggests that there may be answers in community education to the persistent problems to youth unemployment, less valued and functional adult education and a belief that a university education is the only acceptable form of post school education:

"**Community Education should support learning and development that leads to social justice for everyone.** Community Education can be seen as committed to the principle **that education should originate in and be designed to meet the interests of the community, and be directed to improving its quality of life.** Policy and practice for community education and training should be founded on the underpinnings of a democratic society which views collective improvement in quality of life as the primary goal of its educational initiatives. All citizens should be provided with the opportunity for a lifetime of intellectual growth, vocational enrichment and social improvement **... Community Education is about the community itself learning to work together to identify and solve developmental problems** (personal, social, economic and political)" (DHET 2012b p 32 – 33).

Principles

- There is no reason for South Africa not to have functional Community Colleges, as proposed in the White Paper of 2013.

- imagine investing in and running an adult and community system that has decent infrastructure, up to date technology, and the flexibility to be constructively and imaginatively responsive to needs of communities. To change the system, there has to be a new vision shared by planners, organisers, educators – and importantly, learners.

- The establishment of Community Colleges as a third institutional form alongside Universities and Technical and Vocational (TVET) Colleges to enable general access, in urban and rural areas, to offer effective learning programmes at a range of levels in different fields and modes of learning, affording people in all contexts access to learning opportunities that relate to their life contexts.

- Policy and practice for community education and training should be founded on the underpinnings of a democratic society which views collective improvement in quality of life as the primary goal of its educational initiatives.

- It must be noted that in the main, technological development tends to shift work from people to computers and machines, thus decreasing employment opportunities. To keep a growing population employed extremely rapid development in training in both basic and current technology are required

We need a shared, new understanding of Community Colleges as places

- where all kinds of training can be offered to people at all stages of life;

- that offer support and training that relates directly to people's daily life, particularly in relation to ensuring the safety and sustainable livelihoods of families; in this, it should be ensured that the needs of women are well met;

- where there should be training options to articulate with all levels of schooling AND ALSO stand-alone formal and non-formal options;

- that take advantage of what current technology can offer, bringing people free access to the internet, information and learning options and resources;

- where people gather for community activities and to access services, including possibly those from Home Affairs, mobile clinics, mobile libraries and so on;

- where people volunteer for a range of services to the community and gain experience;

- where local, provincial and national government departments, civil society organisations, businesses and NGOs / CBOs cooperate and form alliances for the good of ordinary people, and to achieve collective goals.

"Characteristics of effective community learning centres"

Adult basic education and secondary school equivalence programmes;

Cost effective training in a wide range of skills;

Non-formal education driven by local community needs, assets and opportunities;

Flexibility rather than uniformity in the education system.

Central Recommendation: To equip and maintain all learning centres that make up the Community College system with whatever is needed in each context to enable them to offer free WiFi and thus access to the internet.

- This access should be available to enrolled learners as well as to members of the surrounding community.

- Community College learning centres would immediately become attractive to all in the community, especially young people - defined as the central target group;

- Limitations of teaching staff and resources at these learning centres could be ameliorated through access to, and training in the use of, the plethora of Open Educational Resources (OERs) - educational texts, interactive materials and recorded lessons and demonstrations etc available on the internet;

- In addition to what is generally available, a database of electronic materials specifically relevant to South African contexts and geared to our Community Colleges could be developed and adapted to specific needs without the expense and waste involved in print materials

- Administration systems including registration of learners, appointment of educators, collation and submission of marks could be computerised

- Community Colleges and Community Learning Centres would automatically become centres of access to information relating to further study, NSFAS, career information, work opportunities, non-formal learning, marketing opportunities for crafts and produce, etc

- that educators will need a particular set of capabilities in order to utilise the opportunities, and therefore will need training and support

Governance considerations

- Governance structures will need to represent the networks of relationships existing within communities. Community/stakeholders should have a say in how the Community College system and separate learning centres should function, what programmes should be offered, and how, according to the needs in each community.

- That District Education Forums be established to serve as a link between educational institutions and the general public.

- The Centralised Skills Planning CSP Intelligence Unit be located in DHET.

- More emphasis be placed on the demand aspect in planning skills development and ensure more coordination amongst government departments.

