

Research proposal: Worker and Continuing Education in Kwazulu-Natal

Problem Statement

There is no generally accepted notion of worker education Nationally or provincially. At the same time skills development continues to be a contested terrain and has had limited transformational impact in the world of work, on job creation or living standards of the working class.

Vocational training remains alienating and intended to extract productivity often with little consideration for the overall development of the person undergoing such processes. Key principles of the NQF including articulation, portability, the practice of RPL and lifelong learning remain in the realms of theory rather than general practice. There are large institutional divides between different sub frameworks and Quality assurance bodies in the form of HEI, SETAs and FETs.

Skills development and education often take place in a relative vacuum uninformed by the productive needs of capital or the social needs of the working class.

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

Adult basic education is systemically limited and reach very few let alone opening access to higher forms of learning. Community education is very limited and where it does take place fails to bridge into vocational or empowering dimensions of education in most instances.

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

Research Objective

To contextualize WE for the province and WE institutions. In doing so to critically analyse the practice of WE within WE institutions focused on political/empowerment, functional and vocational outputs in the context of stakeholders needs. Research output will assist to plan and implement adult working class education for human development through the goals of improved competitiveness, employment creation, better working conditions and living standards.

Implementation Strategy

The research project calls for a multidisciplinary team of researchers from different institutions and stakeholders to address descriptive, analytical and problem solving research questions linking the Context, interests, AWE&C practice to broader socio economic development goals.

The project will require overarching methodological and administrative coordination from one institution but this should take place within a multi-stakeholder reference group which is probably best placed as a subcommittee of the Provincial Worker Education Technical Task Team.

The research will, in consultation with the reference group, move through phases of deepening analysis and towards the basis for dialogue at the point of reaching problem solving. Whilst the research must for the purposes of academic integrity produce a set of independent recommendations these should be accompanied by reference to dialogue issues and perspectives and indeed evaluate the dialogue process in itself.

This is the final element of the research design that moves it into a participatory action research orientated context intended to engage a particular set of policy, economic and social problems with a definite objective being improved economic and social development.

Research Question Matrix

Complexity Level	Main research Questions
Descriptive	1. What makes up the practice of Adult Worker and community Education in KZN?
Analytical	2. How does this contextual and institutional framework of AW&CE impact on the achievement of socioeconomic development goals in KZN?
Problem solving	3. What should be changed within Adult Worker and community Education in KZN to better achieve socio economic development goals in KZN?

Research Design

Within this research question matrix linked to a multi-stakeholder role out process a collection of methodologies are envisaged that best suits the particular sets of research sub questions but still attempt to maximise the use of single instruments across different levels and aspects of enquiry.

The design envisages a deepening level of analysis moving from a broadly descriptive phase focussed on information collection in the form of stakeholder, institutional and problem mapping, achieved through a set of quantitative and qualitative approaches.

The second level will attempt to analysis and construct indicators of relationships between variables of policy frameworks, stakeholder actions and expectations and learner and institutional experiences.

The final phase documents attempt at problem solving and where possible develops interpretive theories as the basis for recommendations to be tabled through dialogue processes towards cooperative problem solving mechanisms. The approach itself will analysed for good practice value.

The project design also foresees the development of skills through a wide incorporation of learners in the form of interns currently engaged in worker education programmes assisting in field work, analysis, writing, dissemination of information and knowledge creation.

Research Questions

The three main research questions informing this project are

1. What makes up the practice of Adult Worker and community Education in KZN?
2. How does this contextual and institutional framework of AW&CE impact on the achievement of socioeconomic development goals in KZN?
3. What should be changed within Adult Worker and community Education in KZN to better achieve socio economic development goals in KZN?

1 Descriptive and mapping: What makes up the practice of Adult Worker and community Education in KZN?

- 1.1. what is Adult Worker and community Education in KZN?
- 1.2. Who are the main stakeholders in the Adult Worker and community Education Framework in KZN?
- 1.3. Who's Needs are served by Adult Worker and community Education in KZN?
- 1.4. What is the institutional and policy terrain for Adult Worker and community Education Institutions (W&CEI's) in KZN?
 - a. Who are the Adult Worker and community Education Institutions (W&CEI's) in KZN?
 - b. What are the differences in programs between these?
 - c. What are the similarities in programs between these?
 - d. Who are the learners in these institutions?
 - e. What are the knowledge outputs of these institutions?
 - f. What are the P.E.S.T forces shaping W&CE in the province?
 - g. What are the policies informing W&CE in the province?
 - h. How effective are these policies?

