

NICE



**National
Institute for
Community
Education**

*P.O.Box 30978 Braamfontein 2017, 4th Floor Melridge House, 56 Stiemens Street, Cnr Stiemens & Melle Street, Braamfontein,
Tel: (011) 403-2387, 403-1966, Fax : (011) 403-1967*

TRAINING OF COMMUNITY COLLEGE EDUCATORS AND ADMINISTRATORS IN SOUTH AFRICA

**DISCUSSION DOCUMENT
April 1996**

First Draft

INDEX

- * **Preface**
- * **Introduction**

PART ONE National Perspective

1. **National Plan for Community College Pilot Projects in S.A.**
2. **The Need for the Training of Community College Educators and Administrators in S.A.**
3. **Available Resources for the training of Adult Educators and Trainers in S.A.**
4. **The Education Training and Development (ETD) Practitioner Proposals**
5. **Adult Educators and Trainers Association of South Africa's (AETASA's) Proposals**

PART TWO International Perspectives

6. **Training Programs for Community College Educators and Administrators in the USA**
7. **Training Programme for Community College Educators and Administrators in the UK**

PART THREE Recommendations

8. **In-service Training**
9. **Pre-service Training**
10. **National and International Collaboration**

Appedix: Attendance Register

PREFACE

The National Institute for Community Education (NICE) in association with the National Department of Education would like to extend their appreciation to the participants at a Workshop on the Training Programme for Community College Educators and Administrators held at the Protea Garden Hotel, Johannesburg on 23-24 February 1996.

The Workshop would not have been possible without the generous financial support from the following donors:

- * United States Agency for International Development (USAID)
- * Anglo American and De Beer's Chairman's Fund
- * Development Bank of Southern Africa
- * Liberty Life, and
- * Swedish International Development Agency

The Workshop was intended to seek inputs from the South African and International experts on appropriate programmes for the training of Community College Educators and Administrators in S.A. Given the fact that the Community College concept is relatively new to S.A., it was considered necessary that a clear career path and professional identity be defined for Educators and Administrators who will be working at the emerging Community Colleges.

The Workshop was therefore intended to gather inputs that would form part of the first draft of a discussion document on this subject. The organisers were fully aware that a lot of work has been and is being done on the training of Adult Educators and Trainers and that the National training Board is busy on the ETDP project.

This Discussion Document is developed for the Community College Pilot Projects and any other interested organisation or institution. It is intended to:

- a) Inform practitioners at Community College Pilot Projects of current initiatives on the training of Adult Educators, Trainers and Development Practitioners.
- b) Afford practitioners at Community College Pilot projects an opportunity to influence their career paths and professional identity.

It is anticipated that this Discussion Document will be refined during 1996 and can serve as an effective guide during 1997 when the Community College Pilot Projects will start operating. It is the intention of the National Institute for Community Education (NICE) to produce the 2nd draft of this document before the end of 1996 and the final draft during the first half of 1997.

Introduction

**DR CHRIS MADIBA
DEPARTMENT OF EDUCATION**

This is an important workshop because it deals with an evolutionary aspect of the education system in our country, namely, community colleges. Whilst attempts have been made over the years to understand the notion of community colleges, it is important to translate this concept into pilot projects.

It should be borne in mind that although one could look at how community colleges were run in other countries, these models should not be imported or copied, as South Africa needs to develop specific models for its own particular circumstances. One therefore, has to start looking at the various aspects surrounding community colleges. Apart from the physical structures, buildings, etc, one needs qualified personnel to implement the community college concept.

**A NATIONAL PLAN FOR
COMMUNITY COLLEGE PILOT PROJECTS IN SOUTH AFRICA**

**MR MOKABA MOKGATLE
National Institute for Community Education
(NICE)**

Project name

Community Education Project

Community Education project is a project of the National Institute for Community Education (NICE) in association with the Department of Education. It is intended to pilot new FET Institutional forms "South African Community College model", referred to in Section 5.2 (p.59) of the Report of the Ministerial Committee for Development Work on the NQF (February 1996).

The Project is an extension of multi-stakeholder national investigation into community education (NICE) referred to on page 32 of the White Paper on Education and Training (1995). Community Education project is concerned with the Adult Basic and Further Education Sector of education. It focuses on assisting the provinces in addressing education and training needs of adults, workers and out-of-school youth.

Sub-projects:

- National Investigation into Community Education (completed)
- Planning & Establishment of Community college Pilot Projects (1996/7)
- Training of Project Co-ordinators and Community College Personnel (1996/7)

Implementing Agency

National Institute for Community Education (NICE) in partnership with the National Department of Education.

Address: National Institute for Community Education (NICE)
4th Floor Melridge House
56 Stiemens Street
Braamfontein
2017

Tel:	(International)	27-11-403-2387 403-1966
	(National)	(011) 403-2387 403-1966
Fax:	(International)	27-11-403-1967
	(National)	(011) 403-1967

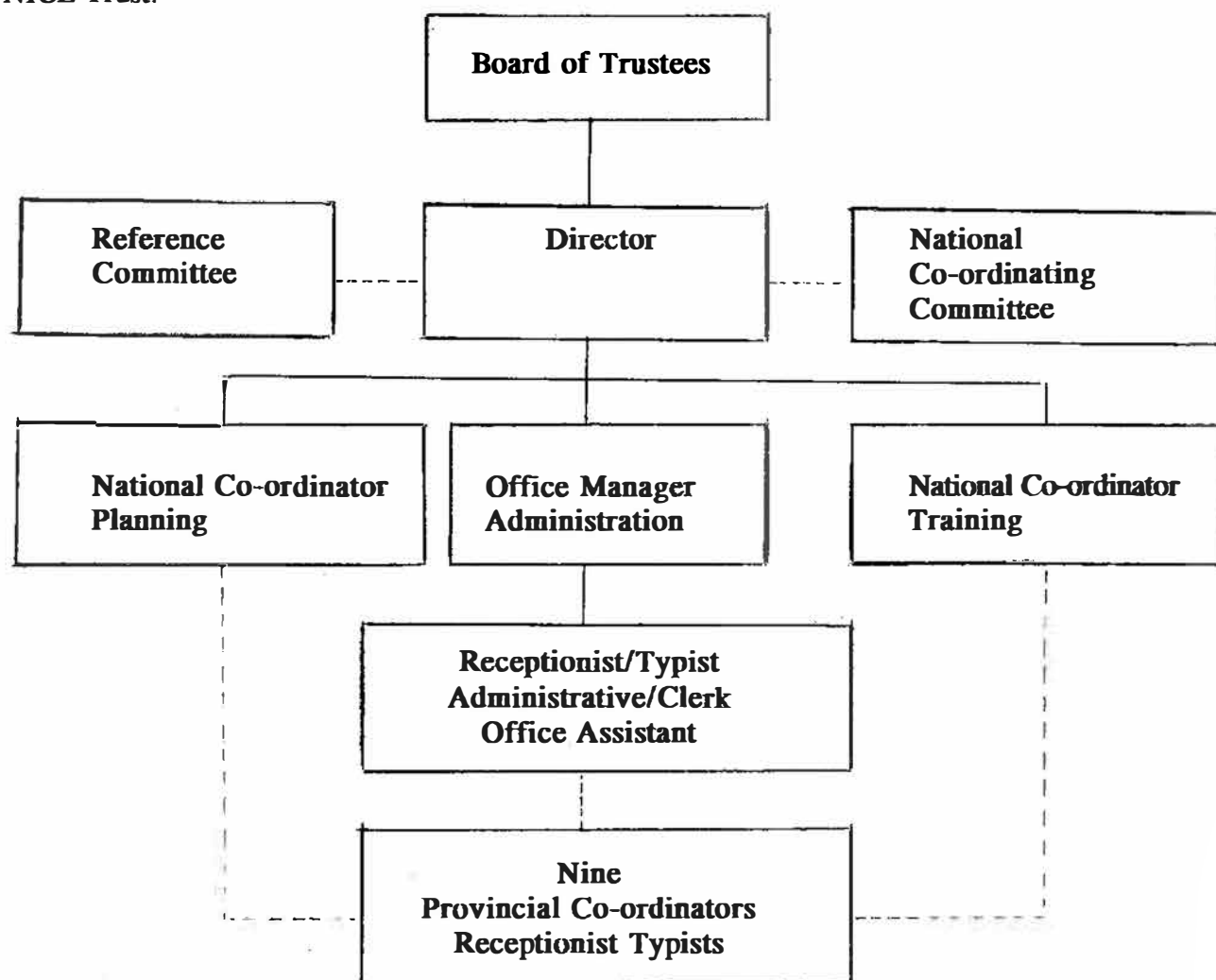
Project Manager (Executive Director): Silas Zuma

Decision Making and Accountability

The **National Institute for Community Education (NICE) Board of Trustees**, will have fiduciary responsibility to government and non-government donors. NICE Board of Trustees will also have full responsibility for project approval, the investment of funds and the good management of the project.

NICE's **Director and Staff** will within the policy framework set by the Board of Trustees, be responsible for the management, appraisal and monitoring of the project, financial administration, liaison with donors and the public and ensuring that the project functions effectively.

Stakeholder involvement and participation will be through the **National Co-ordinating Committee**, (a multi-stakeholder structure set up by NICE and the Department of Education to co-ordinate Community College Development in the different provinces). The **Reference Committee** set up by NICE Board of Trustees will consist of people with relevant experience and expertise drawn from relevant institutions/organisations to provide advice and guidance to NICE Trust.