- An understanding be created among South Africans of how different post-school institutions could work together in the sphere of governance and functioning. The debilitating perception that anything other than university is an inadequate place of learning needs to be changed.

- Constructive coordination between TVET Colleges, Community Colleges and Higher Education Institutions would need to be preceded by the establishment of formal agreements of cooperation.

Staffing

- Community College educators need to have improved work contracts.

- Once employed, Community College educators should continue with in-service courses and training that relates to their teaching and the learning needs of that community college.

- Cross institution cooperation may be beneficial for all concerned and help facilitate coherence among different parts of the whole South African education system

Possible Modes Of Education And Delivery Options

- In meeting the needs of their particular communities, Community Colleges will need to offer a wide range of programmes, using different modes of provision so as to optimise accessibility.

- Community Colleges could offer certain formal Higher Education (NQF level 5) Higher Certificate qualification.

Funding

- Because the target group is primarily people who lack resources, funding cannot come from course fees. There are suggestions that funds could be accessed from SETAs and the National Skills Fund, and although this is possible, it would require creative solutions to accommodate and organise skills training.

- In terms of infrastructure, there appears to be general consensus across policy papers that the new Community Colleges should be housed in buildings and offices that are already available, and that sharing premises is an acceptable strategy

- Facilities may however not be available or are sufficiently equipped in which case the development of new infrastructure must be considered.

Quality assurance

- Quality assurance of all aspects of Community Colleges should ensure the provision of relevant programmes in a cost effective manner. Quality and relevance are critical factors in ensuring that communities will want to attend the college programmes.

Formal Learning Programmes And Qualifications That Could Be Offered At Community Colleges

- Training in both hard and soft skills should be offered, within a framework that "seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual needs", for example, NQF Level 1 General Education and Training Certificate for Adults (GETCA), and the new NQF Level 4 National Senior Certificate for Adults (NASCA).

- Community Colleges should offer skills, vocational and occupational programmes funded by SETAs or the NSF.

- In view of the well documented threats to food security and energy, education relating to agriculture and sustainable energy should be offered.

- Harmony should be created between policies and regulations pertaining to Higher Education, TVET and Community Colleges.

- A clear system of credit recognition and transfer must be developed

Learning Pathways For Students At Community Colleges

- Access to all courses at Community Colleges should be open. Learners should be allowed access to whatever class they believe they can cope with, and should be allowed to switch to a lower or higher level if they find the course below or above the level they need.

- Learners should not have to travel far to access learning. Given funding and logistical constraints, this means that Community Colleges need to offer education using a combination of delivery methods.

- Community Colleges need to accommodate learners facing barriers to learning; particular attention needs to be paid to access for people with disabilities, particularly those from poor families.

- Community Colleges to offer coaching in how to compile portfolio of evidence for recognition of prior learning (RPL) and credit transfer.

Community Colleges and Community Engagement

- ■ Community Colleges must locate themselves firmly within local communities, meet local needs and contribute to local development.

- ■ Good communication with all stakeholders is essential for Community Colleges to function effectively.

- ■ Government departments should use the services of Community Colleges for upskilling their workers.

- ■ Community Colleges should strive to offer educational opportunities that appeal to business enterprises within their reach.

Piloting

- ■ That the piloting of Community Colleges should be used to implement and test the recommended changes between the old PALC system and the new Community College system before the rollout and full scale implementation.

PART 4

PROVINCIAL CASE STUDIES OF CONTINUING AND WORKER EDUCATION PROVISION

Current organisational examples/case studies

KZN CET College

KZN Workers College

KZNCET COLLEGE

1. Vision

Responsive literacy and skills development for all.

2. Mission

A model community college providing quality technical, occupational and vocational skills towards economic empowerment.

3. Mission Statement

The KZN CET College is committing itself to: serve youth and adults by providing formal and non-formal education and skills based programmes that are responsive to socio-economic problems such as *illiteracy, unemployment and poverty*. It also promotes an education that provides opportunities for life-long learning and entrepreneurship that empowers people to actively participate in the economy.

4. Strategic Objectives

1. To expand access and improve success rate to community education and training programmes that focus on raising the learning base, intermediate formal qualifications, community focused skills programmes and part qualifications by March 2020.

