

**PROPOSAL FOR A FEASIBILITY STUDY AND CONSULTATIONS
RE- ESTABLISHMENT OF A WORKER AND COMMUNITY
EDUCATION COLLEGE
PHASE 1 RESEARCH (FEASIBILITY STUDY)**

Submitted by



Workers College



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1.0 INTRODUCTION

This proposal is submitted to the Education, Training and Development Practices SETA for funding by the CEPD; Workers College & Ditsela. It is intended to solicit funding for a feasibility study into the establishment of an institution (FET/ Community College) for the benefit of community organisations, NGOs and workers and their organizations.

2.0 BACKGROUND AND CONTEXT

The South African trade union movement and South African communities (through a range of structures often referred to as the mass democratic movement) have had a long history of struggle for the eradication of apartheid, equality and social justice for all South Africans regardless of race, class, sex or creed.

As part of the struggle, both communities and trade unions were able to derive lessons from their experiences. These were sometimes reduced to black and white for sharing with a wider audience and for incorporation into education programmes aimed at increasing consciousness of community and trade union activists as well as to sharpen the praxis of these activists. The learning programs often relied heavily on the Marxism school of thought (including the “classics”; Marxist –Leninist and the “neo-Marxist”). Part of the struggle, therefore, involved the generation of knowledge from practice as well as the comparing of Marxist and developmental theories for use in the South African struggle. Other developmental approaches were also explored as part of this praxis.

The post-94 period, which is also widely understood to be a post-apartheid period, opened up many opportunities for these working class activists and working class intelligentsia. This period was characterized by, initially, the ascendance of many of these activists into the state and other state institutions. Later some of these were absorbed into the private sector, in business and academia. This movement of literally tens of thousands of the cadreship that had been in the forefront of the struggle did pose some challenges for both the trade union movement and community activism. The transition was not smooth and not always well-managed leading to a decline in worker and community solidarity, activism and mobilization. This situation may have been aided by the euphoria that followed the democratic breakthrough where notions of the “rainbow nation” were widely discussed and supported, where the euphoria caused people to believe that there was no longer a need for being organised.

The work on South Africa’s education system started at the bottom. A lot of focus was on developing policy starting with the National Education Policy Act which was the basis for other education policies from basic education to higher education. Most of the initial policies were looking at removing barriers and improving access to education. A considerable effort was

expended in the policy process that spanned 16 years from 1996-2012 with no mention of worker education or community education in education policy.

In 2011 the Minister of Higher Education and Training, set up a Community Education and Training Center Committee which finished its work in 2012 and submitted a report. In 2012, the Minister for Higher Education, Dr Blade Nzimande set up a Worker Education Task Team which is still continuing with its work. These developments have opened up opportunities for worker education, community education and popular education advocates to engage with the state in a constructive way that allows for institution building.

In 2013, Workers College organized a workshop aimed at co-ordinating responses to the unfolding policy and legislative landscape within South African education. This resulted in an agreement between Workers College, CEPD, CORE and Ditsela on co-ordination of broader consultations regarding the emerging policy and/ or legislation.

These organisations then commenced with a number of consultations with a range of individuals from Higher Education institutions and organisations. To name a few, CHE, DUT, SAQA were consulted. The ETDPSSETA was approached to help fund the initiative. In the series of consultations held with the ETDPSSETA, these organisations reached an agreement with the SETA on the Research (Feasibility Study) regarding the possibility of an education institution that would benefit workers and their trade unions, NGOs and communities.

3.0 MOTIVATION FOR THE PROPOSAL

The providers of popular education that benefits the communities and the trade unions have identified a need for collaborating on informing the current educational revolution that is unfolding.

The way in which these organizations will be able to do this is through a research and feasibility study into the institutions exposed by the evolving policy. In addition, these institutions need to consult widely with their intended constituencies on the best way to move forward on the continued provision of education.

The feasibility study and consultations are very important especially in the context where the role players are slightly apprehensive about what all these policy developments will and/ or can mean for popular worker and community education. The proposal therefore is seeking to engage on the research aspect and to set up meetings for the dissemination of the research report.

4.0 SCOPE OF THE RESEARCH

- Investigate opportunities presented Post-School Education Policy and the FET Amendment Acts for Worker and Community Education
- Investigate the international trends around these issues – relevant selection to be made of both policy and vehicles used to implement
- Investigate a necessary strategic approach for Workers and Community Education
- Develop actionable recommendations

5.0 AIMS, OBJECTIVES, OUTCOMES & OUTPUTS

5.1 *Aims and Objectives*

- To explore possible vehicles that can be used to ensure the provision of popular education
- To explore possible collaborations and partnerships that could be strengthened for the continued provision of popular education
- To consult as widely as possible on the way forward for popular education that benefits the working class more widely.

5.2 *Expected Outcomes*

- Recommendations about a possible vehicle(s) that can be used for popular education
- Partnerships and collaborations are set up for popular education
- Report on consultations in relation to popular education

5.3 *Project Outputs*

- Research Report
- Report on Consultations
- Recommendations

6.0 PROJECT OUTLINE

- Development of discussion paper on popular education
- Literature (Policy etc.) Review
- Development of research instrument for interviews with key informants
- Key Informant Interviews (Data Gathering)
- Data Analysis
- Report Writing

- Research Report Dissemination:
 - Establish links with trade union and civil society research organizations
 - Advocacy for collaborative work
 - Information sharing
 - Determine relationships with partners
- Editing of Report
- Consultations Report
- Recommendations (Action Plan)

7.0 PROJECT IMPLEMENTATION PLAN

ACTIVITY	TIME FRAME	OUTPUTS/OUTCOMES	RESPONSIBILITY	PROGRESS	COST
Discussion Paper on Popular Education	By 13 April 2013	Base document available for discussion and consensus generation	Workers' College	The paper has been developed	R35 000
Literature review	February 2014	Knowledge on policy interventions and comparable initiatives is available	Ditsela		R18 000
Development of instrument for Interviews of Key Informants	February 2014	Instrument Approved by project partners	CEPD		R4 000
Key Informant Interviews	February-March 2014	Data gathering Exercise is completed	CEPD		R30 000
Report Writing	April 2014	Draft Report completed and available for dissemination and engagement	CEPD		R18 000
1- day research dissemination workshops @ R40 000 in 9 provinces	From 01 May - 15 July	Establish linkages between TU movement, PE NGOS, research NGOs and community organizations	Ditsela with support from Workers College and Core		R360 000
Report Editing, Report on dissemination Meetings, Recommendations	16 July-31 July	Outputs and Outcomes of Study are available for implementation	CEPD, CORE, Workers College and Ditsela		18 000
Project Administration and Management	Ongoing				R17 000
TOTAL					R500 000

8.0 REPORTING AND EVALUATION

This function will be undertaken by the partners in this project, namely CEPD, Workers College and Ditsela.

9.0 BANK DETAILS

Account Name: CEPD

Account Number: 1950398935

Bank: Nedbank

Branch Code: 195005