- i. How efficient are these policies?
- j. What is the current functionality of vertical, diagonal and horizontal articulation in the AW&CE framework in KZN?
- k. Which provincial and local government structures are most influential in shaping Adult Worker and community Education(A&WCE)?

2: Impact vectors and analysis: How does this contextual and institutional framework of AW&CE impact on the achievement of socioeconomic development goals in KZN?

2.1 How does this contextual and institutional framework of AW&CE impact on the achievement of socioeconomic development goals in KZN?

- a) How does the policy environment describe in 1 impact on W &CEI's in the province?
- b) How does the policy environment describe in 1 impact on Learners in the province?
- c) How does the policy environment describe in 1 impact on stakeholders in the province?

a)-c) in terms of enablers and challenges across the following variables within the NQF

- Life long learning
 - RPL (access and certification)
 - Vertical and horizontal articulation
 - portability
- d) What are the main determining factors of performance of WCEI's outputs?
 - e) How appropriate are these WCEI outputs given the development goals and frameworks of provincial government?
 - f) How do W&CEI's assess needs of users?
 - g) How responsive are W&CEIs to these needs?
 - h) How do W&CEI's assess needs of stakeholders?
 - i) How responsive are W&CEIs to these needs?
 - j) what inter-organisational issues impact on articulation and portability of the W&CE framework in KZN?
 - k) What skills and knowledge supports economic growth in KZN?
 - l) What skills and knowledge support equitable wealth distribution in KZN?
 - m) What skills and knowledge support the creation of quality jobs in KZN?
 - n) What are the enabling factors toward the development of such skills and knowledge?
 - o) What are the challenging factors towards the development of such skills and knowledge?

2.2 What could be done at municipal and provincial level to best support W &CE towards the goals of competitiveness, empowerment, improved working conditions and human development given the national policy framework?

3. developing good practice towards problem solving

3. What should be changed within Adult Worker and community Education in KZN to better achieve socio economic development goals in KZN?

3.1 What is working well in AW&CE in KZN?

3.2 What is not working well in AW&CE in KZN?

3.3 How can NQF principles best be achieved in the AW&CE framework in KZN?

3.4 What could be done at W&CE institutional level to best support AW&CE towards the goals of competitiveness, empowerment, improved working conditions and human development given the national policy framework?

3.5 What could be done at stakeholder level to best support AW&CE towards the goals of competitiveness, empowerment, improved working conditions and human development given the national policy framework?

B1 (political Empowerment) focused education

- a) Who are the stakeholders?
- b) Who are the users/students?
- c) How does practice address the needs of stakeholders?
- d) How does practice address the needs of users?
- e) How does practice address the needs of economic development?
- f) How does practice address the needs of Human development?
- g) What is good practice?
- h) What are the obstacles to good practice?

B2 Functional Focused Education

- a) Who are the stakeholders?
- b) Who are the users/students?
- c) How does practice address the needs of stakeholders?
- d) How does practice address the needs of users?
- e) How does practice address the needs of economic development?
- f) How does practice address the needs of Human development?
- g) What is good practice?
- h) What are the obstacles to good practice?

B3 Vocational Education

- a) Who are the stakeholders?
- b) Who are the users/students?

- c) How does practice address the needs of stakeholders?
- d) How does practice address the needs of users?
- e) How does practice address the needs of economic development?
- f) How does practice address the needs of Human development?
- g) What is good practice?
- h) What are the obstacles to good practice?

B4 Worker management Education

- a) Who are the stakeholders?
- b) Who are the users/students?
- c) How does practice address the needs of stakeholders?
- d) How does practice address the needs of users?
- e) How does practice address the needs of economic development?
- f) How does practice address the needs of Human development?
- g) What is good practice?
- h) What are the obstacles to good practice?

B5 Community focused Education

- a) Who are the stakeholders?
- b) Who are the users/students?
- c) How does practice address the needs of stakeholders?
- d) How does practice address the needs of users?
- e) How does practice address the needs of economic development?
- f) How does practice address the needs of Human development?
- g) What is good practice?
- h) What are the obstacles to good practice?

