

https://dspace.org/

University adult education approches: developing a model for the Qwa-qwa campus of the University of the North

Matobako, Thabang Sello

2014-05-22
http://hdl.handle.net10539/14700

Downloaded from a DSpace repository. https://dspace.org/

UNIVERSITY ADULT EDUCATION APPROACHES:

Developing a model for the Qwa-Qwa Campus of the University of the North

Thabang Sello Matobako

A research report submitted to the faculty of Education, University of the Witwatersrand, Johannesburg, in partial fulfilment of the requirements for the degree of Master of Education

Johannesburg 2000

ACKNOWLEDGEMENTS

A special word of thanks and appreciation to the following:

1. My supervisor, Professor Denzil Russell for his visionary leadership and support in the development of this research report.
2. Staff in the Department of Adult education (Jane Castle, Peter Rule and Gwyneth Tuchten) for their luminary roles in the course-work component of the programme.
3. Colleagues at the Qwa-Qwa campus of the University of the North, especially those in the Faculty of Education, for their unselfish support, advice and encouragement regarding this work.
4. My parents (Lefa and Manthatisi) for the inspiration they gave in this project.
5. My daughter, Motshidisi, who also served as a source of inspiration especially towards the completion of this project.
6. All of you not mentioned by name, who in one way or another contributed to this work.

ABSTRACT

This study develops a model for university adult education to guide the Qwa-Qwa Campus of the University of the North in its quest to play a role in adult education practice. It explores the route that the Qwa-Qwa Campus could take in extending its resources to a wide range of individuals, special interest groups and targeted audiences in the North-Eastern Free State community that was historically marginalised from university education.

In developing the envisaged model the study explores a number of international and local (South African) approaches in university adult education. This academic endeavour is intended to provide some guidelines for the Qwa-Qwa Campus' envisaged role in university adult education.

In pursuance of these aims the study investigates the typical role that a university plays in adult education by reflecting on the following issues :

- University outreach
- Distance education
- University Extension programmes / service
- University adult and continuing education
- Universities and communities
- Sources of funding for university adult education practice.

A review of literature including a home-page survey are used as methodologies of unravelling typical University Adult Education approaches of four universities in Australia ii(La Trobe, Deakin, Ballarat and Charles Sturt), one university in the United States of America (Tuskegee), two universities in Southern Africa (Botswana and Lesotho) and four Universities in South Africa (Western Cape, Cape Town, Witwatersrand and Transkei).

Key people at selected South African Universities actively involved in adult education practice were interviewed. Three people from the community were interviewed to assess the needs of surrounding people in the Qwa-Qwa area. The study brings these elements together in an attempt to develop a realistic model for the involvement of the Qwa-Qwa Campus in adult education.

Keywords

- Adult Education
- Continuing Education
- Community Education
- Distance Education
- Outreach Programmes
- University Adult and Continuing Education
- Universities and Communities
- Further Professional Development
- University Extension programmes

Declaration

I declare that this research report is my own unaided work. It is submitted for the degree of Master of Education in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination in any other university.

THABANG SELLO MATOBAKO

.....th day of .....,2000.

TABLE OF CONTENTS Page

(a) Acknowledgements i

(b) Abstract ..... ii-iii

(c) Declaration iv

(d) Table of Contents ..... v-ix

(e) List of Tables x

CHAPTER 1: OVERVIEW 1

1.1 Introduction 1

1.2 The Status of UAE in South Africa 1

1.3 Purpose of the Study 2

1.4 Background to the Problem 3

1.5 Emerging Challenges and Political Demands Facing Universities 4

1.6 The Problem in Context-Some Historical Background to the Qwa-Qwa campus 5

1.7 Aims of the Study 12

1.8 Research Questions. 13

1.9 The Significance of Study 13

1.10 Limitations of the Study 13

1.11 Assumptions underlying the study 14

CHAPTER 2: RESEARCH DESIGN 16

2.1 Introduction 16

2.2 Research Aim 16

2.3 Research Questions 17

2.4 Research Approach 17

2.4.1 Literature and survey of university home pages....17
2.4.2 Interviews....18
2.4.3 Expert Interviews....18
2.4.4 Community Workshop....20
2.4.5 Interviewing Colleagues at Qwa-Qwa Campus....21
2.5 Summary of Research Design....21

CHAPTER 3: SOME INTERNATIONAL TRENDS IN UAE PRACTICE....25

3.1 Introduction....25
3.2 The Theoretical Framework....25
3.3 International Approaches in UAE Provision....29
3.3.1 University Outreach....29
3.3.2 Strategies for University Outreach....31
3.3.3 The Distance Education Approach....31
3.3.4 The University Continuing Education Approach....32
3.4 Notions of community for UAE....32
3.4.1 The Social Community....33
3.4.1.1 Birkbeck College and Part-time Workers....34
3.4.2 The Geographical Community....34
3.4.3 The Distance Community....34
3.4.4 The Professional Community....35
3.5 Trends in Australian UAE Practice....36
3.6 UAE practice at the Australian National University....37
3.6.1 The Role of Australian Universities in Adult Education....39
3.6.2 Sources of Finance....41
3.6.3 Australian University education Funding Mechanism....41

3.7 UAE Approach at the University of Tuskegee....43
3.7.1 Continuing Education and Co-operative Extension at Tuskegee University....44
3.8 Implications for South African UAE Practice- A Discourse Analytical Approach....48
3.8.1 Indigenisation as a Measure of Contextualising UAE....49
3.9 Summary of Chapter....51

CHAPTER 4: SOME TRENDS IN SOUTHERN AFRICAN UAE PRACTICE....52

4.1 Introduction....52
4.2 Adult education for Reconstruction and Development....52
4.3 The University of Botswana experience....53
4.3.1 The Centre for Continuing Education....53
4.3.2 Modus Operandi of the CCE....54
4.3.3 Distance Education Unit....54
4.3.4 The Extra Mural (Studies) Unit....56
4.3.5 Public Education Unit....56
4.3.6 The Organisational Structure of the CCE....57
4.4 The Institute of Extra-Mural Studies: National University of Lesotho....58
4.4.1 An Overview of the Institute....59
4.4.2 Programmes of the Institute....60
4.5 The Botswana and Lesotho Experiences: Models of developmental Universities....62

CHAPTER 5: UNIVERSITY ADULT EDUCATION IN SOUTH AFRICA....64

5.1 Introduction....64
5.2 Issues of Transformation and challenges for UAE Practice....64

5.3 Issues of Access to Universities....65
5.4 Rules of Access - The NQF Provision....66
5.5 Some Trends in UAE Practice in South Africa....66
5.6 UAE Provision at the University of Western Cape....68
5.6.1 CACE Position Statement....69
5.6.2 Making Training and Academia meet: A Story of two Workers....71
5.7 UAE Provision at the University of Cape Town....72
5.7.1 The Summer School....72
5.7.2 Post-graduate Programmes in Adult Education....72
5.7.3 Advanced diploma in Adult Education Training and Development....72
5.8 UAE Provision at the University of the Witwatersrand....73
5.8.1 The Division of Adult Education....74
5.8.2 The Centre for Continuing Education (CCE)....75
5.8.3 Research and Development Projects....75
5.8.4 Community Based Projects....76
5.9 UAE Curriculum Issues at the University of Transkei....77
5.9.1 Academic Restructuring Measures at Unitra....78
5.9.2 Curriculum Restructuring Measures at Adult Education Level....78
5.9.3 Diploma in Adult Education....78
5.10 Financing UAE in South Africa....80
5.11 A Summary of the Status of UAE in South Africa....82
5.12 UAE Curriculum Restructuring and Community Service....84

CHAPTER 6: TOWARDS A UNIVERSITY ADULT EDUCATION FOR THE QWA-QWA CAMPUS....87

6.1 General Recommendations....89

61.1 An Adjusted Curricula Approach....89

6.1.2 Programmes an/or Courses....90

6.1.3 A Community Sensitive Approach....91

6.1.4 A University Extension Service Approach....93

6.1.5 A Part - Time Oriented Approach....94

6.16 A Centralised Approach....95

6.1.7 A Financially Innovative Approach....96

6.2 Specific recommendations....98

6.2.1 The Name of the Programme....98

6.2.2 Aims of the Centre....99

6.2.3 Objectives....99

6.2.4 Beneficiaries....99

6.2.5 Fields of Concentration....100

6.2.6 Modus Operandi....100

6.3 Conclusion....102

6.4 Further Investigations....103

7 APPENDICES

7.1 APPENDIX 1: The Geographical Locality of Qwa-Qwa

7.2 APPENDIX 2: A John Ngwenyama Story

7.3 APPENDIX 3: Mission and Vision Statements of the Qwa-Qwa Campus

8 REFERENCES

LIST OF TABLES

Table 1: Student Enrollment Statistics at the Qwa-Qwa campus of the University of the North from 1983 to 1998

Table 2: Faculties and Schools at the Qwa-Qwa Campus

Table 3: Research Design table

Table 4: A Summary of the Approach to the Survey

Table 5: A Model of a successful Outreach Programme

Table 6: A Summary of Australian Australian Programmes

Table 7: Australian University Funding Mechanisms

Table 8: Australian Government Direct Funding of Educational Research

Table 9: Learning Areas for the Diploma in Primary Education

Table 10: An Organogram of the University of Botswana (CCE)

Table 11: Categories of Areas of Focus For UAE in South Africa

Table 12: A Summary of UAE Financing in South Africa

Table 13: A Summary of UAE at Five Universities in South Africa

Table 14 A Summary of the Proposed Model as it might Apply to the Faculty of Education

Table 14 How the Centre can be Run

CHAPTER 1

OVERVIEW

1.1. INTRODUCTION

The study reflects on the status and challenges of University Adult Education(UAE) internationally and in South Africa . From this premise the chapter delineates the study by providing the broader aim, significance and limitations of the study. University Adult Education, in the context of this study , is regarded as all university activities (save for full-time programmes) that are geared towards addressing the needs of adults who intend to pursue formal and non-formal university programmes.

