

UNIVERSITY OF FORT HARE

**MASTER OF SOCIAL SCIENCE
IN DEVELOPMENT STUDIES**



**TRANSFORMING HUMAN RESOURCES FOR THE
RECONSTRUCTION AND DEVELOPMENT OF SOCIETY
IN SOUTH AFRICA**

*University of Fort Hare
Together in Excellence*

S.N. STOFIE

2001

SUPERVISOR: S. BUTHELEZI

ACKNOWLEDGEMENTS

I wish to express my deepest appreciation and gratitude to all those who contributed towards the research and writing of this thesis.

Many thanks to my wife, Pumla and Rosa, my dear child, for their understanding and for allowing me to devote most of my time to this research, but in particular to Julie du Plessis for her efficient editing and typing.

One person gave me assistance and guidance throughout and support during the long struggle of the thesis, namely, Sipho Buthelezi.



These acknowledgements would not be complete if I did not mention the untiring support of my brothers who kept on motivating me during all the work.

CONTENTS

	PAGE
INTRODUCTION	4
<u>CHAPTER ONE</u>	12
<u>The Link Between Education and Training and Economic Development and Growth</u>	
1.1 Education, Inequality and Poverty	13
1.2 Development of Partnership between Education, Training and the Economy	20
1.3 Human Resources Development (HRD): Economic Growth and Development	21
1.4 Education and Economic growth	22
1.5 Human Resources Development and Economic Growth	23
1.6 Human Resources Development and Social Development	24
1.7 Skills Development Strategy in South Africa	27
NOTES AND REFERENCES	33
<u>CHAPTER TWO</u>	34
<u>Empirical Study of Post-Independent Sub-Saharan African (SSA) Countries' Education Systems with Special Reference to Ghana and Tanzania</u>	
2.1 Education and Training Provision	34
2.2 Education and Training for the Disadvantaged	40
2.3 Learning Programmes - implications and relevance	41
2.4 Women Learners (Young and Old), especially Rural Women	48
2.5 Principles Informing Curriculum Design	50
NOTES AND REFERENCES	59
<u>CHAPTER THREE</u>	61
<u>Background to Apartheid Educational Objectives and Aims</u>	
<u>Trends in Educational Development in Sub-Saharan Africa</u>	
3.1 Curriculum Changes in the Education System	65
3.2 Vocational Education: The African Experience	67
3.3 Specialized Vocational and Technical Training	70
3.4 School Organization, Activities and Relations with Communities	72
3.5 Teachers, Processes and Methods: Aids to Teaching and Learning	74
3.6 Multi-sectoral Planning and Co-ordination for Financial Implications of	76

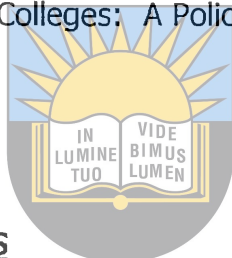
Job Creation	
3.7 Educational Reform in Perspective: The Experience of Ghana with Structural Adjustment	78
3.8 Funding the New System	81
3.9 New Perspectives of Regional Co-operation in Education	82
NOTES AND REFERENCES	85

CHAPTER FOUR 88

Community Colleges as part of Further Education and Training: Their Role in Socio-Economic Development

4.1 The Reconstruction and Development Programme	88
4.2 Proposal for South Africa: Policy Recommendations	91
4.3 Ministry of Education and Culture: Technical Centres	97
4.4 Access to Community Colleges for Women	100
4.5 Governance of Community Colleges: A Policy Perspective	103

CONCLUSION	109
NOTES AND REFERENCES	114
BIBLIOGRAPHY	117



LIST OF TABLES AND FIGURES

<u>TABLES</u>	University of Fort Hare <i>Together in Excellence</i>	<u>PAGE</u>
1. Share of Public Resources for Education Appropriated by Different Socioeconomic Groups, by Region, 1980		15
2. Vocational Education and Training institutions and student enrolments ('000), 1990		38
3. Organogram – Community colleges		106

TRANSFORMING HUMAN RESOURCES FOR THE RECONSTRUCTION AND DEVELOPMENT OF SOCIETY IN SOUTH AFRICA

UNIVERSITY OF FORT HARE
HOWARD PIM LIBRARY
PRIVATE BAG X 1022
ALICE 5700

INTRODUCTION

For the first time in South Africa's history, a government has the mandate to plan the development of the Further Education and Training system, which is a band that bridges General Education, that is, from grade one to grade twelve and the Higher Education band that is beyond grade twelve, for the benefit of the country as a whole and all its people. The challenge the government faces is to create a Further Education and Training system that will fulfill the vision to "open the doors of learning and culture to all", in order to empower the people of South Africa in all facets of life.



This is a national task, acknowledged by the government as a fundamental priority of the Reconstruction and Development Programme (RDP). Developing the human resources of the country is both a goal of the RDP and a requirement for other RDP goals. Appropriate Further Education and Training can empower people to participate in all the processes of democratic society, economic activity, cultural expression and community life.

AIMS OF THE RESEARCH STUDY

The aims of the research are as follows:

- To assess the content of Further Education and Training used by the South African ruling class during the Apartheid era to disempower the Black majority in skill acquisition;

- To investigate how the new Department of Education seeks to redress the process by providing schooling, training and adult education as an integrated system and;
- To find out the prospects for the development of a Nationally Co-ordinated System of Further Education and Training

BACKGROUND

South Africa's transition from minority rule and apartheid to a democratically elected government, requires that all existing practices, institutions and values are reviewed anew and rethought in terms of their fitness for the new era.



One of the factors that must influence transformation relates to a greater supply of highly skilled, competent graduates with access to Further Education and Training. The economy needs graduates who are well skilled and can be absorbed by the formal economy, as well as graduates who are competent enough to continue into the traditional education route of Further and Higher Education.

Today, South Africa has the majority of people who were deprived of the opportunity to develop their skills. As a consequence, the country's profile of skilled labour in relation to unskilled labour, is a very bad one and there are still many pupils leaving schools very early with no alternatives, nowhere to go, and the pool of unskilled labour keeps growing. This presents the country with a real challenge.

JUSTIFICATION

The senior secondary system as a whole is dominated by matriculation exemption requirements of universities.

In the technical colleges programmes of study are strongly craft-oriented, tending to trap learners in semi-skilled career paths. Worse still, African students are almost completely absent in courses such as Mathematics. Overall, preparation for employment in many former black technical and commercial colleges is geared toward preparing students for low-skilled and low-paid, gender-specific jobs.



This research seeks to examine how Further Education and Training can utilize the country's existing human and physical resources in order to contribute to the process of reconstruction and development of the nation.

University of Fort Hare
Together in Excellence

LITERATURE REVIEW

Transformation of human resources for the reconstruction and development of society is a new area of study in South Africa, which before 1994, was not considered a national priority. The problem in relation to the research project, is that the already existing literature is under-researched. The work of community education that is being done by three committees, namely, the National Co-ordinating Committee for Community Colleges; the National Committee on Further Education and Training and the Provincial Co-ordinating Committee for Community Colleges, is an important piece of history and this study will be part of the first literature to capture this work.

Some of the literature that has looked into the problem of transforming human resources for the reconstruction and development of the society, is the following:

African National Congress (ANC), "A Policy Framework for Education and Training", Education Department, African National Congress, January 1994.

This document gives a general overview of the new education system and how it should be transformed in order that it is relevant to the citizens of the country to enable them to contribute meaningfully in the process of determining their destinies.

S. Bengu, "A New Co-ordinated and Expanded Further Education/Community College System for South Africa", Paper presented at a National Consultative Conference on Community Colleges held in Johannesburg, South Africa, 18 – 20 September 1996.

This paper analyses the role that should be played by Further Education and Training, an education band which follows the attainment of a General Education Certificate within the compulsory phase of schooling or ABET programme.

Further Education programmes will communicatively lead to the award of a Further Education Certificate. The intention is to develop a Further Education level which provides meaningful educative experience to all learners irrespective of age, place and time of delivery. This level in the education and training system must successfully address the individual, social and economic needs through providing education and training.

Government Gazette, "White Paper on Education and Training", Parliament of the Republic of South Africa, Department of Education, Volume 357, No. 16312, 15 March 1995.

This document is a "White Paper" which describes the first steps in policy formation by the Ministry of Education in the Government of National Unity. It locates education and

training within the national Reconstruction and Development Programme, and outlines the new priorities, values and principles for the education and training system. The terms "education" and "training" are coupled in the title of this Ministry of Education document, and at many points in the text.

Education and training are each essential elements of human resource development. Rather than viewing them as parallel activities, the Ministry of Education believes that they are in fact closely related. In order to maximize the benefits of this relationship, the Ministry is promising to be committed to an integrated approach to education and training and sees this as a vital underlying concept for a national human resource development strategy.



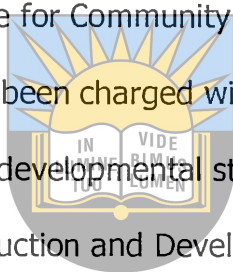
M.A. Stofile, "Transforming Tertiary Education for the Reconstruction and Development of Society – A special focus on Lovedale College" Paper presented at a workshop, 9 April 1995.

This paper examines the inferior, irrelevant education system under the Apartheid government and how it affected and impoverished the people of this country, especially the Black majority. It also deals with the need to revisit the education system by the Government of National Unity in order to meet the needs of the nation.

RESEARCH METHODOLOGY

Part of the data for this research will come from secondary sources of information. This will be in the form of reports from books, workshop and or conference papers, government gazettes, books and discussion documents. These will be sources gleaned from the Department of Education, Culture and Training and the National Institute for

Community Education which is currently involved in the process of investigating and developing policies for community education. In addition to secondary data, qualitative research will be conducted in order to get closer to the data, through interacting with the people who are directly involved or affected by the topic under study. This will allow the research topic to gain more objectivity by obtaining first-hand knowledge about the socio-economic reality in question. Qualitative interviews will be held with the three committees: the National Committee on Further Education and Training (NCFE); the National Co-ordinating Committee for Community Colleges (NCC) and the Provincial Co-ordinating Committee for Community Colleges (PCC). The ministries of education and labour, which have been charged with the task of investigating, developing and implementing the developmental strategy for education and training within the context of the Reconstruction and Development programme of the government of National Unity, will also be consulted.



University of Fort Hare
Together in Excellence

THEORETICAL FRAMEWORK

The first democratic elections in 1994 ushered in the process of democratising South Africa. The new government differs radically from the illegitimate regime of the past. It is not just a government *in* South Africa. It is a government *of* South Africa. As such, it has a new mandate and a new mission. That mission is the transformation of the very fabric of the South African society.

The fragmented, unequal and undemocratic nature of the Further Education and Training system has had profound effects on the development of the economy and society. It has resulted in the destruction, distortion or neglect of the human potential

of the country with devastating results for social and economic development. The latter is evident in the lack of skilled and trained labour.

This study will look at these problems within the parameters of the Reconstruction and Development Programme as adopted by the government of National Unity in 1994.

Particular attention will be paid to how the new Further Education and Training system can be used as a form of strategy for human resources development in South Africa.

This point will be approached from the point of view that human resources

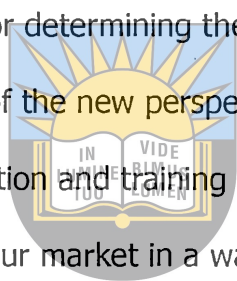
development is an important factor determining the economic and socio-political

success of nations. At the heart of the new perspective is a strategic approach to

professional and vocational education and training and employment services to promote

access to, and mobility in the labour market in a way which promotes growth and

development.



University of Fort Hare
Together in Excellence

CHAPTER OUTLINE

Chapter One will cover the theoretical aspects of the research. This will be done by establishing the link between education and training and economic development and growth.

Chapter Two will deal with the empirical study of post-independent sub-Saharan African (SSA) countries' education and training systems, with special reference to Ghana and Tanzania.

Chapter Three will deal with trends in educational development in sub-Saharan Africa.

Chapter Four will look at the community college initiative as part of the Further Education and Training band and why it should be regarded or seen as an answer to the question of irrelevant education and training system. The community college initiative should not be seen as the absolute solution to the problem, rather, it should be seen as part of the problem-solving process. The community college would be more appropriate to this problem because this type of institution addresses the specific needs of a community, thereby empowering the community to be productive and self-sufficient.



University of Fort Hare
Together in Excellence

CHAPTER ONE

THE LINK BETWEEN EDUCATION AND TRAINING AND ECONOMIC DEVELOPMENT AND GROWTH

It is crucial to recognize that education is closely related to jobs. Policy-makers in Zimbabwe are experiencing a cruel dilemma. It is widely perceived by people that a "matriculation" certificate will make a substantial difference to the likelihood of getting a better remunerated job. There are thus enormous pressures on policy-makers to ensure that there are sufficient places in secondary schools to enable everybody who so wishes, to fill them. However, at a macro-level it may be clear to planners that the rate at which "matric-level jobs" are likely to be created in the economy is far below the number of matriculants who would come into the labour market over a foreseeable time period if the universal secondary school education was implemented (1).

One cannot discuss the relationship between education and development without explicitly linking the structure of the educational system to the economic and social character of the developing countries in which it is contained. Education systems more often than not reflect the essential nature of that society. Education can also influence the future shape and direction of society in a number of ways (2).

According to Todaro, the linkage between education and development is a two-way process. By reflecting the socio-economic structures of the society in which they function (whether egalitarian or not), educational systems tend to perpetuate, reinforce

and reproduce those economic and social structures. On the other hand, educational reform, whether introduced from within or outside the system, has the great potential for inducing corresponding social and economic reform in the nation as a whole (3). Todaro's observation is based on what he refers to as six specific economic components of the development question, namely, growth, inequality and poverty, population and fertility, internal migration, rural development and external migration. It is argued that the six components play a role in influencing and are also influenced by most less developed countries (LDCs) educational systems (4). For the relevance of this work, this research is not going to analyze all of the above (six) specific economic components.



1.1 EDUCATION, INEQUALITY AND POVERTY

University of Fort Hare *Together in Excellence*

If for financial and or other reasons, the poor are effectively denied access to secondary and higher educational opportunities, then the educational system can actually perpetuate and even increase inequality in developing countries (5).

It has been noted elsewhere, that there are two fundamental economic reasons why one might suspect that many less developed countries' (LDCs) educational systems are inherently inegalitarian in the sense that poor students have less chance of completing any given educational cycle than more affluent students. First, the private costs of primary education (especially in view of the "opportunity cost" of a child's labour to poor families) are higher for poor students than for more affluent students. Second, the expected benefits of primary education are lower for poor students. Together, the higher costs and lower expected benefits of education mean that a poor family's "rate


of return" from investment in a child's education is lower than it is for other families. The poor are, therefore, more likely to drop out during early years of schooling.

Todaro has made a useful contribution in order to outline the above arguments, that, first, the higher opportunity cost of labour to poor families means that even if the first few years of education are free, they are not without cost to the family (6). Children of primary school age typically, are needed to work on family farms often at the same time they are required to be at school. If a child cannot work because he /she is at school, the family will either suffer a loss of valuable subsistence output or be required to hire paid labour to replace the absent child. In either case, there is a real cost to a poor family of having an able-bodied child attend school when there is productive work to be done on the farm. This cost is not related to tuition and is of much less significance to higher income families, many of whom may live in urban areas where child labour is needed. As a result of these higher opportunity costs, school attendance and therefore school performance, tends to be much lower for children of poor families than those from relatively higher income backgrounds. Thus, the existence of free and universal primary education in many LDCs has no meaning at all, especially for children of the poor in the rural areas. Their relatively poor performance may have nothing to do with a lack of cognitive abilities. On the contrary, it may merely reflect their disadvantaged economic circumstances.

This financial process of marginalizing the relatively poor during their first years of schooling is often compounded by the substantial tuition charged at the secondary level. Table 1 shows how government educational spending benefited different occupational (and thus income) groups in 1980 for different developing societies. The

last three columns are the most significant. Each shows the ratio of the percentage of public educational resources received by low-income farmers; middle-income manual workers and traders; and higher-income white collar workers to their percentage representation in the population. A subsidy benefit of 1.00 would mean, for example, that a group comprising 25 per cent of the working population receives 25 per cent of all government spending on education. The data clearly shows that children of white-collar families receive very disproportionate public educational benefits, whereas farm children are highly undersubsidized.

TABLE 1



Share of Public Resources for Education Appropriated by Different Socioeconomic Groups, by Region, 1980

Region	Percentage in the Population			Percentage of public school resources			Ratio between percentage of resources and of population		
	Farmers	Manual Workers and Traders	White-collar	Farmers	Manual workers and traders	White – collar	Farmers	Manual workers and traders	White – collar
Africa									
Anglophone	76	18	6	56	21	23	0.73	1.19	3.78
Francophone	76	18	6	44	21	36	0.58	1.15	5.93
Asia	58	32	10	34	38	28	0.59	1.19	2.79
Latin America	36	49	15	18	51	31	0.49	1.04	2.03
Middle East and North Africa	42	48	10	25	46	29	0.60	0.35	2.87
OECD	12	53	35	11	46	42	0.95	0.87	1.2

SOURCE: Emmanuel Jimenez, "The public subsidization of education and health in developing countries: a review of equity and efficiency," *The World Bank Research Observer* 1, no. 1 (January 1986).

On the benefit side, the poor are also at a disadvantage as compared to the rest of the population. Even if they are able to complete their primary education, the poor typically have more difficulty competing for rural and urban jobs because they lack the range of contacts and influences that others have. Even in agriculture, one could argue that although education may raise farm and labour productivity, the benefits will accrue disproportionately to those farming families who own the land and also have the complementary resources to modernize their agricultural techniques, that is, the well-

to-do, large-scale farmer. In the process, farm labourers are the losers, their productivity, which is high may accrue largely to the rich landlord on whose farm they work.

Specifically, as long as wage differentials between workers of different educational attainments are kept artificially wide in spite of rising levels of unemployment; as long as access to jobs is based almost exclusively on educational credentials irrespective of the relationship between years of schooling and job performance; and as long as family income serves as the basic criterion of who is able to proceed up the educational ladder to high paid jobs, then publicly supported educational systems will merely serve to reproduce the inegalitarian social and economic structure, at least in theory, which they were advised to combat.



University of Fort Hare

Together in Excellence

According to Williams, there is a consensus that if the country is to develop, then education is the critical resource. Education must offer the country the way out of its present predicament, therefore, the development of entrepreneurial skills amongst the citizens of the country is of critical importance. One needs to address the helplessness and dependency syndrome which is threatening to overcome the people by encouraging initiative within every community so that more and more people see themselves as potential employers as opposed to being employees (7). Williams noted that dependency will destroy South Africa and that this should be regarded as one of the greatest challenges: that is, to have people understand that the socio-economic development of South Africa is going to stand or fall as a consequence of the efforts of her people, and to provide South Africans with the opportunities to develop the skills and knowledge for creating a great nation (8).

Education and training must provide people with the knowledge and skills to obtain employment. Too often, educators and trainers believe their task is completed when the student leaves the institution, and the people need to put a greater focus on what happens after this point; whether they exit in standard five, six, ten or at university. The task of educators and trainers is only really complete when the ex-student or ex-pupil is able to function autonomously and confidently within society, and able to make use of every opportunity for self and national development.



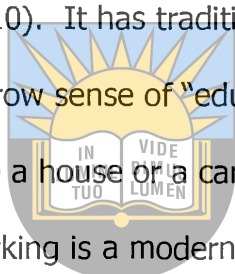
If South Africa is to have any chance of defeating the deficit of Apartheid, of being a vibrant, progressive and self-supporting democracy linked to the global economy as an equal partner, then the further education band must deliver for it the lifelong learner, anxious to remain abreast of developments, and ready to engage in programmes that provide skills throughout his life. This further education band which includes adult education, must be developed to its fullest. The state in fact, does have a wonderful resource in its technical colleges. At first, these colleges had rather a narrow conception of their task but this has changed dramatically in the past few years.