B6 Adult basic education and training

- a) Who are the stakeholders?
- b) Who are the users/students?
- c) How does practice address the needs of stakeholders?
- d) How does practice address the needs of users?
- e) How does practice address the needs of economic development?
- f) How does practice address the needs of Human development?
- g) What is good practice?
- h) What are the obstacles to good practice?

B7 Trade Union Education

- a) Who are the stakeholders?
- b) Who are the users/students?

- c) How does practice address the needs of stakeholders?
- d) How does practice address the needs of users?
- e) How does practice address the needs of economic development?
- f) How does practice address the needs of Human development?
- g) What is good practice?
- h) What are the obstacles to good practice?

Operational definitions

Proposal working definition

For the purposes of framing the proposal Worker Education is conceptualised as follows;

There is no clear collective vision on an integrated, accredited and non-accredited worker education and training framework in South Africa. As a result, no national coordinated and integrated Policy and legislative framework is available to guide and support the implementation of worker education and training. There is general consensus that Worker education makes up part of Adult Education and as such this may be a useful place to begin.

Adult education is used to refer to all forms of education for adults. There are no clear dividing lines between emancipatory, general, vocational, occupational and professional education. They represent points on a continuum, with considerable overlap at times.

Worker education is a form of adult education the goal of which is to produce responsible citizen, as opposed to the goals of vocational and occupational education which in our current economic system seeks to produced skilled producers for the purpose of the private accumulation of capital

Working Class Education can be defined using the formula: **ideology + function = responsible and productive Citizen** whom has acquired **Worker Education**.

Here **ideology** as both subject and outcome of education encompasses four sub-pillars, namely class education, community education, union education and popular education.

Class education is aimed at developing critical capabilities and an historical understanding of the role of ownership of the means of production in determining human development outcomes

and the grouping together of interests in society into distinct formations defined in terms of their material relations to one another

Community education serves to develop the skills and knowledge within a community of people to function as a diverse yet integrated whole in order to develop and express a form of self defined and directed development

Union education is defined as any form of educational activity conducted by unions and Labour Service organisations for their own purposes and for that of the organisational membership. Here both functional educational (training members to manage the affairs of their unions) and subject education (which take any educational subject and apply it to union issues, eg. globalisation and income inequality) are considered. The education must recognise that learners are often also members who shape the organisation and the purpose and function of education through a democratic process.

Popular education is understood to be popular, as distinct from merely populist, in the sense that it is:

- rooted in the real interests and struggles of ordinary people
- overtly political and critical of the status quo
- committed to progressive social and political change.

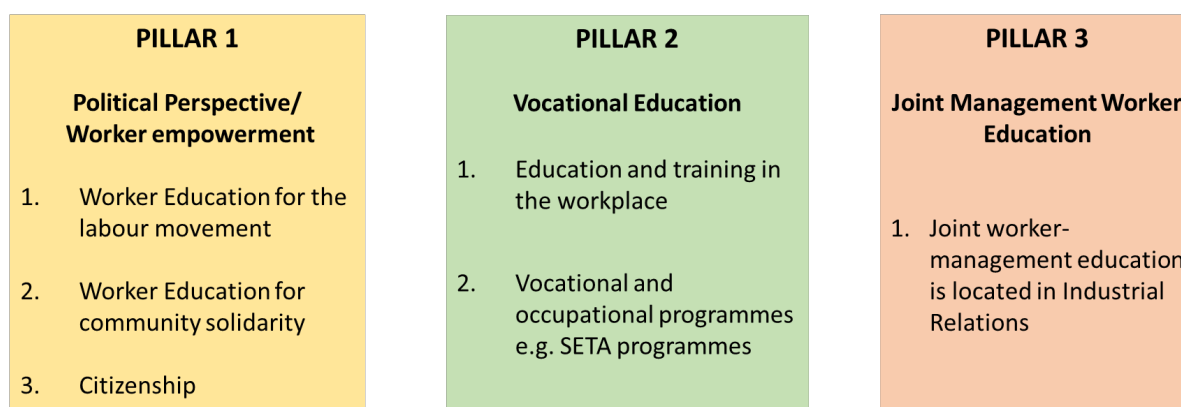
Popular education is based on a clear analysis of the nature of inequality, exploitation and oppression, and is informed by an equally clear political purpose directed towards social justice.