7. To ensure establishment of both formal and informal Partnerships with all conceivable stakeholders, including churches, non-governmental organisations (NGOs), Community Based Organisations (CBOs), Educational Institutions (Private and Public), Businesses/ Private Companies, Sector Education and Training Authorities (SETAs), and any stakeholder who supports the programmes that promote all legislative and regulatory framework on community education, community reskilling and development.

5. Programme Qualification Mix (PQM)

1. The Programmes and Qualification for the Community Education and Training (CET) College are flexible and driven by community development priorities and state priorities.
2. According to the Continuing Education & Training Act, Act No. 16 of 2006, funding for the CET College programmes will be from the state, SETAs, and other institutions.
3. Programmes are:

    3.1 General Education & Training
        (AET Level 1, 2, 3, 4 and NSCA)

3.2 Skills Development & Entrepreneurship
    (Short Skills Programmes & Learnerships)

3.3 Post-Secondary Education & Training
    (Bridging Programmes)

3.4 Community Development Programmes
    (Self-Help Skills, Cooperatives, and Civic Education)

6. KZN Poverty Eradication Plan

The KZN CET College programmes to strategically aligned to the KZN Poverty Eradication Plan:

6.1 Early Childhood Development;

6.2 Primary and Secondary Schools Education Improvement;

- ➢ AET Level 1, 2, 3, and 4
- ➢ National Senior Certificate for Adults

6.3 Skills alignment to Economic Growth programmes;

- ➢ Plumbing, Carpentry, Sewing, Farming Activities, etc.