Project Description

Location

National Institute for Community Education
56 Stiemens Street
Melridge House
4th Floor
Braamfontein
2017

Aims and Objectives

AIM:

To develop a South African Community college model that will co-ordinate and consolidate the provision of education and training to adults, workers and post-school youth.

OBJECTIVES:

1. To assist the Provinces to plan their Community Colleges, define their projects accordingly and draw up their Business Plans.
2. To assist Provinces in setting up appropriate Governance and Management structures for their Community Colleges.
3. To assist Provinces in the implementation, monitoring and evaluation of their Business Plans.
4. To develop the capacity of Provinces, to develop and implement Community College Projects through training sessions, workshops and seminars.
5. To link with appropriate structures in the Department of Education and report to the relevant directorate at National and Provincial levels.

Project Co-ordination

Community College Pilot Projects will be undertaken in each of the nine Provinces of South Africa during 1996 and 1997. Pilot projects location will be determined by the Provincial Education Departments in association with the Provincial Stakeholders.

Community College Pilot Projects will be community based and community driven. The National Institute for Community Education (NICE) in partnership with the Department of Education and Provincial Education Departments will play an advisory facilitative, and supportive roles.

The following documents will be used as guidelines for all Community College Pilot Projects facilitated by NICE in partnership with the Department of Education.

- * A Framework for the provision of Adult Basic and Further Education (NICE Report: August 1995)

- * Report of the Ministerial Committee for the Development of the NQF (December 1995)
- * Curriculum Framework for General and Further Education (December 1995)
- * A National Adult Basic Education and Training Framework (September 1995)

National Level

National Co-ordinating Office (NICE Office)

A national co-ordinating office is based in Johannesburg. It will have a maximum of six staff members:

- * Project Manager
- * National Co-ordinator (Planning)
- * National Co-ordinator (Training)
- * Office Manager
- * Receptionist Typist
- * Administration Clerk

The main task of the National Co-ordinating office is to co-ordinate Community College Projects undertake in the different Provinces and to provide any professional and technical assistance that may be needed by Provinces in this regard.

National Co-ordinating Committee

National Co-ordinating Committee consists of:

- Two representatives from each province (Govt and non-Govt)
- Two representatives of the College Sector coalition
- One representative of the Department of Education (National)
- One representative of the Department of Labour (National)
- Staff members from the National Co-ordinating Office (NICE)

The National Co-ordination Committee meets once every two months to update the national co-ordinating office on progress being made but also to share experiences and ideas with other Provinces. The National Co-ordinating office will provide all the necessary administrative support to the NCC.

Provincial Level

Project Co-ordinating Office

Each Provincial Education Department will select an education district/region that will serve as a Community College district or region for the purposes of this project. The Department will then establish a project co-ordination office within that district or region. The project office will consist of:

- * Project Co-ordinator(s)

* Receptionist/Typist

The main task of the project Co-ordinating office will be to facilitate and co-ordinate the Community College project in that district or region and also to provide professional and technical assistance to other districts or regions in the Province.

Project Development Committee

The Project Development Committee will consist of:

- Project Co-ordinators
- Representatives of participating Institutions/Organisations
- Consultants from Resource Organisations/Institutions
- Representative of the District Office of the Department of Education

Scope of Work

The project will have two phases, i.e.:-

a) Interim Implementation Plan (1996 only)

Mindful of the fact that the preparation and planning of a Community College is likely to take some time, an interim delivery plan will need to be developed in order to co-ordinate and strengthen the current provision during 1996. The Interim Delivery Plan will include the following:

Identification and mobilisation of resources

This will include the identification of existing facilities such as schools, colleges, learning centres that can be used for the purposes of providing education and training to adults and out-of-school youths. The intention will be to find premises or facilities that can be utilised on full time basis and those that can be used on part-time basis for the project.

The Department will identify teaching and non-teaching staff that can be deployed from the formal schooling or college system into community college education on full-time basis. Such staff members will need to undergo re-orientation and re-training programmes in order to acquire skills needed for their new tasks. It will also be necessary to engage the services of NGOs, CBOs, and part-time staff on contractual basis.

Although the Department is expected to contribute a larger share of resources to the project i.e. buildings and staff, additional resources will be sought from the private sector and international agencies interested in the project. The community will also be expected to contribute through affordable tuition fees and some income generating activities.

Determination of education and training needs of Adults and Out-of-School Youths

Youth Education and Training Programmes

- Tertiary education access programmes for youth wanting to access higher education
- Matric finishing programmes for youth wanting to finish matric
- Career specific training for youth wanting to follow specific career paths

Adult Education and Training

- Adult basic education and training
- Adult secondary education and training
- Career specific training for adults

Non-formal Education and Training

- Self-help skills e.g. knitting, sewing
- Business Development e.g. small business development, business management
- Cultural enrichment programmes e.g. performing arts, sport

Learner Support Services

- Career guidance and counseling
- Tutoring and mentoring
- Development programmes (bridging, remedial)

Matching the Available Resources with Community Needs

The Project Co-ordinating office will serve as the first line of contact for all adults and youths in that district/region who wish to access education and training but are finding difficulty to do so. The project co-ordinating office will either:

- * refer prospective learners to institutions or organisations that provide relevant education and training programmes. Consideration should also be given to distance education and training opportunities.
- * Initiate a process whereby available resources can be utilised for the purpose of meeting the education and training needs of adults and out-of-school youth.

It will be important that the Project Co-ordinators satisfy themselves that programmes offered as part of this project are appropriately accredited and that they meet the needs of the learner.

Setting up Interim Governance and Management Structures

In order to ensure that the project is community driven, project co-ordinators will set up Interim Governance Council (decision making) and Management structures.

The Interim Governance Council will consist of representatives from existing governance structures of institutions used as campuses of the Community College project as well as other

community members. It will be responsible for the approval of Business Plans for the Project and will serve as custodians of funding made available to the project. The Interim Governance Council will elect its own Chair.

The Interim Management Council will consist of heads of institutions that are being used as community college campuses. The Management Council will be responsible for the management, monitoring and evaluation of the Interim Implementation Plan.

Project Co-ordinators will serve as ex-officio in both Interim Governance and Management Councils. Project Co-ordinators and Interim structures will be reviewed in November 1996. Once the Community College Pilot Project is established, interim structures will cease to exist and their place will be taken by Community College Governing Council and that of Project Co-ordinators will be taken over by the appointed Rector of the Community College.

Community College Pilot Project (1996/97)

During 1996, focus will be on preparation for the pilot, while the actual implementation of the Community College project will commence in early 1997. The project preparation will include the Audit, Project design and Project establishment.

- **Audit (Feasibility Study)**
 - to develop a data base of available resources and programmes within the district and its immediate surroundings
 - to determine the needs of the various sections of the population with a view to developing programmes that are relevant to the needs of the community.
- **Pilot Project Design**
 - to develop a Business Plan for the Community College Pilot Project which will outline - resources that will be used (physical, human and financial) as well as cost estimates of the project.
 - to determine the process that will be followed in the establishment and implementation of the Community College Pilot Projects.
- **Project Establishment**
 - to set up Governance and Management structures of the Community College and to ensure that sufficient funding is available for the project.
 - to appoint staff and recruit students for the Community College
- **Project Implementation**
 - to deliver appropriate and relevant education and training programmes to adults and out-of-school youths.
 - to provide effective student support services that will include support to distance education students

Community College Pilot Projects

- | | | |
|----|---|---------------|
| 1. | Project Planning (x9 Provinces) | June 1996 |
| | * Selection of Pilot Locations | |
| | * Audit of Pilot Locations | |
| | * Setting up Project Committee | |
| | * Project design and documentation | |
| | * Convene Provincial Stakeholder Workshops | |
| 2. | Project Establishment | December 1996 |
| | * Developing Business Plan for the Project | |
| | * Convene Provincial Stakeholder Workshops (9) | |
| | * Setting up Governance and Management structures | |
| | * Establishing Management Centres and Branch Campuses | |
| | * Appointing core-staff | |
| 3. | Project Implementation | June 1997 |
| | * Students recruitment and enrollment | |
| | * Students assessment, counseling and placement | |
| | * Programmes delivery | |
| | * Academic Support | |
| 4. | Project Evaluation | December 1997 |
| | * Assess Governance and Community participation | |
| | * Assess relevance to community needs | |
| | * Assess learner success rates | |
| | * Assess learner transfer and placement | |

Training of Project Co-ordinators and Community College Staff

- | | | |
|----|--|---------------|
| 1. | Project Planning | June 1996 |
| | * Provide training programmes for Project Co-ordinators | |
| | * Convene a workshop to develop a broad framework for in-service and pre-service training of staff | |
| | * Set up a task group to develop training programmes | |
| | * Develop a clear brief for the task group | |
| 2. | Project Establishment | December 1996 |
| | * Develop a Business Plan for training programmes | |
| | * Provide training programmes for Project Co-ordinators | |
| | * Provide orientation and training to Governing Management Structures (9) | |
| | * Commission relevant institutions/organisation to provide training to Management and Teaching staff | |

- | | | |
|----|---|---------------|
| 3. | Project Implementation | June 1997 |
| | * Provide training to learner support staff | |
| | * Provide training to Community College Administrators and Management | |
| | * Provide training to Community College Teaching staff | |
| 4. | Project Evaluation | December 1997 |
| | * Assess project facilitation and co-ordination | |
| | * Assess College Administration and Management | |
| | * Assess use of appropriate teaching methodologies | |
| | * Assess learner support service | |

The Project Development Committee will meet as often as is necessary to plan, design and establish the Community College Project. The Project Co-ordinating office will provide all the necessary administrative support to the Project Development Committee.