University of Fort Hare
Together in Excellence

Much creative work is now being done and these institutions stand ready to accept the challenges of the National Qualifications Framework (NQF) (9). They must now extend their offerings and as a system cater for every development need. They must develop the capacity to employ different modes of instruction, such as face-to-face, mixed mode and distance education. They must develop the curriculum in accordance with the demands of outcomes-based education and must develop articulation between themselves and other institutions in both Further and Higher Education bands. As a

system, they must develop the broadest spectrum of educational opportunities in form, time and space, for the largest numbers of learners. Moreover, recognition in the curriculum design and the development process must also take into account the range of forms of delivery which should and must be made available to learners to allow them access to learning according to their needs and circumstances. These forms of delivery will have to include the labour market and development programmes and schemes.

Developing people is fundamental to the success of the Reconstruction and Development Programme (RDP) (10). It has traditionally been somehow misunderstood in a somewhat narrow sense of "education" and education was seen as a consumable item, something like a house or a car. Williams has noted that a dynamic synergy between learning and working is a modern idea born out of rapidly changing social and economic conditions (11). What then should be the link between education and work for the reconstruction and development in South Africa?



University of Fort Hare
Together in Excellence

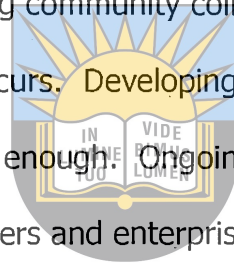
Human resources comprise individuals who think for themselves and just as well, given that the world is too dynamic and volatile for old-style human resource planning.

Today, more than ever, a grounding of high quality general schooling is essential as a basis for life-long learning. Much closer attention needs to be paid to broad scenarios forecasting and detailed enterprise planning and to generate such scenarios and plans, information needs to be made available about the world and local trends. A capacity to analyze these needs should be widely distributed throughout society. The analysis required is that which can translate actual government plans and labour market trends into an identification of priorities and bottlenecks in the arena of knowledge and skills. For example, such as analysis may conclude that blue-collar trades in general are on

the decline because of the due processes of skill fragmentation on the one hand and skill upgrading on the other. Such signals may, in my opinion, lead policy-makers to upgrade existing trades for people and to train fewer people in the next five-year period.

This approach can signal to individuals making career choices and providers of planning programmes, information about what might constitute better investment of their time and money, rather than frequently out-of-date assumptions about the workings of the labour market. Providers, including community colleges, should have the capacity to respond quickly to change as it occurs. Developing this capability is a clear priority but understanding broad trends is not enough. Ongoing cross-fertilization of experiences and joint ventures between providers and enterprises, both large and small, are needed. In addition, learners need to be given opportunities to experience the work place first-hand, whilst they are still learners, and before they have to earn a living with all associated pressures and anxieties.

This point has been poignantly analyzed by Williams. He addresses the link between education and training and the reconstruction and development of a society and the suggestion of the Department of Labour that to achieve this, South Africans need a new system of leadership: flexible apprenticeships where learners can both acquire an understanding of theory and structured practical lessons on the one hand, and first hand work experience on the other. These apprenticeships need to take people to a recognized level within a recognized qualification framework and should extend beyond the traditional blue-collar reach into services, art and crafts, public and private sector exposure and large and small companies. Such learners will need to be rungs in the

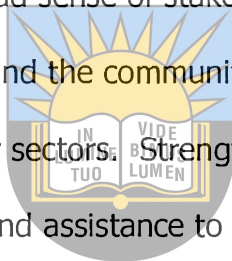


University of Fort Hare
Together in Excellence

ladder of possible future progression so that it remains relative to those who continue to aspire to tertiary education. But, if such apprenticeships are to actually contribute to reconstruction and development, they will have to be designed and made available in areas of learning where labour market opportunities are expanding (12).

1.2 DEVELOPMENT OF PARTNERSHIPS BETWEEN EDUCATION, TRAINING AND THE ECONOMY

Partnerships here imply a very broad sense of stakeholder participation. It involves partnerships between institutions and the community, the institutions and its learner population and institutions in other sectors. Strengthening of these ties could offer opportunities to pull in resources and assistance to the provider institutions.



University of Fort Hare *Together in Excellence*

According to the Vocational Education and Training (VET) Directorate, the whole social impact and the objectives of the macro-economic strategy of the government tends to focus on the link between education, training and the economy (13). Our central argument is that the national government can be effective in allowing the self-development of communities and in setting national standards, thus ensuring consistency and mobility of people with skills among different jurisdictions. Economic development is likely to take place most successfully when communities organize for their own future. People who live and share in a community are the only people who are willing to put in the volunteer time and the extra energy to help that community move ahead. Partnerships of institutions, businesses, industries and labour and of the community agencies in the community, are essential to that community's future.

Though there are partnerships in each community, institutions tend to be isolated from

agencies, industries, businesses and other institutions. Those institutions which are isolated from the community in these days, will probably fail. Those who provide an opportunity for communities to participate in their own developmental future, will most likely succeed.

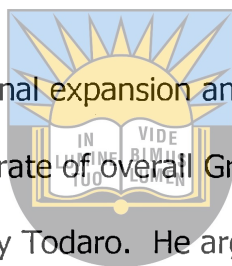
1.3 HUMAN RESOURCES DEVELOPMENT (HRD): ECONOMIC GROWTH AND DEVELOPMENT

Human Resource Development is an important factor determining the economic and social success of nations. Increasing the skills and capabilities of the labour force and management has taken on a new importance within an increasingly integrated and competitive world economy, where innovation, rapid changes in technology and work organization and information, intensive production and services are becoming increasingly widespread. Through its impact on workplace productivity and flexibility, HRD directly influences enterprise and industrial competitiveness and the ability of individuals to adjust to a constantly changing social, economic and political environments (14).

The Vocational Education and Training Directorate has noted the following: the current market is characterized by a high degree of racial and gender division which has resulted in a dual labour system. On the one hand, there is a small pool of medium to highly skilled employees who earn higher wages and have structured career paths, while on the other, there is a large pool of mostly unskilled or semi-skilled employees with low wages and largely unstructured career paths (15). Approaches to training the labour market have contributed towards the fragmentation of the description above.

Generally, training has not been seen as an investment but as a cost. This approach has resulted in a lack of a training culture, or a non-competitive skills-base, the absence of linkages between the education and training, and between education, training and labour market planning. Solutions urgently need to be found. There is a need for a coherent education and training strategy that takes into account the economic needs of the country.

1.4 EDUCATION AND ECONOMIC GROWTH



Many people believe that educational expansion and development promotes, and in some cases even determines, the rate of overall Gross National Product (GNP) growth. This point has been emphasized by Todaro. He argues that developing societies were very deficient in their supply of skilled and semi-skilled manpower, which it was assumed could be created only through the formal educational system. Development leadership in both the public and private sectors would be woefully lacking (16).

Todaro argues further, that the principal source of economic progress in the developed countries was not growth of physical capital but rather of human capital (17). This point suggests that, in the newly independent nations of Africa and Asia, there was an immediate need to build up human as well as physical capital infrastructure in order to provide the indigenous leadership resources for the major tasks of development.

Despite the fact that it is not easy to demonstrate statistically, it seems clear that the expansion of educational opportunities at all levels has contributed to aggregate economic growth by creating a more productive labour force and endowing it with increased knowledge and skills. It has also provided widespread employment and

income-earning opportunities for teachers, schools and construction workers; textbooks and paper printers, school uniform manufacturers, and so on. A class of educated leaders has been created to fill vacancies left by departing expatriates or otherwise vacant positions in governmental services, public corporations, private businesses and professions, by providing the kind of training and education that would promote literacy and basic skills while encouraging “modern” attitudes on the part of diverse segments of the population (18). Even if alternative investments in the economy could have generated greater growth, this would not detract from the important contributions, non-economic as well as economic education, can make and has made to promote aggregate economic growth. That an educated skilled labour force is a necessary condition of sustained economic growth cannot be denied. What should be considered as a very crucial point, when analyzing or evaluating the role of education in the process of economic development, is the structure and pattern of that economic growth and its distribution implications – that is, who benefits.



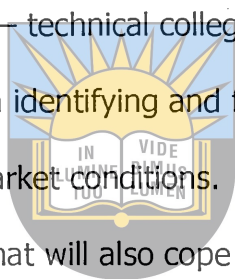
University of Fort Hare
Together in Excellence

1.5 HUMAN RESOURCES DEVELOPMENT AND ECONOMIC GROWTH

The effects of a global economy are placing increasing pressure on South Africa to compete in the world market. An emerging South African democracy, the creation of international and regional trade blocks, the liberalization of capital and commodity markets, and the transition of the former centrally planned economies in the region to market economies have all contributed to an increasingly competitive environment. However, economic efficiency alone does not guarantee balanced and sustainable development (19).

The twin objectives of economic efficiency and social development present formidable challenges for policy makers and as a result, pose particular problems to education and training systems and institutions. An education and training system must be able to react to rapidly changing labour market conditions and the demand for higher level of skills, while at the same time, extending its services to cover the needs of the disadvantaged.

In this transition period assistance needs to be sought to develop the capacity of training planners – in this context – technical college education and training providers and policy makers, and to assist in identifying and formulating viable training policies that reflect the dynamic labour market conditions. Strategies to develop more flexible and responsive training systems that will also cope with the growing number of redundant workers and disadvantaged who are being excluded from the labour market, need to be employed.

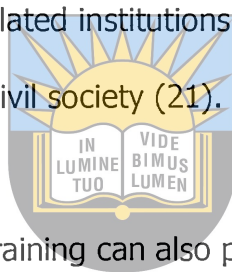


University of Fort Hare
Together in Excellence

1.6 HUMAN RESOURCES DEVELOPMENT AND SOCIAL DEVELOPMENT

According to the Directorate for Vocational Education and Training, throughout Africa, Latin America and more recently Eastern Europe, countries have undertaken economic reforms to encourage economic growth. In doing so, governments are changing the economic environment that surrounds the process of developing their human resources. Education and training systems that have functioned in distorted economic and social environments are encountering new pressures to develop skills efficiently (20).

The failure to respond to these pressures may threaten the success of economic and transformation reforms by restricting the supply of a skilled labour force. Human resources and social development are thus critical to the success of economic reforms and efficiency. Vocational education needs to be transformed in line with realities of the day as outlined in this chapter. Central to the other school of thought is the belief that attempts at reforming vocational education and training will not succeed in the absence of changes in other economic and social institutions. An HRD strategy must be composite and comprehensive in character, that is, it must outline coherent and integrated policies in a range of related institutions including economic, manpower and VET agencies, and institutions of civil society (21).



A solid vocational education and training can also provide workers with critical and analytical thinking skills which cannot be developed outside of knowledge and understanding of the world, for example, the ability to use problem-solving skills requires some knowledge of the environment, of aspects of history, and of the broader economy and context in which people live and work.

University of Fort Hare
Together in Excellence

The world economy is being transformed as a result of the widespread application of new production and organizational technologies. According to the VET directorate, in our times this economy is characterized by its high hierarchic structure. In this respect, the structure of the modern world economy may be compared with the structure of "national" economies typical since the beginning of this century, when organization process briskly coming to the fore during the last year of the twentieth century, brought about substantial changes to the hitherto unhampered "free play of economic forces" (22).

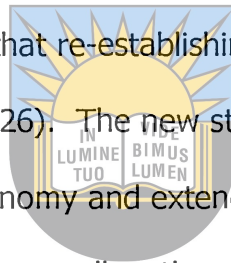
International experience indicates that just providing literacy skills is not sufficient. South Africans will have to go beyond that in order to cope with the demands of society. There is no “quick fix” solution to developing the knowledge and skills of a society who have been deprived of a compulsory general basic education. It also shows that most of the programmes are not responsive to the changing labour market needs. The current curricula seem to have failed to contribute to the development of learners in the world of work and to the process of social and economic development (23). What is needed, therefore, is to develop a strategy of integrating education and skills which would ensure that learners are provided with a core general education as well as some practical skills at the same time.



More recently, according to the African National Congress (ANC) discussion document, *Together in Excellence* it has been shown that the rapid growth of the Asian newly-industrializing countries has been centrally influenced by their large stocks of relatively well educated labour. Thus, a strategy which emphasizes the acquisition of a good quality basic education and training by all South Africans is needed to underpin medium-term growth, diversification of the economy and export success (24). The need to secure an assertion of economic growth in the short term also places early priority upon achieving improved and expanded supplies of skilled labour. This is required to ease upward pressure on wages as the economy moves back towards full capacity and will have positive effects upon productivity and on the growth of national output and employment (including the employment of the unskilled) (25).

1.7 SKILLS DEVELOPMENT STRATEGY IN SOUTH AFRICA

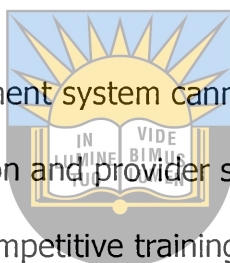
As South Africa's young democracy is catapulted into the 21st century, it faces major economic and social challenges and constraints. The poor skills profile within South Africa is one such constraint and is likely to act as a brake on growth. The skills development strategy, as suggested by the Department of Labour, does not claim that skills on their own will deliver economic and employment growth in our economy but it does argue that skilled people are a fundamentally necessary part of any economic and employment growth strategy and that re-establishing linkages between learning and working is a condition for growth (26). The new strategy aims to link skills formation to the requirements of a growing economy and extend skills development to people wishing to enter the labour market as well as those already working.



University of Fort Hare
Together in Excellence

The skills development strategy that is being proposed is principally based on a demand-led education and training system which is flexible and responsive to the economic and social needs of the country at the same time as it stimulates new skills demands. The overall vision of the skills development strategy is explained by the Department of Labour as an integrated human resources development system which promotes economic and employment growth and social development through a focus on education, training and employment services (27). The core strategy must be seen as a way of creating an enabling environment for expanded strategic investment in skills development. Principles underpinning the new strategy are that it is flexible and decentralized, demand-led and based on a partnership between the government, employers, workers and vulnerable groups (28).

To achieve the strategy, there needs to be a paradigm shift in the actual demand for skills within firms and industry. Firms are required to become more proactive in consciously using skills creation as a vehicle for achieving competitive advantage. Individuals and communities equipped with information about the labour market and learning opportunities should be encouraged to build their skills to achieve employment and self-reliance. The market alone has not been able to achieve this shift. Hence, government needs to create an enabling environment for this shift to take place by creating a new vision, priorities, incentives, institutions and funding mechanisms.



At the same time, a skills development system cannot be driven solely by short-term economic imperatives. All education and provider systems require a basic and stable infrastructure to both support a competitive training market and to provide more technically advanced skills which often take years to learn and require substantial trainer, equipment and technology input. These conditions will not be met by a provider system which effectively tracks short-term fluctuations in the business cycle.

University of Fort Hare
Together in Excellence

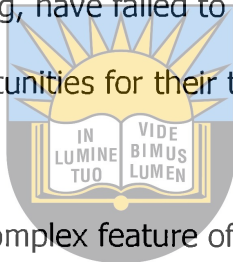
Large investments in training infrastructure, curriculum development and training of trainers is needed. These require a stable environment and funding beyond the immediate skills requirements of firms. Furthermore, medium-term planning is required to meet the higher level of skills demands of the economy which take time to develop. All these factors suggest that while training systems are becoming more responsive to industry's immediate skills needs, it is important to maintain and develop "supply-side" capacity through institutions which enjoy stable funding in support of the above objectives (29).

The competence, motivation and adaptability of our work force will be a determining factor in the performance of the country in the global economy. Improving these features of the work force and management will contribute to increasing productivity, to the willingness of local and foreign companies to invest in the country and to labour market mobility. In an economic context where capital and technology flow freely between countries in the world today, the quality of employee and managerial competencies has become an increasingly important determinant of competitive status.

This point has been noted by the Department of Labour, that at the enterprise level, re-entry into the world economy requires improvements in the quality of goods and services produced, in the enterprise innovative capacity and responsiveness to market opportunities, and will result in the use of increasingly advanced technologies and workplace practices. These pressures will generate demands for higher levels of competence. Workers will need sound basic skills to support adaptability in the workplace. Higher level skills for workers and management is essential. The relevance and quality of specialized learning that the working age population has access to, will be critical for their ability to compete effectively in the job market (30).

The problems with basic education have been well documented and are not the subject of this research. At higher levels of the system, although there are pockets of excellence primarily at the tertiary level and in some of the largest companies in the country, the most important failure includes the systematic exclusion of black South Africans from access to structured education and training programmes and the failure to link education and training to the skills needs of commerce and industry.

Black South Africans have had their access carefully relegated to the worst areas of this system, namely, rote learning in technical colleges under the former Department of Education and Training (DET). The apprenticeship system has been in decline for over a decade, and technical education and training has, on average, produced poor outcomes. These two "systems" are responsible for generating the key mid-level skills for the economy. Support for the unemployed through special training programmes has been limited and has failed to provide meaningful work opportunities for those completing the courses. Both the regional training centres and training trusts responsible for much of this training, have failed to ensure that training they do is appropriately linked to work opportunities for their trainees (31).

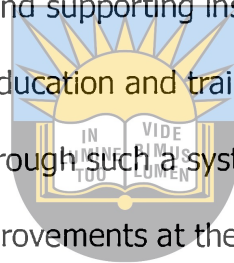


This "system" has in fact been a complex feature of education institutions and industry-based training sites and programmes with limited linkages to each other or, in the former case, to commerce and industry. Consequently, there were the following results. Firstly, there has been limited access to specialized learning for black South Africans, limited recognition of skills, limited portability of qualifications across different sites of learning, and therefore, limited formal learning progression possibilities. Secondly, many of the key providers of low and intermediate level skills in the country have outdated equipment, curricula, course materials and trainers, making it difficult for them to respond effectively to industry skills needs (32).

According to the Department of Labour, the private training market is relatively well-developed in the country, but on the whole, they specialize in short courses tailored to very narrow industry demands or focus on commercial and service related skills. The Labour Department argues further that industry itself tends to have a very short-term

view of training needs and much of it is informal in nature. This does not correspond with the strong emphasis being placed on structured learning properly located in company strategies in other developed and rapidly developing nations (33).

For South Africa to become a competent country in the world market, she requires a skills revolution. This is not to suggest that massive increases in education and training will itself lead to increases in economic and employment growth. Rather, a new national system of skills development must be established, incorporating new incentives, learning programmes and supporting institutions and personnel, that supports effective articulation of education and training with government's economic and development policies. It is through such a system that education and training can be translated into productivity improvements at the enterprise level, into an increasingly adaptable work force that is able to cope with major structural changes in the economy, and into the skills needed by those outside of work to find employment or to initiate their own income-generating activities.

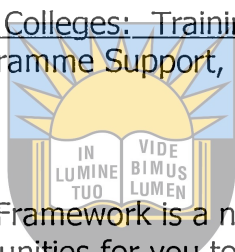


University of Fort Hare
Together in Excellence

In our opinion, employers and workers have a central role to play in improving learning with their industries and enterprises and in ensuring that education and training is linked to their knowledge and skills needs. Accordingly, communities need to participate directly in their own skills upgrading programmes linked to community and government upgrading projects. Education and training providers need to begin transforming their programmes to become responsive to the world of work. Only this partnership will be able to achieve the improvements in the level and effectiveness of specialized learning in the country that is needed to support the country's economic growth and social development objectives (34).