6.4 Artisan Development

- ➢ Apprenticeship programmes
- ➢ Learnership programmes

6.5 Youth Skills Development; and
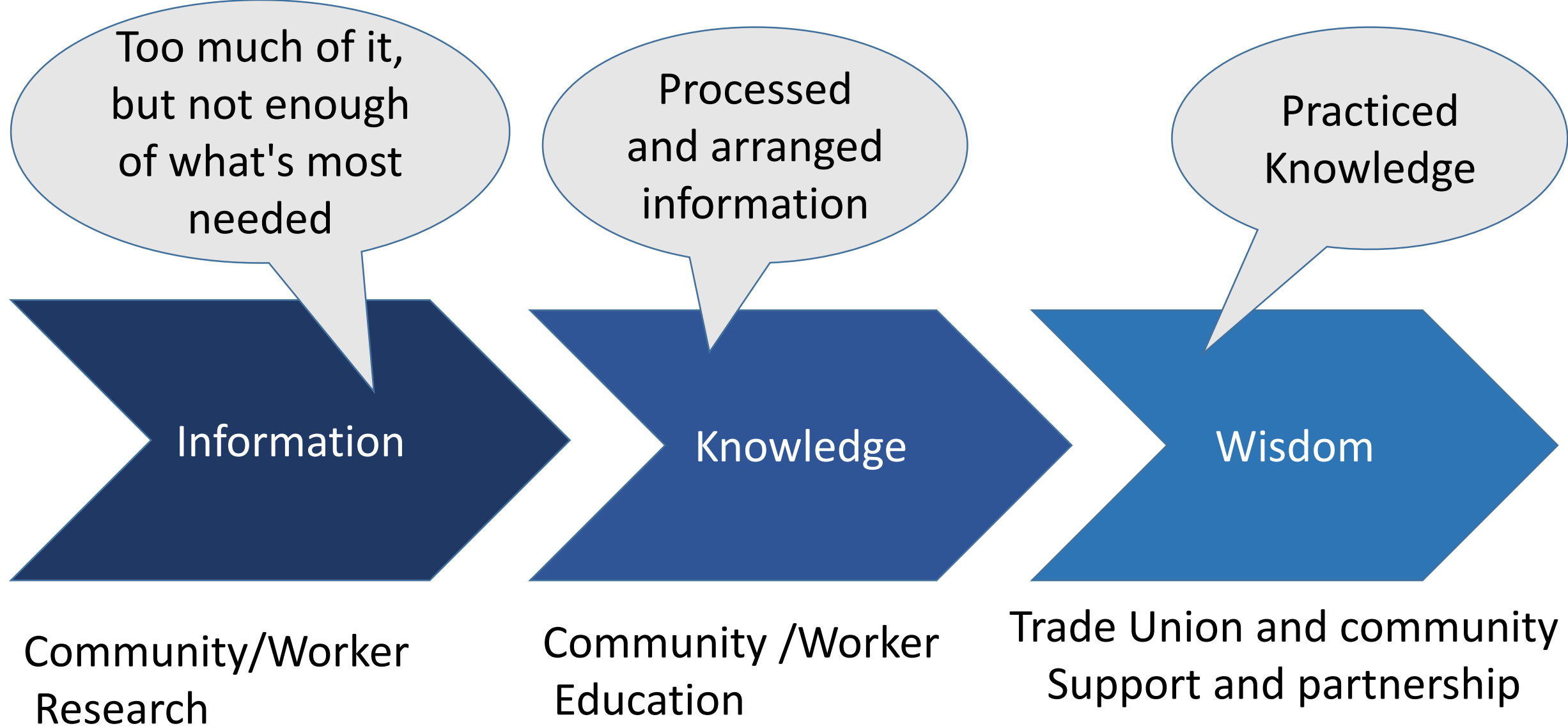
6.6 Life Long Learning

Workers' College

VISION

"To be a Hub of Quality Cutting Edge Workers' Education in Africa and the Global Community"

MISSION

To advance social transformation, social justice, equality and worker rights through the provision of worker education that expands the agency consciousness, activism, education and lifelong learning opportunities of workers as citizens and as producers

OBJECTIVES

- To build trade union and community capacity towards improved living and working conditions

- Build trade union and community capacity to engage effectively in skills development and worker education

- To integrate worker education and support trade unions and workers owning and controlling the intellectual means of production – Technical and vocational education

- To support integrated lifelong learning and facilitate access to all levels of education for workers and community members

- Locate worker education in the broader context of popular education and working class struggles,

- Develop a progressive and collaborative national, continental and global network of education initiatives and programmes with organisations that share our vision,

- Initiate and support transformation at existing public educational institutions, and critically engage in collaborative popular education programmes with such institutions.

Too much of it, but not enough of what's most needed

Processed and arranged information

Practiced Knowledge

Information

Knowledge

Wisdom

Community/Worker Research

Community /Worker Education

Trade Union and community Support and partnership

Mission: **The Workers' College a strategic asset**

to the Labour movement and working class

Brief description of the Workers' College

- Has been in existence for 25 years

- Controlled by a board and council made up by participating unions and community organisations

- It is a non partisan institution- for example unions from all federations are part of the governance and learning communities of the college

- Survives on an adhoc, project based, funding model

- Has long established HEI relationships

- Runs a collaborative degree programme with UKZN and has begun working with DUT on a certificate programme

- Offers 5 funded certificate level programmes (L5) linked to UKZN programme – act as bridging and access to the degree programme

- Learner support and academic and research literacy support components are integrated into the curriculum

Brief description of the Workers' College

- Potential learners are required to write an entrance/placement (RPL) assessment.

- Offers a number of L3/4 programmes often referred to as bridging – linked to skills and knowledge for trade unions and or community development

- Offers non accredited ad hoc/ on demand programmes to various stakeholder organisations

- Is ETDP Seta accredited

- Is undergoing the process of HEI accreditation for a diploma (L6) two advanced certificates (L6) and 4 L5 certificates. These offerings will be expanded over time.

- Is developing an integrated service and education organisational model

- Is attempting to upscale impact and programme offerings and establish a learning organisation approach towards working class orientated research and education

- Has an equipped library and ICT centre where learners can access internet and relevant materials

- Has staffed legal and research departments

- Is developing a moodle based learning and knowledge management system integrated into a new service and information orientated website

Workers' College Lessons for continuing and worker education from the past 25 years (community college as a special type)

- Project and programme based functioning is extremely difficult but does instil systems discipline

- Pedagogic practice that locates content and context within the learners world of experience allows for more complex content to be addressed than otherwise would be possible – builds on the characteristics of an adult learner and principles of RPL

- Long term sustainability and the ability to build much wider impact is crippled by the project based funding model. The Workers' College could have dramatically expanded offerings that better span from ABE through to degrees and also non formal education that focus on practical skills for survival amongst the working class – entrepreneurship, agriculture etc

- Partnerships that facilitate access to higher learning are strong learner motivation supports – learners tend not to simply devalue the college education

Lessons cont..