The study specifically investigates typical approaches pursued by selected universities on issues such as university outreach, part-time programmes, distance education, extension programmes and university adult education funding mechanisms. In pursuance of the foregoing a review of literature and home page surveys are selected as methodologies used to unravel the typical approaches of four universities in Australia (La Trobe, Deakin, Ballarat and Charles Sturt), one university in the United States of America (Tuskegee), two Universities in Southern Africa (Botswana and Lesotho) and four Universities in South Africa (Western Cape., Cape Town, Witwatersrand and Transkei).

Key people at selected Universities actively involved in adult education were interviewed and a workshop was arranged for community representatives to assess the needs of the Qwa-Qwa campus' catchment area. The study brought these elements together in an attempt to develop a realistic model for the involvement of the Qwa-Qwa campus in adult education.

1.2 PURPOSE OF THE STUDY

Given the preceding introduction the present study is geared towards achieving the following objectives:

- To conduct a comparative review of University Adult Education approaches on selected universities internationally and in South Africa.
- To present a model of a possible role that a university situated in an isolated rural area can pursue in UAE.

1.3 THE STATUS OF UAE IN SOUTH AFRICA

The role that South African universities could play in adult education and community development has become part of public debates in the new South Africa. Critics are labelling these institutions as "ivory towers" that are divorced from their immediate catchment areas (communities) that they were purported to serve. In some quarters, it is argued that they serve as domains for entrenching the historically unequal South African educational provision by being sensitive to elite groups, whilst the historically disadvantaged communities continue to be disadvantaged (Turner, 1996 p.8).

Such expressions find their origin in the observation that most universities are concerned with traditional further professional development of their students and staff whilst neglecting to offer services to those sections of society which have historically been excluded socially from academia. Because of such concerns a new era of universities with revitalised interest in community involvement has been ushered in. University adult education practice has thus been identified as the cornerstone of broadening access to university education.

1.4 BACKGROUND TO THE PROBLEM

The problem of access to South African universities is traceable from the introduction of the 1959 Extension of Universities Act (Walters 1995 p.124) which resulted in the creation of universities oriented towards racism and ethnicism and also served as a measure of making existing urban universities almost exclusively white. In the country, for example, there are twenty-one universities, with gross inequalities between Historically Black Universities (HBUs) and Historically White Universities (HWUs). The majority of the HBUs are located in the rural areas and the HWUs in urban areas. Vast discrepancies exist on issues of access, course designation, financing, etc. As Badat et al (1995) state.

The functional differentiation of HBUs and HWUs has its origins in the different conceptions of the roles of these institutions. The HWUs were conceived of as providing the human resources and knowledge required by the advanced industrial, social and dominant political order enjoyed by the White population. By contrast, the HBUs were shaped to provide the human resources deemed to be necessary for the occupations available in the urban areas to Black people and to the "development" of Bantustans - this being unrelated to any broad conception of the knowledge and skills required for their "local" economic and social development.(p243)

Walters unbundles the above observation further by illustrating that:

*HBUs have heavy concentration on courses in public administration, education, religion, and the humanities, with little in the natural sciences, engineering and community-related disciplines. Post-graduate programmes, research and publication remain poorly developed in these institutions. Neither the HBUs nor the HWUs have prioritised adult and continuing education. University education is geared to school leavers although at the HBUs the students are older than at HWUs. For example, at the University of Zululand 49 per cent of first-time entrants to undergraduate studies are over twenty-three years old, while at the University of Cape Town, there are only 3,5 per cent over twenty-three (*Walters, 1995 p.125).

1.5 EMERGING CHALLENGES AND POLITICAL DEMANDS FACING UNIVERSITIES

The inauguration of a new democracy in South Africa brought with it new challenges and demands for university education. The period heralded an era of vigorous attempts to transform university education to cater for people of diverse interest and social backgrounds. In keeping pace with these demands, South African universities were faced with challenges of reviewing and restructuring the relevancy of their programmes, admission modalities, existence and broad objectives in relation to societal needs.

New challenges are such that universities should no longer be seen as providing a product to be bought in the marketplace by those who can afford it. University education is a much different enterprise now than it was a generation ago. Universities are now growing dramatically in scope, diversity and responsibilities. Demands have changed and the university clientele has become more diverse. Moreover, universities are now challenged to develop their efforts and resources towards the advancement of knowledge and to redress the socio-economic imbalances of the past (Matobako, 1998 p.4).

Universities can only accomplish the above by way of confining their academic activities within the ambit of the Reconstruction and Development Policies of the present government and this they can pursue by broadening access to resources and expertise for the benefit of local communities. Such needs-based and community- oriented universities will present a major step forward in extending the provision of relevant education aimed at meeting the socio-economic needs of *all sections* of society. Universities responsiveness to community needs can be characterised by the introduction of more career related, industry-linked and development-inclined courses, most of which are in the adult education departments (Khotseng, 1992 p.11). The manner in which universities conduct their affairs in pursuance of the foregoing challenges is an area of

concern and investigation for this study.

1.6 THE PROBLEM IN CONTEXT - THE QWA-QWA CAMPUS' BACKGROUND

In 1975 the then Qwa-Qwa government appointed a committee to investigate the possibility of university education in Qwa-Qwa. The work of this and other committees was rewarded when on June 17, 1980 approval was given by the then Minister of Education and Training for the establishment of a satellite campus of the University of the North at Qwa-Qwa in pursuance of Act no. 4 of 1969, article 2.2 (see University Calendar,1999 p.3)

In February of 1982 classes at the campus officially commenced in 17 subjects belonging to the faculties of Arts, Commerce and Administration and Education. The Stofberg Theological school, providing training for Dutch Reformed ministers, was incorporated into the Qwa-Qwa campus of the University of the North. This brought the number of lecturing staff to 25 and the number of students to 225.The campus was then officially opened on the 27 August of the same year by the Vice Chancellor of the university of the North, Prof. P.C. Mokgokong. In 1983 five basic subjects were added to the curriculum and the number of students steadily increased to 426. (*Op cit* p.5.)

Table 1 below provides us with student figures 1983 to 1998.

TABLE 1: STUDENT ENROLLMENT STATISTICS AT THE QWA-QWA CAMPUS OF THE UNIVERSITY OF THE NORTH FROM 1983 TO 1998

1983	1884	1985	1986	1987	1988	1989	1990
426	461	565	650	726	1047	1180	1577
1991	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**
1610	1985	2020	2500	2800	3200	3771	3259

SOURCE: the University Calender (1999 p.6)

The statistics above reflect the registration numbers that the Qwa-Qwa campus had gone through since its inception as a satellite campus under the trusteeship of the main campus (The University of the North) which is situated about 700 kilometres in the Northern Province away from the rural Qwa-Qwa. The figures indicate a phenomenal increase in student numbers (both full-time and part-time) as experienced by the campus in spite of the programmes, curricula and (il)legitimate status of the campus. The 1998 block, however, shows a sharp decline in student numbers. This state of affairs can be attributed to a number of factors.

- the phasing out of part-time degree and diploma programmes which were largely offered during the day (the pressure came from the department of education and this came as a result of the observation that those who were enrolled at the campus to further their studies neglected their daily work commitments)
- The realization by the students that they can increase their prospects for employment if they enrol at technikons and HWUs.
- The irrelevance of programmes offered at this historically "Bantustan" campus with the challenges and demands of new opportunities available for the historically excluded and marginalised students.
- The rigid admission requirements that do not extend access to the educationally underprivileged and especially to adult candidates who prefer to study either through part time or distant mode of educational provision.

All these and other findings of this study have actually revealed to us that despite the loud and sometimes hysterical pronouncements about things having changed for the best so as to empower the disempowered, universities in South Africa continue to be contested terrains between the historically privileged and beneficiaries of the hegemony of marginalisation and exclusion on the one hand and the emancipatory discourses of the subaltern groupings on the other hand(Mahlomaholo,1998,p.5).

From its inception the campus was intended to provide academic service that was intended to satisfy the "Bantustan" notion of separate development and ethnicism particularly for Black people in South Africa. Like the HBUs described by Walters (1995), the campus was also shaped to provide the human resources deemed to be necessary for the occupations available in the Homeland set-up and to the "development" of the Qwa-Qwa region as a "Bantustan". Courses offered were streamlined for "Bantustan" administrative interests. Students were thus recruited so as to engage them in university training and programmes that were designed to increase their productivity and adaptability to the "Bantustan" demands.