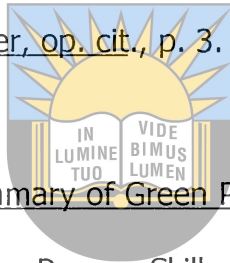
NOTES AND REFERENCES

1. F. Wilson and M. Ramphele, Uprooting Poverty: the South African Challenge, David Phillip, 1989, p. 340.
2. M.P. Todaro, Economic Development in the Third World, Longman, 1989, p. 344.
3. Todaro, ibid.
4. Ibid.
5. M.P. Todaro, op. cit., p. 347.
6. Ibid.
7. Brian O'Connell, Community Colleges: Training and Work for Reconstruction and Development, Tertiary Programme Support, 1996, p.7.
8. Ibid.
9. The National Qualifications Framework is a new approach to education and training. It provides opportunities for you to learn regardless of your age, circumstances and the level of education and training you may have. It allows you to learn on an ongoing basis.
10. The Reconstruction and Development Programme is a National Policy Framework that has been adopted by the government of National Unity to address the imbalances of the past.
11. Brian William, Community Colleges: Education, Training and Work for Reconstruction and Development, Tertiary Programme Support, 1996, p. 56.
12. Brian William, op. cit., p. 58.
13. Directorate of Vocational Education and Training, The Future of Technical Colleges as providers of Technical/Vocational Education in South Africa, March 1997, p.56.
14. Ibid.
15. See, Directorate of Vocational Education and Training, op. cit., p.71.
16. M.P. Todaro, op. cit., p. 345.
17. Ibid.
18. Ibid.
19. Directorate of Vocational Education and Training, op. cit., p. 73.



University of Fort Hare
Together in Excellence

20. Ibid.
21. Directorate of Vocational Education and Training, op. cit., p. 75.
22. Ibid.
23. Ibid.
24. ANC Discussion Document, A Policy Framework for Education and Training, January 1994, p. 32.
25. Ibid.
26. Department of Labour, Summary of the Green Paper on Skills Development Strategy, March 1997, p.1.
27. Summary of the Green Paper, op. cit., p. 3.
28. Ibid.
29. Department of Labour, Summary of Green Paper, op. cit., p. 4.
30. Department of Labour, Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa, March 1997, p. 7.
31. Green Paper, op. cit., p. 6.
32. Ibid.
33. Ibid.
34. Green Paper, op. cit., p. 8.



Together in Excellence

CHAPTER TWO

EMPIRICAL STUDY OF POST-INDEPENDENT SUB-SAHARAN AFRICAN (SSA) COUNTRIES' EDUCATION SYSTEMS, WITH SPECIAL REFERENCE TO GHANA AND TANZANIA

South Africa's economy has been in crisis for the past two decades. Growth rates have declined dramatically. In the period 1971 – 74, the real Gross Domestic Product (GDP) grew by an average of 7,8 per cent per annum. By 1981 – 83 this had plunged to zero levels. While the average annual increase in GDP increased to nearly 2 per cent in real terms during the period 1984 – 88, this was still way below the consistently high economic growth rates achieved during the earlier apartheid era (1).



University of Fort Hare

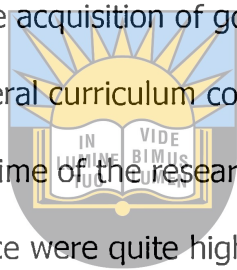
2.1 EDUCATION AND TRAINING PROVISION

The poverty of apartheid education and training, particularly for Black South African's, is well documented. The National Education Policy investigation has highlighted six pressing problems facing Vocational Education and Training (VET):

- the poor preparation in Mathematics and Science which affects the large majority of black students;
- the massive racial fragmentation of VET provision and the lack of a unified qualification structure which would encourage mobility between formal education and non-formal training sectors;
- the dismal record of private-sector training and the absence of effective state co-ordination of this training on a national scale;

- the severe imbalance of enrolments between universities and technikons and the stark racial and gender bias in enrolments at universities, technikons and colleges;
- the poverty of vocational education at school and college level; and
- the acute shortage of adult basic education, youth training schemes and training programmes for the informal sector, rural poor and the unemployed (2).

Central to vocationalism is the issue of Mathematics and Science education. Although school vocationalism is an attempt to better prepare pupils for the world of work, the key ingredient in this process is the acquisition of good language, Mathematics and Science capabilities. This is a general curriculum concern and not the domain of vocational education. During the time of the research, enrolments among black school children in Mathematics and Science were quite high in Standard Six and Seven.

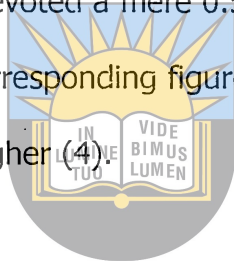


However, after Standard Eight, the enrolment figures decline drastically. According to the NEPI in 1990, for example, only 18 644 DET matriculants enrolled for Mathematics out of a total of 58 986 (3). What is equally shocking is the pass rate, which was 14 per cent. The more immediate challenge is therefore, not an increased vocational content in the school curriculum, but vastly improved Mathematics and Science instruction at schools throughout the country.

The degree of racial fragmentation of educational governance in South Africa has produced very negative results. Under the apartheid education system, South Africa had nine racially defined Education Departments each with its own authority to hold examinations. This included the former Department of National Education (DNE) in charge of general affairs; former Department of Education and Training (DET); three former Departments of Education and Culture (DECs) for the White, Coloured and

Indian "own affairs" population groups; the four White provincial executive education authorities; the four former "independent" states, namely, Transkei, Bophuthatswana, Venda and Ciskei (TBVC); and the six former self-governing Bantustan education ministries. All these education bodies functioned separately from the South African Department of Manpower and the former Bantustan-based Manpower Ministries.

The National Education Policy Investigation (NEPI), has observed that many private sector employers in South Africa attach low priority to training activities. In overall terms employers in South Africa devoted a mere 0.5 per cent of the total turnover to training during the 1980s. The corresponding figures in high participation, high skill, are typically three to four times higher (4).



During the days of apartheid, employers were able to rely on a relatively plentiful supply of skilled immigrant labour. The economy was booming and profits were high and easy to make, with domestic producers largely shielded from foreign competition. Racist attitudes about the abilities and trainability of Black workers were endemic among management at all levels. The apprenticeship system remained the exclusive preserve of Whites. Nothing seems to have been done to encourage employers to provide good quality training for their entire work force – in particular, their Black workers. This is the training legacy that confronts the new South Africa.

Oral evidence suggests that despite all the changes which have occurred in recent years, most enterprises in South Africa continue to be managed according to short-term horizons with very little long-term human resources and investment planning (5). Consequently, the work force is treated as a cost that must be minimized rather than

an asset that must be continuously developed. This cost minimization ethic is driven by a short-term profiteering perspective which, amongst other things, seeks to maintain education and training expenditures at minimal levels.

The work force in most enterprises in South Africa is organized along highly authoritarian, Taylorist, racist and sexist lines. This results in a stifling of the human resource potential of the entire labour force, but especially Black and women workers. Best practice management techniques are seriously lacking in South Africa and this problem now requires urgent remedies.

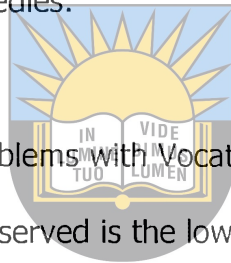
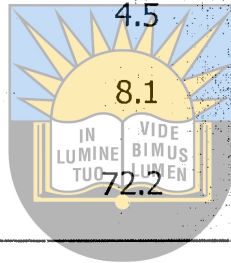


Table 2 gives some of the key problems with Vocational Education and Training delivery in South Africa. What is highly observed is the low level of enrolments, particularly at technikons and technical colleges and the striking imbalance of enrolment between universities and technikons and technical colleges. It has been observed elsewhere, that the ratio of student enrolments between universities and technikons is 7:2 whereas the norm in most countries is a ratio of at least 1:1 (6). South Africa's graduate output, especially in scientific and technological subjects, is pathetically low. For example, South Africa produces fifteen times fewer graduate engineers per million of the total population than Austria, which has half South Africa's population. All of the Pacific-Rim countries produce far larger numbers of engineers and technicians than South Africa's VET institutions.

TABLE 2.2: VET institutions and student enrolments ('000), 1990

	Student enrolments			Number of institutions		
	University	Technikon	Technical college	University	Technikon	Technical college
White	153.8	53.8	48.9	11	8	70
Indian	18.9	5.9	6.0	1	1	3
Coloured	18.1	6.9	4.6	1	1	14
African	111.3	17.8	12.7	4	1	22
TBVC	15.1	0.9	Na	4	3	Na
SGT	0.0	1.4	4.5	0	1	20
Rest	96.1	15.5	8.1	-	-	-
TOTALS	302.0	84.4	72.2	21	15	129



University of Fort Hare
Together in Excellence

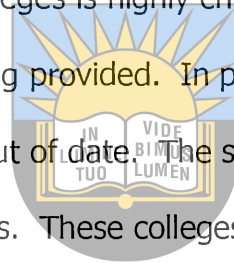
Notes: "African" students under DET; SGT are the self-governing territories.
 Source: DNE, Education Realities in South Africa, 1990.

This is a testimony of the fact that deracialization of educational provision should be a priority for South Africa's democratic state. In addition, however, as NEPI put it, the post-secondary sector as a whole needs to be comprehensively restructured in order to eliminate imbalances in institutional provision and significantly increase enrolments, particularly in technological and scientific subjects. It is further argued that a cursory examination of student enrolments by major subject area reveals the serious imbalances, which exist between the Arts and Humanities and the Science and Technological education and training in South Africa. Only 4 per cent of university students pursue engineering courses, while at technikons, 29 per cent of enrolments are in the Commercial and Business fields with only 19 per cent of students pursuing engineering courses (7).

The emergence of technical colleges for Black students in South Africa, has a very strong politico-historical connotation. Their establishment came into being as a response to the massive political unrest over access to education and training at the time. This occurred from the mid- 1970s as part of the reform recommendations of the Riekert and Wiehahn Commission of 1979. A stable and skilled urban Black labour force was recognized by the state as an essential component of economic renewal.

Training provision at technical colleges is highly criticized by industries, who are not satisfied with the quality of training provided. In particular, the curricula for most courses is said to be hopelessly out of date. The situation is even worse in the historically Black technical colleges. These colleges, built in the era of apartheid control could not be located in the industrial conurbations of the then "White" South Africa. As a result, many of them have been built in underdeveloped rural areas far from industrial enterprises able to provide on-the-job training. Neither do these colleges serve the training needs of the rural communities in which they are located.

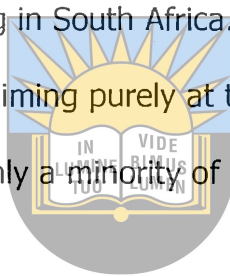
The fact that many graduates of Black technical colleges are unable to find training-related employment is a consequence of the poor quality of their training and the continued prevalence of racist employment practices. Similar problems afflict Comprehensive High Schools established by the ex-DET since the early 1980s, which offer specialized vocational education to African students. Most students, it would seem, attend these schools only because they have not been able to find a place in over-crowded academic schools.



University of Fort Hare
Together in Excellence

2.2 EDUCATION AND TRAINING FOR THE DISADVANTAGED

According to NEPI, nearly a third of all South Africans live in abject poverty in rural areas. Rates of unemployment are upwards of 40 per cent in the major cities (8). Among the youth, this percentage is higher. Even school-leavers with school-leaving certificates cannot find jobs. Given the abysmal shortage of “proper” jobs, the informal economy continues to grow at a breathtaking pace. These socio-economic realities pose a massive challenge for the “newly born” Government of National Unity and other providers of education and training in South Africa. It is evident that employment and training policies of the past were aiming purely at the formal sector of the economy, which would serve the needs of only a minority of the country’s population.

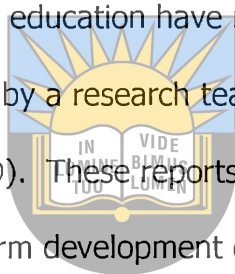


Until before the dawn of a democratic society, the apartheid state had effectively ignored the mounting educational and training needs of the disadvantaged in South Africa. State-provided Adult Basic Education (ABE) was almost non-existent, with the ex-DET providing adult education and literacy classes to tiny numbers of workers. Non-governmental organizations (NGOs) had actively supported Adult Basic Education, but the impact of such efforts has been limited by a number of factors. Literacy training in South Africa was not certified and structured along recognizable paths of progression that would allow learners greater access to the formal education and training system. In the absence of effective certification, the learners who are employed have been unable to obtain better wages for higher literacy and related skills from their employers.

Education and training are accordingly at the centre of redistributive growth strategies for the South African economy. It is common cause that education and training need to

be revitalized as part of a long-run development strategy, that education opportunities should be non-discriminatory, and that the state should remain the major provider of schooling and should continue to subsidize higher education and training.

According to NEPI, the restoration of economic growth and employment creation is crucial if human resource development is to be sustained and poverty eliminated. NEPI suggest that improved access of previously disadvantaged groups to higher education is also an important human resource goal. Options for affirmative action in human resource development and tertiary education have recently been examined by a Commonwealth Expert Group and by a research team of the United States Agency for International Development (USAID). These reports point to the critically important role of human resources in the long-term development of the South African economy (9).



University of Fort Hare

Together in Excellence

2.3 LEARNING PROGRAMMES – IMPLICATIONS AND RELEVANCE

Based on its history, South Africa confronts acute inequalities in the distribution of skills across the working-age population. Education and training are, therefore, expected to solve the problems of the competitiveness of business, the unemployment crises and the tragedy of social exclusion and marginality. Well planned education and training measures with improved matching of general and specific skills to changes in the market and to social needs, will, to an extent be able to combat unemployment, boost growth by strengthening the competitiveness of business and develop a form of growth which produces more employment opportunities.

According to the report of the National Committee on Further Education and Training, general education and training programmes are often regarded as completely separate

entities. Employers and higher education institutions have narrow and limited entrance criteria. While these bodies will continue to determine their entrance criteria, they must be able to determine this according to a comprehensive framework for the programmes of the Further Education and Training (FET) band and according to a qualifications framework with explicit competencies (10).

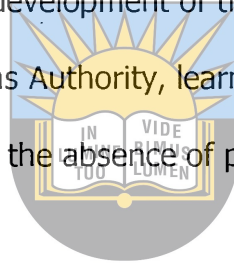
Training providers seem to have failed to come up with courses that straddle the needs of learners and to meet the changing demands of the economy and society, as well as the specific requirements of different target groups. This is evidenced by the fact that currently, products of technical colleges cannot cope well with the technological chase. The lack of a comprehensive and overarching strategy regarding this has meant that training providers are not obliged to address this issue. There is an urgent need to transform this and to provide a framework in which the extremely diverse range of FET programmes and providers can be accommodated and can work co-operatively towards a common vision of FET - the emergence of the National Qualifications Framework (NQF) (11).

The apartheid system in South Africa denied many people access to opportunities to gain the information, skills and experience necessary to develop the people of this country and to make our economy grow. The Christian National Education and Bantu Education systems, which the current education and training systems are based on, do not promote the idea that people should think analytically, or be critical and creative. Learners are not encouraged to come up with new ideas and take control of their learning situations and their lives (12). Thus, for political, social and economic reasons, it is necessary for the South African government to play a pivotal role in the creation of



University of Fort Hare
Together in Excellence

an enabling environment with the view to redressing the imbalance in education and training, as well as to cater for diverse vocational needs. The Directorate of Vocational Education and Training contends that, although many the world over may argue that vocational training has a limited distributive effect in the sense that it benefits those that are already employed, those who already have a certain level of general education, or employers, this is true in the South African context only up to a point. Up to now very little attention has been paid to the development of human resources. In addition to this, the majority of South Africans have been denied access to education and training (13). However, with the development of the National Qualifications Framework and the South African Qualifications Authority, learners will be afforded an opportunity of life-long learning irrespective of the absence of previous formal education, age, place and time of delivery.



University of Fort Hare

Together in Excellence

Technical colleges – one of South Africa's vocational and training institutes and a facet of further education and training, offer a variety of courses and programmes.

Enrolment at technical colleges throughout South Africa during 1996 numbered 809 310 students (14). The engineering component alone comprised plus minus 240 000 of these students. The highest number of student enrolments at technical colleges is found in the Gauteng province (270 085), while the enrolments recorded in the Northern Cape province number 18 146 (15).

The high unemployment levels and the chronic shortage of skilled manpower are holding back the development of the South African economy. Technical colleges offer some programmes at higher education levels, that is the N4 to N6 programmes. On the

other hand, it may also be noted that universities and technikons (higher education institutions) offer some further education programmes.

In an attempt to address this problem, specific reference to the labour market and industry demands/supply needs to be made. At the same time, students need to be prepared to compete in the global economy. In short, what we need is highly specialized training programmes sensitive to the labour market rather than supply-side factors. Research conducted indicates that there is a wide disparity between skills training being provided and the world of work. In addition to this, the majority of the training equipment currently employed for teaching at technical colleges is outdated and inadequate (16).

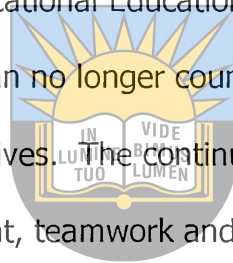


Vocational skills acquired should be adapted to market needs thereby making the labour market more flexible, combating unemployment, making it easier for young people to enter the labour market, and promoting the re-employment of the long-term unemployed. On the other hand, the investment in human resources is necessary in order to increase competitiveness and assimilate and spread new technologies. This would entail the training of new technologies to develop those skills needed by the industrial and manufacturing sectors.

This leads to the reviewing of the place of training/further education in the broader educational spectrum. Training needs to be responsive to a set of signals as compared to that of general education. This requires managerial flexibility with managers being held accountable for employment outcomes. The misconception of the present vocational institutions in being perceived to be second-rate, has resulted in these

institutions becoming dead-end institutions serving as “academic parking lots” for students unable to be absorbed into the labour market. Young people leave these institutions often without the preparation needed to become properly integrated into working life. Many of them join the ranks of the young long-term unemployed. Unless reforms are implemented to improve the image and outcomes of these institutions, South Africa will be destined to enter the twenty-first century insufficiently prepared to compete in the global economy.

According to the Directorate of Vocational Education and Training, with the business world evolving so rapidly people can no longer count on just one set of jobs skills to carry them through their working lives. The continuous improvement of international quality standards, self-management, teamwork and high skills are the norm for the majority of workers worldwide. Internationally, the fastest growing and economically most promising segment of the work force is the technical job that requires training beyond compulsory general education but less than that of a four year degree. The unemployed and those with “limited resources/skills” would therefore face workplace opportunities (17).



University of Port Harcourt
Together in Excellence

In short then, South Africa is dependent on vocational education and training together with human resource development to help solve the problems of the competitiveness of business, the employment crises, and the tragedy of social exclusion and marginality. Well planned education and training measures with improved matching of general and specific skills to changes on the market and to social needs will, to an extent, be able to combat unemployment, boost growth by strengthening the competitiveness of business and develop a form of growth which produces more employment. Preparing a

competitive work force would, thus, require greater consensus and public education, an expanded business role in community development and personal responsibility for managing careers.

Companies today require people to redesign their jobs, to work in teams, and to do a whole lot of things beyond simple skills. Workers need to communicate better, need more knowledge of Science, communication, problem solving and critical thinking. For example, in training a motor mechanic the diagnostic equipment is much more sophisticated than before and workers today have to understand a good deal more than they did a few years ago.