- Strong relationships with sending institutions (trade unions and community organisations) in the governance of the institution means the formal and informal learning offerings are better valued by learners and stakeholders (unlike the general attitude of learners to TVETs as opposed to university education)

- Staff selection matters greatly. Motivation and commitment to addressing socioeconomic injustice is important and the ability to draw on a pool of self motivated external educators and researchers critical to bolstering standards

- Africanisation and working class orientation of learning programmes is an important contributor to successful and relevant learning outcomes.
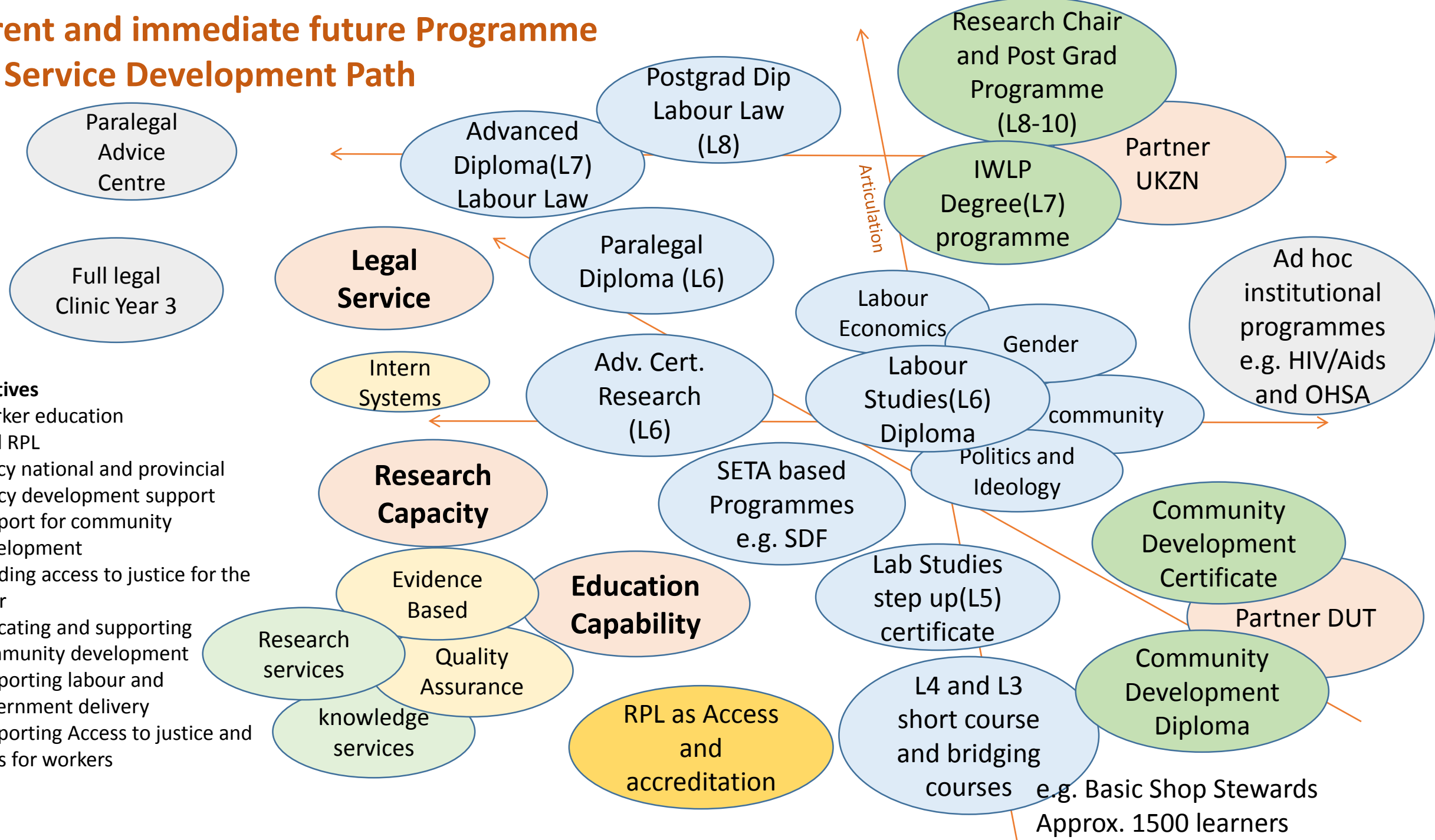
Lessons cont..