This legacy of a "Bantustan" oriented university continued to characterise the Qwa-Qwa campus until the early nineties when a new crop of progressive academics joined this institution. They brought with them a new vision of university education- a university oriented towards the liberation and development of the excluded and the marginalised and a vision that was intended to transcend the campus from a "Bantustan" oriented institution.

Like universities of the foregoing nature, the Qwa-Qwa campus was also perceived by this new crop of progressive academics as an extension of the repressive state apparatus, dominated by a racist conservative Afrikaner administration which made sure that it was informed by the following ideological preferences:

- Christian National Education
- Fundamental Pedagogigs and
- Euro-centricism

Criticism levelled against this institution also included concerns such as its relevancy and legitimacy in the midst of poverty, exclusion and marginalisation. The campus was seen as an institution that marginalised the surrounding communities. It was also felt that it promoted rote-learning so that at the output level will emerge loyal citizens who will not critique the poverty and squalor conditions besetting their locality , instead they will be accountable to the existing status quo.(Mahlomaholo, 1998, p. 11)

With the passage of time the idea of a"Bantustan" oriented university faded away and the agitation for change soon gained momentum. It was noted that the degree of relative autonomy and preparedness towards chance that existed in the Qwa-Qwa campus constituted an important terrain for educational and social intervention. The focus then, progressive academics argued, should be on the educative potentialities and political spaces existing at the campus.

The above climate set the stage for "Bantustan" oriented universities to clamour for change, relevancy and legitimacy. This climate was consolidated by the advent of a post apartheid era in South Africa (in 1994) that ushered in a revitalised university interest in development, a people-centred development. This era introduced a positive threat to the old order of "Bantustan" oriented universities where the marginalised and excluded communities were silent and passive citizens who cared less or perhaps even shied away from any mention of university education.

The excluded and marginalised are now gearing themselves for a more participatory and empowering approach to development through university education. In this regard, no longer is education to remain a weapon of subjugation, exclusion and marginalisation but it is fast becoming a conscientising and conscious-raising support system for empowerment.(Mbilinyi 1979:177). This is the role that this project seeks to unravel for

the Qwa-Qwa campus of the University of the North with special reference to adult education.

The present clamour for the Qwa-Qwa campus to move from the "Ivory-Tower" mentally to a university oriented towards change and development of its catchment area is nothing new. Over the past few years, particularly after the inauguration of a new democratic government in South Africa, the Qwa-Qwa campus , like all other universities in the country, has been subjected to demands for change to adapt to the new Higher education Act policy directives that requires universities to contribute meaningfully to the social upliftment, reconstruction and transformation of communities in the country.

The population of the campus catchment area is approximately 500,000 and the largest township, Phuthaditjhaba some 5km away, has a population of approximately 130,000(Express 20/11/97:7) The campus serves a large rural hinterland of three other towns (Bethlehem, Harrismith and Kestell), including a number of students who come hundreds of kilometres from Qwa-Qwa. It is also surrounded by poor communities that have certain expectation from the services it is offering. (Faculty of Education Report, 1995, p.4)

The community ,for example, needs assistance in starting businesses, raising families, developing their communities, and working together to overcome such pressing concerns as poverty, crime, drug abuse and poor health. More and more, adults are recognising that education must be a lifelong pursuit, and they are calling upon universities to provide continuing education programmes as an integral part of their mission of service to the public. A recent interview, for example confirms this assertion:

Rona re a theohela motsheare...ka hoo ha re kgone ho ingodisetsa 'diklase' tsa motsheare..Re ka thabela ho ya universithing ha feela ho ena le' diklase' tsa mantsiboya. Ha eba adult education e bolela ho 'athenda' mantsiboya ka nnete re ka ethabel haholo. (Bgn. 98/09/19)

(We are working during the day therefore we are unable to register for full-time day classes. We can definitely be glad and be prepared to register at the university only if there are evening classes. If this is the essence of adult education truly we will be delighted).

Such remarks from members of the community provide academic directives regarding the approach that the Qwa-Qwa campus could pursue in meeting the diverse needs of its catchment area. In an attempt to respond to the diverse needs of its catchment area the campus started to review its mission and vision statements. The commitment of the campus to play a role in adult education is captured appropriately in its mission statement:

*"The University of the North is an innovative and responsive institution of higher learning dedicated to excellence in teaching, research, and service to our changing society". (*Prospectus 1998)

In pursuance of this vision the campus has reconfigured itself from what it initially referred to as departments to schools. This move is not only confined to the Faculty of Education. Instead it cuts across faculties. The following table exemplify the move from departments to programme-based schools:

TABLE 2: FACULTIES AND SCHOOLS AT THE QWA-QWA CAMPUS

FACULTY OF EDUCATION	FACULTY OF NATURAL AND APPLIED SCIENCES	FACULTY OF HUMAN SCIENCES
School of Curriculum Studies	School of Chemical Sciences	School of Environmental Sciences
School of Educational Management and Leadership	School of Life Sciences	School of Historical Sciences
School of Philosophy and History of Education	School of Mathematical Sciences	School of African Languages and Literature
School of Science and Technology in Education	School of Applied Natural Sciences	School of European Languages
School of Educational Practice		School of Social Sciences
School of Educational Psychology and Research		School of Economic Management Sciences
		Graduate School Development Studies and Conflict Resolution and School of Political and Management Sciences

Source: University of the North (Qwa-Qwa) Annual Report on Curriculum Reconfiguration, 1998

The foregoing table reflects a move from department -based to programme-based approach by the campus. This move was intended to facilitate the campus' aspirations of being in line with the national education directives of responding to the needs of communities. The programmes in each school were designed for both full- time and part-time students. Part-time students however, represent a negligent fraction in that only 15% of them have been accorded places in all existing schools at the campus. (University of the North-Qwa-Qwa Annual Report, 1998).

The nature of programmes offered at the campus do however contradict student enrolment figures. The programmes are relatively attractive and one would have expected student numbers to increase, instead the contrary holds. There is therefore a need for the campus to make serious inroads in the field of adult education and this pursuance could be specifically directed to part-time students (a component of university adult education), who in many cases tend to outnumber full-time students.

The Uniqwa-Concordia linkage programme exemplifies the nature of the strides the campus in pursuance of adult education. The Qwa-Qwa campus established linkage with Concordia University (Canada). The purpose of the linkage/project is to raise the academic qualifications of people, university teacher-training colleges high school teachers and community developers in the area. The first student intake was in 1997 and the focus was on graduate programmes and as such 19 masters student became the first batch of students to enrol for the project. (Directors Report 1998)

1.7 AIMS OF THE STUDY

The central aim of this work is to develop a model which will guide the rural Qwa-Qwa Campus in playing a role in UAE. To develop a model, this study will explore issues related to a university's role in adult education (internationally and in South Africa) as a

measure of establishing typical roles of universities' adult education practice. The results of this enquiry will inform the quest for a role for the Qwa-Qwa Campus in adult education and will provide guidelines to the implementation thereof.

1.8 RESEARCH QUESTIONS

In order to develop a model, the study will pursue a number of questions:

1. What international trends inform a university's role in adult education?
2. What experiences do selected universities that have grappled with adult education offer to the Qwa-Qwa Campus?
3. What are the adult education needs in the Qwa-Qwa area?

1.9 THE SIGNIFICANCE OF THE STUDY

This study will contribute to adult education practice in a number of ways:

- The study is intended to inform the current quests and efforts of the campus towards broadening access to those who were historically marginalised from university education.
- The study broadens the enquiry into the university's role in adult education.
- The models unravelled in this enquiry are likely to provide guidelines not only for the Qwa-Qwa Campus, but also to a number of other universities with similar backgrounds.
- Lastly, the study will contribute to the growing body of research on universities' roles in adult education.

1.10 LIMITATIONS OF THE STUDY

This study is carried out against a backdrop of inadequate exposure of this researcher in university adult education practice at the Qwa-Qwa Campus. But the course-work programme, which was pursued at the Witwatersrand University, has hopefully provided

the researcher with the relevant theory and guidelines needed to carry forward this research process.

1.11 ASSUMPTION UNDERLYING THE STUDY

- Rural universities have the power and capacity to be service institutions, whose research, teaching and training activities should be closely related to societal problems and needs.
- Rural universities including, the Qwa-Qwa Campus of the University of the North, can strengthen their capacity to design adult education programmes around issues that surround them. Of more concern, is that rural-based universities ground their programmes around issues that have been researched and these universities should make it a point that they involve local participants in research activities which are geared towards analysis and proper understanding of community needs.
- The models explored by the study can go a long way in assisting the Qwa-Qwa Campus in establishing adult education programmes and, in the long run, a department of adult education or probably a centre for adult and continuing education.

Definition of Operational Terms

(a) University Adult education

University Adult Education is used in this study as a function of empowerment and redress to those section of the community that were historically excluded from university education. In this context adult education will thus not be confined to issues of further professional development. Instead it will be used to include issues such as community service, part-time education, workplace education and extension services.

In brief, the concept of university adult education shall herein be used as a function of empowerment and redress as they take place at a university. The concept, then, is used to refer to any intentional systematic programme of study undertaken by a university to cater for those who have had a break following the completion of their continuous full-time education, or, at times, following the denial for access to formal education.