Vocational education and training should be designed to contribute to human resource development. The investment in vocational education and training can be a key contributor to the South African economy. Technical colleges, vocational and other institutions or centres of learning should offer a demand-led programme of education and training which has the ability to respond almost immediately to changing needs of the workplace, commerce and industry. This calls for a pro-active approach to ensure that the skills ability and knowledge of the work force is adequate to function in the competitive national and international markets. Structures for proper market analysis need to be set in place. This could comprise a partnership between the Departments of Education and Labour together with industry.

Of paramount importance is, as noted by the Directorate of Vocational Education and Training, a need for increased focus on industrial and manufacturing related training such as in the marble and gold industries leading to an increase in exports in order to

boost the economy of the country (18). In this respect institutions such as technical colleges should focus on training in skills and craftsmanship. To be able to compete in the global market, South Africa needs to employ modern technology in the manufacturing process. One form of institution should not be expected to carry out this huge task. Instead, it is necessary to establish links between institutions of Further Education and Training, schools, institutions of higher learning, and industry in order to facilitate the movement of learners between these institutions as well as to provide better access to more advanced training.



One of the prerogatives that education and training should provide is adequate basic skills training by establishing links between school education and working life, that is, basic skills essential for integrating people into society and working life. These skills should include the ability to acquire new knowledge and new skills. Shorter and more practically oriented forms of training should be encouraged, but students or learners should still be provided with enough general knowledge to ensure a sufficient degree of adaptability and to avoid excessive specialization.

Education and training provided should enable the learner to be able to transfer learning and skills from the classroom to the workplace. This also applies particularly to training in the engineering and technology related fields which have up to now been neglected. The priority would be to obtain the relevant engineering and technological equipment so that the training received would be applicable in the workplace. South Africa should follow the example of other developing countries and ensure that there is a commitment between education and business in order to keep education and training relevant. This would ensure that the trades or programmes offered for study are

concurrent with the state's economic projections for their industries, as well as to ensure more effective transition of knowledge and skills from education to working life.

The Vocational Education and Training Directorate contends that the creation of courses that teach the basics of creative and analytical thinking, link different disciplines and use the community as a base. Hands-on projects would help in the development of career pathways that incorporate skills-specific training into the teaching of all aspects of industry. Programmes offered should provide students with opportunities for basic research and presentation skills, the development of hand and mind abilities and encourage both independent and group thinking (19).



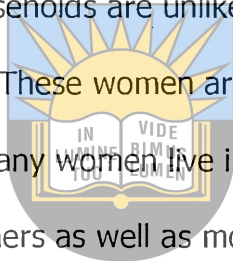
The historical marginalization of women must be corrected through curriculum reconstruction, mechanisms for redress in enrolments throughout the education and training system, and the reviewing of gender representation in positions of responsibility and leadership. Youth who have suffered the loss of educational opportunities should be targeted through second-chance opportunities in national youth development initiatives (20).

2.4 WOMEN AS LEARNERS (YOUNG AND OLD), ESPECIALLY RURAL WOMEN

Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change. The National Committee on Further Education and Training (NCFET) contends that investing in education and training for girls and women with its exceptionally high social and economic return, has proved to be one of the best means of achieving development and economic growth that is both

sustained and sustainable. Beyond general education, there is a need to have a high participation of women in diversified further education and training paths (21).

Access to effective support systems with regard to health (for example, teenage pregnancies), welfare (for example, violence against women, abuse, rape), education and training (for example, illiteracy), and better work opportunities should be provided. Vocational counselling is limited within the rural areas of South Africa. The provision of such services is the challenge as just less than half of the country's population resides in the rural areas where most households are unlikely to have electricity, tap water, modern sanitation or telephones. These women are much worse off than their urban and metropolitan counterparts. Many women live in the impoverished rural areas and the fact that women are both farmers as well as mothers and homemakers, puts extra burdens on them.



University of Fort Hare
Together in Excellence

On average, these households spend more than three hours a day fetching water and more than one hour daily collecting wood. More than eighty per cent of this is done by women. Women in the vast majority of rural households, are forced to spend more than four hours a day (or more than one day per week) collecting water and firewood. These life-sustaining activities are not remunerated work. Fifty per cent of the ultra poor are dependent on social pensions and remittances making them highly dependent on state-run support systems and the support of migrating family members.

The National Committee on Further Education and Training (NCFET) has noted that women's poverty is increased by the rigidity of gender roles in our society. This leads to women having limited access to education and training and productive resources.

The failure to mainstream a gender perspective in economic planning, coupled with the discrimination of the apartheid regime, has further impoverished women (22).

Women's poverty is directly related to the absence of economic opportunities. Poverty affects men and women, but because of gender divisions of labour, and women's responsibilities for the household welfare, women bear a greater burden. Women have to manage household needs under conditions of increasing scarcity. At least 35 per cent of households are headed by women alone (23). These households are much poorer than the average household. Over half of the unemployed are women and poverty in South Africa has been feminized.



Patricia Horn contends that one area of the economy which women dominate and which needs to be part of an economic analysis is the informal sector. The informal sector, as she puts it, is regarded as marginal to the mainstream economy despite the large numbers of people (mainly women) involved in various forms of informal sector economic activities (24). This approach needs to be revisited by the state. Women should be exposed to all economic opportunities as equally as men. Community development strategy should be non-patriarchal. All skills, experiences and brains must be fully developed for the Reconstruction and Development programme of South Africa. This point should be emphasised especially in all training institutions.

2.5 PRINCIPLES INFORMING CURRICULUM DESIGN

It is now accepted that successful modern economies and societies require citizens with a strong foundation of general education; with the desire and ability to continue to learn; to apply and to develop new knowledge, skills, abilities and technologies; to

move flexibly between occupations; to accept responsibility for personal performance; to set and achieve appropriate standards; and to work co-operatively. It is the critical role of the education and training process to prepare learners to be such citizens by acknowledging that learners are resources of knowledge and that the process of learning, while building on prior learning and experience, should be a process of expanding the boundaries of knowledge and building capacity throughout their lives.

This notion of lifelong learning, organized in South Africa around the concept of a single National Qualifications Framework, is incorporated into the human resource development strategy of the government's Reconstruction and Development Programme and as such, must be a major thrust of a new education and training system. The National Department of Education suggests that curriculum development, especially the development of learning programmes and materials, should put learners first, recognizing and building on their knowledge, skills, abilities and experience, and responding to their needs (25). Curriculum development processes and delivery of learning content (knowledge, skills, attitudes and values) should take account of the general characteristics, development and otherwise, of different groups of learners. Curricula should be relevant and appropriate to the current and anticipated needs of the individual as an active social, political and economic participant in the country.

It has been noted elsewhere, that increasingly, international evidence has shown that economic growth and societal stability in a competitive global economic system fundamentally depends on a population equipped with a strong foundation of basic, general education and the necessary competencies and skills required for active social, political and economic life, as well as with the capacity to continue learning and

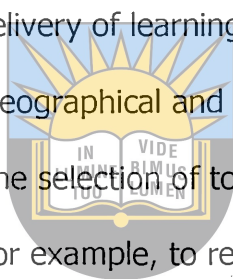


University of Fort Hare
Together in Excellence

developing new skills and acquiring new competencies (26). These imperatives imply not only that education and training policy and strategy should be linked to economic policy and strategy but also that learning programmes should enable learners to become technologically literate (especially with respect to information technology) as well as environmentally aware and responsible. Furthermore, the boundaries of knowledge which learners are acquitted with need to be expanded to include areas with which they are unfamiliar.

In the development, design and delivery of learning programmes, cognisance should be taken of differing ages, genders, geographical and demographical locations, cultures, languages and religious beliefs. The selection of topics for learning and teaching approaches and methods needs, for example, to reflect sensitivity to all of these aspects. Learners should be able to recognize the uniqueness of the country's (South Africa) multicultural situation and the potential for the development of a culture as a unique South African commodity that has immensely positive implications for nation-building and economic and social development.

Education must be directed to the full development of the individual and the community. A new human resource development strategy must be based on the principles of democracy, non-racism, non-sexism, equity and redress, to avoid the pitfalls of the past. Girls and women must be encouraged to obtain technical and scientific skills. The Ministry of Education must establish targets in the study of Science and Technology in educational institutions. Research in the Science and Technology arena by the democratic government, parastatals and educational institutions must cater equally for the needs of women in this area. New legislation must ensure that



University of Fort Hare
Together in Excellence

agreements to import foreign technology include a commitment to educate and train local labour to use, maintain and extend technology. The democratic government must develop programmes to make university-based science more responsive to the needs of the majority of the people for basic infrastructure, goods and service.

The National Department of Education has noted that successful modern economies and societies require the elimination of artificial hierarchies in social organization; in the apportionment and management of work; and in the way in which learning is organized and certificated (27). An integrated approach to education and training implies a view of learning which rejects a rigid division between academic and applied knowledge, theory and practice, knowledge and skills and head and hand. Such divisions have characterized the organization of curricula and the distribution of educational opportunities in many countries of the world, including South Africa. They have, in fact, grown out of and help to reproduce very old occupational and social class distinctions (28).



University of Fort Hare
Together in Excellence

Adopting an integrated approach to education and training is one way of responding to the necessity of addressing these issues and bringing about changes. Although it will not in itself create a successful economy and a democratic society in South Africa, such an approach is a pre-requisite for successful human resource development. It would, consequently, be capable of making a significant contribution to the reconstruction and development of society and the economy.

Sometimes separateness consumes so much time and energy that certain distinctive necessities may actually block progress towards learning outcomes. Integration as a

curriculum strategy could facilitate the achievement of particular aims in more effective and less time-consuming ways. This point has been noted by the National Department of Education and Training who advocates that one way of effecting integration is to combine two or more traditional subjects or areas of learning into one. Another is to combine various subject perspectives into a particular topic. Separate points of view and processes are then combined to effect the achievement of a particular goal (29).

Vocational education and training programmes should focus on the development of skills and knowledge for a broad occupational cluster. These programmes should also be based on national standards. All vocationally focussed programmes will need to be linked to work experience that is well structured and has clear outcomes. These programmes should differ from the narrow training provided in the past and significantly should include both theory and practice. The focus of the programmes should be at the level of field or sub-field. The learnership proposed by the Department of Labour, is an example of such programmes. Learnership will consist of a structured learning component and a practical work experience component will lead to a registered qualification.

Carmel Marock contends that development programmes, both infrastructural and community, should focus on the immediate education and training needs required in a particular process (30). For example, a community project to develop infrastructure aims to provide primarily a community service. The education and training that an individual receives is secondary to this objective. Thus, the individual is primarily engaged in work and through parallel programmes. This model has been used extensively by development organizations and is particularly successful for target

groups such as youth-at-risk and the long-term unemployed. The Public Works Programme is an example of this type of programme.

Within the discourse of declining markets, global competition and new technology, there is wide acceptance of the need to develop human resources. Many industries have developed partnerships with education and training providers. According to Lyn Garwen, they are setting up comprehensive career-path development programmes for the simultaneous upgrade of "basic educational skills" and "technical training" (31). If education providers are to take seriously the need to make South African industry world class and thereby ensure economic and social development, there is a need to examine whether the currently various learning programmes offered, commencing at the level of Adult Basic Education and Training (ABET), can in practice, make any substantial contribution.

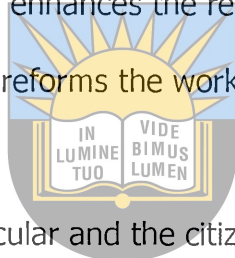


University of Fort Hare
Together in Excellence

Alan Eyre contends that it is no secret that the auto industry has been thrust overnight from an isolated economy into a global market facing the harsh reality that to remain competitive requires a skilled work force who can successfully streamline processes, improve efficiencies, reduce costs and respond to customer needs (32). It became self-evident that traditionally vocational education and training has primarily focussed on inputs, ignoring the reality of what the market requires and how individuals can add value. Industry recognized the need to integrate education and training. This new approach to learning means rejecting the rigid divisions between academic and applied knowledge and skills. The challenge that industry and educators face, is to shift their focus from the supply to the demand side, with importance being placed on

demonstrating what people can do in the workplace and not how long they spend training or the amount of knowledge they acquire in a formal learning setting.

It is essential that industry and educators work together to establish competencies and standards that are relevant and appropriate for graduates and industry. According to Eyre, in responding to this challenge, Mercedes Benz recognized the benefits of introducing an integrated modular training system, that the emergence of a national and industry perspective has assisted them in establishing. This more flexible, articulated career-path framework enhances the relevance of education, training and development to industry and also reforms the workplace (33).

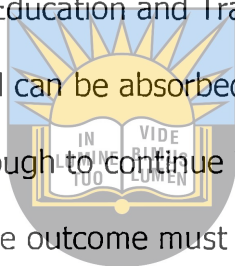


The youth of South Africa in particular and the citizens of the country in general, appear not to be optimistic about their future and seem to be lacking the necessary motivation to become the masters and mistresses of their own destiny. Many of the technical and vocational training institutions lack the necessary infrastructure, equipment and teachers with the necessary practical skills, to offer training in a modern environment that is relevant to the world of work. According to Connie Haasbroek, the community and business sector regard training offered as being irrelevant and of inferior quality (34).

New legislation, especially the type that affects Further Education and Training in South Africa puts more emphasis on the National Qualifications Framework, the South African Qualifications Authority and the recognition of prior learning. This new approach will definitely impact on the nature and quality of education and training offered in the country. However, it must be kept in mind by the designers of transformation

processes that the realities of the context and human factor have to be kept in mind to manage transformation successfully.

There is a need for South Africans realistically to address the question of a paradigm shift in terms of the institutions responsible for human resource development. New focus should be thought out by both government departments and the other stakeholders at large. Thron Rensburg has this to say: one of the factors that must influence transformation relates to a greater supply of highly skilled, competent graduates with access to Further Education and Training. The economy needs graduates who are well skilled and can be absorbed by the formal economy as well as graduates who are competent enough to continue in the traditional education route of Further and Higher Education. The outcome must be a greater supply of these kinds of graduates (35).



University of Fort Hare
Together in Excellence

Rensburg further suggests that a shift to a multi-purpose, distance-driven, comprehensive college education and training sector is in fact, the way to go for the Further Education and Training, and to some extent, the Higher Education and Training sectors (36). This means moving away from traditional residential colleges and placing multi-purpose day colleges where people are; placing learning opportunities where learners are; shifting away from narrow professional tracks of nursing, correctional officers, agricultural specialists, educators, ABET programmes and so on; and shifting away from a single purpose, single career to a multi-purpose set of vocational career programmes.

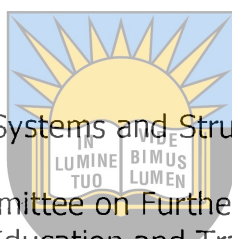
Into this amalgam, South Africa should begin to add Agri-colleges, colleges of Education, Correctional Collèges and so on, possibly organizing them into the notion of a Community college. Some of the imperatives then that this strategy will imply, is a massive review of programmes, the move to outcomes-based education and training, and a massive empowerment programme of educators, trainers and lecturers.



University of Fort Hare
Together in Excellence

NOTES AND REFERENCES

1. National Education Policy Investigation, Human Resources Development, 1992, p. 9.
2. NEPI, op. cit., p. 12.
3. NEPI, op. cit., p. 13.
4. NEPI, op. cit., p. 4.
5. NEPI, op. cit., p. 15.
6. Ibid.
7. NEPI, op. cit., p. 16.
8. Ibid.
9. NEPI, "Education Planning Systems and Structure", 1993, p. 4.
10. Report of the National Committee on Further Education, "A Framework for the Transformation of Further Education and Training in South Africa", Department of Education, Pretoria, 14 August 1997, p. 24.
11. The National Qualifications Framework is a new approach to education and training. It provides for you to learn regardless of your age, circumstances and the level of education and training you may have. It allows you to learn on an ongoing basis. This is called life-long learning.
12. Education Information Centre and Independent Examinations Board, Understanding the National Qualifications Framework: A Guide to Life-Long Learning, Heinemann, 1996, p. 5.
13. Directorate Vocational Education and Training, The Future of Technical Colleges as Providers of Technical/Vocational Education in South Africa, Second Draft, March 1997, p. 33.
14. See Directorate of Vocational Education and Training, op. cit., pp. 33-34.
15. Ibid.
16. "National Integrated Training and Education Project South Africa: 1996 Preliminary Feasibility Study and Proposals", Pretoria, NITE.
17. See Directorate of Vocational Education and Training, op. cit., pp. 35-36.
18. See Directorate of Vocational Education and Training, op. cit., p. 37.
19. Ibid.



University of Fort Hare

Onyiah, E. K. (2010)

20. ANC Discussion Document, "A Policy Framework for Education and Training", Braamfontein, January 1994, p. 13.
21. See report of the National Committee on Further Education and Training, op. cit., p. 76.
22. Ibid.
23. Ibid.
24. Patricia Horn, "Post-Apartheid South Africa: What about Women's Emancipation", from Transformation, Natal University, 1991, vol. 15, p. 30.
25. National Department of Education Discussion Document , "Curriculum Framework for General and Further Education and Training", December 1995, p. 16.
26. Op. cit., p. 17.
27. See Curriculum Framework Discussion Document, op. cit., pp. 17-18.
28. Ibid.
29. Ibid.
30. Carmel Marck, "The Challenges of Integration and Quality", from Education and Training in Industry: Theory and Practice, Rhodes University, 10-11 September 1997, p. 19.
31. Lyn Garwen, "The Effect of Integrating Education and Training on the Curriculum: Lessons from Practice in the Workplace", see Education and Training in Industry: Theory and Practice, p. 28.
32. Alan Eyre, "How MBSA has Restructured its Vocational Education and Training Systems to Successfully Upgrade Worker Skills to meet Global Standards", op. cit., p. 45.
33. Ibid.
34. Connie Haasbroek, "Perspectives on Technical and Vocational Education and Training", workshop paper, HSRC, 5 March 1998, p.13.
35. Ihron Rensburg, "Further Education and Training Challenges for South Africa", Conference Paper in the National Consultative Conference on Community Colleges, Vanderbijlpark, 18-20 September 1996, p. 7.
36. Ibid.



University of Fort Hare
Together in Excellence

CHAPTER THREE

TRENDS IN EDUCATIONAL DEVELOPMENT IN SUB-SAHARAN AFRICA

To survive and compete in a competitive world in the 21st century, Africa will require not only literate and numerate citizens, but also highly qualified and trained people to perform top quality research, formulate policies and implement programmes essential to economic growth and development. Institutions of higher learning must be able to produce, at an affordable and sustainable cost, well-trained people in academic and professional disciplines applicable to diverse African environments (1).



According to Daddieh, throughout much of sub-Saharan Africa, the unrelenting recessionary pressures are compelling governments either to introduce education reforms as part of the overall effort to restructure their economies, or at the very least to place them on the national agenda for public debate (2). To understand the rationale for these reforms and their implications for African societies, we need to cast a retrospective glance at the genesis of education policy and examine several facets of the education systems: their structure; the ills currently plaguing education; the solutions proffered by these reforms; the consequences they might engender not only for schools, but for the state and society as well; and the struggles being waged by different groups as they respond to the new policy initiatives.(3)

For the purposes of this chapter, no reference will be made to all African states except for Zimbabwe, Tanzania and Ghana.

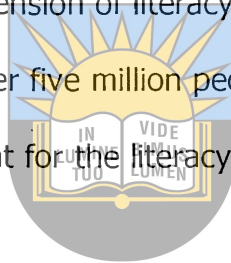
Subjectively, the missionaries might have considered themselves as being on a "civilizing mission on the dark continent," but objectively their role was to prepare the ideological groundwork for the subsequent imperialist penetration. It was missionary education, which facilitated the separation of the African from his traditional society for absorption into the colonial socio-economic system (4).