Function can be understood to encompass elements of skills acquisition focused on addressing organisationally or communally defined skills and knowledge needs. Expressed from a social and economic production perspective this includes pillars of vocational and occupational education and training.

Vocational education: Vocational education refers to a middle level of education which provides knowledge and skills to enter the economy through a general, broad orientation in vocational areas, as well as general learning in essential areas such as Language and Maths. (Green Paper For Post-School Education And Training)

Occupational education refers to educational programmes that are focused on preparation for specific occupations, as well as ongoing professional development and training in the workplace where one gets training for the purpose of being employed in future in certain kind of job or the employer trains an employee for the purpose to increase **production** and economy.

In a Capitalist mode of production Vocational and Occupational education take on a particular market orientation and tends to view the workers as a commodity or production input and the purpose of education as the maximisation of the accumulation of profit. This tends then to set up a natural contestation or oppositional conception between different elements of worker education seen as having contradictory purposes or intended outcomes. This is apparent in the framework of worker education developed by the National Human Resource Development Council of South Africa (HRDCSA) Technical Task Team on Worker Education (WETTT) which correctly recognises this tension and the broad accommodation of it as a necessary compromise for building an integrated policy environment. As such the Framework envisages three pillars;



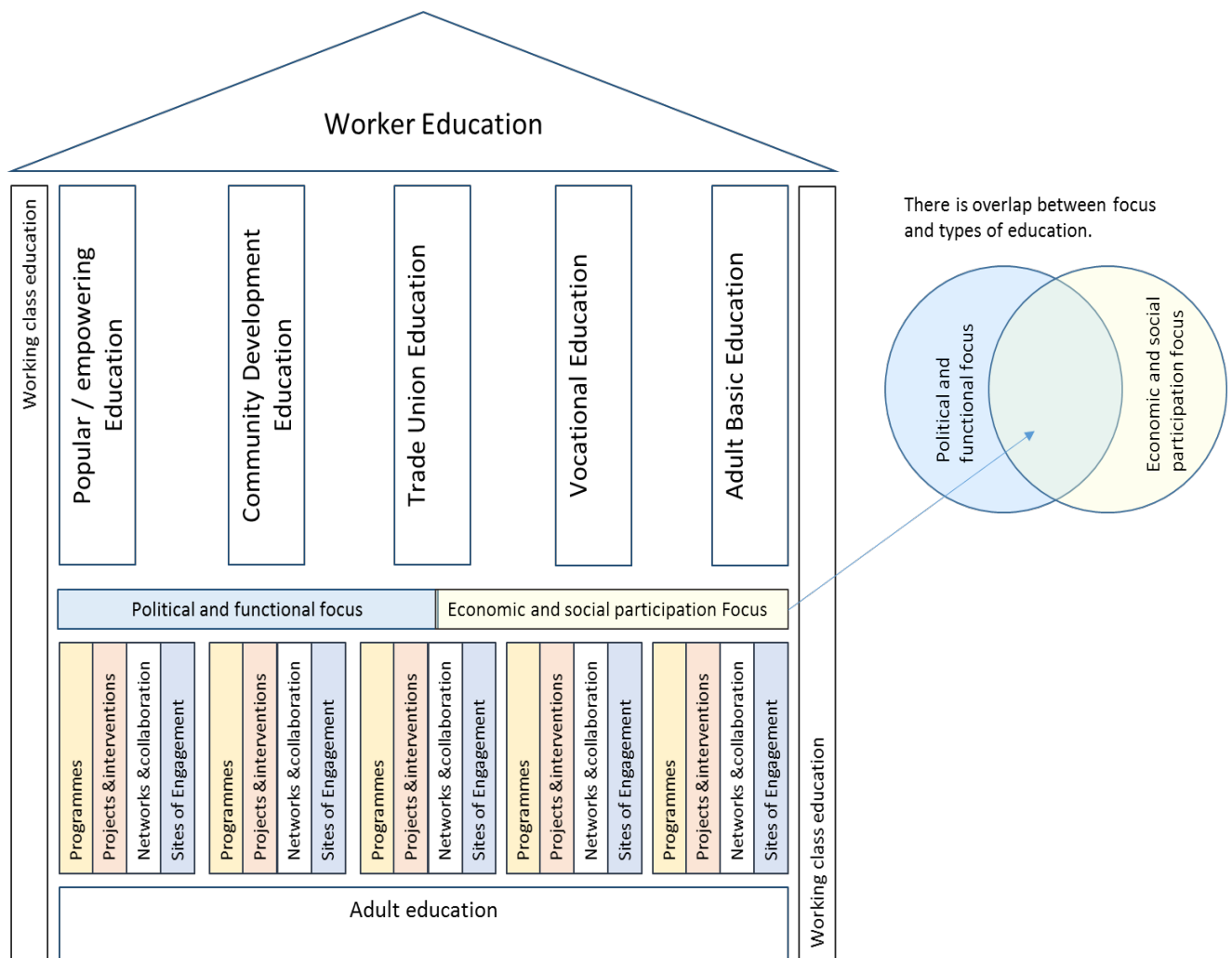
The model intends to Develop a policy framework, within which the competing interpretations and purposes of worker education can be accommodated on a sustainable basis. The term “integrated” should be understood in the same sense; it refers to the policy level rather than the level of content (though, as will be suggested below, this does not exclude points of mutual support between different forms of worker education).