CHAPTER 2

RESEARCH DESIGN

2.1. INTRODUCTION

This chapter outlines the research design and methodology which guided the research. A documentary and Internet surveys were used as tools to ascertain trends, innovations and relevant policy developments in UAE practice internationally and in South Africa. The survey methodology was augmented by two categories of interviews, that is, preliminary interviews with colleagues and the research supervisor and expert interviews .The preliminary interview was intended to refine interview questions and subsequently expert interviews. The chapter closes by providing a comprehensive summary of the research design.

2.2. RESEARCH AIM

The basis of this research was an exploration and development of a UAE model which the Qwa-Qwa Campus of the University of the North could adopt in its quest for the extension and selected transformation of the existing modes of education that it provides to meet the requirements of all categories of students who deserve university education, including part time students (adults) and the educationally underprivileged, primarily in the Eastern Free State region and the country as a whole.

To develop a model the study explored a number of approaches to a university's role in adult education in South Africa (and elsewhere) as a measure of establishing trends and typical roles of universities. The result of this investigation has the potential of informing any undertaking that the Qwa-Qwa Campus could pursue in adult education practice and also of providing guidelines to the implementation thereof.

2.3 RESEARCH QUESTIONS

In order to develop a model, the research was designed around the following questions:

(a) What international trends inform a university's role in adult education practice?

(b) What curriculum transformation activities do universities that have grappled with adult education offer to the Qwa-Qwa Campus?

(c) In general terms, what are the adult education needs in the Qwa-Qwa area?

(d) How might the Qwa-Qwa campus respond to local needs in ways appropriate to university involvement?

2.4. RESEARCH APPROACH

2.4.1 Literature and survey of university home pages

To fulfil the purpose of this study an exploratory literature review and Internet survey were employed as methods of gathering data to ascertain trends, issues, innovations and relevant policy developments in UAE practice internationally and in South Africa. Samples of four South African universities (the Universities of the Western Cape, the Witwatersrand, Cape Town and Transkei) which represent good models of a university's role in adult education were surveyed, although not in depth. The fist three universities were selected on the basis of their rich history of involvement in UAE and the last was selected on the basis of its geographical relatedness and its current attempts to initiate relevant UAE practice.

Data from these studies were drawn from sources such as published documents, home-page surveys and printed media articles. From the literature review and home-page survey the following issues were identified as constituting the typical role of a university in adult education practice:

- University outreach and community education
- Distance education

- Short-term courses
- University continuing education
- Extension programmes
- Further professional development.
- The training / development of adult educators

2.4.2 Interviews

Two categories of interviews were pursued by this researcher as another means of gathering data. The first category was preliminary interviews where the researcher held informal discussions to ascertain trends and opinions with the following people:

– Colleagues in the university where the researcher is employed.
– research supervisor at Wits university and selected community representatives

Interviews were informal albeit focussed in terms of procedure to allow more flexibility and freedom for the researcher. Interview questions were focussed to known situations in which interviewees are involved and the researcher had explored and analysed the area prior to the interview.

The second category involved experts who, at the time of pursuing this research, were actively involved in university adult education practice. The interviews were less formal but focussed to known situations to which interviewees were professionally involved.

2.4.3 Expert Interviews

Two adult education 'experts' from two universities, the university of the Western Cape and the University of Transkei, were selected for interviewing to establish 'expert' knowledge and attitude towards UAE. The former institution was selected on the grounds that it has a rich history of UAE and like the Qwa-Qwa campus it has been

classified as a HBU and a "Bush" university.

The University of Transkei was selected for its social proximity with the Qwa-Qwa Campus of the University of the North. Like the Qwa-Qwa Campus the University of Transkei is also surrounded by villages which are plagued by high levels of illiteracy, unemployment and poverty-stricken communities.

The interviews were informal and questions were faxed beforehand. In some instances the interviewees are code-named for ease of reference and to conceal the identity of the respondent for ethical reasons. The interview centred around the following questions:

7. What approach do you have to adult education?
8. Why did you opt for that approach?
9. How well are you able to sustain that approach?
10. Why are you doing it that way?
11. Why do you think this is the best way of doing it?
12. How do you know it works?
13. How would you improve it?
14. What is your approach in relation to:
    - language and literacy?
    - small and medium business enterprise?
    - workplace training?
    - primary health care?
    - training for self-employment?
    - trade union education?
    - prior learning and experience?
9. How do you secure funds for your activities?
10. How can your model inform a small(rurally located) campus like the Qwa-Qwa

Campus on:

- the teaching personnel?
- donor or funding measures?
- who should do the implementation?
- where to start?

The same questions were used in the interview with the academic from the University of Transkei.

2.4.4 Community workshops

A representative sample of the following categories of people from the communities surrounding the Qwa-Qwa Campus of the University of the North was invited to a participatory workshop:

- labour movements (for example, Council of South African Trade Unions (Cosatu) and National Council of Trade unions(Nactu)
- representatives from political formations (for example,. the African national Congress (ANC), the Pan African Congress (PAC), Azanian Peoples organisation (AZAPO), Dikwankwetla Party of South Africa (DPSA), National Party(NP),Demogratic Party (DP) and the United Democratic Movement (UDM) were also invited and the process centered around the following questions:

1. Does the Qwa-Qwa Campus cater for your needs as a community?
2. How would you like to see the campus catering for the people you are representing?
3. What contribution can you make as a community in the campus' adult education practice?

Only 15 invitees responded to the invitation and most of them were educationists. The workshop therefore did not accomplish its intended purpose, that of establishing the

views of community representatives on the role that the Qwa-Qwa campus could play in community development. Nonetheless the negligent representation that came with a handful of community members in the workshop is used to reflect the expectations of the community. Besides the preliminary interviews held with two community representatives, especially from the labour movement ranks helped to establish community perspective on the role of the campus in community development.

2.4.5 Interviewing Colleagues at the Qwa-Qwa Campus

As a measure of making colleagues at the Qwa-Qwa Campus develop a sense of ownership of this project the following people were interviewed :

- The Acting Dean of the Faculty of Education
- The Deputy Dean of the Faculty of Human Sciences

The interview centred around the following set of questions:

1. Will your office be able to welcome the introduction of adult education programmes?
2. How far can your office help in setting up such programmes?
3. How can your office help in raising funds for running the adult education programmes?

2.5 SUMMARY OF RESEARCH DESIGN

The design of the research is summarised in Table 2. The summary was intended to guide the researcher in data collection measures and was also intended to ensure that the rest of this research report is focussed on the study's research aim and associated research questions.

RESEARCH AIM

The basis of this research is an exploration and development of a UAE model which the Qwa-Qwa campus of the University of the North could pursue in its quest for the extension and selected transformation, of the existing modes of education that it provides to meet the requirements of part time students (adults) and the educationally underprivileged, primarily in the Eastern free State region.

The methodology pursued is summarised in table 3 and it is important to note that this table also provides room for issues such as the research questions, sources, methodology and analysis. This design is intended to guide the researcher in going through the entire research, especially on the issue of tying up loose ends in the conclusion of this study.

TABLE 3: RESEARCH DESIGN TABLE

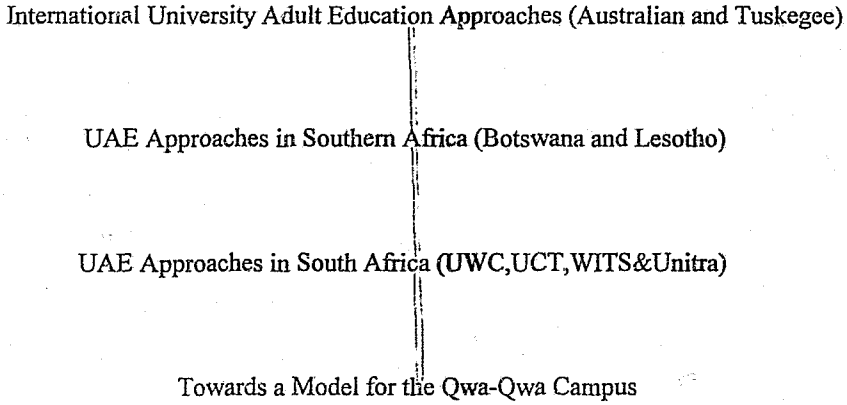
RESEARCH QUESTIONS, SOURCES METHODOLOGY AND ANALYSIS

QUESTION	SOURCES	METHODOLOGY	ANALYSIS
(a)What international trends inform a university's role in adult education practice ?	Internet (homepage)(N=3) Interviewees (N=2) Course catalogues/ prospectuses(N=5)	Surveys and Interviews	Programme comparison
b)What curriculum transformation activities do universities that have grappled with adult education offer to the Qwa-Qwa campus?	Homepage,N=2 conference papers, course catalogues and interviews(N=6)	Survey+interviews	Programme comparison
(c)In general terms what are the adult education needs in the Qwa-Qwa area?	The community and adult education experts(N=3)	Interviews	Comparison of expert views and community views
(d)How might the Qwa-Qwa campus respond to local needs in ways appropriate to university involvement?	Community and experts(N=3)	Interviews	

While going through the research process the researcher commenced from a broader perspective to a more specific or contextualised area of focus. To be more specific the survey was carried out from an international premise (that is, from UAE activities in

Australia, Tuskegee, Botswana and Lesotho), to UAE activities in South Africa. Table 4 provides a summary of the approach:

TABLE 4: A SUMMARY OF THE APPROACH TO THE SURVEY



CHAPTER 3

SOME INTERNATIONAL TRENDS IN UNIVERSITY ADULT EDUCATION APPROACHES

3.1 INTRODUCTION

This chapter is intended to shed some light on some international trends in UAE ap- -oaches, albeit not in detail. The chapter moves from the premise of investigating two models of university outreach which have been used internationally to inform UAE practice - these being the distance education model and the university continuing model. The chapter selects UAE in Australia as a model to investigate issues of policy developments and financing.