African leaders on the eve of independence have an obligation to revisit the education systems of their countries. Ghana was no exception to that scenario. Under the leadership of Kwame Nkrumah, a concerted effort was made to provide education to as many children of school age as possible. Ghana operated one of the most vigorous and comprehensive educational systems in Africa, thereby becoming the trend-setter of the explosion of educational institutions. It gained worldwide acclaim for producing not only the greatest number of the international civil servants of any one African country, but some of the most competent as well. It wrestled illiteracy down to a respectable 35 per cent only to watch it climb back up again in the 1980s (5). However, Ghamunga has the following to say about the development and education policies in Tanzania: that the country's educational initiatives have been characterized by a variety of attempts which were considered useful to the individual and to the whole community in the development of quality life in both rural and urban communities. On account of this, the country's development policy has always aimed at combating poverty, ignorance and disease (6).

According to Nyerere, in order to train Tanzanians for the middle and senior posts in the administration and the economy of the country, it was necessary immediately after

independence to emphasize the creation of secondary and post-secondary educational facilities (7).

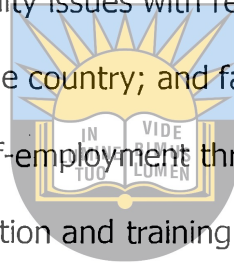
Nyerere argued that in 1967 there were about 825 000 pupils in Tanzanian primary schools. In 1975, the comparable figure was 1 532 000 pupils and the numbers continued to rise rapidly in the following years (8). The focus of education developments was not only in one sector, rather it was a holistic type of strategy for development in education. As it was noted elsewhere, great advances were made in adult education, especially the extension of literacy. Thus, during the five years of the illiteracy eradication campaign, over five million people registered themselves in literacy classes and of these, 3,8 million sat for the literacy test conducted in August 1975 (9).



A direct reference to Nyerere's findings on Tanzania's educational developments was made by a number of documents. One said that since independence in 1961, it was realized that the elimination of the bottlenecks of development would lead to improved living conditions and standards and hence to social and economic development of the whole nation. In its urgent desire to prepare the people for their effective roles in bringing about rapid development, the government met all costs of providing essential social services such as health and education. However, in the 1970s the country experienced serious economic problems, which led to the deterioration of the economy at the turn of the 1980s (10).

In order to address these economic problems, the Tanzanian government re-examined its development plans and policies of the 1960s. Some of the changes that were brought about by the new socio-economic development strategy and its strategy for

Economic Recovery Programmes has introduced a number of drastic changes. Some of these include: The enhancement of partnership in the provision of education and to establish and manage schools and educational institutions at all levels; increased investment in infrastructure and social development sectors, especially health and education; reduction of subsidies, and the introduction of cost recovery and cost-saving measures where applicable; streamlining of the management structure of education by placing more authority and responsibility on schools, local communities, districts and regions (the equivalent of South African provinces); increasing access to education by focussing on the equity issues with respect to women, disadvantaged groups or marginalized areas in the country; and facilitating the growth of the culture of education for job creation and self-employment through increased availability of opportunities for vocational education and training (11). All these changes were done with a view to providing relevant quality education to everyone, with an emphasis on empowering the communities through education.



University of Fort Hare
Together in Excellence

According to Pityana, with reference to the South African situation, at the heart of the new perspective is a strategic approach to professional and vocational education and training and employment services to promote access to and mobility in the labour market in a way, which promotes growth and development. Access to education, Pityana has argued, is a means to this end, although of course, it is accepted that much of the learning is not targeted at finding work (12).

The rationale behind Pityana's point of views should be seen within the context of requiring a far better co-ordination between the education and training system on the one hand, and the world of work on the other. Some have assumed that by this it is

meant that education and training should simply follow the short-term whims of the market place. Pityana's view is different. Its emphasis is on the development of skills and knowledge which will underpin and sometimes play a catalytic role in the promotion of employment in future (13). Pityana is of the opinion that, when he refers to a strategic approach, he means one that is linked to the future and not the past; that skills-generation programmes which are determined and shaped by the imperatives of the present and do not reflect on the future, are indeed shortsighted. By "demand-led", he means demanded by the imperatives of rising productivity and competitiveness. South Africa is part of the global economy. The sooner it comes to terms with this, the better for everybody (14). This in turn has implications for curriculum development, and this will be discussed presently.



3.1 CURRICULUM CHANGES IN THE EDUCATION SYSTEM

Together in Excellence

Determining the content of education is commonly referred to as curriculum planning. According to Yoloye, the ingredients of the content of education, as of now, are fairly clearly defined and universally accepted (15).

Three basic factors are identified as affecting decisions as to what the schools or centres of education and training should teach or offer, namely:

- the learner and how he learns – the child;
- social forces and influences upon the schools or centres, the society; and
- the specialized fields of knowledge – the disciplines.

These, Yoloye argued, have, over the ages, been the three basic ingredients in the design of curricula.

Daddieh contends that the pattern of recruitment into, and the structure of the educational systems are generally reflective of state policies and goals and the concomitant financial burdens the state is willing to assume in the pursuit of those goals. Accordingly, these policies, goals and financial responsibilities are, in turn, structured within a political, economic and continental as well as international dimensions (16). However, despite an official commitment to compulsory and universal primary education, the systems that most governments installed were decidedly elitist and sexist in their recruitment patterns, locational distributions, programmatic emphases and financial allocation decisions. They were also "colonized" in the sense that they remained wedded to European notions of appropriate education and modes of behaviour (17). They focussed almost exclusively on academic or classical education to the neglect of the kind of functional or vocational training that had characterized the best of the so-called traditional or "bush schools" of yesteryear. It is precisely such imbalance that has been found wanting and that has led to calls for educational relevance. The general consensus, according to Daddieh, is that the Eurocentric curricula are not suited for Afrocentric life after the classroom (18).

Of equal importance with the fact of learning is *what* people learn. Since the publication of Education for Self-Reliance in 1967, the teaching in Tanzania at all levels became increasingly appropriate to the needs of the citizens of that country and of Tanzanian society taken as a whole (19). In the primary schools and in special post-primary groups, there has been new emphasis given to technical and agricultural training, and the pupils no longer spend most of their time preparing for secondary school education, which the majority will never receive. The literacy campaign also was

designed to pass on other knowledge while people were learning to read and write; thus, books were about better husbandry methods for crops important in the locality, or about good health and child care requirements and so on. The secondary schools are also giving increased emphasis to technical and scientific subjects or technology. Such changes in curriculum and the syllabus can only be a gain, both to the individuals who find their knowledge more useful in their lives, and to the country whose stock of practical skills is increased (20).

3.2 VOCATIONAL EDUCATION

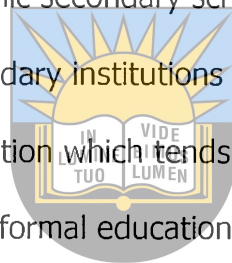


According to Gutsa, in all parts of Africa and indeed the developing world, education stands high on the priority list of national needs and aspirations. Education is deemed to supply person-power to the right kind and in the right numbers for economic and social development (21). Among the various groups of skilled person-power required for development and modernization, that of the middle-level manpower trained in vocational Institutions, is numerically by far the most important. Most unfortunately, there is a very serious syndrome that is being observed in many developing countries, that is, vocational studies are always equated with low academic standards, hence, associated with manual work, and unfortunately is less valued than the academic education. The long tradition of classical education is impacting adversely on the rapid development of technical education, which is necessary to meet the needs of the socio-economic development of a society.

Vocational education differs from country to country, ranging from predominantly school-based to mainly enterprise-based training. Most countries have some form of

vocational education in the general school curriculum at lower secondary school level. This trend, in some cases, has enlarged the opportunities for students in academic institutions as well as the recruitment possibilities for the post-secondary vocational education, and in general, serves the purpose of de-emphasizing the concept of higher secondary education as solely geared to university entrance.

In Zimbabwe, for example, at the end of the basic education, that is in grade seven, pupils are given an examination which is strongly geared to screening "high achievers" who then are admitted into academic secondary schools and the "average" and or "low achievers" go into vocational secondary institutions (22). Thus this system practically continues to have vocational education which tends to be viewed as a second choice option or as a "last chance" within formal education. Pupils and parents, fully aware of the implications of this stratified system, naturally help to reinforce it by competing for the academic secondary school despite the fact that it might not reflect the interests or talents of the particular pupil.



University of Fort Hare
Together in Excellence

Two types of institutions for vocational education exist at upper secondary level in the Ivory Coast. According to Gutsa, these are the technical schools offering technical preparation programs at various levels and vocational schools, which offer skilled worker and craftsman training programs as lower level technical training programs. On the higher education level, higher technical qualification commercial studies are offered in the largest technical or within the university structure (23). The Ivory Coast has also developed a number of training institutions outside the educational system at all levels of occupational qualification in order to train those leaving the educational system at any point for employment and in order to serve as institutions for continuing education.

In Zimbabwe, vocational education is provided in vocational secondary schools, post-secondary vocational institutions, apprenticeship or on-the-job training, correspondence and several independent commercial colleges. The independent commercial colleges are typically found in the downtown sections of the Zimbabwean cities and towns, and also in some former African residential townships throughout the country. Together with the correspondence colleges, these colleges by and large, are not looked upon by specialists as a source for skilled craftsmen or technicians even though some use is made of them in providing related training.



Lessons outlined above can only be a success when centres of learning, formal and non-formal, understand their role in the socio-economic development of the country. Industry needs to participate in the training of the professionals acquainted with the goals and advances of science and technology. In fact, it should be the aim of the country to train the medium technicians and university professionals linked strongly to industrial production or services in order to acquire a solid practical preparation which really permits the nation to upgrade the quality of the new workers according to the demands of new technology (24). In the case of Cuba, according to Rivero, the subsystem of higher education applies the same principles of linkage of education with production – progressively and positively. The university students link education with productive work from the beginning of the course until termination, together with their specific academic development. Production centres have been created in Cuba called Teaching Units, which are integrated with educational institutions, such as labour centres with universities. These centres participate in the training of new professionals, highly skilled in theory and practice (25).

The Cuban socialist state encourages the participation of the teachers of institutions in the activities of the labour centres as a way of updating their practical knowledge as these tasks are considered part of their working time at the education centres they come from. In the same way, workers at the production centres are encouraged to develop their theoretical knowledge as part of their company's tasks. An essential element in order for the education system to respond to the needs of the economic and social development of the country is the determination by government of the final courses and type of technicians, engineers or professionals who are required for the future development of the society.



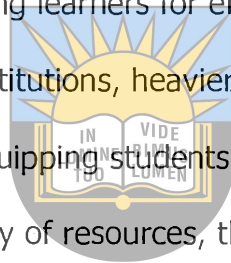
This situation has led Rivero to argue that their historical experience reaffirms that it is not possible to democratize the education system of a country without democratizing its economy and without democratizing the superstructure, and that the problems of education will not be understood in societies in time if there is no consideration of the political, social and economic environment (26).

3.3 SPECIALIZED VOCATIONAL AND TECHNICAL TRAINING

The objective here is to identify types of specialized vocational and technical training: technical subjects, institutional forms and approaches and levels appropriate to different academic levels of school leavers; as well as courses which could be offered at the different levels of general education as components of survival skills and in preparation for further technical training at different levels or direct employment. It is suggested

here that governments should formulate appropriate policies and define appropriate programmes for these different levels.

According to the resolutions and recommendations of the seminar held in Zimbabwe by the Southern African Co-ordination Conference, now known as the Southern African Development Community (SADC), there are formal, specialized vocational and technical training institutions and agricultural colleges, in smaller or greater numbers, in each of the countries in the region, and in different technical skills areas, which are in all cases generally directed towards preparing learners for employment in the formal sector of the economy. In these various institutions, heavier emphasis should be put on vocationalization as opposed to equipping students with general maintenance-type skills. Depending on the availability of resources, these institutions should be evenly distributed throughout each country to counter the too readily accepted disparities between urban and rural areas (27).



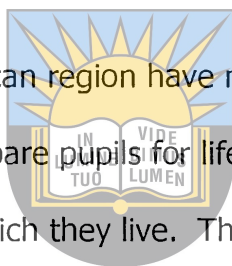
University of Fort Hare
Together in Excellence

The skills most needed in the promotion of production and job creation include creative skills, artistic and design skills, financial skills, managerial and organizational skills and various technical skills. Teaching and training for these various components of entrepreneurial skills needs to be introduced at every level and in every mode of the educational system of each country.

In skills training for school leavers all existing formal and non-formal provisions, public and private, profit-making should be recognized as having a role to play. However, their number should be much increased and their facilities expanded. In rural areas many more facilities for training should be made available including schools, farmer

training centres, as well as adult education centres. Existing and new facilities at all levels should be more fully utilized, by conducting evening classes to train adults and school leavers. Accordingly, all skills-centres should be encouraged to broaden their scope of training. They should offer technical or vocational skills (selected in accordance with local needs and resources) and business education and general skills. They should also include opportunities for continuing education and training.

3.4 SCHOOL ORGANIZATION, ACTIVITIES AND RELATIONS WITH COMMUNITIES



The countries of the Southern African region have noted the following: the school should promote self-help and prepare pupils for life and work in the immediate environment and community in which they live. The school should impart skills to the community through pilot projects which can form a solid foundation for the development of broader community projects. Teachers should be part of the communities in which they are based and should exercise the leadership role that they are expected to demonstrate in the running of national programmes at the local level (28).

Since education is expected to serve the needs of the community, it is important for the community to be involved in determining the ideological content, planning, organizing, managing and evaluating of school and vocational school programmes. Parents should be convinced that they have a role to play in the education of their children. Structures such as Parent-Teacher Associations (PTA's) should be encouraged. Schools should draw on the expertise available in the community in order to make the implementation of the school programme more effective. The community should play an effective

disciplinary role to help children develop attitudes, morals and values, which enhance innovative education systems.

Education and linkage to the community, and education with production are key elements of education for employment and are more effectively so when reinforcing each other. They are, however, not confined to schools and training places, whether formal or non-formal. They may be found in collective forms of self-employment such as co-operatives, which have education, training and skill acquisition components.

Local authorities should help set up small industries with an educational and training component. Such initiatives too, must be recognized as part of the comprehensive set of provisions for job creation. Projects engaging schools, their students and their teachers in the production of goods and services for the community and for themselves, in socially useful work and in development projects required by the community, could lead on directly or indirectly to job creation for some of those involved. They could open the way for more coherent and more widely accepted and applied policies of integrating work and study into the curriculum in a central way (29). It would be easier on the basis of success in these projects to persuade parents that the aim of linking work and study is employment, and that it would be beneficial in many ways to themselves and their children.

Many commentators have argued that education is a prerequisite for economic growth. This point has been further confirmed by the experience of the Southern African countries. The linking of work and study and of education and training to community life also finds expression in the Mozambican practice of placing students in work places (factories or farms) for one month during their holidays. Each school must, moreover,



University of Fort Hare
Together in Excellence

have a cycle of interest in terms of which the students go into the community and collect data on that interest. An example given related to a particular school's interest in the needs of the elderly, and the visits paid by the students of that school to old people to gather information about their conditions. In this way, the students learned about social research methodology and its value and relevance, whilst at the same time, learning about the socio-economic life of the community (30).

3.5 TEACHERS, PROCESSES AND METHODS: AIDS TO TEACHING AND LEARNING



The attitude of the teacher towards innovations is critical to its success. Education and training for employment through education for self-reliance, education with production and education and linkage to the community, need the active support of teachers to succeed. Educators must be taught to understand that schooling is to be judged not only by academic results, but by the prospects their students have of becoming gainful producers. Education is not only a function of theoretical learning but also of appropriate practice and the linking of the two. Many of the skills and character traits essential to job creation will be learned better outside the classroom, in the linkage of education with productive work and with the community than inside it alone.

Students should be active participants in the learning process through use of simulated and real life situations. Teacher training courses must take account of the implication of education for employment, and of the realities of current employment and economic circumstances. The teachers themselves need to be taught some of the entrepreneurial skills and character traits that are advocated for their students and through the same approaches and methods, namely " education for self-reliance," " education with

production,” the “linking of theory and practice” and “education and linkage with the community.”

A seminar report on Education and Training for Employment and Employment Creation in the SADC countries, has noted the following: emphasis should be placed on the production of low cost, readily available teaching materials, and teachers at different educational (and technical training) levels should, through pre-service and in-service training programmes, be trained to produce their own teaching and learning resources. The structure of schools should be improved, in terms of their buildings, workshops, grounds and other facilities, to create physical conditions conducive to education with production (31).



Then also, limitations imposed by examinations on teaching and learning of education with production should be redressed through the reformation of the examination systems and the inclusion as an integral part of examinations, of viable methods of continuous assessment. It is important, however, that the examinations should have credibility in the eyes of the trainees, their parents and above all, the employers where the training is geared to the job market.

This credibility will be best achieved if employers, parents, farmers, craftsmen and industrialists, as well as governments and curriculum experts, are involved in assessing the needs for a particular educational and training programme, and in designing the curriculum and the training project, as well as in implementing it, and in advising on the best means of examination and assessment.

3.6 MULTI-SECTORAL PLANNING AND CO-ORDINATION FOR AND FINANCIAL IMPLICATIONS OF JOB CREATION

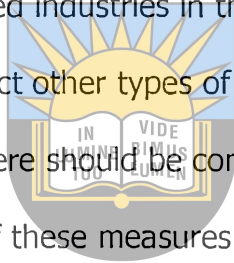
The main causes of unemployment according to a seminar report, are seen as the lack of skills due to unavailability or inadequacy of training and the lack of capital more especially in terms of equipment and tools, as well as landlessness and the low rate of economic growth against the background of a fast growing population (32).

Unemployment is categorized as rural unemployment caused by stagnation and rural underdevelopment which over the years, has resulted in low productivity in the agricultural sector; urban underemployment which is made worse by rural-urban migration; youth unemployment and the unemployment of the disabled. The seminar report explains further and suggests that, bearing in mind that the majority of the people in the region (Southern Africa) live in the rural areas and depend on subsistence agriculture to live, it is important to modernize agriculture in order to create job opportunities – here multisectoral planning plays a very crucial role. There are several packages that go along with modernization of agriculture, to all of which multi-sectoral planning is critical. The following points are mentioned by the seminar report as part of the packages that go along with modernization of agriculture:

- lining up all industries that provide inputs into agriculture and all industries that use agricultural produce;
- the improvement of infrastructure, transport, distribution and marketing and the development of irrigation potential;

- the provision of incentives to small farmers such as easier credit facilities tailored to their situation (with low interest rates, a grace period and longer periods in which to repay loans), low excise duties on farm implements and sales and other taxes on other inputs; management of farm produce prices to ensure profitability of production;
- the strengthening of supporting facilities such as adequate extension and training services and the encouragement of co-operatives;
- the improvement of land tenure systems; and
- the establishment of agro-based industries in the rural areas, as well as the provision of incentives to attract other types of investment in rural areas.

In essence it is suggested that there should be constant monitoring and evaluation of the progress of implementation of these measures (33).



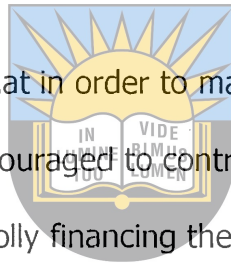
University of Fort Hare

Together in Excellence

Whilst countries may have clearly stated national (as well as district and local) development objectives, and clearly spelt out person-power requirements in terms of numbers and types of skills – both of which are to be achieved through multi-sectoral planning – there seems to be a need to re-define the conventional concept of person-power planning and to broaden economic planning and dynamize its implementation to ensure grassroots job creation through a variety of mechanisms including education and training for employment. This redefinition should also encompass the better utilization of the labour power of women. The curriculum of schools and training institutions should be adapted so that they are responsive to the needs so redefined and newly conceptualized, in ways already recognized. Thus, while training should relate to person-power needs of the labour market, it should be adaptable and

responsive to future developments resulting from the constant review of economic and person-power plans.