THE NEED FOR THE TRAINING OF COMMUNITY COLLEGE EDUCATORS AND ADMINISTRATORS IN SOUTH AFRICA

**DR MORONGWA RAMARUMO
DEPARTMENT OF EDUCATION**

Chairperson, international guests, the coordinating committee members, ladies and gentlemen. Thank you for your kind invitation to address you on the need for the training of Community College educators and administrators in South Africa.

1. BACKGROUND

I need to briefly inform you about the position of Adult Basic and Community Education in the national Department of Education structures.

1.1 THE ORGANOGRAM OF THE NATIONAL DEPARTMENT OF EDUCATION

Both the Department and the Ministry of Education are involved with education policy formulation whereas the Provincial Departments of Education are involved with the implementation process. Under the Ministry, is the national Department of Education with the Director General steering the process of policy development. The Director General is assisted by four Deputy Directors General. The four Deputy Directors General

steer the four divisions of Education, viz Training Systems and Resources; Education and Training Programmes and Higher Education and Human Resources and Administration. Under the Deputy Directors General are various Chief Directorates. The Directorate Adult Basic and Community Education and Training falls under the Chief Directorate for Adult Basic, Vocational, Distance Education and Training.

The strategic direction of the Department of education on the provision of Adult Basic Education and Community Education and Training is informed by the policy perspective defined in the White Paper on Education and Training.

The creation of this Directorate provides for the first time the opportunity to respond to the needs of adults and out-of-school youths nationally, in a structured and integrated manner.

This challenging task comes at a moment when equal access to educational opportunities, redress of the past inequalities and the reconstruction and development of our society is of paramount importance. There is a critical need to implement the vision of the White Paper on Education and Training rapidly, effectively and visibly, while giving expression to its key principles of access, equity, quality, efficiency, sustainability and democratic governance.

The Directorate for Adult Basic and Community Education and Training is fortunate in being guided by the explicit overarching vision and desired outcomes provided by the White Paper.

Chairperson, after having provided you with this background information, I wish to inform you about the need for training of community college educators and administrators in South Africa.

2. THE NEED FOR TRAINING OF COMMUNITY COLLEGE EDUCATORS AND ADMINISTRATORS IN SOUTH AFRICA

The vision underlying community colleges, as MOKABA said, is one which seeks to provide education for unemployed adults, people from the workplace, adults who have had to leave school early, out-of-school youths and others. The main feature is that the colleges are concerned with adult education and training. They are colleges that should be adopting an adult education methodology and approach. This is a major challenge, as many of our institutions do not use an adult education approach even though they may be working with adults.

In this presentation I intend to elaborate on the adult education approach; secondly, to highlight what adult education and training entails and thirdly, to touch on the need to promote a new professional identity for practitioners in the emerging community colleges. This would include the need for professional training.

3. ADULT EDUCATION APPROACH

I want to briefly discuss what makes adult education different from the dominant paradigm that exists in many of our colleges and schools. I can do this by giving an example. Recently I was told that in one technical college, the educators or trainers are called 'instructors' and the students or participants are called 'listeners'. This presents in a nutshell a popular understanding of education. Many colleges and schools currently believe that the learners are passive and the educators are there to 'fill the heads' of the students, the so-called constructivist approach.

This is very different from an approach which acknowledges that the educators or practitioners and the students or participants are all active learners in the situation; that the students have experience, knowledge and attitudes that can inform the learning process; that the educators do have something to offer but they are not the only fountains of knowledge or wisdom! In adult education, mutual respect is crucial between the students and the educators and this must be demonstrated in the curricula, in the course materials and in the governance structures of the colleges. Adult education has a democratic ethos that runs through all its aspects. Most educators and administrators require retraining in order to learn this approach.

The community colleges are planning to utilise the existing colleges/schools/training and educational resources. We know that in many of these institutions there has been an authoritarian approach to education. We know too that most institutions have been dedicated to serve very particular constituencies, in many cases based on previous racial classifications. Therefore, for the new vision of community colleges to take hold, there is a substantial need to retrain staff, both educators and administrators. Since the community college sector is aimed at providing lifelong learning opportunities for a wide range of learners, it is useful to consider the roles of the Education and Training Development Practitioner (ETDP) as proposed by the National Training Board (NTB) in its discussion document, "A National Training Strategy Initiative" (1934:138). Which, I assume MR J TYRES and MS HARRIS will discuss in detail. They have identified roles clustered around five key areas:

- * Research
- * Design/Development
- * Delivery
- * Administration
- * Management

It is in these key areas that aspiring community college educators and administrators must gain competence. However, the degree of expertise in each of the five areas may vary according to roles.

3.1 CURRENT INITIATIVES

In shaping community colleges there are also a number of other staff development activities that can be easily replicated. For example:

- (1) There are community college linkages between Canadian Community Colleges, South African Technikons and NGO partners;
- (2) There are linkages between Community Colleges in the USA and providers in South Africa;
- (3) There are local initiatives like the College Sector Coalition, Community College Association of South Africa, FUNDA Community College, the National ACCESS Consortium (Western Cape) and others;
- (4) The National Institute for Community Education has published "A Framework for the provision of Adult Basic and Further Education and Training" in which it proposes that the community colleges operate within the broad parameters of the National Qualifications Framework (NQF). It is envisaged that existing technical colleges and some other providers be transformed into community colleges.

All these have developed to various degrees of staff training proposals, programmes and actual training. These need to be utilised in developing training programmes that will enable our community college educators and trainers to fulfill their roles.

What is forgotten when discussing the need for training are the financial implications and constraints. Very often the lack of finance cripples good staff development plans. However, not all staff development needs to be costly and we must be innovative to avail ourselves of the everyday opportunities for developing our full potential.

4. TRAINING FOR ADULT EDUCATORS, TRAINERS AND ADMINISTRATORS

We perhaps need to start by making sure what the professional identity of practitioners at community colleges will be. I assume this will fall loosely into the category of adult educators and trainers.

The emerging concept of the educator, training and development practitioner, i.e., the ETD Practitioner is also a very important one. This concept argues that practitioners who

work in a wide range of sites e.g. universities, NGOs, colleges and industry have more in common than they have differences. The hypothesis is that there are core elements in the training of educators and trainers no matter where they work. There are also differences which could be captured in specialisations.

In thinking about the training for community college practitioners, it is important to be clear about their professional identities. Once we have this then it is easier to look around for appropriate training that is available. In a publication like the DEAL Trust report on "The professional preparation and qualification of adult educators and trainers", we can get a good idea of training available through the universities. We need to access that which is available and rather as a last resort develop something new.

It is important that with the development of community colleges we do not reinvent the wheel. We know that the very concept of community colleges promotes the optimal use of resources. Therefore, once we have acknowledged that there is a need for training, we need to ask, who is doing it and how can it be modified, accessed, etc, to meet the needs of community colleges. This would thus impress upon the need for a new professional identity.'

5. NEW PROFESSIONAL IDENTITY

With community colleges being a new concept for us in South Africa, we need to ensure that the new professional identity of those who work in them is thought about seriously. These workers must as far as possible not be marginalised. It is necessary that they become part of other professionals in this field so as to gain recognition in terms of their experience. This is in line with the NQF's proposal of the Recognition of Prior experiential Learning (RPL), as set out in a discussion document entitled "Lifelong Learning through the National Qualifications Framework", released in February 1996.

Amongst adult educators and trainers there are some important initiatives to obtain more recognition for the practitioners. Within the Department of Education's National Stakeholders Forum (NSF) there is work being done to establish norms and standards for adult educators and trainers. This is being done in conjunction with the Adult Educators and Trainers Association of South Africa (AETASA). Those working on this are linking to the ETD Practitioner research as well. In this initiative are NGOs, government, universities, trade unions and business. Any community college practitioner would need to keep in touch with these developments.

6. CONCLUSION

To conclude, I have no doubt that training for all personnel in the emerging community colleges will be critical to the success of the colleges. In order to decide on the nature of training needed, professional identities, roles and functions will have to be clarified and training sought. Good ideas are plenty, but few are ever successfully implemented. Our learners are awaiting us to implement our plans. Put in other words, they expect us to

deliver. We would do well to remember the title of a book by Paulo Freire and Miles Horton: "We make the road by walking". Thank you for your attention.

AVAILABLE RESOURCES FOR THE TRAINING OF ADULT EDUCATORS AND TRAINERS IN SOUTH AFRICA

**MR JACOB NOE
WITS CENTRE FOR CONTINUING EDUCATION**

CURRENT PROVISION OF TEACHER AND ADMINISTRATOR TRAINING

A number of organisations and institutions currently run some kind of training programme for those involved in the adult education field. There are three main kinds of training course:

1. "Short" courses, often only a week or two long, aimed at giving adult educators (particularly those in the adult basic education and training (ABET field) a basic knowledge of the ABE field, and, usually, specific knowledge about one particular method, approach or set of materials. Some short courses are aimed specifically at co-ordinators of programmes, although most are aimed at teachers. Short courses are usually run by NGOs or commercial training firms.