3.2 THE THEORETICAL FRAMEWORK

A study by Elliot, *et al.* (1995 , p 106) provides an appropriate premise for exploring the role of universities in adult education from an international perspective. Furthermore, it traces University Adult Education (UAE) from a broad perspective and unravels future viable models of university-community relationship, which is the subject of concern for this research. According to the authors, as far back as the 1960s to the late 1980s there existed a growing realisation in Europe and America that the relationships between universities and wider society needed to be redefined. This shift of emphasis was linked to a growing focus on the concept of lifelong learning, which now has a resonance in political as well as educational discourse and has been adopted in South Africa.*(Ibid)*

The foregoing developments have generated healthy debates about the legitimacy of universities and revolve around the question of the contribution that the university could make to the community. Such debates have addressed definitions of "appropriate" communities, including tensions between a focus on those sections of society which historically have been socially excluded from academia and propositions to strengthen

ties with the community as Elliot *et al*, (1996 p.106) remind us:

Whichever way the debate will be resolved, one thing is certain, universities will need to transform themselves from elitist institutions to ones significantly contributing to the creation of a more just and equitable society.

Mbilinyi (1979) observed that rapid, dramatic changes and challenges in many aspects of modern life and work over the past several decades have created a tremendous demand for university adult continuing and professional education. There are needs for :

- part-time education
- literary education;
- technical training;
- management development;
- skill-building in human relations;
- parenting;
- natural resource conservation;
- community development;
- continuing professional education;
- cultural and leisure programming and many other aspects of learning. (p.178)

Universities are responding to this demand in a variety of ways. Many are reaching out to communities by offering the following outreach services:

- Distance education services for disadvantaged students who are unable to attend conventional classes, either by virtue of the distance or other personal circumstances.
- Establishing continuing education units which provide for credit college courses and not for credit workshops, seminars, and certificate programmes.
- Co-operative extension services such as agricultural extension, business extension, and other technical assistance programmes to provide direct service to

the community.

- Continuing professional education programmes to adult education practitioners who are already in the field of adult and continuing education.

Virtually every public university offers some form of outreach, such as speakers' bureaus, public lectures, clinics, public workshops and seminars, and sponsored consulting programmes. Sauser and Foster (1991, p22) observe that university adult education in America and Europe has grown into a tremendous industry, offering programmes through traditional and correspondence means, as well as through such innovations as conference centres, computer networks, and satellite television transmissions. Another article by Futures Task Force (1987) reminds us:

> *... modern university adult education is evolving beyond its traditional disciplinary bounds to create multi-disciplinary bounds and holistic thrusts to meet the compelling problems attending society's move to a global economy.*

Thompson and Sauser (1992) describe seven primary foci for modern university adult education:

- *Educating non-traditional students;*
- *Providing continuing professional education;*
- *Disseminating research findings;*
- *Transferring technology;*
- *Meeting the diverse needs of the citizenry;*
- *Promoting cultural enrichment and ethical behaviour; and*
- *Informing public policy.*

They predict that demands for outreach programmes from universities for each of these foci will expand greatly during the 21st century.

Thompson and Sauser (1990), in their attempt to unbundle UAE further contend that:

universities must recognise adult education as a major academic mission and should have a storied history of providing lifelong learning programmes, but they cannot afford to rest on their laurels if they expect to remain major players in today's competitive market for adult education. Universities must focus on the key elements which make their programmes successful and fully embrace the total marketing philosophy - in order to retain and improve their market share in this burgeoning industry. (p. 35)

The foregoing all point to one thing, that universities are thus called upon to reorganise their services and resources to cater for those sections of the community who were historically excluded from academia. Such calls are even more appropriate for Third World universities which are surrounded by the poorest of the poor. University adult education practitioners in "Third World" and "developing" countries should, however, be cautioned that as they engage in adult education practice they should remember that the nature of the context will dictate the kind of programmes which will be instituted.

Universities also need to distinguish between a socially responsible notion of UAE practice and an elitist one. The germ of the distinction lies in the consideration that while UAE can be a universal criterion for extending university resources to a wide range of individuals and targeted audiences not otherwise reached by traditional programmes, the context, the problems and the clientele for UAE cannot be universal (Matobako, 1998 p.4).

3.3 INTERNATIONAL APPROACHES IN UAE PROVISION

The research identified various approaches on UAE provision and it is therefore important at this point to examine their key features. This endeavour will commence with theoretical postulations of scholars like Wolshok (1987) and move to the suggested models for successful university outreach.

3.3.1 University Outreach

Although a number of university outreach models exist this study has however been restricted to considering only two approaches. The selection of these two models is influenced by the relevancy of these models to current educational developments in South Africa.. Wolshok (1987) identifies three processes which must be pursued by universities who hope to implement successful outreach programmes:

- *Clarify missions and identifying constituencies or clientele;*
- *Implementing an ongoing exchange process with important process with important stakeholders through dialogue and planning;*
- *Communicating promoting and evaluating success with targeted clientele.*

Fowler (1986), on the other hand, describes the process of developing successful university outreach programmes as constituting the following process:

- *Objectively determining the educational wants and needs of the university clientele;*
- *Organising available resources to design and develop functional programmes to meet the identified needs;*
- *Making sure that targeted clientele know about these programmes;*
- *Delivering the programmes at the right time and place for an appropriate price;*
- *Following through to ensure that users and funders are satisfied.*

Foster and Sauser (1994) provide universities with a model (see table 5) that could inform a successful outreach programme:

Table 5: A Model of a Successful Outreach Programme(After Foster and Sauser,1994)

	STRATEGIC POSITIONING
	SEGMENTATION
	ANALYSIS OF TARGET
	CLIENTELE
	DETERMINATION OF NEEDS
(Product)	DEVELOPMENT OF PROGRAMME
	TO MEET KEY CLIENTELE NEEDS
(Place)	DETERMINATION OF APPROPRIATE
	DELIVERY MECHANISM
(Place)	ESTABLISHMENT OF FUNDING MECHANISM
(Promotion)	COMMUNICATION OF PROGRAMME
	AVAILABILITY TO THE TARGET
	CLIENTELE (SENSITISATION)
	DELIVERY OF A QUALITY PROGRAMME
	EVALUATION OF PROGRAMME EFFECTIVENESS (p.25)

The process, it should be noted, begins with the determination of the appropriate *strategic position* of the university's outreach unit. Will outreach programmes focus on literacy education, cultural programming, business consultation, continuing professional education programmes, leisure activities, or some other area of specialisation? Will the service market include only persons within driving distance of the university, or will the programme be state wide or even national in scope? Will the university have a centralised adult education office, or will responsibility for adult education be distributed throughout the university?

Answers to the questions, and others like them, clearly relate to the mission, goals and objectives of the institution and its component units, and result from a carefully conducted strategic planning process. It is in such a process where future of plans of an institution are developed. The plans resulting from this process are used to guide organisational efforts and day-to-day decisions regarding deployment of the

organisation's resources.

3.3.2 Strategies for University Outreach

Developing a learning system to redress past inequalities and meeting huge development tasks of the future are immense challenges facing universities. On the whole, many institutions agree that education must take place not only within the structure of schools, colleges and universities, but in many other sites for a multitude of purposes and clientele. This view is seen as central in designing an adult education and training system for the 21st century (Glennie, 1994, p. iv). As a result new patterns of educational programmes emerged. In addition, there were research activities which were carried out as measures of amalgamating new educational trends and highlighting these for the promotion of effective use in human resource development. With more research being carried out, new concerns for greater access to, and the quality of, adult education and training emerged.

3.3.3 The Distance Education Approach

Distance education was designed for those categories of students who were in some way disadvantaged and were unable to attend conventional classes either because of distance or personal circumstances (such as disability or inability to reach entry requirements). In most cases, the majority of students on distance learning courses are adults and in some cases they are attended exclusively by adults. Davies (1995 p.30) holds:

Distance learning makes a university to be perceived as an activity rather than a physical location for many students, particularly for adult learners.

It is further observed that, given the cost of buildings and equipment, it seems likely that for financial reasons alone this trend will increase. Land grant university extension

services in Australia and the USA typify this model(*Ibid*,1995 p.30)

3.3.4 The University Continuing Education Approach

More often than not, continuing education has been used interchangeably with open education. For the purpose of this research, it will be treated as a separate mode of provision of adult education. Against this background, continuing education denotes.

...any intentional, system process of study undertaken after a break following the completion of one 's continuous, full-time education, or, at times, following the denial for access to formal education (University of the Western Cape CCE report 1997).

The subject of this chapter will be the penetration of continuing education into universities, with particular concern on the process of communities and the part played by continuing education in these changes.