Whilst modern and high technology will continue to be required throughout the economy, there should, wherever possible, be an emphasis on low cost projects with a preference for labour intensive technologies and the minimal use of foreign exchange. A balance should be struck between modern and traditional technologies, especially in small-scale agriculture, to ensure production beyond subsistence levels (34).



The SADC seminar report stated that in order to make the goal of universal education a reality, communities should be encouraged to contribute financially or in kind, to ease the burden on governments of wholly financing the schools. The involvement of educational and training institutions in production, which also has social and pedagogical goals, can ensure a degree of cost recovery, so contributing towards achieving the goal of universal education and training (35).

University of Fort Hare
Together in Excellence

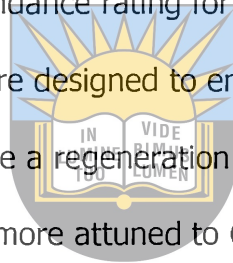
3.7 EDUCATIONAL REFORM IN PERSPECTIVE: THE EXPERIENCE OF GHANA WITH STRUCTURAL ADJUSTMENT

The economic situation that prevailed in Ghana especially in the 1980S, that is, from bad to worse, compelled the Ghanaian government to introduce some reforms in the education system. According to Daddieh, public finances had been seriously eroded, along with public confidence in the capacity of the state to foster the pursuit of happiness through education. Consequently, the government of Ghana turned to the

World Bank and the International Monetary Fund (IMF) for assistance to arrest the decline (36).

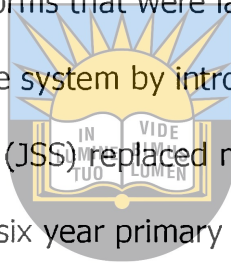
The reforms envisaged the shortening of the length of schooling, the overhaul of its basic structure, altering and expanding the curriculum, and finding new ways to finance education. Such reforms were informed by four nagging issues: accessibility, efficiency, relevance, and sustainable funding (37). Apparently it was noted, that the changes according to expectations, would help raise overall literacy levels as well as boost the current 57 per cent attendance rating for Ghanaian school children. Daddieh has argued that these changes were designed to ensure a more efficient use of available resources and to stimulate a regeneration of those resources. The new education is intended to be much more attuned to Ghana's needs by emphasizing the provision of the kinds of skills and knowledge that would allow the students to adapt to their communities and make a contribution to national development. Partly for this reason, but more especially for financial reasons, community involvement has been made a cornerstone of the new reforms (38).

In retrospect it is possible to argue that the old Ghanaian education system was typical of a colonial type of education, whereby you find that it is too examination-oriented and is not focussed on the needs of the Ghanaian society. Rather, it was based on the European type of education whilst it was planned for Africans in Africa. Consequently products of such an education system, like any other former European products, rarely managed to link education and the life of the community especially after having graduated from their respective institutions.



University of Port Harcourt
Together in Excellence

It is suggested here that schools that existed in Ghana were reflective of the new class formation of the post-independent era. There were those schools who could only accommodate children with a sound economic background and were regarded as the best schools because children from these schools were enabled chances of coming through the "common entrance examination" for secondary school with flying colours. This also enabled them to be disproportionately represented at the elite secondary schools. As a result, the system appeared to be perpetuating inequalities from one generation to another and quite possibly exacerbating them (39). According to Daddieh, the 1986 educational reforms that were launched were a necessity. The reforms altered the structure of the system by introducing junior and senior secondary schools. Junior secondary schools (JSS) replaced middle schools, giving all students three years of education after the six year primary school cycle and then for those students who qualified to proceed to the next level – only a further three years at senior secondary school (SSS), unlike the old system whereby children who were not from the well-to-do families had to attend middle school for four years, after primary school, before going to the SSS, whilst their counterparts skipped the four years of middle school by attending elite private primary schools (known revealingly as preparatory or international schools) (40).

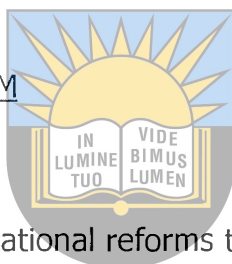


University of Fort Hare
Together in Excellence

In the process of introducing the reforms, curriculum changes were attempted. The curriculum has been expanded to cover thirteen subjects. They include cultural studies, Ghanaian languages, environmental studies, health and agricultural science. The core of the curriculum consists of English, Ghanaian languages, Science, Mathematics, Life Skills and Physical Education, along with a choice of two out of five specialized programmes, including agriculture, business, technical subjects, and vocational and

general education. These courses are to be taught through specially prepared Ghanaian syllabi and textbooks written by Ghanaians and published in Ghana (41). According to Ofusu all students in Ghana are to learn the rudiments of a trade at school in the hope of preparing them for jobs on leaving school and thereby reducing the escalating problem of youth unemployment. The new curriculum is designed in such a manner that it contributes to national development. There is a paradigm shift from putting more emphasis on the academic at the expense of practical subjects, Mathematics, Science and Technology – now it is done the other way round (42).

3.8 FUNDING THE NEW SYSTEM



In the process of introducing educational reforms the funding mechanisms were revisited following the new educational perspective as envisaged by the Ghanaian society unlike in the past, whereby the education department (state) was regarded as the sole funding mechanism for education. The new educational ethos envisages a partnership between the private sector, the state, and international donors. The JSS, in particular, as Daddieh puts it, is viewed as a “community school” to be partly financed by the local government and the community. Ultimately, the community is not only expected to make the JSS self-supporting by providing the necessary capital and equipment, but also to help in the teaching of vocational and cultural subjects. Parents, local businesses and churches are expected to become partners in the running of the schools (43).

In many respects, the Ghanaian education sector adjustment programme is commendable as Daddieh contends, not simply because it is trendy, but because it is

imaginative, practical and Catholic in its curriculum coverage. It purposely points in the right direction, by seeking to achieve educational relevance, make the system sustainable from domestic sources and, with relevance and sustainability achieved, to attract more students into the classroom and recover the glory days of Ghanaian education (44).

3.9 NEW PERSPECTIVES OF REGIONAL CO-OPERATION IN EDUCATION

According to Notshulwana, the creation of the Southern Africa Development Co-ordination Conference (SADC) in 1980 signalled the widespread recognition that no single state can achieve sustainable development, security and peace without other states. It marked as well, a recognition of the dual faces of unequal exchange of resources that operate across the economic landscape of Southern Africa (45). Notshulwana contends further that economic growth is essential to sustainable development, but is not of itself enough. If development is to be sustained in the region, societies have to generate the resources to continue investments in health care, education and regional infrastructure (46). This should apply particularly to the development of regional co-operation in specialized higher training and research programmes, and among professional associations, to facilitate exchange and retention of high level skills within the region. Regional and national bodies are encouraged to identify and promote further such links. This point was debated by the SADC countries in the seminar held in Zimbabwe. From that seminar it was further recommended that SADC countries should co-operate in education at all levels and in all modes, as well as in training because of their similar environments and common problems; because of



University of Port Harcourt
Together in Excellence

the need for cost effective measures avoiding unnecessary duplication of effort and expenditure; and the need to support development in the region (47).

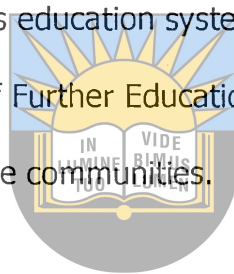
It was noted elsewhere, that education constitutes the largest social sector in the SADC economies in terms of employment, expenditure and consumption of materials; but national educational sectors are frequently too small in many respects to benefit from economies of scale and costs. Existing aspects of collaboration between national educational sectors are recognized but so is the need for further co-operation in respect particularly of: the development of curricula, materials and texts; exchanges between Curriculum Development Units within Ministries of Education or equivalent bodies, especially those relating to common SADC interests; the printing and publishing of texts in cost effective quantities using presently under-utilized capacity; and the production of educational materials including technical and scientific equipment, in cost effective quantities (48).



University of Fort Hare
Together in Excellence

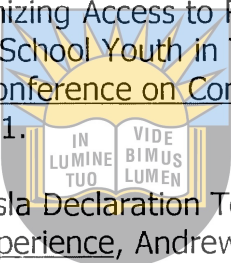
Ministries of Education and interested bodies should promote exchange programmes between students, teachers and other individuals concerned in SADC countries, by correspondence, travel and the "twinning" of educational institutions. There should be mutual assistance and reciprocity between SADC countries in the provision of Vocational Education and Training in particular with the development of a common core curriculum, the setting of common technical performance standards, the achieving of equivalence certificates, diplomas and degrees, and the co-ordination of and co-operation in staff development programmes. Such co-ordination should, while taking into account national variations in curriculum, also draw on the assistance of existing African curriculum organizations.

Now that South Africa is undergoing transformation and is back in the international community, she too, must see herself as part of the region and international processes, participating in all facets of development – education being one of those. I believe that a commitment to education is a commitment to development and that person-power training is essential for the many development tasks that require a trained and enlightened cadre. The solution of unemployment is necessarily related to the education and training programme (49). Community education can better contribute to the transformation of the country's education system if new institutional forms could be introduced within the new band of Further Education and Training, as a strategy for the socio-economic development of the communities.



University of Fort Hare
Together in Excellence

NOTES AND REFERENCES

1. World Bank, Sub-Saharan Africa: From Crisis to Sustainable Growth, Washington D.C., 1989, p. 81.
2. Cyril Daddieh, "Education Adjustment Under Severe Recessionary Pressures: The Case of Ghana", in K. Mengisteab and B.I. Kubulajeh (eds), Beyond Economic Liberalisation in Africa, 1995, pp. 23-24.
3. Ibid.
4. K. Hirji, School, Education and Underdevelopment in Tanzania, Maji Maji, Dar Es Salaam, 12, pp. 1-22.
5. See, Daddieh, Ibid.
6. Florence Ghamunga, "Maximizing Access to Relevant Quality Education for Adults, Workers and Out-of-School Youth in Tanzania", Conference Paper from The National Consultative Conference on Community Colleges, Vanderbijlpark, 18-20 September 1996, p. 71.
7. Julius, K. Nyerere, "The Arusha Declaration Ten Years After", African Socialism in Practice: The Tanzanian Experience, Andrew Coulson, 1982, p. 48.
8. Op. cit., p. 49.  **University of Fort Hare**
Together in Excellence
9. Ibid.
10. See Ghamunga, op. cit., p. 72.
11. Ibid.
12. Siphon Pityana, "The Expected Role of Further Education and Training in Human Resources Development in South Africa", from The National Consultative Conference on Community Colleges, Vanderbijlpark, 18-20 September 1996, p. 12.
13. Ibid.
14. See Pityana, op. cit., p. 13.
15. Ayotunde, E. Yoloye, Developing and Underdeveloping in Education, Ibadan University Publishing House, June 1980, p. 37.
16. Daddieh, op. cit., p. 38.
17. Ibid.
18. Ibid.

19. Nyerere, op. cit., p. 49.
20. Ibid.
21. Joseph N. Gutsa, Foundations for Integrating Education with Working Life in Zimbabwe, Academic Dissertation for the Doctor of Education Degree, University of Tampere, 1982, p. 59.
22. Gutsa, op. cit., p. 61.
23. Gutsa, op. cit., p. 67.
24. Ernesto Fernandez Rivero, "Cuba's Experience in Linking Education and Training to Development and Job Creation", from Defusing The Time Bomb?, International Foundation for Education with Production, Gaborone, June 1990, p. 129.
25. Rivero, Ibid.
26. Ibid., p. 131.
27. See Defusing The Time Bomb?, op. cit., p. 163.
28. Ibid.
29. Ibid.
30. Ibid.
31. Defusing The Time Bomb?, op. cit., p. 167.
32. Op. cit., p. 169.
33. Ibid.
34. Ibid.
35. Defusing The Time Bomb?, op. cit., p. 171.
36. Daddieh, op. cit., p. 42.
37. Ibid.
38. Ibid.
39. Ibid.
40. Daddieh, op. cit., p. 43.
41. Ibid.



University of Fort Hare
Together in Excellence

42. Interview with Rex Ofusu an old Ghanaian who now teaches in one of South Africa's schools in Alice in the Eastern Cape Province, November 1997.
43. Daddieh, op. cit., p. 45.
44. Ibid.
45. Mxolisi Notshulwana, "The Political Economy of Regional Integration in Southern Africa", in the Journal of Development Economics for Southern Africa, Vol. No. 1, September - December 1997, Ed. Siphon Buthelezi, pp. 19-20.
46. See Notshulwana, op. cit., p. 29.
47. See Defusing The Time Bomb?, op. cit., p. 172.
48. Ibid.
49. Mugabe, "Education and Employment in Southern Africa", Defusing The Time Bomb?, Report on a seminar on Education and Training for Employment and Employment Creation in the SADC Countries, held in Zimbabwe, between April 20 and 28 1989, International Foundation for Education with Production, Gaborone, June 1990, p. 9.



University of Fort Hare
Together in Excellence

CHAPTER FOUR

COMMUNITY COLLEGES AS PART OF FURTHER EDUCATION AND TRAINING: THEIR ROLE IN SOCIO-ECONOMIC DEVELOPMENT

In developing nations it has long been recognised that education is a fundamental lever for social transformation, that investing in education is an essential feature of national development, and that where resources are scarce, the nature of that investment must be carefully planned together with other aspects of national development planning.

Consequently, the amounts and kinds of education which are to be provided must be largely determined by those who have the ultimate responsibility for deciding what form national development is to take.



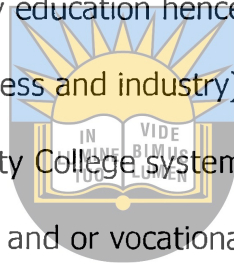
4.1 THE RECONSTRUCTION AND DEVELOPMENT PROGRAMME

*University of East Africa
Together in Excellence*

South Africa today is confronted by a heightened awareness of the complex interface between political, social and economic issues. Many employers, trade unionists, community activists, state officials, trainers and educators recognize that political, social and economic development are interdependent. This awareness is captured in the Reconstruction and Development Programme which has been adopted by the present government (1). The RDP stresses the need for meeting basic needs through the combating of poverty; developing human resources; building the economy of the country and democratizing the state and civil society(2). Underpinning the RDP is a strong concern with redress, equity and economic development. Within the RDP is an understanding that the South African economy cannot hope to grow unless it develops the capacities to participate in the world market. It is agreed that general education and training are essential ingredients in the development of capacities within the

economy. The programme is concerned with primary health care, community development, adult education, job creation, youth development and economic growth.

In order to deliver results through a process of people-centered development, there is clearly a need for thousands of facilitating agents in various areas of specialization, working with a range of institutions. This is where Community Colleges fit in (3). The programmes at a Community College include academic transfer as well as compensatory, remedial programmes beyond compulsory schooling. Such colleges are mainly characterized by community education hence their foundation is in the community (local population, business and industry), and they respond to the needs of those communities. The Community College system is predicated on the assumption that some students have academic and or vocational skills which need to be developed further, and they will provide for open access for numeracy, oracy and literacy skills (4).



University of Fort Hare
Together in Excellence

The mission of a Community College is to serve youth and adults seeking transfer, vocational, basic skills and community education. In addition, the college should be committed to providing access for under-resourced groups and assist them in succeeding in these programmes. To this end, the Community College is designed to employ diverse and innovative methods to deliver instruction and support services utilizing community locations and other appropriate sites as its campus. Much as reference will be made to American and European developments in adult education movements, especially community colleges, no attempt will be made to transplant a foreign model into the South African one. Only the relevant and appropriate principles and systematic dynamics should be used as a point of reference for responding to the South African challenge. The assumption is that transformation and reconstruction are

largely motivated by the need for redress in the historically disadvantaged communities and depend on effective strategies for transforming community-based and other non-governmental organizations from resistance institutions to vehicles of reconstruction. Also fundamental would be the transformation and repositioning of current Further and Higher institutions to emulate the envisaged future.

According to Motsumi Makhene, the building of democracy and economic productivity is determined by investment and nurturing of the country's human resources for the benefit of communities and the nation (5). Makhene argues that conditions in South Africa echo international experience in the transition to liberalization, democracy and modernization. The right to equal opportunities for all; education for democracy; the demystification of universities by bringing them closer to the grassroots, and the provision of skills in nations for modernization and global competition, have been common themes that have evolved and expressed themselves through institutions such as community colleges since the turn of this century (6).



University of Fort Hare
Together in Excellence

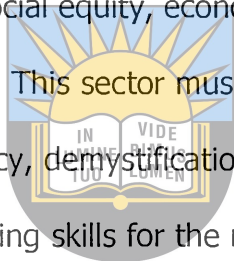
Community colleges have proven ability in mass-based education; in building a skilled lower-middle and bottom-end human resource base; in promoting a learner-based philosophy of education by institutionalizing support for learner development to the benefit of millions of would-have-been failures in an elitist education system; in creating a reliable link and flow between secondary and post-secondary education and in stimulating community participation in community development (7).

It has been noted elsewhere, that some lessons to be learned from the international experience are that visionary educational reconstruction, economic and social pressure

on policy-makers, participation and ownership of the process by communities, and continual monitoring by all stakeholders, are vital ingredients of the growth and success of community colleges.

4.2 PROPOSAL FOR SOUTH AFRICA: POLICY RECOMMENDATIONS

The vision of adult and continuing education for South Africa is that of a comprehensive developmentalist sector emerging out of the failure of a conservative elitist education system. Educational excellence, social equity, economic relevance and innovation should be central to its realization. This sector must contribute in a meaningful way to the right to education for democracy, demystification of higher education by bringing it closer to the grassroots and providing skills for the nation for modernization and global competition. To this end, emphasis should be on rekindling a culture of self-driven, independent and life-long learning for developing the country's work force, participation in civic life and the creation of access to higher education for the majority.

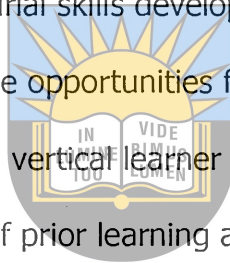


University of Fort Hare
Together in Excellence

Based on this vision, the development of community colleges should be guided amongst others, by the following principles: community colleges should form an integral part of the future national education and training system where national policy development will be informed by regional co-ordination and local implementation. Makhene has proposed that, serving as a catalyst, this sector should foster community coherence through youth development, stimulation of civic involvement, promotion of cultural expression and regeneration, and the building of economic self-reliance by targeting and developing relevant strategic skills (both personal and socio-economic) within the

regional and national context, for example the promoting of public works programmes as integral to training (8).

The functions of this sector should be: to provide adult education leading to the acquisition of General and Higher Education certificates; to provide learner development for students with educational deficiencies in order to satisfy requirements for Higher Education as well as increase their capacity for skills acquisition; to provide vocationally-oriented education at basic and post-secondary levels which cater for worker re-training and entrepreneurial skills development as well as public works programmes; to create and provide opportunities for articulation into Higher Education through a system of horizontal and vertical learner mobility; to develop and provide effective testing and determining of prior learning and experience in order to plan relevant programmes on a short cycle principle; to serve the cultural and recreational needs of the surrounding community and contribute towards local/regional economic solutions (9).