The University of Natal's ABE capacity building research project found that the following organisations ran short courses for ABE teacher training.

ABE Development Services
Akummi
Continuing Education Programme (CEP)
English Resource Unit (ERU)
English Literacy Project (ELP)
Hampton Community College
Hukudi
Learn and Teach
Molteno Project
Ons Leer Mekaar
Operation Upgrade
Project Literacy (ProLit)
Rural Foundation
Teachers' English Language Improvement project (TELIP)
Tembaletu Community Education Centre
Training in English Language and Literacy (TELL)
URDEP
USWE

Other NGOs run short ABE trainer training courses aimed really only at training their own staff.

Commercial training organisations offering short training courses include:

Basic Education and Skills for Adults (BESA)
Enter Education
Interman
Lead the Field Africa (LTFA)
Opposite Numbers

Some companies do their own teacher training, having had a staff member trained as a trainer by an outside agency. This is particularly true of group training centres for mines.

The Department of Education and Training (DET) also ran a short week-long course for teachers at its night schools.

In the broader adult education and training field there are a wide variety of short courses for adult educators many of which may nominally be about something other than adult education (such as "development" or "organisational development" or voter education.)

2. "Long" courses, often six months to a year long. These courses are aimed at giving adult educators or co-ordinators a solid theoretical grounding in general adult education methods and the adult education field in general. Very often, these courses are run by tertiary institutions, particularly universities.
3. A third kind of teacher training involves **ad hoc** workshops on specific topics. These are run by NGOs, commercial training organisations, universities, and networks and support agencies.

Reasons for running short courses

Organisations give many different reasons for why they run short teacher training courses. Most NGOs say that they developed the course because they identified a need, and/or because of a demand by other organisations in the field. Other NGOs say they do teacher training because it means that they can reach a far greater number of learners requiring ABE. Commercial training organisations have, of course, an additional reason for running such courses, a gap in the market, which allows them to sell their courses to companies running ABE programmes, and thus make a profit.

Most organisations say that the courses aim to provide teachers with basic knowledge and skills in teaching or training. Some also say that they try to empower trainees with theoretical knowledge about adult learning and teaching. In some cases, organisations aim to develop teachers to a point where they can assist the communities in which they teach with broader development issues. Organisations also stress the need for teachers to be able to manage the administration of classes as a result of the course.

Many commentators have argued that it is likely that many of these short courses are able to achieve what is claimed for them in the very brief period of a week or two weeks (after all, it is considered necessary for school teachers to have three years of training).

Long Courses

Training course providers

Most long courses are currently being run by institutions - that is, universities and technikons. The notable exception to this is the **A Secondary Education Course for Adults (ASECA)** being run by SACHED, although this is aimed only at potential tutors of the ASECA course.

Tertiary institutions currently running these courses include:

Peninsula Technikon (Pentech) (run in collaboration with USWE)
 Port Elizabeth Technikon
 Rand Afrikaans University (RAU)
 South African Committee for Higher Education (SACHED)
 University of Cape Town - Department of Adult Education and Extra-mural studies
 University of Fort Hare - Adult Basic Education Programme (ABEP)
 University of Natal (Durban) - Department of Adult and Community Education (formerly Centre for Adult Education)
 University of Natal (Pietermaritzburg) (UNP) - Centre for Adult Education
 University of the North West (previously the University of Bophuthatswana)
 University of Port Elizabeth (UPE) - Centre for Continuing Education
 University of South Africa (UNISA) - Adult Basic Education and Training Unit
 University of the Transkei (Unitra) - Adult Basic Education and Training Unit
 University of the Western Cape (UWC) - Centre for Adult and Continuing Education
 University of the Witwatersrand (Wits) - Division of Adult Education and the Centre for Continuing Education

Reasons for running long courses

The stated reasons given for running the courses usually express some kind of desire to increase the level of professionalism, as well as the numbers of adult educators. To some extent, these reasons arise out of a long, and often intense debate within tertiary institutions about their role in non-formal education. During the 1980s a number of mainly historically white universities provided an institutional base for this kind of work.

A study done for USAID and published in October 1993 argued that a reason why the historically black universities (HBUs) had been slow to become involved in the field was that their fight had been rather to be recognised as institutions of academic excellence. Given the low status of Adult and Continuing Education, the HBUs had been concerned that such involvement might jeopardise this attempt (Siwane and Fehnel, 1993 p.22).

By 1994, both the HBUs and most HWUs had broadly accepted that their primary adult education role was in the training of adult education practitioners, and in thorough research of the field.

The levels and articulation of courses

Level of courses run by tertiary institutions

Courses	Natal	UWC	UCT	WITS	PENTECH	SACHED
Certificates	x	x	x	x		x
Under-graduate Diplomas	x				x	
Post-graduate Diplomas	x	x	x	x		
Masters (coursework)			x	x		

Source: University of Natal, ABE capacity building research 1995

Some universities run a formal hierarchy of courses, where successful completion of one course allows admission to the next. These courses are formally recognised and accredited, and are formally assessed. The University of Natal, Rand Afrikaans University (RAU), the University of Cape Town (UCT), the University of the Western Cape (UWC), and the University of the Witwatersrand (Wits) run these kinds of courses:

Articulation of courses run in tertiary institutions

Level	Course	Natal	RAU	UCT	UWC	Wits
Under-graduate level	Certificate	x	x		x	x
Post-graduate	Adult Education	x	x	x	x	x
	Diploma	x	x	x	x	x
	BEd/Honours		x	x	x	x
		x	x	x	x	x
			x	x	x	x

Source: University of Natal, ABE capacity building research 1995

Except for RAU, all of these courses are based within the faculties of Education, and offered through some kind of adult education department, centre or unit. RAU offers its honours and diploma programmes through the Department of Human Resources Development which is within the Faculty of Economics and Business Science; and its masters and doctorate programmes through either the Arts or Commerce Faculty (DEAL Trust 1994,p. 28).

Other universities offer courses, which although accredited by the university, do not articulate with each other or with any other courses in a hierarchy. Potchefstroom, the University of Transkei, and the University of Venda all fall into this category:

Non-articulating courses at tertiary institutions

Course	Potchefstroom	Transkei	Venda	UNISA
Certificate	x			x
Diploma	x	x		
BEEd		x	x	
MEd		x		

Source: University of Natal, ABE capacity building research 1995

Many universities also offer non-formal programmes. These often evolved out of community extension or outreach programmes aimed at community organisations in development work. Universities who offer this kind of course include Cape Town, Natal, Port Elizabeth, Potchefstroom, Pretoria, Stellenbosch, Transkei, Western Cape and Witwatersrand. These courses usually run for between three months and a year and the entrance requirement often allows for a combination of formal qualifications, work experience and informal screening.

One of the issues which will need to be dealt with, particularly at a post-graduate level, is that of equivalency. Although many universities use the same labels (such as a "certificate programme"), the levels at which this is offered are not necessarily the same.

University courses show certain definite trends (DEAL Trust 1994 p. 31):

- * a move towards accreditation of undergraduate courses
- * an increasing shift to modularisation and a combination of distance and face-to-face instruction
- * increasing moves to alternative access methods

Many universities plan to include more courses in the hierarchies of courses they offer, as well as to formalise the courses already on offer.

Potchefstroom University intends offering a BEd, Masters and PhD in Non-formal Education through the Faculty of Education. The BEd began in 1995.

Debates about the role of tertiary institutions in adult educator training

With the rise of a new discourse about the integration of education and training and the model of the Education, Training and Development practitioner suggested by the National Training Board and the proposals for a National Qualifications Framework (NQF) and an associated South African Qualifications Authority (SAQA) there has been considerable debate about the role of tertiary institutions in the training of adult educators who would fit into this new model of educational qualifications based on the certification of displayed competencies.

Jeanne Gamble of the Department of Adult Education and Extra-mural Studies at the University of Cape Town, and who had been involved in Working Committee 3 (which dealt with trainer development) on behalf of COSATU, has been deeply critical of the role which universities had played in the past. She argued that universities had created a kind of NGO setting within universities, training those working in the non-formal sector. She said that there would be increasing criticism of universities as relevant, impractical and too removed from reality, as formal accreditation became increasingly sought after by practitioners:

We have traditionally prepared adult educators/trainers in the non-formal system for the non-formal system. As we move towards formal accreditation and therefore formal assessment, we will be preparing adult educators/trainers in the formal system for practice in work-based settings (Gamble 1994, p.3).

Thus, she argued, universities needed to look at the issue of formal accreditation, although she questioned whether much of what universities had been teaching was worthy of accreditation (Gamble 1994, p.3-4). Gamble asserted that courses based at universities need to construct a learner role that is recognised by the university as authentic, meets the standards of university-based adult educators, and allows access to further opportunities for learning in other departments (Gamble 1994, p.4).

In its final report, **The professional preparation and qualification of adult educators and trainers: Developing policy and capacity in the university sector**, released in October 1994, the Deal Trust (a consortium of universities involved in adult basic education initiatives) noted that there were differences of opinion and interpretation amongst members of the Trust universities:

It is clear that the integrated ETDP frame has both strengths and weakness in curriculum terms. However the argument presented (in the papers).... suggest that the notion of the integrated ETDP is as yet a fragile one and that there are many factors that militate against the integration of education and training in the real world. (DEAL Trust 1994, p.63).