The United Nations Conference (UNESCO) on Adult Education (1976) explained continuing education as:

"...the entire body of educational processes whereby persons regarded as adult by society to which they belong, develop their abilities to enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic, and cultural development" (UNESCO Conference on Adult Educati n, 1976).

3.4 NOTIONS OF COMMUNITY FOR UAE

This section derived from Elliot *et al* (1996) considers four broad concepts of community as they relate to university adult education. These are the social, geographical, distance, and professional communities. It concentrates exclusively on the communities participating in university continuing education. This section will not explore the many other communities associated with other forms of adult, continuing and

community education. It should be noted that the said "notions of community" are not absolute or permanent concepts. On the contrary, it is observed that they derive very largely form ideology, and they evolve and change with changes in the dominant ideology (Elliot et al, 1996).

3.4.1 The Social Community

Fieldhouse (1985, p125) observe that:

Over the years, universities have had a strong sense of a social community. In many European countries, for example, universities geared themselves for providing a second chance education for many working-class people.

The British Workers' Educational Association (WEA) is a more specific example at hand. During the first three decades of the century, the link between the trade unions and the tutorial class movement, championed by such people as G. H. Cole, ensured a degree of working-class involvement in UAE. University adult education particularly contributed to the effectiveness and level of activism of some working-class students who were already engaged in some form of social or political activity. (Fieldhouse, 1985 p.127). Universities were thus required not to regard their services as available exclusively to any one organisation or section of the community. Resultantly a number of part-time classes were opened in several British Universities. The Birkbeck College is a good example.

3.4.1.1. Birkbeck College and Part-time Workers

The Birkbeck college was established 170 years ago as a continuing education arm of the University of London. The college specialises in the provision of higher education for Londoners who would otherwise miss out on the chance to study. From its inception, the college specialised in bringing learning to people who worked during the day or who

lacked the qualifications to attend conventional universities. (Prospectus.1999-2000.p.7) The faculty of Continuing Education at this college offers a wide range of courses leading to certificates and diplomas, a variety of one and two terms accredited and non-accredited courses, a programme of professional development and a number of weekend events and summer schools .Although many continuing education programmes take place on the University premises in central London, nearly half of the courses are offered at venues throughout the London area in conjunction with local adult education centres and voluntary organisations (p.8).

3.4.2 The Geographical Community

Form their early extension days, universities have had a very strong sense of serving identified geographical areas. And from this premise resulted geographical communities who had the privilege of being serviced by the surrounding university through the extension services. The service varied according to the economic activity of the geographical community. As for smaller universities, which were amongst the most assertive, there was also a strong desire to make themselves better known in their regions, partly as a public relations exercise but also to support their appeals for financial endowments and government grants (Elliot et al, 1996).

3.4.3 The Distance Community

In describing the university's distance community Elliot (1996) states:

... for much of the 20th century, the model for university continuing education has been the Oxbridge tutorial tradition. The aim was to extend a traditional university face-to-face teaching beyond the walls. The result was distinctive and valuable adult pedagogy which emphasised informal teaching, group discussion, and student-centred learning.

There are other factors affecting a commitment to teaching those not in the immediate vicinity of the institution. Emphasis on those employed hinders daytime UAE provision,

safety factors inhibit evening provision. But just as importantly, the increased emphasis on satisfaction of individual needs has led to reduced reliance on group tutorial learning rather than socially or institutionally-orientated learning. This implies provision at a time, place and pace to suit the individual rather than the group or institution *(Ibid.* p. 44).

As a measure of preserving the notion of the distant community, university adult education may need to harness new technologies to enable learning opportunities to become more accessible. For example, video-conferencing allows groups geographically spread only to interact at the same time whilst computer- conferencing is limited neither by time nor location. This form of learning is usually designed for the individual learner rather than for groups, but could allow concentration on specifically identified communities, for example, the unemployed, rural or housebound *(Ibid.* p.34).

3.4.4 The Professional Community

Universities have increasingly become providers of continuing professional development, largely through the medium of short courses which provide practitioners with intermittent periods of learning. Continuing professional development has now become a major strand of the provision university adult education and industry, commerce and the professions are now included centrally in the university's notions of community.

Another area of growth in the professional community for university continuing education is that of adult education providers and tutors. With the increased professionalisation of the additional distance education sector there is a growing demand from adult educators in further and community education for appropriate and relevant further professional studies, particularly if this is at a post-graduate level. In addition, the increased emphasis by university adult education on research and development has had two effects. The first is that there are now more academics researching and publishing

in the field of adult education and provision at degree level or above which is an appropriate outlet for this research. Secondly, it is also an efficient and effective utilisation of the talents and abilities of this group to communicate their notions of community to influence the considerably wider student body of further and community educators (Elliot et al, 1996 p.76).

The foregoing discussions examined UAE models from a broad perspective. It is now important to narrow the scope and investigate specific approaches of UAE as pursued by specific universities at specific contexts. This study will commence with UAE provision in Australia because of the extensive experience Australia has in this field particularly in the training component of UAE. Many countries have modelled their provision of UAE along the lines of Australia UAE practice.

3.5 TRENDS IN AUSTRALIAN UAE APPROACH

External ideas are influencing South African educational policy restructuring and practices. Historically Australia has been a significant influence on the restructuring and development of South African education, particularly after the dawn of a new democracy in the country. This Australian influence has however been more rapid in the area of training (a strong component of adult education) than in education generally. The debate around competencies is clearly one important example that illustrates the influence of the Australian discourse on South African educational development (see McGrath, 1995 p.214)

Another key element of the Australian influence is centred on the importance of trade unions (role players in UAE) in the development of a new approach in education provision. This influence can be seen most clearly on COSATU (via NUMSA) and hence, primarily, on training more than education. It is also to be seen in the deliberations

of the National Training Strategy Initiative (NTSI), for example in the report titled South Africanisation of the Australian.(McGrath 1995 p.214) Australian university adult education has been selected for this study as a result of the foregoing influences.

Over the last 40 years Australia has moved from an elite to a mass higher education system. According to current findings, within this forty year period, the number of students swelled from around 35 000 to about 530 000 (Internet Report, Http://www.anu.edu 1998/11/26).

The achievements of Australian UAE over the last four decades are very considerable. Australia now has a broadly-based and widely accessible higher education system comparable in many ways with the best in the world. However there are signs that these achievements may be at risk in important respects:

- Concepts of the role of universities in adult education and the activities which constitute university adult education practice have become blurred.
- The "arms-length"involvement of the government in the funding and management of the university system has disappeared, with political considerations becoming more influential in determining educational outcomes.
- While government and the community have encouraged and welcomed expanded access to universities, there has been a growing unwillingness by government to accept the costs development will involve. (Internet Report http://www.anu.edu/au/registrar/ attach .Html 998/11/26).

3.6 UAE APPROACHES AT THE SELECTED AUSTRALIAN UNIVERSITIES

Several Universities in Australia are selected for this study because of their distinguished reputation for their achievement in research, extension services and consultancy. The outreach arm of these universities is the Centre for Continuing Education, a common

terminology used in most South African university outreach centre (e.g. the University of the Witwatersrand). This Centre for Continuing Education reflects the University's commitment to quality in providing innovative community access programmes for learning, discovery and keeping abreast of new knowledge

Table 6 provides a summary of the areas concentrated on by a small sample of Australian University Adult Education programmes.

TABLE 6: A SUMMARY OF AUSTRALIAN UAE PROGRAMMES

UNIVERSITY	LOCATION	PROVISION	PURPOSE
La Trobe University	Melbourne	- Consultancy - Research - Business extension - Health extension	- Further professional development - Public policy development
Deakin University	Port city of Geelong	- Consultancy - Research - Business extension	Further professional Development - Policy development
University of Ballarat	City of Ballarat (Gold-mining city)	- Consultancy - Research - Mining extension service - Health extension	- Further professional development - Policy development
Charles Sturt University	New South Wales (with a large stretch of farming track-land)	- Consultancy - Research - Agricultural extension service	- Professional development - Policy development

(SOURCE: Internet http://australearn.org/charles.htm 98/12/02)

Although many areas of universities adult education provision are omitted in this study, the above table does, however, reflect the direction of Australian UAE practice. All the universities selected for the purpose of this study are involved in research, consultancy and extension services. The nature of the extension service is strongly tied to the geographical location of the institution. For example, if the university is located in a mining town, the type of service that will be provided is strongly influenced by the mining activities of the catchment area of the university. The same could be said about the university adult education clientele. Many adult learners enrol at these selected universities to further their professional qualifications and in all universities selected research is pursued to influence public policy.

3.6.1 The Role of Australian Universities Adult Education

Australian universities have developed from the British tradition of university education which was grounded in the assumption that those in the best position to identify and develop the role of universities were the universities themselves (http.//www /anu.edu.au/registrar accessed on 98/12/02). Consequently, universities came to be seen as distinctive and special public institutions, even, as they came to be increasingly dependent on external funding, primarily from the government. The autonomy of universities created a tension between autonomy and accountability. It is within this development that Australian universities began to define their role in UAE practice. These developments are also important in locating the role of a university which is depending on governmental funding in academic transformation.

The Australian University Commission of 1975 had this to report on universities' role in UAE.