- Level 5 certificates or equivalent is the sweet spot for bridging between learners experience and often formal education and higher forms of education. It also reflects the level of complexity and critical orientation needed to develop learners with a consciousness to engage in identifying and addressing socioeconomic injustice and relevant supporting skills

- Non accredited education is best located in a problem solving or in the context of a particular issue that needs to be addressed.

- Learners often do want accredited forms of learning and there should be ways of bridging the two within a broad conception of RPL for credit accumulation and transfer.

- Adequate learner support is key to better throughput but the nature of funding by project and accountability in throughput imposes a rigid timetable for achieving a particular qualification that does not allow corrective and iterative learning processes that are often necessary for learners with gaps in their formal education (gaps can be knowledge or skills and often relate to literacy and numeracy issues.
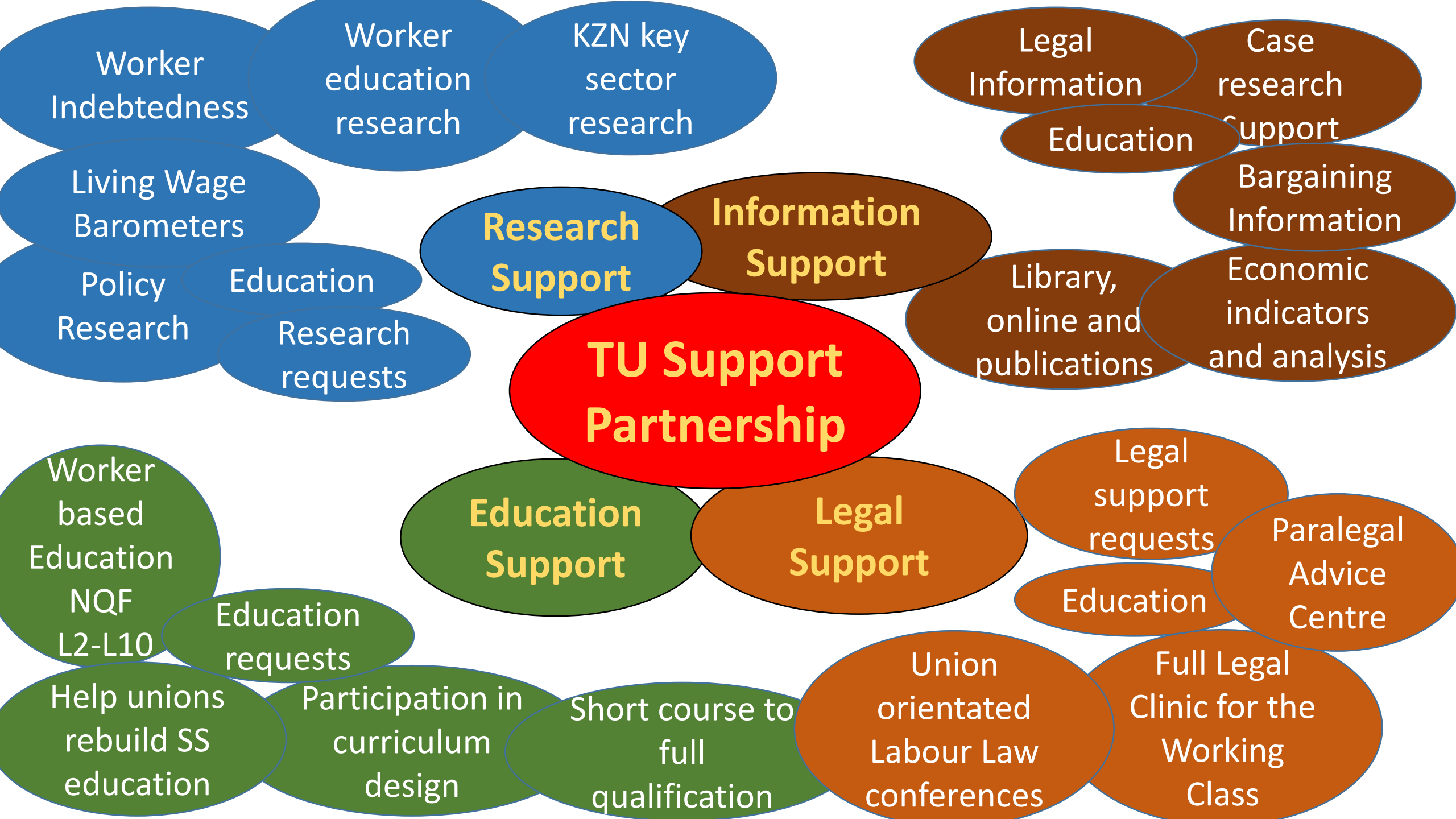
Provincial HRD Strategy (draft) calls for institutional partnerships. Selected Lessons from Workers' College experiences