The DEAL Trust report also argued that "the construction of curriculum based on a model of an ETDP cannot simply be a response to economic and social conditions", since curriculum needs to have some relative autonomy in terms of its organising principle (DEAL Trust 1994, p.63).

The report argued that the role of the universities in the ETDP model is not to train ETDPs for a specific set of tasks/specific occupation, but rather to train them in a particular way of learning:

....it is arguable that the distinctive role of the university-based providers is to develop critical reflective practitioners in the field of education training and development (DEAL Trust 1994, p.71).

Impact of the proposals on current short and long courses

Many providers of teaching training courses have altered their courses to a greater or lesser degree to comply with the ETDP model. Universities have moved increasingly towards the accreditation of hierarchies of courses, in keeping with the NQF. There has also been an increasing emphasis on the scale of delivery, with many universities looking to distance education mode to increase participation. Some universities have adapted old courses, or developed new ones specifically designed to fit in with the ETDP model:

- * The move towards articulation by the Department of Adult and Community Education of the University of Natal (Durban); the new Post-graduate Diploma of the Centre for Adult Education of the University of Natal (Pietermaritzburg); and UNISA's one-year certificate (overtly based on the ETDP model), are all examples of the move towards accreditation and articulation.
- * The University of Cape Town has combined its two undergraduate certificates, in line with national policy. They are stressing alternative access mechanisms. The "Certificate in Education, Training and Development", launched in 1995, was specifically developed to fall within the NTBs ETDP framework. The Department of Adult Education and Extra-mural Studies, which is offering the new certificate, argues that constructing new training courses, curricula and qualifications is a good way to test the feasibility of the ETDP. The new course takes as its starting point the range of competencies required for the broad field, rather than training for a specific field of work.
- * The University of South Africa began offering their one-year certificate course for Adult Basic Educators and Trainers in 1995. The course is based on the ETDP model.

Some courses which were being offered in the past appear to comply with ETDP training requirements better than others. One example of courses which appear to be ideally suited is that of Rand Afrikaans University (RAU). RAU runs two certificates at under-graduate level: Certificate in Training; and Certificate in Training and Development. Entry is Std 10, and some connection to the training world, although RAU is looking at alternative access. At post-graduate

level, RAU offers two paths. If students come from the Certificate, they can go on to the Diploma in Human Resource Development. If they have a degree, they can go on to an Honours in Human Resource Development. Both are at the same level. However, to do the master or doctorate course, students must have a first degree in Industrial Psychology (DEAL Trust 1994, p.30).

THE ETD PRACTITIONERS PROPOSALS

MR JOHN TYRES/ MS JUDY HARRIS Education Training and Development Practitioner Project

This input builds on the overview of the whole project as outlined by John Tyres. it refers to where the research project is at the moment and acknowledges there may well be shifts and changes of gear along the way.

At this stage, the research is in two parts:

1. The workshopping of the proposed roles that comprise ETDP practice in order to generate a sense of what should be - a sense of the capabilities that an ETDP should possess - a sense of the capabilities inherent in the roles.
2. Contextual analysis - which involves generating a sense of where ETDPs are now; where they are located; how they currently make their identities and what characterises their practice.

The worlds of education, training and development have traditionally been viewed as far apart with different social functions and purposes, different pressures and constraints and different philosophical traditions. The formulation of a composite term does not imply a composite identity. The extent of this is part of the investigation - the extent to which practitioners identify with E, T or D practices.

In order to capture the breadth of ETDP practice and the associated multiple identities, the "contextual analysis" covers the wide-ranging situations in which teaching and learning take place. 9 clusters are being covered - universities and technikons; colleges (Technical Colleges, Bridging-type colleges, Colleges of Education and Private Colleges providing distance education), ITBs/RTCs; public and private sector organisations, NGOs, community development sites, trade unions and national and provincial government.

Taken together the clusters should provide a rich and composite picture of ETDP practices and indicate common trends and differences.

To move to the college cluster specifically - the first issue is that it is not a unified cluster - more like 4 separate clusters.

Under the rubric of "contextual analysis" our aim, as for the other clusters, is to "map the field conditions that frame ETDP practice" in a context characterised by political, social, economic and technological transformation. Field conditions were identified as comprising data gathering around:

1. **Institutional Contexts**

The thinking here is that what happens in the classroom and what ETDPs do is significantly affected by their institutional/organisational context. Institutions embody particular traditions, value systems and morals that have developed over time and which put boundaries around practice. We are asking questions such as: "What counts as learning institution? Good attendance? Quiet classrooms? Critical thinking students? How is success measured? By exam results? By employability? By particular performances? By notions of customer satisfaction? We want to understand more about institutional culture, characteristics, value systems, provisioning and practices and how recent changes are impacting on these.

2. **The Dominant Forms of Teaching and Learning Practices**

Here we seek to see how institutional culture is reflected in teaching-learning practices and how practitioners themselves view their practices. Data will be gathered through interview and observation, for example: "What kinds of practices are rewarded?

"Which attract punitive measures?" What kinds of knowledges are valued? Academic? Practical? Technical? Generic abilities? "Do practitioners see themselves as educators, trainers or developers? To what extent? "What kinds of teaching and learning practices will be appropriate in future?"

3. **Labour Market Issues**

Here we seek to get a sense of how and why ETDPs and managers are where they are; the staff profile; what mobility they currently is in terms of career pathways; to what extent ETDPs continue to develop through their working lives; what roles qualifications currently play; what experiences are valued etc.

4. **Notions of Professionalism and Professionalisation**

We want to know what these terms mean in the college cluster. How do ETDPs create a professional identity (or do they?). What institutional factors help/hinder the development of a professional identity? Where do professional accountabilities lie? What should a professional ETDP look like?

We accept that there will be a number of professional identifies and that the term is complex and often a highly internalised one and that there are calls for new

kinds of professionalism internationally. We want to illuminate concepts of professionalism and ways to develop them.

The final outcome of our research, when triangulated with the other side of the project, will inform the building of a qualification structure for ETD with associated standards and norms. In addition hopefully we will have provided a rich and textured analysis of the "state of the nation" with regard to teaching and learning practices.

AETASA PROPOSALS FOR THE TRAINING OF ADULT EDUCATORS AND TRAINERS

THABO NDLOVU GWYNNETH TUCHTEN

AETASA stands for "Adult Educators and Trainers Association of South Africa". the AETASA proposals on the training of adult educators and trainers culminated out of a request by the National ABET Task Team (NSF), for AETASA to lead or come up with some proposals on setting standards for the training of adult educators and trainers. With that task in mind, AETASA nominated some individuals and experts to come up with a draft document in the field to set up standards for adult educators, which may well have some faults in it, and any input is welcomed.

There has been little resources or time for a rigorous research process, so several people from different background within the adult education field came together to draft a brief document to form a basis for discussion. It is a similar task to what the NTB is doing, as they are looking at levels and competencies and capabilities of adult educators. It has been difficult to come up with a clear plan of how the whole thing works, and we decided to divide the different kinds of work and task which adult educators do, into four domains:

1. Interacting with context:
 - How interaction takes place between context function and management of people, money and resources.
 - Communication and liaison within a given environment - recruiting and mobilising, advocacy.
 - Human resource development of everyone working within a particular context.
 - Awareness of the national and local policies affecting context.
2. Teaching and learning, the interface:
 - Designing learning events, workshops and lessons
 - Understanding adult learning and the psychology of adult learning
 - Materials development
 - Learner support

In many universities, there are extensive support programmes, but in ABE, where it is needed, it even more, very few places have institutionalized programmes of learner support, counseling, referral, educational planning, career planning, personal problems, etc.

3. Quality assurance:

- This involved a number of processes and skills. An important aspect was the assessment of learning, assessing how much learning happens, progress, etc.
- The feeling is that adult educators should evaluate their own programmes and practices.
- Research and development for new innovations in order to offer better quality.

4. Context and subject specialization:

ABE and ABET classes are very focused on the IEB exams, covering literacy, mother tongue, communications in English and numeracy or mathematics. So the area of content of subject specialization has been left very much as it was for accreditation of learners. However this will be added to as the field developed.

The important thing to note about these four domains is that at whatever level the adult educators are, they cover an element of these, whether they are tutors right there on the ground, teaching, or whether they are system managers, they need to have some understanding of all four domains, even though they focus more in a particular area.

Naturally, there are different levels of adult educators and this is really one of the underpinning points that has to be made clear in setting standards for training and accrediting adult educators. With this in mind, they have come up with three main criteria for delineating these different levels:

1. The complexity and number of tasks that a person does.
If one just did none or two or three simple tasks, that was obviously less complex than a multifaceted, multi-tasked job.

2. The degree of autonomy and independence.

An assistant tutor would obviously work with less autonomy than if he were a supervisor. So related to the degree of autonomy under which he worked was also whether he was more supervised than supervising, although obviously we all sometimes were supervised and at other times, supervising. So it would depend on the balance.

- 3 The transferability of skills to other contexts - e.g. a junior tutor would only be competent in one mother tongue literacy for Zulu, whereas someone who was

doing curriculum development for mother tongue literacy would understand general universal issues about mother tongue literacy and would be able to apply these to many different languages.