...One of the roles of a university in a free society is to be the conscience and critic of that society; such a role cannot be fulfilled if the university is expected to be an arm of the government policy. Moreover, universities must prepare their students for life in a world the characteristics of which are necessarily imperfectly foreseen. An institution which has geared its activities to known requirements could hardly provide an education appropriate to meet as yet unknown problems (Source:http:www.anu.edu.au registrar,19/12/02).

The following served as guidelines for developing the role of Australian universities in UAE.

- Community needs and what is expected of universities to meet them, vary greatly. For many students, a university qualification is a necessary, though not necessarily a sufficient passport to a job. For others it is also a means to intellectual satisfaction and fulfilment. Similarly for some employers the priority is often a well trained person who is immediately productive. For others, the expectation is that, while they may require on-the-job training for their workers, a university graduate will be flexible, able to think creatively, communicate effectively and adapt to changing needs.
- If Australian's university system is to meet the expectations of the society it serves, the system must be capable of responding to a wide range of needs. Given that resources are limited, this implies *specialisation division of responsibilities* between existing institutions.
- Many countries are giving a high priority to investment in human capital through the development of adult education practice. For Australian to succeed in an increasingly competitive economy it will need universities which are capable of competing with the world's best.
- The mission of the modern universities is to undertaken world class research and research training; and thus facilitate the development of research in Australian universities.

3.6.2 Source of Finance for Australian University Education

The benefits of university activities in teaching, training and research flow generally to the community and directly to individuals. Public funding of universities has been accepted in modern societies as a community responsibility in recognition of the substantial role universities play in the development and well-being of those societies. Increasingly, however, the private benefits of university education have been used to justify contributions (financial) by students and similar expectations have grown in relation to the benefits to industry from the university graduates and research. The continuing theme in the operation of the modern university therefore has been the question of who should pay, and how much? (Internet, http://www.anu.edu.au/registrar/submissions/west comm/attach2.html)

3.6.3 Australian University Education Funding Mechanism

Australian adult education university education derives its financing from a variety of sources. It should however be noted that the government provides the major contribution in financing university education. Noteworthy, is the observation that the benefits of university activities in community service, teaching and research flow generally to the community and directly to individuals.

Public funding of university education has therefore been accepted in modern societies as a community responsibility in recognition of the substantial role universities play in the development and well-being of those societies. Increasingly, however, the private benefits of university education have been used to justify financial contributions by students themselves and similar expectations have grown in relation to the benefits to industry from university graduates and research. (*http://www.anu.edu.au/registrar/submissions/westcomm/attach2.html*: p 3 of 29). Table 7 provides a summary of sources of finance for university education

.TABLE 7: AUSTRALIAN UNIVERSITY EDUCATION FUNDING MECHANISMS

	SET BY GOVT	SET BY INSTITUTION	UP-FRONT PAYMENT	LIABILITY FOR CONTINGENT LOAN
Higher Education Contribution Scheme	X		X	X
Graduate Tuition Fees		X	X	
Non-Degree Fees		X	X	
Undergraduate Tuition Fees		X	X	
Up-front Fees		X	X	

(Source: http://www.anu.edu/au/registrar/attach/1998/11/26)

The model outlined above represents an equitable fees policy adopted as a funding system for Australian universities in which all students are liable to pay fees either as Higher Education Contribution Scheme (H-E-C-S) charge (from which some are exempted) or as a fee charged by universities. The model reflects the minimal involvement of government in running university affairs, although the government is said to be playing a major role in providing finance for higher education.

The problem with this type of arrangement is that the system of private contributions has developed in a piecemeal way. From 1998, however this five- way split fee regime system, each with its specific conditions and administrative requirements, will be pursued as official. Table 8 provides us with data which reflect the role played by the government in financing Australian higher education and UAE has to scramble for something out of

this financial arrangement:

TABLE 8: AUSTRALIAN GOVERNMENT DIRECT FUNDING OF EDUCATIONAL RESEARCH

		Competitive Grants		Block Funding		TOTAL	
		Amounts /$'000	%	Amount/$'000	%	Amount /$'000	%
Major research University	1992	117, 645	66	157,012	65	274,675	66
	1997	189,877	64	205,767	67	395,644	66
Other pre-1988 University	1992	43,987	25	58,602	24	102,589	25
	1997	79,930	27	73,554	24	153,484	25
Post-1987 University	1992	13,181	7	24,297	10	37,478	9
	1997	24,174	8	27,815	9	51,989	9
Unallocated	1992	3,522	2	0	0	3,522	1
	1997	971	0	0	0	971	0
TOTAL	**1992**	**178,335**	**2**	**239,911**	**10**	**418,246**	**10**
TOTAL	**1997**	**294,952**	**0**	**307,136**	**10**	**602,088**	**10**

(Internet, Http://australearn. org/charles.htm)

3.7 UAE APPROACH AT THE UNIVERSITY OF TUSKEGEE

The university of Tuskegee is a pursuing a continuing education approach that provides a comprehensive rural educational programme which universities grappling with measures on how to improve the quality of life for rural ,especially farming communities

could pursue. Recent studies reveals that not long after his arrival at Tuskegee university, Dr. Booker T. Washington (a founder member of this predominantly Black institution) implemented monthly group meetings where discussions and demonstrations focussed on improving the quality of rural living for "negro" farmers in and around Alabama.(Continuing Education Bulletin, 1996/7, p.5)

These group meetings mushroomed into the annual farmers Conference in 1892 which attracted some 400 farm families and professional agricultural workers from throughout the rural south. Of particular concern was the destitute ex-slave farming families who were earning meagre existence from the land. Washing on visited the homes of many such families to learn of their needs. He began holding annual farmers Conferences on campus so that the faculty could show these families improved methods of farming, home construction, food processing and other ways to improve their lives. (Ibid,1996/7 p.6)

At the onset the gathering at the university was seen as a problem solving event. Demonstrations introduced farmers to new and more efficient ways managing their farms. Success stories are still part of the Farmers Conference agenda. But the agenda has long since been expanded to include not just farming issues, but also issues of special significance to rural living, especially as it affects the Black community. This legacy is still characterising the university of Tuskegee and it is for this reason that this university is selected for this study.

3.7.1 Continuing Education and Co-operative Extension at Tuskegee University

The University of Tuskegee is renown for having established continuing education programmes and co-operative extension service for Black farmers in and around Alabama. The co-operative service in particular is pursued through modus operandi such as conferences, seminars, workshops and symposiums. The introduction of continuing

education and extension programmes was to build capacity as well as the skills around methods of farming, improved health conditions and the general improvement of the lives of farmers in and around Alabama. (http://www.tusk.edu/coop_ext/history.htm .p1of 1)

The University has also put in place programmes that are intended to uplift the standard of living for the rural community of Alabama and other surrounding areas. The following credit and non-credit continuing education programmes are offered at the university:

(a) **Improving the Quality of Water**

In this programme the Tuskegee University water quality team addresses the safe drinking water concerns of Alabamians receiving their drinking water from private wells. Alabama's water resources are abundant and are generally of high quality. The task of determining and maintaining this quality in private wells is the responsibility of individual well owners. The water quality team facilitates this effort through testing, demonstrations and education (Http://www.tusk.edu/coop_Water%20Quality.htm p.1 of 1)

In brief, the focus of the Tuskegee University water quality initiative is to:

- promote safe drinking water through the routine annual testing of drinking water supplies, both public and private
- provide educational programmes that stimulate an interest in protecting and maintaining safe drinking water in Alabama
- conduct effective demonstrations that afford residents to view adaptable minimal cost techniques that promote safe drinking water (Ibid, p. 1 of 2)

(b) **Sustainable Agricultural Programmes**

Increased sustainability of farming in Alabama continues to depend upon promoting and assisting producers in adopting practices that increases profitability, farm landownership and economic viability and profitability, while conserving natural resources. Programmes carried out by the Tuskegee University Co-operative Extension Programme center around efforts to:

- identify practices that increases agricultural sustainability and general well being of limited resource producers
- increase resources to own and operate farms
- involve youth farming
- identify case studies for value-added enterprises and
- assist in developing new market opportunities.

(SOURCE: http://www.tusk.edu/coop_ext/Sutainable%20Agriculture.htm p.1 of 1)

These efforts are implemented through group meetings, farmer surveys, home and farm visits, Extension tele-conferences, on-farm demonstrations, newsletter and circular distribution, farmer market days, annual farmer conferences, Annual Professional Agricultural Workers Conference, and special youth educational and assistance programmes. (Ibid .p.1 of 1)

(c) **Forestry, Wildlife and Natural Resources Programmes**

Tuskegee University, through its Co-operative Extension Programme, offers educational and assistance programmes in forestry, wildlife and natural resources primarily in twelve of Alabama's counties. This area has a high concentration of small land tracks owned primarily by low-income individuals including farmers. Some of the major problems in this area are related to forestland management. The University also works with schools, cities and community groups to develop and carry out tree planting plans, particularly

involving youth to help enhance their future environments. In the year 1996 alone the following activities were carried out by the university:

- forest tours, field days and other group meetings
- development of forest management plans through one-on-one assistance
- fish pond meetings on weed control
- a fish derby
- workshops to assist groups in securing grants for forest related projects

Other programmes include the following:

- Computers for home and business
- Certification and career and test preparation
- Personal and professional development
- Sports and fitness
- Cheerleading skills and techniques (Tuskegee CEU course catalogue, 1997 p.3)

(SOURCE: http://www.tusk.edu/coop_ext/forestry.htm)

The continuing Education and extension programmes as pursued by the University of Tuskegee are presented in a more comprehensive manner such that learning and developing institutions like the Qwa-Qwa campus can learn a lot from them. However, it must quickly be added that learning from such an experience should not be a matter of reinventing the wheel. The Qwa-Qwa context is different from that of Alabama and if measures to learn from other situations are pursued ,they should regard the uniqueness of the context as a significant factor. Subsequent sections will touch more on this.