This approach is however premised on the world of work and a definition of a worker that is more linked to employment rather than citizenship or class belonging.

Pursuant to the purpose of worker education by responsible Citizen one should envisage an individual who is analytical of his or her environment, draws from his past experiences and ideological training and functional experience He or she has a full understanding of class analysis and class struggle. This extension beyond the work place means that working class education is perhaps at the broadest level the framework for the mission of educational and support activities of the Workers college.

The development of a responsible citizen is envisaged as taking place through a model of worker education that can be represented as follows;

This model is useful in the current social and economic realities of South Africa but also provides a consistent path of development describing a vision for Socialist Worker and Community Education.



We perceive working class education as the process of providing the space, opportunity and resources for working class people to develop and validate the necessary skills, knowledge and attitudes to allow for people centered, self and collective-directed development at home, in the workplace and in society as a whole.

Impact of Workers education relates to different indicators of impact including the number of learners compared to demand/need, learner perception of usefulness from a functional and employment perspective.

Literature and initial stakeholder mapping are used to finalise operational definitions relating to the following.

The conceptual definition of worker education is provided by way of introduction to the research problem.

1. WE
2. AW & CE
3. AW & CEI practice

- Recruitment
 - Pedagogies
 - Curriculum
 - Quality
 - Ideological
 - RPL
 - Assessment
 - Certification
 - Access
 - Portability
 - Admission
 - funding
4. AW &CEI
 5. Political/empowerment, functional, vocational E &T
 6. Stakeholder
 7. Programmes
 8. User
 9. Effective
 10. Efficient
 11. articulation

Research Methodology

Research Question/sub question	Methods	Sample	Outputs	
1 Descriptive and mapping				
what is Adult Worker and community Education in KZN?	- Reference group - Literature review	TTT and stakeholders beyond	- Conceptual definitions - Operational definitions	
Who are the main stakeholders in the Adult Worker and community Education Framework in KZN?	- Institutional and actor mapping processes - Snowballing	As large as possible	- Stakeholder map - Interests analysis	
Who's Needs are served by Adult Worker and community Education in KZN?	- Force field and influence mapping - Needs analysis	Institutional actors in government, business , labour , education institutions	Needs analysis	
What is the institutional and policy terrain for Adult Worker and community Education Institutions (W&CEI's) in KZN?	- Institutional mapping - Policy analysis	- All policies - All instiotutions of relevance	- Impact assessment - Sample identification	
a) Who are adult W&CEI's in KZN?	- Literature review 1 - institutional mapping - snowballing - Educator contact harvesting - Parallel research inputs e.g. Adult education centers	- Trade union education departments 3 federations education departments - SANCO - Additional Civil society education - UKZN - DUT	- institutional analysis - Institutional map - Educator contact list	