The NQF had three bands:

1. General education and training;
2. Further education and training; and
3. Higher education and training;

Those three bands were further divided into eight levels. ABET is only at the lowest level, ABET 4, which is about Std 7 or about ten years of formal schooling; it appears that in the new policy document that one year of pre-school was counted as a compulsory year. At the end of that, one receives a General Education and Training Certificate, after which one could specialise into training or a more academic kind of thing.

NQF level 4 is equivalent to Matric which is the Further Education and Training Certificate, equivalent to ABET level 5.

Higher education is post-school, whether it was technikon, community college or university, and went up to the PhD.

The first level is at ABE level 4, which is at the end of the first band of general education. Many university people have been astounded that there was a practitioner level that was below Matric. But in many industries, community colleges, night schools, etc, the mother tongue tutors did not have Matric. So if one put a ceiling there, one is not really offering any RPL (Recognition of Prior Learning) to those people. The trainer or educator level 1 person was described as "a practitioner who is competent in a basic and appropriate method of approach for use in a defined and supportive context". So it is someone, say who is doing one kind of moth tongue literacy in a structured context, where there is someone to call on when there are problems; that kind of thing.

At the next level, a Level 2 practitioner, would be about where Matric and may be a lot of the NGO training is, is "someone who was competent in a limited number of methods and approaches, and who functions autonomously within a set context". So they could manage their class quite well but in that particular context.

A Level 3 practitioner, which is more or less like the university level certificate, is someone who is competent in a broader range of methods and approaches, supported by some theoretical understanding, and who could operate in more than one context.

Getting in more academic kind of levels, Level 4 is a practitioner who is competent in a wide range of methods and approaches, who had theoretical understanding, who could provide leadership, support and initiated developments. So one was getting into more innovation and development.

- The Level 5 practitioner is at an advanced level of theory and practice, and could create new knowledge and understanding, and generate innovations; a Masters or PhD level. That would be an assistant tutor or educator who did have someone to assist with selecting materials or with learning problems.

Examples for each level are as follows:

At Levels 1 and 2, they would be tutors, field workers, assistant trainers, research assistants, administrative assistants. Administration people are included in the hierarchy.

At Level 3, they would be senior tutors offering guidance and leadership, senior field workers, co-ordinators of small projects, training officers and some sort of network organisers.

At Level 4, subject specialists, training managers, co-ordinators of very large programmes; curriculum developers, materials developers, lecturers, assessment designers, and so on.

At Level 5, these people are seen as systems managers, policy analysts, senior academics and researchers, human resource directors, etc.

Unfortunately, resources have not been available to take this document further. This document has been presented to NSF and they are trying to work closely together so that the NTB research and AETASA research would sort of feed each other and share resources.

A national launch for ABET was on the 11 February and the implications are that this work was still "on hold", implementation should have begun by now. We could not work in systematic way and it is going to be a muddy road when going on. Whilst the research component was still ongoing, we nonetheless had to begin to deliver.

The feeling is that the university group that is part of the NSF should be part of this process, and that the ETDPs should also be involved and should find way of having a composite approach to this kind of final process and implementation.

TRAINING PROGRAMME FOR COMMUNITY COLLEGE EDUCATORS AND ADMINISTRATORS IN THE USA

DR THABO RAPHOTO - ABEL PROJECT (Adult Basic Education and Literacy)

On addressing the issue of programmes designed for educating trainers of adults and administrators in community colleges. Dr. Raphoto illustrated the roles of adult educators in community colleges, universities, on the street, and in civic organisations.

The intent of the presentation included working towards a definition of staff training within community colleges and gave a background of community colleges in the USA. According to him, there had been an over-study of the situation in the USA. He addressed the training process with the following questions:

1. Was there a curriculum for community education?
2. Upon what criteria did a community college select the needs to which it would respond?
3. What were the competencies/skills that an adult educator should possess to perform successfully on the job?

He defined training within the context of a community college in the USA as "increasing the college's ability to formulate practical staffing and training objectives, and to meet them, while making full use of the college's managerial, administrative and community and financial resources". In the USA, community colleges were well placed to ensure that they increased the ability of the staff at all levels, and they formulated practical objectives and ways to meet those objectives of human resource development, from the custodian staff right up to the president or Chief Executive Officers (CEO) of the community colleges.

Within community colleges, the capabilities required of staff were very diverse. they included policy development, planning, organisational design, financial management including budgeting and programming, procurement, personnel management, training, community relations and an awareness of cultural diversity and pluralism.

Dr. Raphoto's experience has been gained mostly in New York State and California where most of the community colleges were situated. California has about 107 community colleges and New York State has 89. Within the State of New York University system there are the non-traditional colleges, the education opportunity centres.

Training takes place in terms of people who are concerned with policy issues in adult and community education, which lately is very much concerned with multi-cultural education. community colleges in the USA committed their resources to providing training and development to all staff at all levels, as appropriate to their positions. The human resource division is routinely concerned with better supervision and more consistent management training throughout the college, including uniform standards of personnel evaluation.

Community colleges are quite essentially an American invention that started in the 1920s, but even before then, ideas had been borrowed from the Chitagwa movement in America. This movement had begun in Chitagwa, New York and from it, the community college idea was spewed when Chitagwa University started the first correspondence college.

The first step in career-long commitment to training community educators and administrators was not in a community college; it began outside. The implication here is that training could be viewed as a continuum, spanning Pre-Service and In-Service, in the sense that there are people working in community colleges entering from Pre-training and, once in the community college, they go through an In-Service process.

As far as the training process is concerned, administrators in a traditional mainstream university are different from administrators found in a non-traditional college. In a traditional university there would be a president, then the deans and department heads and the support staff. In the non-traditional sector it would depend on the mentors involved who played a very important role in training and facilitating. Thus the administrative structures are markedly different.

There are several points which identify the key components of Pre-Service and In-Service is the preparation for those who would work later in community colleges, based upon traditional academic aspects of study, e.g. students of liberal arts, prospective administrators who are guided towards a more consistent personal philosophy of management and the educators who are guided to a much more consistent philosophy of teaching.

Adult educators are expected to be able to explain the core values which guides the profession, as well as one's personal management philosophy. They have to focus on the ethical responsibilities towards those whom they teach. In most cases when applying for a job in the academic or teaching field in the USA, not only is a CV required. This is very important as any teacher should be able to explain his motivation for doing what he did.

Also in terms of Pre-Service, should one choose adult education as a field of study, some universities provide a wide variety of courses across several disciplines. By the time one has qualified as an adult educator, not only andragogical principles have been studied but also courses on management, environmental studies, etc, had been taken. The US system with a vast selection of courses is worthwhile as all that knowledge become crystallised into a particular philosophy in teaching a wide variety of different students. One has to have the expertise of a

community organiser, of computer usage, of economics, etc, and the wide variety of subjects offered in the USA system helps to meet these demands.

The US system has borrowed a lot from the British adult education system, beginning with the Worker's Educational Association. One of the differences is that in America, institutions like Cornell University did not do adult education per se. Only very few universities have adult education departments; some have a system called co-operative extension.

Thus it is necessary to be aware of all the forgoing and to realise that a lot of what is happening in the USA has been borrowed. In fact, forms of community colleges have been running in Africa since the 1920s.

Many of the universities in the USA run courses that form the foundation of careers in community colleges. It is the individual student who is challenged to show how he could provide a bridge between theory and practice. In this context, Dr. Raphoto gave a quotation from a book "Sidada":

"Slowly the thinker went on his way and asked himself: What is it that you wanted to learn from teachings and teachers? And, although they taught you so much, what was it they could not teach you? And Sidada thought, it was the self, the character and nature of which I wished to learn. I wanted to rid myself of the self, to conquer it, but I could not conquer it. I could only receive it, could only fly from it, could only hide from it. Truly, nothing in the world occupied my thoughts as much as the self, this riddle that I live, that I am one, and separated and different from everybody else, that I am Sidada. And about nothing in the world do I know less than about myself, about Sidada".

At the beginning of an academic year, administrators had an orientation session to welcome new teachers, to introduce them to senior administrators and central office staff. During that period, the human resource division would hand out personal handbooks regarding policy, etc. One of the most important things that happened in community colleges was the mentoring which followed Pre-Service Training. Mentoring was a very important concept in the USA in terms of training and the induction of staff.

Mentors were generally those staff members who had a wealth of knowledge about the culture of the organisations and were willing to guide staff and support younger colleagues. Mentors usually worked beyond their call of duty and their area of specialization, and were in constant demand for faculty and staff development.

To conclude much of the training of administrators and adult educators happened outside the community colleges, where efforts had to be made to ensure that Pre-Service existed before anyone was employed, and In-Service was to be continued through the period of employment. This implied that the education and training of administrators and adult educators was often a lifelong learning continuum.

TRAINING PROGRAMME FOR COMMUNITY COLLEGE EDUCATORS AND ADMINISTRATORS IN THE UNITED KINGDOM

**MR KEITH WYMER
CHIEF EXECUTIVE OF BILSTON COMMUNITY COLLEGE , UK**

Further Education in the UK

Until recent years, most colleges in the UK were called "technical colleges" or "colleges of further education". Most of their students were in one of the following categories:

- i) full-time 16-18 year olds studying for university entrance (academic) or one of the professions or trades (vocational);
- ii) part-time day released from work by employers, to take vocational qualifications;
- iii) adult students studying in the evening to take vocational qualifications, or to improve their general education.

