

Imagining Community Education and Training Centres

Operational Plan

26 January 2012

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1. Terms of reference

The Department of Higher Education and Training (DHET) has appointed a task team to conceptualise the development and implementation of an alternative and more effective institutional form for addressing the needs of out-of-school youth and adults. The Community Education and Training Centres (CETCs) task team has identified the need to solicit community views on the needs of the community including the problems of out-of-school, unemployed youth and of adults either employed or unemployed.

Nature of the assignment

This brief involves conducting research in selected communities and in the institutions and organisations within them that notionally cater for out-of-school, unemployed youth and adults, in order to understand the nature of community needs and to assess how CETCs should address them.

Secondary research, of the kind envisaged in the South African and international literature reviews commissioned by the task team, will provide a good sense of what literature there is on the provision of education and training for out-of-school youth and adults. However, such reviews may not necessarily provide insight into actual provision, or the lack thereof, in actual communities. In making recommendations about the need for CETCs, it is necessary to understand the context within which out-of-school youth and adults are located – including living conditions, access to basic facilities, and experience of education and training. It will also be necessary to gather community inputs into possible institutional models and learning programmes that would be relevant to communities.

Conducting this research, although in a limited number of communities, will ensure that the CETCs are conceptualised taking into account the context and needs of the communities. Consequently, this will place the Task Team in a position to propose models of community education and training responsive to the needs of communities.

Details of assignment

The assignment involves the canvassing of the views of three communities – one in a rural area, one with a combination of both urban and rural, and the other in an urban area – on the education and training needs of out-of-school, unemployed youth and of inadequately skilled adults and on possible solutions to these problems. The task team proposes that the research focuses on Sekhukhune in Limpopo, Pietermaritzburg in KwaZulu-Natal and Freedom Park in Gauteng, respectively. The task will involve:

1. Identifying community members according to the three categories of 1) out-of-school, unemployed youth, 2) unemployed adults, and 3) employed adults
2. Conducting focus group interviews with each of these three categories of community members. Focus group interviews will particularly seek to establish what kind of education and training the communities require for their out-of-school youth and adults. In addition, these interviews will seek to get the community members to imagine what CETCs should be like in order to

meet the educational needs of their communities. Aspects in 3(a)-(m) below may be used for probing purposes during the process of imagining CETCs.

3. Conducting focus group interviews with heads of education and training institutions (for example, public and private adult learning centres, public FET colleges, private FET institutions, NGOs, community-based organisations [CBOs], faith-based organisations) to canvass their views on the extent to which the institutions cater for the needs of out-of-school, unemployed youth and employed or unemployed adults. Institutions will also be requested to make suggestions for how their institutions are to be transformed to appropriately meet the needs of the target groups. The following aspects may be used for probing purposes during the discussions:
 - a. Access of out-of-school youth and adults to institutional provision
 - b. The numbers of out-of-school youth and adults currently catered for by current institutional provision, as well as, where possible, those not presently catered for
 - c. Institutional governance arrangements
 - d. Human resource management: institutional management, support staff, and academic staff
 - e. Qualifications, and the NQF levels at which they are offered
 - f. Learning programme provision (including diversity of programmes) leading to the achievement of these qualifications
 - g. Modes of learning programme delivery (including contact versus distance, full-time versus part-time, the mix of theoretical and practical components, simulated or workplace based experience).
 - h. Student assessment policies and practices
 - i. Quality assurance: institutional and programmatic
 - j. Relationships with and service to communities, business and industry (including graduate placement programmes)
 - k. The provision of lifelong learning opportunities, including the recognition of prior learning (RPL)
 - l. Institutional funding arrangements
 - m. Tuition and other related fees.
- 4.
5. Capturing (including via audio recording, where appropriate) the proceedings of all these visits and interviews.

Deliverables

Two drafts of the report should be submitted – a first draft, and a revised draft in the light of task team member comments – in electronic format, incorporating all the aspects detailed in 2.1.1 and 2.1.2 above.

2. Operational plan

2.1 Research teams

It is envisaged that there will be four researchers involved in the Community Research – Tsakani Chaka and Ivor Baatjes who are members of the Task Team; and two other researchers to be brought in for this purpose. A team of two researchers will visit each of the two communities.

Researchers are expected to collect data at the two communities mentioned above: Sekhukhune in Limpopo, Pietermaritzburg in KwaZulu-Natal, and Freedom Park in Gauteng.

Each team of researchers is expected to undertake the following activities at each of the communities:

1. Conduct interviews with the following groups within the community:
 - out-of-school, unemployed youth group (about 8-20)
 - unemployed adults group (about 8-20)
 - employed adults group (about 8-20)
2. Conduct focus group interviews with heads of the various kinds of training institutions (public and private adult learning centres, public FET colleges, private FET institutions, NGOs, CBOs, faith based organisations) catering for youth and adults.

See appendices for research instruments.

2.2 Conducting interviews

While there is an interview guide, researchers are urged to probe on any relevant issues that may come up during the interviews and observations to help understand the provision of education and training opportunities to youth and adults in the participating communities.

Proficiency with the language of the community is crucial to the success of the data collection process. Care will be taken when constituting the teams that at least one of the researchers is proficient in the dominant language of the community. This will enable respondents to speak in their home language if they so wished.

During each interview teams are required to ensure that there is a dedicated interviewer and a dedicated note-taker to ensure that attention is paid to detail, although the person taking notes should be allowed to follow up on certain issues identified.