Research Question/sub question	Methods	Sample	Outputs
	- and community colleges - Stakeholder mapping	- UniZulu - CCMA - Bargaining councils - Department of Labour - Department of education - FET's - SETA's - Other identified in the literature review	
b) What worker education programs are offered by these institutions?	Institutional survey - Institutional interviews - Document analysis	Output of A1a	Program audit
c) What are the impacts of these workers education programmes?	Institutional survey Educator – e survey - Learner survey	Output of A1a	- Gap analysis - Impact assessment
d) What are the differences in programmes between these?	Case studies - Literature review 1a - Student interviews - Educator interviews - Learning organisation analysis survey - Key informant interviews	27 Case studies - Workers College 4 union education departments 4 civil society education institutions - UKZN - DUT 4 FET stratified on basis of urban/ rural and good and poor results. (financial security also a factor)	- Gap analysis - Good practice identification

Research Question/sub question	Methods	Sample	Outputs
	○ Document analysis ○ Focus groups ● Institutional Survey ● Document Analysis ● Literature review 1	○ 4 Seta's sample based on provincial economic importance of the sector and job creation potential ○ 4 sites Adult education focus to be decided ● Output of A1a	
e) What are the similarities in programmes between these?	● Literature review ● Case studies ● Institutional surveys	● Case studies ○ Workers College ○ 4 union education departments ○ 4 civil society education institutions ○ UKZN ○ 2 FET (to be decided) ○ 3 Seta's (too be decided) ● Output of A1a	● Establish commonality/common trends ● Good practice identification
f) What are the knowledge outputs of these institutions?	● Institutional survey ● Focus group discussion ● Case studies ● Literature review	● Relevant literature	● Final products ● Good practice analysis and integration with policy recommendations
g) What are Political Economic, Social and Technological (PEST) forces shaping W& CE in the province?	● Literature review 2 ● Interviews	● All relevant literature	● Factors mapping

Research Question/sub question	Methods	Sample	Outputs
	Analysis of document		- Contextual overview for reporting - Contextual information for strategic planning
h) What are the policies informing W & CE in the province?	Literature review 3	All the policies	Identification of relevant policies
i) How effective these policies?	- Literature review 3 - Focus group - Interview	Analysis of documents	Impact assessment/review
j) How efficient are these policies?	- Literature review 3 - Focus group - Interview - Short surveys	Review of all policies	Impact assessment/review
k) How can articulation best be achieved in the W&CE framework?	- Stakeholders interviews - Case studies	Relevant stakeholders	Impact assessment/review
l) What could be done at municipal and provincial level to best support W& CE towards the goals of competitiveness, empowerment, working conditions and development given the national policy framework?	- Key informant Interviews - Document analysis - Focus group - Stakeholders meetings - Scenario development - Strategic outcomes mapping	- Municipal officials - Provincial officials - Employer and union federation officials - FET, HEI and Seta officials	- Informing and influence strategy matrix - Identified subjects for change - Actor role clarity - Systems support and capacity development - Incentives and forces analysis - Obstacle mapping - Scenarios
2.1 How does this contextual and institutional framework of AW&CE impact on the achievement of socioeconomic development goals in KZN?	- Gap analysis - Correlational and associational regression analysis	- Key economic development goals - Framework variables	- Scenarios - Impact assessments and attributional models

Research Question/sub question	Methods	Sample	Outputs
a) How does the policy environment describe in A1 impact on W& CEI's in the province? - Enablers - challenges	- Case studies - Documents analysis - Literature review 2	Document analysis	Systems support and capacity development
b) What is the role of funding in the performance of these institutions outputs? Sources	Short surveys	Relevant institutions	Sustainability of programmes
c) Who do W&CEI's assess needs of users?	- Focus group discussion - Interview	- Unions - Civil organisations	Needs assessment
d) What inter-organizational issues impact on articulation of the W&CE and framework in KZN?	- Interviews - Focus group	Relevant institutions	- Impact assessment
2.2 What could be done at municipal and provincial level to best support W &CE towards the goals of competitiveness, empowerment, improved working conditions and human development?	Surveys and key informant and stakeholder engagements and interviews	All stakeholders and special reference government	Scenario development Strategic outcomes mapping policy gap analysis Actor network analysis Stakeholder analysis statistical analysis needs analysis
b) How does the policy environment describe in A1 impact on Learners in the province? c) How does the policy environment describe in A1 impact on stakeholders in the province?	Impact attribution Policy review Institutional analysis Stakeholder interviews Reference group Key informant focus groups Case studies		Scenario development Strategic outcomes mapping policy gap analysis Actor network analysis Stakeholder analysis statistical analysis needs analysis