The majority of working class people had no education or training after leaving school. When most people were in work (up to 1970) this was not regarded by governments as a matter for serious concern.

After 1970, there was a continuing rise in unemployment and the government sponsored a range of training schemes for the unemployed. These were generally short-term measures and did little to improve employment prospects. The purpose was to keep people off the streets rather than provide genuine education and training.

- i) The traditional academic and vocational curriculum proved of little relevance to the unemployed. For this reason some colleges started to develop education for people in their communities - Community Education.
- ii) Community education starts with people and their needs rather than with a subject (academic) or an employer's requirement (vocational).

Community Colleges in the UK: Bilston Community College

The Need for Community Education

It was after 1980 before colleges in the UK gave serious attention to educating all members of their communities. Persisting unemployment focused attention on the fact that large numbers of people had an inadequate level of general education (e.g. literacy, numeracy) - in many cases so inadequate that they were unable to benefit from vocational training schemes.

Those denied opportunities were mainly working class, which in some areas included substantial numbers of racial minorities. They were excluded mainly because the traditional curriculum (academic or vocation) did not suit their needs.

The majority of teachers had not been trained to provide education for people, to meet individual needs, in their communities. They were subject specialist, with limited experience in education to improve basic skills, or to assist people to organise projects in their communities.

Bilston Community College

Bilston Community College opened in 1984, one of the first community colleges in England. It was established to serve an area of high unemployment, largely as a result of the closure of the British Steelworks in Bilston.

- i) Bilston Community College was established as a result of pressure from the community, especially from representatives of the unemployed who were denied access to education and training.
- ii) Two traditional colleges were closed and a new college opened, with new policies giving priority to open access, equal opportunities, community education.

In addition to improving the quality of curriculum (academic and vocational) which already existed, Bilston Community College priorities included:

- i) curriculum for the unemployed;
- ii) relevant provision for members of ethnic minority communities;
- iii) special provision for women;
- (iv) projects to support people with learning difficulties (special education needs).

It became clear that these policy objectives could be achieved on the scale necessary only if radical approaches were adopted, including radical approaches to management and administration and to the training of educators and administrators.

Rejection of elitism and vocationalism

The campaign for community education, education for all the people, is a struggle against:

- i) the conservative forces of elitism, which places the emphasis on selection by class or "merit";

- ii) vocationalism, which gives the requirements of employers priority over the educational needs of individuals;

Elastic and vocationalists defend narrow definitions of quality. To provide appropriate education for all citizens it is necessary to break the link between quality and exclusiveness.

- i) It follows that community colleges must be involved in, and have a significant measure of control over the training of their educators and administrators.
- ii) Partnerships with universities willing to participate on the basis of equality of partners is one means of resourcing such training.

Community Colleges in the UK: the context for training programmes for Educators and Administrators

- i) Traditionally, training has been in universities (with the emphasis on academic traditions), or has operated through university-college partnerships (with account taken of vocational traditions).
- ii) With few exceptions, there has been little interest in, or understanding of, the community education traditions which are relevant to the education and training of working class people.
- iii) Actual (as opposed to what government statistics show) unemployment is around 15% of the workforce in the UK, and it is estimated that there are over 25 million unemployed in the 15 countries of the European Community.
- iv) The percentage unemployed is, of course, much higher in most working class communities.

A growing number of people, especially young people, are "excluded" from society; members of an underclass unable to benefit from the generation of wealth made possible by the application of new technology.

Government (and European) grants for education and training have had only limited impact on communities where unemployment is high. The main reason is that education and training has not been integrated with economic re-generation - to create jobs and the long term prospect of improvement in the quality of life.

- i) Historically, resources for education and training have been concentrated on an elite - less (often much less) than 50% of the 16-21 age groups.

- ii) The top 30% are able to continue their education, mainly full-time, to the age of 21 or 22. The bottom 30% have only poorly financed, short-term measures, with unemployment and poverty never far away.
- iii) There is possibility that the 50% who have traditionally been denied access will be given resources at the level currently enjoyed by the top 30%.
- iv) Community Colleges in the UK are facing a funding crisis. This is partly because the education and training needs of working class people are far greater than the government is willing to fund.
- v) The traditional approach to training educators and administrators - subject specialists and administrators to serve an educational bureaucracy - is not appropriate for community colleges.
- vi) The requirement is to train educators and administrators who:
 - a) recognise that people need good basic skills education, as a foundation for education and training throughout life;
 - b) accept that the emphasis must be on providing learning support, including open learning, to enable students to study in their own time;
 - c) are committed to learning in communities, with members of the communities participating in the management and administration of the process;
 - d) recognise that education and training must be integrated with economic re-generation for the creation of jobs and wealth.
- vii) Education, training, economic re-generation for people in poor communities can come only from the commitment and participation of the people in those communities.
- viii) They must establish control over their own lives and not be managed by elitist institutions such as traditional schools, colleges, universities.
- ix) The key to progress is partnerships amongst communities, within countries and internationally. The "have not" communities across the world must unite to demand equality of treatment in terms of education, training, economic re-generation.
- x) If this "demand" is not met successfully, and resources continue to be controlled by traditional institutions, community colleges will be unable to create access to education and training for the neglected 50%.

Training programme for Community College Educators and Administrators in the UK

Principles and Priorities

- i) Open access education and training to create opportunities for "the neglected half" is in its infancy in the UK. Amongst those who have been denied relevant curriculum by the elitist system there are many who gained little benefit from their secondary schooling. Their needs are a priority for community colleges.
- ii) The neglected includes hundreds of thousands of 13-19 year olds alienated and excluded by the curriculum on offer (or the manner it is offered), and millions of adults with inadequate basic skills - especially literacy.
- iii) The requirement of educators and administrators is that they are able to work with people in their communities, using individual and community experiences as the basis for educational growth.

The emphasis is not on imparting subject knowledge but on providing support and motivation for self learning (based on people's experiences in their communities) to continue throughout life.

- iv) Community colleges recognise that they must educate and train people while they are involved in action for community enhancement and economic re-generation, which includes the creation of jobs. The benefit of short-term grants (government, European) for education and training is limited unless there is parallel action for community and economic re-generation.
- v) The community college philosophy is that progress towards learning goals is a matter for each individual, assessed in terms of stages of personal development. People should be able to progress and develop at their own pace: they should not be expected to meet abstract norms imposed from outside their community experience.
 - a) The emphasis in community colleges must be on core curriculum - literacy, numeracy, other basic skills, study method, building of confidence - rather than on academic subject knowledge or narrow vocationalism.
 - b) The development of vocational skills must be associated with experiences at work but placed in the context of an education which encourages lifelong learning for personal development as the basis for training and re-training.
- vi) These principles and priorities are primary in determining programmes of training for educators and administrators in community colleges. They imply a curriculum negotiated with each student, taking into account his/her stage of educational development and his/her role in the community/economy.

- vii) The fundamental weakness of the traditional approaches to training educators and administrators in the UK is the separation of theory and practice. Theory originating in the education of an academic elite and/or a narrow vocational approach to curriculum is seriously inadequate as preparation for educating in an open access community college. It encourages the view that the subject (or skill), rather than the experience of the individual, is primary.
- viii) However, the emphasis on the necessity for education and training to be integrated with economic re-generation, and the principle that it should take place in the community as part of the process of community re-generation and development, are not arguments for a "practical" as opposed to a "theoretical" approach. To reject traditional theory as inadequate is not to imply that theory is unnecessary or unimportant.
- ix) The key is the interaction of theory and practice to provide a framework for the establishment, growth, development of community colleges. As part of their initial training, community college educators and administrators need to understand why traditional theories of education and training (academic and vocational are inadequate - because they support a system which (in many countries) excludes more than half the population.
- x) Community education traditions, which must, inevitably, contribute to an understanding of the theoretical basis for community colleges, have a history as long as, arguably longer than other education and training traditions (e.g. academic, vocational). The fact that they are less well documented in university libraries is no measure of their significance.
- xi) It is assumed that training for educators and administrators is normally for people already participating in community activity. Where this is not the case, community education experience should be acquired at the earliest opportunity.
- xii)
 - 1) The first significant interaction of theory and practice is the application of knowledge of community education traditions to the governance, organisation, management, administration, development of community colleges in the 1990s.
 - 2) Key issues which arise include:
 - a) the democratic involvement of communities in the evolution of strategy and strategic planning;
 - b) the integration of education and training with community and economic development;
 - c) organisational models and resources;
 - d) management and development of resources, including human resources;
 - e) management and development of the curriculum;
 - f) relationships between educators/administrators and learners (e.g. negotiations of curriculum);