In addition, a digital recorder will be used for back-up purposes for each interview. Researchers should request permission from the respondents to do so. Emphasis needs to be made to the respondents that

they are being recorded for the purpose of back-up to help verify issues that may not be clear in our hand-written notes, and no other purpose.

2.3 Schedule of fieldwork activities

It is intended that researchers will spend up to three (3) days in each community. Researchers will contact the relevant institutions in the three communities to set up a schedule of activities in order to expedite the process. Institutions will be used as entry points, and requested to assist with identifying the relevant youth and adults for interviews. Contact persons should be requested to ensure that all groups are representative of both males and females. Care should be taken to follow protocol within each community; therefore, institutional contact persons should be requested to share such information with researchers.

2.5 Data capturing and organising

Researchers are required to capture and organise the data collected during this exercise using a tool that will be provided for this purpose.

2.6 Data analysis and report writing

Report writing will be in two phases. The first phase will be the development of a site case study report for each of the three sites to help provide a picture in relation to education and training needs of out-of-school youth and adults and the vision for community education and training centres. The second phase of the report writing will be the synthesis of the case study reports into a single report, which will thematically comparing and contrasting the findings. A draft of this report will be shared with the Task Team for comments after which it will be finalised.

2.7 Workplan

This work is intended to take seven weeks as per the Table 1 below.

Table 1: Workplan

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Arrangements							
Tool design							
Travel							
Focus group							
Literature review							
Data capturing							
Data analysis							
Case study development							
Synthesis report							
Finalisation							

2.8 Budget

The total cost of undertaking this work (labour cost) is R159,716 excluding expenses as shown in Table 2 below.

Table 2: Budget

Activity	Person days	units	Total number of days	Cost
1. Making arrangements for site visits	1	3	3	5565
2. Tool design	1	3	3	5565
3. Travel	2	4	8	14840
4. Data collection	3	4	12	22260
5. Literature review	5	1	5	9275
6. Data capturing	4	3	12	22260
7. Data analysis	4	3	12	22260
8. Case study development	4	3	12	22260
9. Synthesis report	4	3	12	22260
9. Finalisation	1	3	3	5565
Subtotal	29		82	152 110
Admin fee @ 5%				7 605.50
Total				159 716

In addition, an amount of R40,500 has been estimated for expenses including as travel, accommodation and meals.

3. Logistical arrangements

Arrangements for travel, accommodation and meals will be agreed upon with the Department of Higher Education and Training.

Contact persons:

Tsakani Chaka (Tsakani@cepd.org.za, 082 580 6477) and Ivor Baatjes (Ivorbaatjes@gmail.com, 083 234 6700).

4. Appendices: Research instruments

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Interview Schedule: Adults and out-of-school youth

This interview schedule has been designed for data collection at each of the three participating communities, particularly with the following:

- Unemployed adults
- Employed adults
- Unemployed, out-of- school youth

Ideally this interview schedule has been designed to establish the following:

- The key community needs
- How these needs are catered for by existing institutions
- What is desired and how it can be made possible
- What model/configuration for community education would work.

1. What do you understand to be the key issues facing your community?
2. What education and training needs do you have as adults or as out-of-school youth in the community?
3. What is your background? (i.e., age, level of education and training, etc, researchers to observe gender and estimate ages).¹
4. What kind of education or training would you wish to pursue?
5. Why do you need this education or training? (Personal development, community development, to get a job etc).
6. Do existing institutions/organisations in your community meet your needs?
7. What should be done to ensure that your needs are met?
8. What programmes are required to respond to your education and training needs?

¹ A form will be designed to solicit background information on the participants. Background information on each of the communities will be accessed from census data.

9. Where should these programmes be provided?
10. How should these programmes be provided? (Contact vs distance, full-time/part-time, the mix of theoretical and practical components, etc)
11. What forms could they take? Formal/non-formal/qualification-based, etc
12. Who should provide these programmes?
13. What should be the access requirements for such programmes?
14. Who should provide financial support for these programmes?

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Interview Schedule: Institutions and organisations working with communities

This interview schedule has been designed for data collection in three provinces. The researchers intend to use this schedule with two groups. The first group comprises of a range of organisations in each community. The second group consists of organisations that work with communities in both rural and urban sites. The researchers believe that these organisations could provide valuable information that informs the research. These organisations include the following:

- NGOs/CBOs
- PALCs
- FET Colleges and Higher Education Institutions
- Local municipalities

Ideally this interview schedule has been designed to establish the following:

- What community education and training currently exists
- Who provides what
- What problems exist programmatically and its needs
- What is desired and what is possible
- What model/configuration for community education would work.

1. What do you understand by ‘community education’?
2. What is unique/special about community education in *your* community?
3. What are you/your institution presently doing that constitutes community education?
4. Which other groups/organisations are providing community education?
5. What issues/problems are currently being addressed, or not, by community education programmes/projects/etc?
6. In what way/s could community education be improved?
7. What kinds of adult/out-of-school-youth education and training opportunities are currently available in your programme/s?
8. What additional programmes are required to respond to the education and training needs of adults and out-of-school-youth?

9. Where and how should these programmes be provided?
10. What forms could they take? Formal/non-formal/qualification-based, etc?
11. Who should provide them?
12. What kinds of links should there be between these programmes and others?
13. Who should provide financial support to these programmes?