- Collaboration with HEIs and acting as an access institution to a relevant degree programme sees the benefit of a bridging year in much higher pass rates at an HEI than the national average

- Links and peer moderation from external institutions (HEIs) has an effective impact on quality

- Relationships with other institutions can sometimes depend on who is in those institutions as to how collaborative it is and therefore the extent to which organisational and learning benefits can be leveraged particularly where the relationship is more vertical (unequal) in nature.
  - *Leads to difficulties in determining content of degree components*
  - *Can have less collaboration and integration e.g. college staff teaching/ not teaching on joint programmes*

- For better integration such partnerships must become peer based (between equals)
  - *to enhance articulation and credit transfer for example. A college L5 or 6 certificate course should act as credits towards an eventual degree.*
  - *The institutional accreditation form and location is key here, hence the college is to become an HEI in its own right*

- This surfaces the need for greater flexibility of institutional form and spanning of the NQF to achieve integrated forms of continuing and worker education. The Workers' College can be HEI and also SETA and QCTO accredited leading to far more effective partnerships and also inter and intra institutional articulation

Current and immediate future Programme and Service Development Path

Paralegal Advice Centre

Full legal Clinic Year 3

Objectives
- Worker education
- Real RPL
- Policy national and provincial policy development support
- Support for community development
- Building access to justice for the poor
- Educating and supporting community development
- Supporting labour and government delivery
- Supporting Access to justice and skills for workers

Advanced Diploma(L7) Labour Law

Postgrad Dip Labour Law (L8)

Research Chair and Post Grad Programme (L8-10)

IWLP Degree(L7) programme

Partner UKZN

Ad hoc institutional programmes e.g. HIV/Aids and OHSA

Legal Service

Paralegal Diploma (L6)

Intern Systems

Adv. Cert. Research (L6)

Labour Economics

Gender

Labour Studies(L6) Diploma

community

Politics and Ideology

Research Capacity

SETA based Programmes e.g. SDF

Evidence Based

Education Capability

Lab Studies step up(L5) certificate

Community Development Certificate

Partner DUT

Research services

Quality Assurance

knowledge services

RPL as Access and accreditation

L4 and L3 short course and bridging courses

Community Development Diploma

e.g. Basic Shop Stewards Approx. 1500 learners

Articulation

PART 5

WHAT IS NEEDED GOING FORWARD?

What is needed?

- Provincial and national recognition for the critical nexus and convergence of working class education spanning the full spectrum of the NQF – Provincial, Council and Inter Seta Forum endorsement

- A research programme with assessed interventions cutting across all stakeholders and institutions aimed at delivering concrete plans for better integrating delivery and overcoming the inter-institutional barriers to the realisation of the NQF principles towards the realisation of socio economic development goals. Focus on piloting collaborative participatory action research in CETC, Workers' College and DUT Adult education

- Flowing from and into this a provincial level colloquium focused on worker and continuing education that identifies immediate actions and support modalities for integration of different delivery institutions and pedagogic practice, prioritising pilot institutions and projects to test integration practices

What is needed?

- Coordination through the CWE TTT

- Multi-stakeholder conference that serves to launch a re-conceptualised approach to worker and continuing education and as a springboard for specific programmes and projects within networks and at sites of identified engagement.

- Specific policy and practice development in the following areas that promote integration and realization of the NQF fundamentals
  - *RPL – access and accreditation (formalization)*
  - *Assessment*
  - *Credit accumulation and transfer*
  - *TVET and HE transition*

- A specific funding model driven through DHET, NSF, Provincial Government with coordinated support from SETAs

Thank You