- g) assessment and accreditation;
- xiii) 1) The Training Programme for educators and administrators assumes that the majority of participants are working in the community and involved in the process of community education.
- 2) The programme is designed for accumulation of credits, awarded for modules, over whatever period suits the individual.
- xiv) Qualifications are acquired by progression through four stages, with the combination of modules (credits) depending on the requirements of jobs. The four stages are:
 - a) Certificate 4 Modules (credits)
 - b) Diploma 8 Modules (credits)
 - c) Degree 16 Modules (credits)
 - d) Further Degree 24 Modules (credits)
- xv) In all cases, appropriate weighting is given to the accreditation of prior learning.
- xvi) 1) The issue of compulsory Modules (credits) is a matter for individual institutions; although Regional and National requirements can be determined in accord with policy decisions.
- 2) The organisation of learning within Modules must also allow for variation to meet the needs of institutions.
- xvii) The roles and functions of educators and administrators is also a policy issue. Questions to be resolved include:
 - a) How far should educators be involved in administration, or administrators be expected to participate in the process of education?
 - b) Should experience as educators be required of administrators appointed above a certain level?
- xviii) If educators are defined as people involved with students in the educational process, then administrators include:
 - a) technical experts (e.g. accountants for finance, engineers for computers);
 - b) managers and planners;

- c) governors and policy developers;
- xix) 1) Democracy is a serious issue. While it might be considered undemocratic to require any qualification as a condition for election as a governor, it might, nevertheless, be considered necessary for governors to receive training to enable them to exercise their responsibilities to their constituencies (and to the college).
- 2) A closely related issue, which experience demonstrates often suffers from lack of training, is the relationship between elected representatives (governors) and managers.
- xx) 1) The range of Modules relevant to training educators and administrators for community colleges and community education in the UK may, or may not, be considered applicable to other countries.
- 2) However, at least theoretically (and only experience will show how the theory measures up to interaction with practice), the primary principles of community education have universal (international application).
- xxi) 1) Each Module can be followed to acquire one or two credits - related to breadth and depth of study (Level I or II).
- 2) A Certificate is acquired by accumulating four Modules at Level I.

Modules (each I or II Credits)

General (educators and administrators)

- a) The history and theory of community education
- b) Community education traditions as contrasted with academic and vocational traditions
- c) Community education and the concept of curriculum
- d) Organisational models for community colleges
- e) The integration of education and training with community and economic re-generation and development
- f) Community self-organisation as a basis for action towards community and economic re-generation targets
- g) Community education and equal opportunities targets
- h) Governance and the application of democracy to the community college concept - accountability
- i) The application of learning to self-build, the production of goods, trade
- j) Assessment and accreditation, including the accreditation of prior learning
- k) Information, advice, guidance, counseling, continuing student support
- l) Core curriculum and self-learning (including collective self-learning) through open learning support

- m) Basic skills - theory and practice in the community college context
- n) The application of new technology to learning and curriculum
- o) Managing and developing curriculum in a community college context

Modules mainly for Administrators (managers)

- p) Generic administration (management) - finance, organisation, planning, human resource management
- q) Action management - the Revansonian approach to solving the problems of communities
- r) The management of community and economic re-generation and establishing national and international links
- s) Strategy development and long-term planning - financial strategy and the development of human resources
- t) Management and organisation of community colleges and the development of management information systems

RECOMMENDATIONS

In-Service Training

- All Educators and Administrators at Community College Pilot Projects should undergo:
 - a) Re-orientation programmes where the community college concept and how it relates to the NQF, ABET, Interim Guidelines, Curriculum, the Framework and other related policy documents could be discussed.
 - b) Re-training programme where the focus will be on the science of teaching adult learners (Andragogics). This was considered important since a large number of adult educators have not had the appropriate training.
- In-service training should be provided by organisations or institutions with the necessary experience and expertise. In-service training programmes should be structured in such a way that they are nationally recognised and can be accredited for further study.

Pre-Service Training

- Andragogues should become an integral and a significant part of pre-service training for those who would like to work in community colleges, tertiary institutions involved in teacher training should provide opportunities for specialization in Andragogues.

- Internship should be an important component for the training of Andragogues. Community Colleges and Community Learning Centres should provide internship opportunities for trainee Andragogues.
- All people who have specialised in Andragogies should have a professional identity that distinguishes them from school teachers (pedagogues).
- Pre-service training should have fundamental and core outcomes for all educators and then specialization outcomes for Andragogies.

National and International Collaboration

- There should be closer co-operation between the providers of training to administrators and educators at Community College Pilot Projects. This is important for ensuring uniform standards and also sharing of experience and expertise.
- Links should be established with similar institutions in other countries. This will strengthen S.A. Community College Pilot projects through sharing of information and faculty or student exchange.

GENERAL

- In-service Training, Pre-service Training, National and International Collaboration, should be co-ordinated by the National Institute for Community Education (NICE) in association with the Department of Education through the National Co-ordinating Committee.
- A small Working Group consisting of AETASA, ETDP project representatives, should be set up by the National Co-ordinating Committee to provide guidance in respect of in-service training and pre-service training of Community College Educators and Administrators.
- Recognition of Prior Learning (RPL) should be given priority during in-service and pre-service training.
- The National Institute for Community Education (NICE), should appoint a National Co-ordinator whose focus will be on National and International linkages. Such a Co-ordinator will work in close association with the International Desk of the Department of Education.

- The National Co-ordinating Committee should be expanded to include personnel from the following divisions of the national Department of Education:
 - * Projects Division
 - * International Relations
 - * Systems Branch

ATTENDANCE REGISTER -

WORKSHOP 23/24 FEBRUARY 1996

NAME	ORGANISATION	TEL	FAX
1. Bhengu Jabulile	KZN	(0331) 94-7807	94-7481
2. Bird Adrienne	Dept of Labour	(012) 309-4000	320-7816
3. Botha Ben	CTCP	(012) 323-0287	323-0299
4. Brandt Dr. C	Technikon SA	(011) 471-3058	471-3129
5. Cindi Michael	Dept of Education	(012) 312-5367	328-3038
6. Coetzee R	Technikon SA	(011) 471-3058	471-3129
7. Diemont Kilary	FAAE	(011) 339-6322	339-6886
8. Dikgosi	Dept of Education	(0531) 81-1541	35-220
9. Edmunds MC	Dept of Labour	(012) 323-7633	323-3361
10. Fani Ben	Northern Cape	(0531) 81-1511	32-901
11. Gale Jonathan	DBSA	(011) 313-3911	313-3086
12. George Tim	Chairman's Fund	(011) 638-9111	638-2495
13. Harris Judy	EDTP	(021) 650-4088	650-3489
14. Khanye Thabo	Dept of Education	(01215) 47-2060	47-2755
15. Khanyile Dr. E	Dept of Education	(0358) 20-3608	202-493.2490.3649
16. Khatle Anthony	Dept of Education	(011) 493-6549	493-0199
17. Lerutla Mokgadi	BESA	(011) 447-6119	447-6119
18. Letsoalo Maite	CBDO	(0152) 267-0868	232-1189
19. Lotter Cobus	CUP	(012) 429-2821	429-2446
20. Madiba Dr. Chris	Dept of Education	(012) 312-5352	328-3038
21. Mafisa Lekhotla	OFS	(058) 713-3191	713-5388
22. Mali Thami	Dept of Education	(011) 493-6549	493-0199
23. Mamabolo Audrey	Dept of Education	(0132) 43-4980	
24. Mathebane Bongo	NATT	(01211) 50-2920	50-3057
25. May Basil	CCERSA	(021) 951-5526	ask for fax
26. Mdhluli G	Chamdor	(011) 420-1340	410-5892
27. Mehlaphe Philip	NAPTOSA	(012) 324-1365	324-1366
28. Mguni Lymon	Adult Educ. Centre	(011) 982-5508	
29. Mohapi Malaka	TEPS	(011) 403-4250	403-1560
30. Mouhleli Mpho Cynthia		(058) 721-0294 or	6294

31. Mohlala MM	Dept of Education	(0531) 81-1541	35-220
32. Mokgatle Mokaba	NICE	(011) 403-2387	403-1967
33. Moloko Zakes	CEMCO	(011) 736-1186	ask for fax
34. Motau Thandi	Dept of Education	(011) 493-6549	493-0199
35. Mthembu Aubrey	Dept of Education	(0358) 20-36008	202-493
36. Ndlovu Thabo	AETASA	(0140) 89-2230	89-2342
37. Ngqaleni Thandabantu	TEPS	(011) 403-4250	403-1560
38. Ngwasheng David	Dept of Education	(0152) 297-0110	295-2384
39. Nhlapo Stanley	Centre for Lifelong Learning	(011) 471-2578	471-2603
40. Noe Jacob	Wits	(011) 716-5236	403-7557
41. Ramarumo Dr Morongwa	Dept of Education	(012) 312-5310	324-2059
42. Samuels Joe	AETASA	(021) 959-2798	959-2481
43. Semuli Kitch	UNIBO	(0140) 89-2018	89-2342
44. Simanga Pumla	Eastern Cape	(0401) 93-068	99-5132
45. Snelling Reena	SAPA	(011) 421-8725	421-8728
46. Steenkamp Shirley	VEDCO	(012) 324-4292	326-5820
48. Thoko Mawere	TEPS	(011) 403-4250	403-1560
49. Tuchten Gwyneth	AETASA	(011) 702-1480	486-1524
50. Twala Thembisile	Funda Centre	(011) 938-7430	938-7439
51. Tyres John	TNTB	(011) 486-0916	486-1324
52. Waja Jerry	Gauteng Youth College	(011) 494-5820	494-5829
53. Wagner Chris	GICD	(011) 484-4250	484-3228
54. Wymer Keith	Bilston CC	(0944)-1902-821004	821102
55. Xaba Dikeledi	CCASA	(011) 337-8604	337-2728
56. Zuma Silas	NICE	(011) 403-2387	403-1967