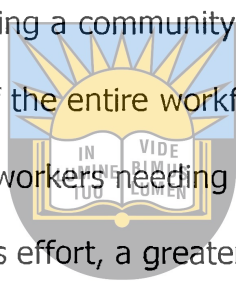


University of Fort Hare
Together in Excellence

The key economic changes in our opinion, rest with the creation of enough jobs for all who wish to work and prepare people for these jobs, for example, through public works programmes (RDP). If this can be accomplished, new technologies can be introduced and South African involvement in the global economy can be expanded. According to Kallie Strydom, this is the country's only means for long-term growth and survival (10). However, to accomplish this, workers must be able to secure life-long education and training. All sectors involved must be able to provide flexible financing and develop creative ways to bring about such training.

One place to start, is with small firms and entrepreneurs. They can provide a large per cent of the new jobs and are well known for depending on outside bodies or agencies for theory education and training needs (11). All workers need “booster shots” of education and training throughout their careers. It is an undeniable fact that many workers already face the prospect of occupational displacement.

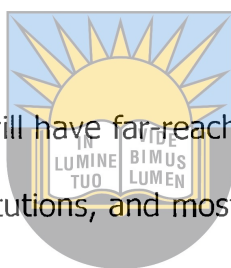
The ultimate goal should be to adopt a South African community adjustment and training strategy. Further Education and Training educators can assume a pivotal role in this quest by defining and pursuing a community approach. Training policies must expand to encompass the needs of the entire workforce of the disadvantaged and impaired workers; new workers; workers needing lifetime skills improvement and displaced workers. To assist in this effort, a greater financial investment by employers and a clear definition of who will be responsible for training, will be required. Only then will the obligation and the resources reside with those who are best prepared to meet the challenge.



University of Fort Hare
Together in Excellence

If South Africa is to adjust successfully in the years ahead, it requires workers who can secure training, find jobs, be productive and advance and shift between jobs and occupations with ease and confidence. Strydom has suggested, therefore, that there must be ways and means to provide remedial education and pre-entry level training for disadvantaged and impaired workers, entry-level training for all the new workers coming into the labour force each year, continuing training and education for the vast majority of workers who will need a lifetime of skills improvement and training, and adjustment assistance for the people who are displaced from their jobs each year (12).

There is also a need for a community approach. Training policies must be expanded to encompass the needs of the entire South African workforce. Financing is another issue. In the era of limited financial resources, greater investment of the employers is required. A clear demarcation of responsibilities is required. Responsibility for training should not be haphazardly allocated among public institutions, business, labour unions, government agencies and private community organizations. This needs to be sorted out in order that obligations and resources may reside with those who are best prepared to meet them.



The convergence of these forces will have far-reaching implications for business, unions and government, for financial institutions, and most importantly, for the people who will be doing the work and the educational institutions that have to prepare them at different levels for that work. *Together in Excellence*

State and local officials comprehend the growing importance of technology and education to job information, increased productivity and economic development. They are dependent on Further Education and Training institutions to provide technical skills for the growing number of occupations that require more than the basics. More and more, they are depending on them for technical assistance to small businesses. The community colleges as educational institutions should emerge as best suited to bridge the gaps between theory and practice, research and development.

It has been noted elsewhere that Further Education and Training institutions are aware that they must redesign their curricula and the internal structure of educational programmes to better fit anticipated changes in the workplace. By doing so, they will

create a new mission that will provide the economic context for high quality technical education and that will not only address human resources development, but economic development too (13).

Technical and other colleges, especially community colleges should increasingly become catalysts for economic development and growth. Their principal function ought to be to provide individuals with marketable skills, but much of their activity should also be focussed on the application of new technology. Such institutions should be integrated resource centres that educate, facilitate and transfer technology.

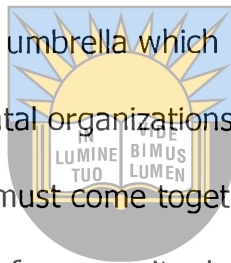


The secret of community colleges according to Walter Smith, is that they are designed for teaching rather than research, they focus on the all-round development of the student, both as person and as a professional, and they are affordable because they are located in the communities where students live and work (14).

According to Silas Zuma, community colleges should be understood within the context of educational transformation in the country. It is a system that will address education and training needs and afford other opportunities for the out-of-school and the unemployed youth, adults and workers (15). Zuma is of the opinion that a massive programme that will afford people with education and training is of the utmost importance and that most university graduates need some community college programmes, for example technology skills. Some university and technikon programmes could be offered by a community college. Vocational and technical education must be mixed with professional education through community college programmes (16).

Taking into consideration the recommendations made by Zuma, it is clear that there are many providers of community education in the country but the problem is that there is no proper co-ordination and a comprehensive structure. Community colleges are considered by many people as the best institutions in this regard. All that is needed is consolidation of what is already there.

Therefore, all that is required, is to establish partnerships or network all the processes of community education under one umbrella which is a community college. It is recommended that non-governmental organizations, industry, business, colleges, universities, schools and the state must come together and identify their areas of common interest for the purposes of community development.



University of Fort Hare
Together in Excellence

In the case of Tanzania, community colleges fall under the education system known as Vocational and Professional Education and Training (17). This type of education and training, Ghamunga has argued, is associated with the acquisition of skills for wage employment, self-employment or further vocational and professional advancement. It covers agricultural, commercial, technical, work-study programmes and apprentice training programmes undertaken by different government ministries, NGOs and private organizations. Within the government agencies, there are three main ministries which are conducting vocational education and they have their own institutions which are called "community colleges".

According to Ghamunga, the Ministry of Community Development, Women affairs and children has 54 community colleges which are called Folk Development Colleges. They

are based on the Swedish model of community colleges and situated in the rural areas (18). The Folk Development Colleges (FDCs) offer vocational training in rural crafts, agriculture, elementary economics and accounting. Trainees include youth and adults. The curriculum is normally offered and developed according to the needs of the particular climatic setting (19). The ministry has other types of training institutions which are called Training for Rural Development Centres. There are five of these colleges distributed in the country according to specific needs of a community, for example, people who are living in poor agricultural areas or people who have been left out of the development process in the past (20). A similar situation is found in South Africa where training centres for both Agriculture and or vocational skills exist that can be used for the same purpose.



University of Fort Hare

The second type of training institutions for vocational skills are administered by the Ministry of Labour and Youth Development. Here there are sixteen vocational training centres distributed all over the country, placed at district and regional levels. Like the Folk Development Centres, they offer vocational training, but in this case, exclusively for youth and not adults. They specifically target out-of-school youth. They provide vocational training for basic employment in skills, crafts, carpentry, workshop skills and so on (21).

4.3 MINISTRY OF EDUCATION AND CULTURE

TECHNICAL CENTRES

The third kind of training institutions fall under the Ministry of Education and Culture. They are post-primary technical centres, which again, offer vocational skills in order to

enable the youth to find employment or become self-employed (22). Under this ministry, there are regional and adult education centres, again, distributed all over the country, located at regional level. These organize classes for adults and youth, providing them with Further education. They conduct functional literacy classes for adults and provide courses to adult education workers, which link to a Diploma in Adult Education. They also provide degree courses to adults through distance teaching methods.

The Tanzanian experience is not totally different from that of the Netherlands and so it is to the proposed one for South Africa. According to Wil Blom, in the Netherlands they have 45 Regional Education and Training Centres that are being established (23). Such centres are the equivalents of the community colleges as outlined and planned to be set up in South Africa.



University of Fort Hare
Together in Excellence

Blom has argued that such centres have been created by merging adult and vocational education institutes. The student ages vary from 16 to 45 years (24). Of course what is clear from the above experiences is that even if the form of community colleges is not the same, the content is the same. All of them have a specific task to perform – community empowerment. For example, Nomboru Inokuchi from Japan had the following to say about his country's experience, "the role of social education is to provide diverse learning opportunities for people at all stages of life, from childhood to old age," and that many learners of social education want to achieve self-development and self-realization by applying their knowledge and skills (25). Inokuchi acknowledges that the total cost of community colleges is shared equally by the Ministry of Education

and the municipalities. The proportion of this sharing is regulated by law and the upkeep of facilities is the responsibility of municipalities (26).

Jacqueline Woods from the United States of America's Department of Education has said that it is fair to say that the community college, unlike any other unit of American higher education, is expected to serve the diversity of students with just as diverse a selection of programmes and services. Community colleges have also historically focussed attention on open admissions and access. In essence, they serve many who otherwise would not have an opportunity to further their education (27). According to Woods, community colleges in the United States serve a larger proportion of students with physical disabilities than any other segment of post-secondary education. Many of the vocational education programmes of the 1970s and 1980s required special access models for disabled students. The passage and implementation of the Americans with Disabilities Act (ADA) in the 1990s heightened public awareness of the importance of enabling all individuals to develop to their fullest potential (28).

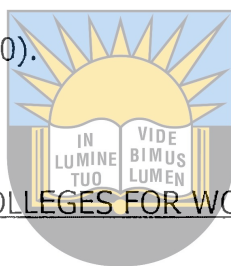


University of Fort Hare
Together in Excellence

ADA requires that public institutions, including colleges and universities, conduct a self-assessment of their facility access policies, procedures and practices and identify and correct problems that are not consistent with the law. It also requires that institutions have plans for renovations where the current physical plant does not accommodate the needs of the physically disabled (29).

Woods argued further that, while this may be a matter of public law, community colleges view this as providing services to their students. Some community colleges, for example, prepared their campuses to accommodate these students prior to the law's

passage. Many colleges installed automatic doors for ease of access into hallways and corridors and bathrooms. Elevators, wheelchair ramps and other architectural renovations have taken place across the country to make the institutions accessible for population. Some colleges established learning resource centres as a special support service for disabled students to provide them with access to professional staff with training and expertise to help the student successfully work through the maze of paperwork, transportation issues. Tutorial and other on-site required staff are available as well as technological aids and health services, to provide academic, career and sometimes, personal counselling (30).



4.4 ACCESS TO COMMUNITY COLLEGES FOR WOMEN

The question of marginalizing women along the lines of sexism in most activities is as old as humankind. Education as part of the processes that take place to contribute in the development of human resource is no exception to the problem of marginalizing and discriminating against women.

Community colleges of the United States of America are also playing a major role in order to address this sexist discrimination. As Woods puts it, like students with disabilities, community colleges are a major gateway to higher education for women. They open doors to economic self-sufficiency particularly for women whose options are limited. At present, women comprise 57 per cent of all students enrolled in US community colleges compared with 54 per cent in four-year colleges (31). As the demographics shift, the workplace needs the skills of everyone. Women need to work to support their families and they need education to ensure that they are not trapped in

dead-end jobs. This poses serious policy consideration for those concerned about the community college student.

A significant number of community college women students are single parents and displaced homemakers. Some are recipients of public assistance and are seeking education and training, some part time, some full time, with the assurance that a skill will enable them to support themselves and their families (32).

Woods has argued further that a combination of institutional policies and practices are in place at community colleges in the United States to enable women students to succeed. Some of the ways in which women students' needs are being addressed include having flexible class schedules to accommodate students who can only attend during the evenings and weekends. Campus-based child care centres are becoming the norm on many community college campuses where students can leave their children in a safe place, free of worry, while they attend class. Many campuses have established women's resource centres to provide additional support services, that is, advice and counselling, linkages with the educational and health resources in the community that deal with other aspects of the student's life and which serve as in-house libraries for women study course material (33).

Perhaps one of the most important social contributions community colleges can make is in giving people access. For many South Africans, the feeling of exclusion from working life or the formal sector has created pessimism about the future. Lack of job opportunities for those who do have skills and qualifications further adds to a feeling of hopelessness. Through defining adult education broadly, inclusive of literacy, self

development and re-engagement with economic activity, the colleges can inspire confidence in the future for individuals and communities. Economic growth must be viewed as synonymous with relevant skills training and job creation. A national human resources development strategy must link an appropriate supply of new skills with industries (34).

A system built on front-end skills in which individuals are trained for the first twenty years of life and then spend the rest of their lives working until retirement, is an inappropriate and outdated concept for an economy to function in a rapidly changing technological age. Resources must be spread over lifetimes and a culture of life-long learning promoted.



University of Fort Hare

This emphasis on the spreading of resources is of crucial importance to the development and implementation of national human resources development strategies. People must also develop a sense of the need for self-investment. For example, while people are working, a portion of income can be added to a portion of company profit and earmarked for investment in learning, much as an employer and employee each contribute to a pension plan or medical aid scheme. A general trend in the mode of operation of private sector companies is to externalize the cost of training and make it someone else's responsibility. Investment in human capital is more important than investment in any other sector and must be factored into the equation of national economic survival. Recognition of prior learning, of particular importance to adult learners, is essential in this regard (35).

4.5 GOVERNANCE OF COMMUNITY COLLEGES: A POLICY PERSPECTIVE

The governance of community colleges refers to the policy-making and ultimate authority, which in some cases comprises a two-tier structure. According to Venter, management involves the day-to-day operation and administration of a specific institution in line with prescribed policy (36). Both management and governance of community colleges are pivotal in determining and providing adequate and relevant education and vocational training. These structures constitute the driving force of the institutions. A great deal of thought must therefore be given to the establishment, composition and functions of those who serve on the management and governance bodies.



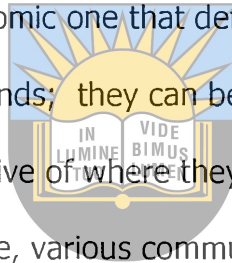
The community to be served by a college must be fully involved in the whole spectrum of issues relating to management and governance, ensuring that the college adequately serves the needs of a particular community. Members of the management and governing bodies must identify with the community's needs.

The governance body should ensure the instruction and training imparted at the college is up to date and relevant. Those charged with this task must develop strategies to ensure that the college provides instruction and training that is accredited by other institutions. This is critical for the legitimacy of the college and will contribute to the acknowledgement that the college is indeed serving the community (37).

The experience in the United States shows that the management and governance structures can work hand-in-hand. The management structure will be principally concerned with the internal running of the institution; the governance structure, on the

other hand, will be concerned with policy issues (38). In the case of South Africa one would envisage a situation whereby a local board of governance is established for each community college. This board should be accountable to the Provincial Department of Education and Training and take responsibility for the management and administration of colleges.

According to the report on Further Education and Training, the notion of community colleges can take on different forms. Such colleges can be viewed as having a geographic demarcation; an economic one that defines its boundaries according to the economic sectors to which it responds; they can be gender-based, catering for the needs of women learners irrespective of where they originate; or they can have a religious base. Based on the above, various community colleges are encouraged (39).

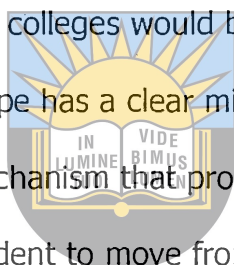


University of Fort Hare *Together in Excellence*

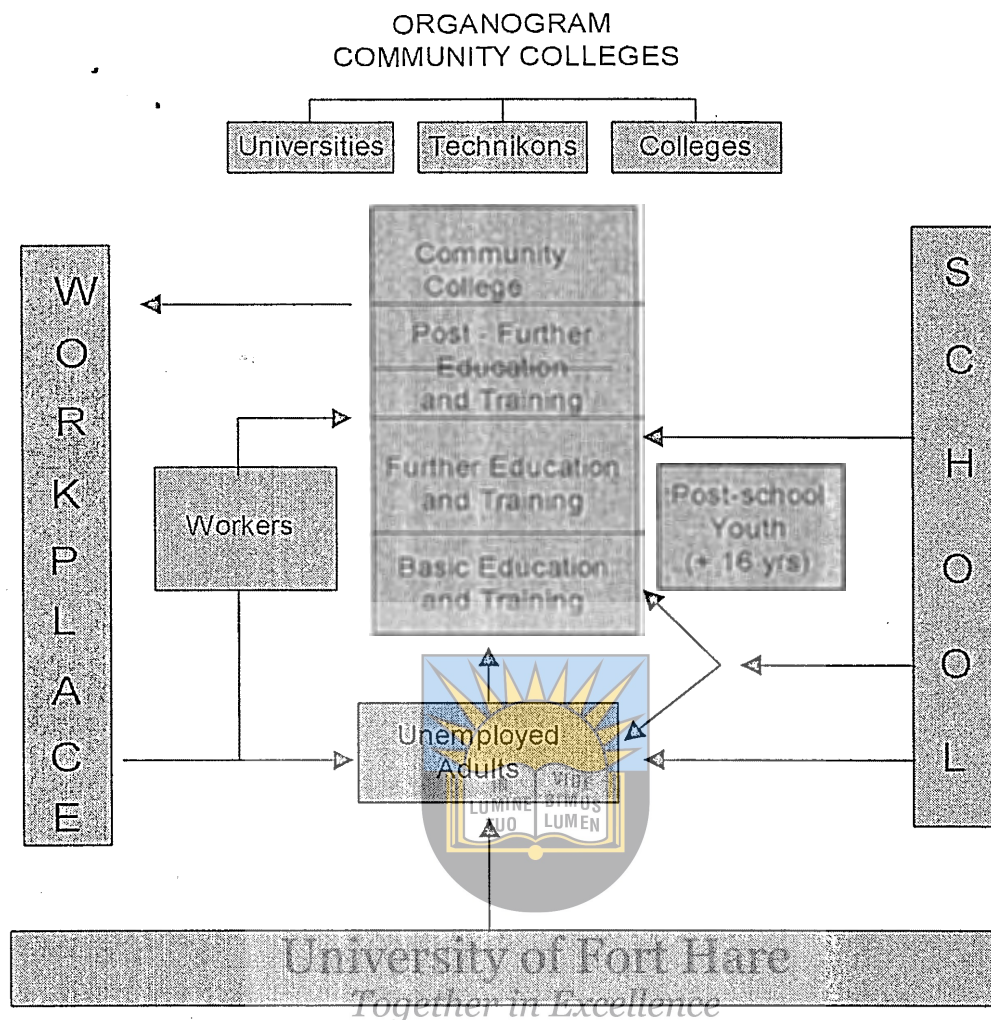
The community college debate in South Africa suggests that community colleges should reflect the following features: an open door policy – that colleges should admit all learners who are beyond the age of compulsory schooling; that there should be a community based governance whereby the college will be governed by a governing council consisting of members elected or nominated by stakeholder structures within the district or region where the college is located; that the curriculum should be comprehensive or multi-purpose dimensioned so that a mix of programmes is offered to a mix of students with different abilities and past achievements and with a mix of educational goals within a single institutional framework; and that flexible programmes be delivered at the delivery site suitable for that purpose and that the colleges will collaborate with other providers such as NGOs, distance education institutions, the private sector, and so on, in the delivery of programmes (40).

The National Institute for Community Education (NICE) proposes the following model for South Africa's community colleges. Firstly that the 136 Technical colleges, 15 Manpower Training centres, NGO colleges, some colleges of Education and colleges of Agriculture in South Africa should be changed into community colleges. It is accepted that a change would require a comprehensive staff orientation and development programme, and effective institutional management and some additional funding (41).

Secondly, the report also suggests that it must be agreed either on a national or a regional basis, that the community colleges would be part of an education and training system in which each institution type has a clear mission, a defined upper level of training and a student transfer mechanism that provides the student with maximum mobility. This should enable a student to move from school to a community college and then to a tertiary institution of his or her choice depending on the grades achieved at the community college (42). Thirdly, it is suggested that all prior learning would be taken into account when assessing the level at which a student would transfer, the main criterion being the student's ability to succeed at the next level, rather than trying to evaluate a one-subject match between studies completed and the higher level subjects. This means that a significant focus in the college would be career guidance once people have been assessed (43).



University of Fort Hare
Together in Excellence



The model focuses on the access points to the community colleges. It is understood that the curricula will be designed in such a way that there will be multiple exit points from the basic, further and post-further education and training levels. The separation of the basic, further and post-further education and training levels is merely to emphasize difference in focus. The basic education level would focus on adult basic education through vocational education with some short, non-credit courses requested by people in the area served by the college. The vocational training would cover a wide spectrum and include artisans' training or part thereof.