Research Question/sub question	Methods	Sample	Outputs
a)-c) in terms of enablers and challenges across the following variables within the NQF Life long learning RPL (access and certification) Vertical and horizontal articulation portability d) What are the main determining factors of performance of WCEI's outputs? e) How appropriate are these WCEI outputs given the development goals and frameworks of provincial government? f) How do W&CEI's assess needs of users? g) How responsive are W&CEIs to these needs? h) How do W&CEI's assess needs of stakeholders? i) How responsive are W&CEIs to these needs? j) what inter-organisational issues impact on articulation and portability of the W&CE framework in KZN? k) What skills and knowledge supports economic growth in KZN? l) What skills and knowledge support equitable wealth distribution in KZN?	Institutional and learner surveys		

Research Question/sub question	Methods	Sample	Outputs	
m) What skills and knowledge support the creation of quality jobs in KZN? n) What are the enabling factors toward the development of such skills and knowledge? o) What are the challenging factors towards the development of such skills and knowledge?				
3. What should be changed within Adult Worker and community Education in KZN to better achieve socio economic development goals in KZN? 3.1 What is working well in AW&CE in KZN? 3.2 What is not working well in AW&CE in KZN? 3.3 How can NQF principles best be achieved in the AW&CE framework in KZN? 3.4 What could be done at W&CE institutional level to best support AW&CE towards the goals of competitiveness, empowerment, improved working conditions and human development given the national policy framework? 3.5 What could be done at stakeholder level to best support AW&CE towards the goals of competitiveness, empowerment, improved working conditions and human development given the national policy framework?				
a) Who are the stakeholders?	• Key informant interviews • Snowballing • Institutional analysis • Actor network analysis • Stakeholder analysis	• Unions • Civil society organisations • Students • Government and municipal departments (education institutions) • Companies • Employer federations	• Stakeholder mapping • Strategy mapping • Power and gap analysis	
b) Who are the users /students?	• Semi structured interviews • Clustered survey linked to case studies	• Students	• Student needs analysis	

Research Question/sub question	Methods	Sample	Outputs	
	• Key informant interviews • Preference ranking • Snowballing • Institutional analysis • Livelihoods analysis			
c) How does practice address the needs of stakeholders?	• Short surveys • Questionnaires	• All relevant stakeholder	• Stakeholder needs analysis	
d) How does practice address the need of users?	• Short surveys • Questionnaires	• Students	• Users analysis	
e) How does practice address the needs of society/human development?	• Short surveys • Questionnaires	• Community and relevant community organisation	• Needs analysis	

Budget and time frames

METHODS / ACTIVITIES	days	Implementation
Conceptual clarification and sample preparation		
Literature review 1 (discriptive)	5	Jul-16
Technical Task Team discussion reference group/focus groups x3	3	ongoing - to December 2017
Dialogue gatherings to engage in policy and action deliberations	4	August to December 2017
Institutional and stakeholder mapping	5	Jul-16
Qualitative concept and actor identification through snowballing	5	July-August 2016
Educator contact harvesting	4	July august 2016 b
Institutional survey		September- December 2016
Instrument development	1	
distribution Completion and data capturing	150	
data analysis	4	
Document analysis	30	
Educator – e survey	4	
transport and logistical costs	1	
Learner survey		December-February 2016
Instrument development	1	
distribution Completion and data capturing	108	
data analysis	10	
27 institutional case studies		August 2016 - August 2017
Literature review 1a per institution	60	
Student interviews	60	
Educator interviews	60	
Learning organisation analysis survey	60	
Key informant interviews	60	
Document analysis	60	

Focus groups	60	
Institutional interviews	60	
data analysis (case studies)	30	
Descriptive, Impact and problem solving aspects		January - November 2017
Literature review 2 (pest)	5	
Literature review 3 (policy)	5	
Stakeholders interviews	10	
Focus group key informants	5	
Stakeholders meetings	3	
Scenario development	3	
Strategic outcomes mapping	3	
policy gap analysis	3	
Actor network analysis	3	
Stakeholder analysis	5	
statistical analysis		
Operational and implementation		ongoing - to December 2017
Report writing	30	
Stakeholder conference	1	Feb-18