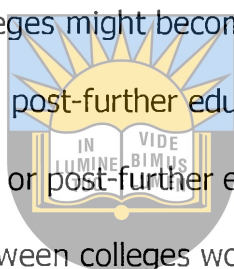
The further education level would do the more advanced vocational training as part of its bridging programmes with final stages of the artisans training where appropriate.

Based on the assessment of prior learning, a student would either be admitted to basic or further education levels.

The post-further education level would focus on career preparation programmes which could include courses with credits transferable to universities, technikons or other colleges. Bridging, access and transfer programmes currently offered would fall into this category (44).

Some of the existing technical colleges might become comprehensive community colleges offering basic, further and post-further education levels in the same facility, while others might offer only basic or post-further education levels. Whether separate or integrated, student mobility between colleges would be regulated by course accreditation or certification within a national or regional decision. It is thought that this would be possible for the movement between the further education level and the tertiary sector.

Basic, further and post-further education levels should focus very sharply on responding to the needs of industry and the training plans of the trade unions. The biggest challenge in this model is to devise the curricula so that the student acquires a relevant skill while at the same time becoming literate and numerate at the basic educational level. In the further education level, the student would become an artisan and master craftsman or woman and with minimal additional modules in perhaps English, Maths and Science, she or he should be able to enter any of the tertiary education institutions. In the post-further education level the student would become a professional or



University of Fort Hare
Together in Excellence

technician with some credit courses or modules that could be transferable to universities, technikons or colleges (45).

It is important that curricula and teaching methodology at the community colleges be aimed at making people skilled and that the addition of a few modules would make transfer possible. These colleges should neither develop as second class institutions nor be designed for only a disadvantaged segment of the South African population.

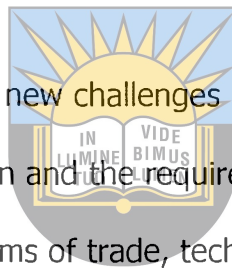


University of Fort Hare
Together in Excellence

CONCLUSION

Further Education and Training is indispensable to the economic future of the country both in its immediate relationship to work and its role in preparing learners for higher education. These roles are profoundly affected, first by the moral and social imperative to meet the basic needs of the people, and second, by changes in the local and global economies. These issues are interrelated.

Perhaps the most significant of the new challenges is the economic and social phenomenon known as globalization and the requirement this imposes on South Africa's national economy to respond in terms of trade, technology, knowledge and skills, to a rapidly changing world economy.



University of Fort Hare
Together in Excellence

Globalization refers to important changes presently taking place largely in the social and economic sectors of the advanced economies. New technologies, the internationalization of finance capital and the rise of innovative forms of work organization have created a new production paradigm (46). This paradigm is characterized by flexible specialization and the manufacture of high quality exports aimed at specific niche markets. Workers need to understand how the new technologies can be optimally applied, how the entire production process unfolds, and how to respond effectively when unexpected factors arise.

The Green Paper on Further Education and Training states that the need for high level skills and knowledge also arises as a result of the rise of teamwork and multi-skills at

enterprise level. Workers today increasingly work in teams responsible for complex manufacturing tasks. This represents a shift from past traditions where workers were allocated narrowly defined tasks, leaving them ill-equipped to understand and thereby improve the overall production environment (47).

The phenomenon of globalization should not, however, be viewed simplistically or overstated. South Africa's adaptation to this new, world economic order has been slow and partial. The following are some of the reasons stated in the Green Paper for Further Education and Training. Firstly, that local manufacturing industries are ill-prepared to adapt successfully to flexible specialization. The roots of this problem can be traced back to South Africa's long history of import-substituting industrialization. Strategies such as the application of import tariffs and state support for the production of locally made goods were essentially inward-looking, feeding off a small local market of white consumers. Tariffs protection has shielded local manufacturers from international competition, leaving them under-prepared to enter the global market on a competitive footing.

Secondly, the partial impact of globalization also has to do with the smallness of South Africa's high skill, high-tech manufacturing sector, and the persistence of other, more traditional economic sectors, such as mass production manufacturing with its heavy reliance on semi-skilled and skilled artisan labour. South Africa has not yet made the great leap to high-skill flexible specialization.

Thirdly, there is a decline of manufacturing and the risk of the service sector globalization as a phenomenon impacts primarily on manufacturing. But, the

manufacturing sector in South Africa, as in other parts of the world, has been contracting since the late 1970s. This decline stands in sharp contrast to the growth in jobs in the financial and services sectors. Employment and education and training strategies need to adapt to these important shifts (48).

The Green Paper further contends that there is an imbalance that exists between the rise in high-skill jobs and the decline of low-skill labour, and that automation and other technological innovations ushered in by globalization have displaced many unskilled and semi-skilled jobs, replacing them with new, intermediate to high jobs. In many countries however, the rise of new high-skill jobs has taken place at a higher rate than that at which low-skilled jobs have been lost leading to a rise in unemployment (49).



It is also contended that perhaps only 30 per cent of South Africans are the beneficiaries of formal employment. The majority of citizens find themselves systematically excluded from full employment and urban life. Many are engaged in the informal economy, especially in cities and towns. Many others are unemployed. In these local economies world-class manufacturing is likely to have little role to play beyond the limited possibility of some outsourcing and the growth of small informal sector businesses (50).

In short, globalization has a double-edged impact on developing economies such as that of South Africa. On the one hand it has the potential to raise the general skills and education and training levels required by the workers in the formal economy. On the other hand, globalization may have negative consequences for vulnerable and marginalized groups and economies. The challenge that globalization poses for the

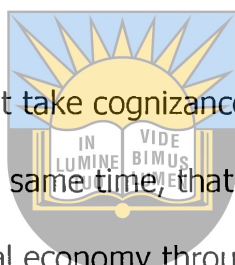


University of Fort Hare
Together in Excellence

UNIVERSITY OF FORT HARE
HOWARD PIM LIBRARY
PRIVATE BAG X 1022
ALICE 6700

Further Education and Training Band is to respond both to the demands of global economic competition and to the local challenge of meeting basic needs.

In a developing country like South Africa, there is a need for a multi-pronged FET strategy. The divergent social and economic conditions that exist in South Africa suggest that if FET is to meet the varied needs of individuals and communities and contribute effectively to social and economic development, a flexible and responsive, multi-pronged strategy is required.



While FET policy and planning must take cognizance of the inescapable realities of globalization, it must ensure at the same time, that local needs and priorities shape the country's interaction with the global economy through the implementation of equitable, relevant and effective human resource development policies (51).

University of Fort Hare
Together in Excellence

The Green Paper on FET contends that the FET system can contribute in important ways to the development of an export-led and globally competitive manufacturing sector through the education and training of a highly skilled and innovative workforce. However, the highly differentiated character of the South African economy imposes a range of additional responsibilities. These responsibilities have first and foremost to do with meeting the needs of vulnerable and marginalized communities. Through the programmes it offers, the people it trains and the community development initiatives it supports, the FET system can be a crucial resource and catalyst for change (52).

The Further Education and Training Band should be a major force in helping to democratize South Africa. Strong links should be established between education,

training and work. FET should be designed to assist South Africa to compete successfully in the global economy.



University of Fort Hare
Together in Excellence

NOTES AND REFERENCES

1. The RDP Is a long-term programme which is arguing for a people-centered development process.
2. The Reconstruction and Development Programme: A Policy Framework, Umanyano Publications, 1994, p. 7.
3. A Community College is a public, comprehensive institution, offering programmes at the general, further and higher levels of education and training.
4. Report of the National Committee on Further Education and Training, "A Framework for the Transformation of Further Education and Training in South Africa", Pretoria, 1997, p. 138.
5. Motsumi Makhene, "A Framework for the Provision of Adult Basic and Further Education and Training", NICE Report, August 1995, pp. 63-64.
6. Ibid.
7. Ibid.
8. Makhene, op. cit., p. 65.
9. Ibid.
10. Kallie Strydom, "The Expected Role of Further Education and Training in Human Resources Development for South Africa", workshop paper from The Free State Provincial Consultative Workshop on Community Colleges, Allemanskraaldam, 15-16 August 1996, p. 15.
11. Op. cit., p. 18.
12. Op. cit., p. 19.
13. Walter Smith, "Community Colleges: The Answer to Access?", UDUSA News, Braamfontein, October 1995, p. 4.
14. Interview with Silas Zuma, the executive director for the National Institute for Community Education (NICE), Braamfontein, 22 April 1996.
15. Ibid.
16. Florence Ghamunga, "Maximizing Access to Relevant Quality Education for Adults, Workers, and Out-of-school Youth in Tanzania", conference paper from The National Consultative Conference on Community Colleges, Vanderbijlpark, 18-20 September 1996, p. 73.
17. Ibid.



University of Fort Hare
Together in Excellence

18. Ibid.
19. Ibid.
20. Florence Ghamunga, op. cit., p. 74.
21. Ibid.
22. Ibid.
23. Wil Blom, "Maximizing Access to Relevant Quality Education for Adults, Workers and Out-of-school Youth in the Netherlands", paper from The National Conference on Community Colleges, Vanderbijlpark, 18-20 September 1996, p. 81.
24. Ibid.
25. Nomboru Inokuchi, "The Role of the Community Colleges in Japan", paper from The National Conference on Community Colleges, Vanderbijlpark, 18-20 September 1996, p. 88.
26. Ibid.
27. Jacqueline Woods, "Access Programmes in United States Community Colleges for Women and the Physically Disabled", paper from Report of Community College Conference, Cape Town, 26-28 June 1996, p. 94.
28. Op. cit., p. 95.
29. Ibid.
30. Ibid.
31. Woods, op. cit., p. 100.
32. Ibid.
33. Ibid.
34. Minnie Venter cc, An Introduction to Community Colleges, a guide for South Africa, Creative Associates International Inc., Cape Town, March 1996, pp. 14-15.
35. Ibid.
36. Op. cit., p. 17.
37. Ibid.
38. Ibid.



University of Port Harcourt
Together in Excellence

39. Report of the National Committee on Further Education, "A Framework for the Transformation of Further Education and Training in South Africa", Department of Education, Pretoria, 14 August 1997, p. 139.
40. Ibid.
41. NICE Report, "A Framework for the Provision of Adult Basic and Further Education and Training", August 1995, p. 14.
42. Ibid.
43. Ibid.
44. Ibid.
45. Op. cit., p. 15.
46. Green Paper on Further Education and Training, Department of Education, April 1998, p. 12.
47. Ibid.
48. Op. cit., p. 13.
49. Ibid.
50. Ibid.
51. Op. cit., p. 14.
52. Ibid.



University of Fort Hare
Together in Excellence

BIBLIOGRAPHY

PUBLISHED BOOKS

- Daddieh, C., Education Adjustment Under Severe Recessionary Pressures: The Case of Ghana From Beyond Economic Liberalization In Africa: Structural Adjustment and the Alternatives, Kidane Mengsteab and B.I. Kubolajeh, Logan, 1975.
- Gutsa, J.N., Foundations for Integrating Education with Working Life in Zimbabwe, Academic Dissertation for the Doctor of Education Degree, University of Tampere, 1982.
- Hirji, K., School Education and Underdevelopment in Tanzania, Maji Maji, Dar Er Salaam, 1991.
- Horn, P., "Post-Apartheid South Africa: What About Women's Emancipation from Transformation", Natal University, Natal, 1991.
- Mugabe, R., "Education and Empowerment in Southern Africa", in Defusing The Time Bomb?, International Foundation for Education with Production, Gabarone, 1990.
- Nyerere, J.K., "The Arusha Declaration Ten Years After", from African Socialism in Practice: The Tanzanian Experience, Andrew Coulson, 1982.
- Rivero, E.F., "Cuba's Experience in Linking Education and Training to Development and Job Creation", from Defusing The Time Bomb?, International Foundation with Production, Gabarone, 1990.
- Todaro, M.P., Economic Development in the Third World, Longman, London, 1989.
- Venter, M., An Introduction to Community Colleges, A Guide for South Africa, Creative Associates International Inc., Cape Town, 1996.
- Wilson, F., Uprooting Poverty: The South African Challenge, David Phillip, Cape Town, 1989.
- Yoloye, A.E., Developing and Underdeveloping in Education, Ibadan University Publishing House, Ibadan, Nigeria, 1980.

REPORTS AND POLICY DOCUMENTS

- African National Congress Discussion Document "A Policy Framework for Education and Training", Braamfontein, 1997.
- Education Department Discussion Document "Curriculum Framework for General and Further Education and Training", Pretoria, 1995.
- Report of the National Committee Further Education and Training "A Framework for the Transformation of on Further Education Training in South Africa", Pretoria, 1997.
- Education Information Centre and Independent Examination Board Understanding the National Qualifications Framework: A Guide to Lifelong Learning, Heinemann, 1996.
- Labour Department  Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa, Pretoria, 1992.
- Labour Department Summary of the Green Paper on Skills Development Strategy, Pretoria, 1997.
- National Education Policy Investigating (NEPI) Human Resources Development, 1992.
- National Integrated Training and Education Project South Africa "Preliminary Feasibility Study and Proposals", Pretoria, 1995.
- Motsumi Makhene "A Framework for the Provision of Adult Basic and Further Education and Training", NICE Report, Braamfontein, 1995.
- Vocational Education and Training The Future of Technical Colleges as Providers of Technical/Vocational Education in South Africa, Pretoria, 1997.
- World Bank Sub-Saharan Africa: From Crisis to Sustainable Growth, Washington DC: World Bank, 1989

PAPERS AND ARTICLES

- Bengu, S., "A New Co-ordinated and Expanded Further Education/Community College System for South Africa", National Consultative Conference on Community Colleges, Johannesburg, 1996.
- Blom, W., "Maximizing Access to Relevant Quality Education for Adults, Workers and Out-of-school Youth in the Netherlands", conference paper, Vanderbijlpark, 1996.
- Eyre, A., "How MBSA has Restructured its Vocational Education and Training System to Successfully Upgrade Worker Skills to Meet Global Standards", see, Education and Training in Industry: Theory and Practice, Rhodes University, 1997.
- Garwen, L., "The Effect of Integrating Education and Training on Curriculum: Lessons from the Work Place", see, Education and Training in Industry: Theory and Practice, Rhodes University, 1997.
- Ghamunga, F., "Maximizing Access to Relevant Quality Education for Adults, Workers and Out-of-school Youth in Tanzania", conference paper, 1996.
- Inokuchi, N., "The Role of the Community Colleges in Japan", conference paper, Vanderbijlpark, 1996.
- Marock, C., "The Challenges of Integration and Quality", from Education and Training in Industry: Theory and Practice, Rhodes University, 1997.
- Notshulwana, M., "The Political Economy of Regional Integration in Southern Africa", from the Journal of Development Economics for Southern Africa, Vol. No. 1, Ed. Siphon Buthelezi, 1997.
- O' Connel, B., "Community Colleges: Education, Training and Work for Reconstruction and Development", Tertiary Programme Support, Cape Town, 1996.
- Pityana, S., "The Expected Role of Further Education and Training in Human Resources Development in South Africa", conference paper, Vanderbijlpark, 1996.
- Rensburg, I., "Further Education and Training Challenges for South Africa", conference paper, Vanderbijlpark, 1996.

- Smith, W., "Community Colleges: The Answer to Access?", UDUSA News, Braamfontein, 1995.
- Stofile, M.A., "Transforming Tertiary Education for the Reconstruction and Development of Society - A Special Focus on Lovedale College", Alice, 1995.
- Strydom, K., "The Expected Role by Further Education and Training in Human Resources Development for South Africa", workshop paper, Allemanskraaldam, 1996.
- William, B., "Community Colleges: Education and Training and Work for Reconstruction and Development", Tertiary Programme Support, Cape Town, 1996.
- Woods, J., "Access Programmes in the United States Community Colleges for Women and the Physically Disabled", conference paper, Cape Town, 1996.



University of Fort Hare
Together in Excellence

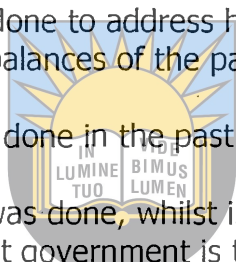
APPENDIX I

Guideline to the in-depth qualitative interviews.

INTERVIEW NO 1:

National Chairperson of the National Committee on Further Education and Training (NCFET):

1. What can you tell me about the state of human resources development in South Africa?
 - More work needs to be done to address human resources development in order to address the imbalances of the past.
2. Would you say nothing was done in the past to address this challenge?
 - In some cases nothing was done, whilst in some cases very little was done. Hence, today the present government is talking about transformation of the society within a specific framework or programme called the Reconstruction and Development Programme (RDP).
3. What role could be better played by the education system in transforming human resources?
 - By converting all government policies into implementable programmes for socio-economic upliftment.

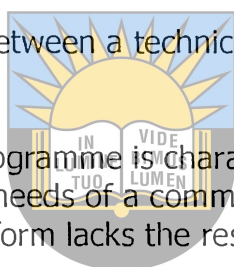


University of Fort Hare
Together in Excellence

INTERVIEW NO 2:

National Co-ordination Committee for Community Colleges

1. What socio-economic ills would you identify from the Technical Colleges programmes?
 - ❑ Most technical college programmes, especially from the historically disadvantaged colleges have outdated and irrelevant programmes.
 - ❑ Technical college programmes lack the integration between theory and practical. Learners are taught too much theory and no practical. In most colleges there are no workshops for practicals. In some colleges, the workshops do not have the necessary resources and if they have, they do not match the expected outcomes of the world of work.
2. Where do you draw the line between a technical college and a community college programme?
 - ❑ The community college programme is characterised amongst others by its representativeness to the needs of a community, whereas a technical college programme in its present form lacks the responsiveness to community needs.
 - ❑ Community college programmes are said to be flexible unlike the rigid programme of technical colleges.
3. What would you suggest as a strategy to address human resources transformation through the education system?
 - ❑ Currently more transformation needs to be done, by means of co-ordinating all human resources transformation initiatives. South Africa has many providers who can contribute to human resources transformation, but there is no proper co-ordination that is taking place locally, provincially and nationally.
 - ❑ If that is not addressed, the country's resources both human and material, are going to be wasted because there is going to be another over-production of the same results. For example, colleges are going to produce the same products or graduates with the same academic qualifications so that most of them will not be able to be absorbed into the economy of the country. This must be avoided at all costs.

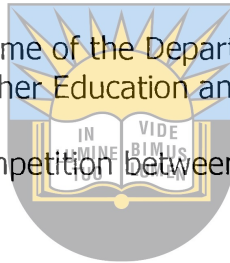


University of Fort Hare
Together in Excellence

INTERVIEW NO 3:

Provincial Co-ordinating Committee of Community Colleges.

1. What strategy would you recommend to address the gap that exists between theory and practice in the education system of South Africa, especially in Further Education and Training?
 - Whilst students are involved in theory they must at the same time, be engaged in practicals. This can be done in different ways:
 - (a) All practical programmes must only be offered by institutions or providers with workshops and resources that are relevant for such programmes;
 - (b) All learning programmes must be linked to the real world during the learning process;
 - (c) The leadership programme of the Department of Labour must be implemented by all Further Education and Training institutions.
2. How could duplication and competition between and within providers be avoided?
 - There should be co-ordinating structures which all providers belong to, provincially and nationally.
3. What role can be played by business and industry in transforming human resources?
 - Business and industry must be represented in the governing structures of institutions as well as in provincial and national co-ordinating structures of provider institutions.



University of Fort Hare
Together in Excellence