3.8 IMPLICATIONS FOR SOUTH AFRICAN UAE PRACTICE: A Discourse Analytical Approach

The current intellectual milieu has witnessed a steady growth of interest in, and a proliferation of writings on discourse analysis as a method of research (see Duncan 1993, Potter and Wetherel, 1984, and van Dijk 1989). The plethora of research studies undertaken these last few years and which have employed the method to various pertinent socio - educational issues more than attests to the importance of this research strategy. Over and above, as Duncan and van Dijk put it (1989, & 1993) discourse analysis as a method of research seems to be pre-eminently suited to the study of adult education and universities' role.

The South African system of UAE, like any other national and training system, is unique. It cannot be understood properly and developed simply within a discourse generated from reading about other universities adult education practices. This observation confirms McGrath's theory:

One particular unusual element of the South African debate is provided by its location at the cusp of "Northern" and African debates. South Africa is at the same time, though in radically different ways, both part of the African continent and part of the group of "White" ex-colonies, and study of its education and training system must take cognisance of the unequal way which these two influences are exerted upon it (McGarth, 1995 p. 213).

A recent interview with a colleague also confirms the foregoing postulation:

Some university adult education programmes are intended to address "First World" problems whist others are intended to address "Third World" problems. Many European and American UAE programmes, for example, are providing extra-mural and leisure holiday programmes, most of which are pursued by elite groups. In most "Third World" countries universities are serving as developmental institutions that are geared towards the needs of their social milieu (Interview,HI. 11/10/98).

What is distinctive from the above Tuskegee scenario is the absence of development oriented extension programmes, especially for those sections of the community who are

located in townships which are experiencing the harshest levels of hardship that the human race has ever experienced. Most programmes are either biassed towards the provision of further professional development and extension services, or, at the other extreme the inclination is towards leisure or extra-mural academic activities, none of which could be adopted by countries beset by socio-economic problems, especially in the Qwa-Qwa region where farming is still conducted along subsidiary lines. Arising out of this argument is the issues of the context and the inability of imported models to address basic needs. Perhaps this notion of contextualisation deserves to be problematised as a measure of discerning its (in)appropriateness.

3.8.1 Indigenisation as a Measure of Contextualising UAE

The process of importation of external ideas and their subsequent indigenisation is far from simple. As it is noted in many studies on African education systems settings such as adult Education and training and workplace organisation are not only inter-related but are also intimately shaped by their unique economic, ideological, institutional and socio-cultural contexts. Education and training within a particular country is therefore bound to be understood within the dictates of the foregoing logic.

At a theoretical level the implication of such arguments is that the importation of an external model is highly problematic. Unless the most rigorous prior consideration of the exporting and importing contexts is undertaken, it appears inevitable that the actual impact of importation will be impossible to predict. In McGrath's terms:

...An imported model will always be indigenised but the nature of that indigenisation and its product is likely to remain unforeseeable.(McGrath, 1995 p.214)

At the helm of current debates about issues of contexts are suggestions that the role of universities should involve becoming more contextually responsive to the social and economic needs of the

wider society. The nature of the responsiveness must be such that they ensure that they are in the mainstream rather than the margins of societal change. The adult continuing education unit is therefore regarded as being in a pivotal position in facilitating a university's responsiveness to societal needs.

It is the adult continuing education unit that brings that part of the university sector to the fore in recognising the key links between universities and their surrounding communities, and from which the arguments have been strongly voiced for redefining the boundaries between the mainstream and the marginal. It is also a field that is frequently marginalised, despite the value of its appropriateness in forming the move to greater responsiveness, and despite the observation that it has a strong social content, more than any other discipline which is likely to inform university adult education practitioners in facing the socio economic challenges of their time, probably by outreaching to their communities (Elliot at al 1995).

Kgotseng has this to say about university outreach to communities:

Although it is relatively recognised that universities in South Africa are in origin western, they are however called upon to manifest an African character and the degree of flexibility essential to adjust to township and rural problems. They should be aware that they are operating in a Third World African context (Khotseng, 1990 p. 9).

Because universities are called upon to be contextually based, the adult education community for rural universities would thus be:

- people from villages who are beset by startling conditions of poverty and ill-health,
- illiterate and innumerate micro-entrepreneurs,
- adult education trainers at existing and potential adult education centres,
- post-graduate adult education students who will at the end engage themselves in training and consultation of adult education practitioners .

The adult education community can also be classified in terms of their uniqueness and their distinctiveness as a group. The following will thus serve as an appropriate classification of the

community likely to participate in adult-education programmes:

- the distant community
- the social community
- the geographical community
- the professional community

Any mode of university educational delivery system should take into account these distinct characteristics of the adult education community (Khotseng, 1990 p. 12).

3.9 SUMMARY

The very limited survey of policies and practices of Australian and Tuskegee's UAE provision showed that a sample of universities selected as models for this study see themselves as playing significant roles in their catchment areas. In most instances these universities conduct their academic activities within the dictates of their mission and vision statements.

The research has also revealed that the context plays an important role in establishing UAE. The principles can be universal but the demands are not the same - each context is unique. The research has, for example, shown that Australia as a country with First World characteristic and challenges is responding in a way which suits Australian needs. On matters of sources of finance the research has shown different sources of financing university education which are unique to Australia and operate at levels which suit a country with a First World background.

The research closed the chapter by contrasting the Australian context with the South African one. Indigenisation was perceived as viable route through which South African universities could learn from the Australian experience. In this research various communities who constitute areas of concern for UAE were identified. In many respects, this chapter was useful in finding out which international UAE experiences, especially those from Australia and Tuskegee, were useful as points of references for the Qwa-Qwa Campus.

CHAPTER 4

SOME TRENDS IN SOUTHERN AFRICAN UNIVERSITY ADULT EDUCATION

4.1 INTRODUCTION

This chapter investigates UAE activities in Southern Africa, particularly in two countries located in the Southern part of Africa, namely, Botswana and Lesotho (Chapter five is concerned with UAE in South Africa). The two countries are selected on the basis of their economic and geographical similarity and proximity (for Lesotho) to the North-Eastern Free State province, where the Qwa-Qwa campus is situated. Both Botswana and Lesotho are surrounded by large rural communities who share a lot of commonalities with people who form the catchment area of the Qwa-Qwa campus. This Chapter explores issues of curriculum concern and other policy-related developments within the context of UAE.

4.2 ADULT EDUCATION FOR RECONSTRUCTION AND DEVELOPMENT

University adult education practice in Southern Africa has proved to have the potential to contribute to the reconstruction and development goals of existing governments. In Botswana, for example, well-structured and managed programmes have provided invaluable opportunities for non-traditional students and the faculty of education, particularly the Centre for Continuing Education at the University of Botswana, has shown capacity to deliver social services to large numbers of people.

In most instances the benefits of UAE practice are not confined to the development of professional skills and knowledge. To a larger extent UAE has also contributed to the growth of civic responsibility and nation-building. Adult education programmes have also influenced curriculum development and research, and in this way made UAE practice more responsive to society needs. The Universities of Botswana and Lesotho, apart from their geographical similarly with the Eastern Free State, are also studied because they demonstrated their involvement in civic responsibility and

nation building activities. The focus is confined of their Centres for Continuing Education activities of 1996-1997, for the university of Botswana, and the Institute of Extra Mural Studies' activities since the 1960s, for the National University of Lesotho.

4.3 THE UNIVERSITY OF BOTSWANA EXPERIENCE

University of Botswana's Centre for Continuing Education (CCE) is selected for this study because of its geographical relatedness with the Qwa-Qwa campus and more importantly, because of its steady and satisfactory progress in the provision of adult and continuing education in a rural context.

4.3.1 The Centre for Continuing Education

The University of Botswana has adopted a centralised approach in the provision of adult education through the Centre for Continuing Education (CCE). The CCE is the outreach arm of the University, acting as a link between the University and the wider community. It focusses on the extra-mural activities of the University, working in collaboration with other departments in all of the faculties.

The CCE carries with it the responsibility of identifying the educational needs of adults in the community and for giving advice on appropriate responses by the University. The centre also has the administrative responsibility for organising part - time and distance education programmes, public lectures, conferences and radio broadcasts. Because the centre acts as a link between all faculties, the head of the centre then reports directly to the Vice-Chancellor.(University calendar, 1991-92)

4.3.2 Modus Operandi of the CCE

The centre provides adult and continuing education through three units:

- the Distance Education Unit (DEU)
- the Extra-Mural Unit (EMU), and
- the Public Education Unit (PEU)

Each unit has programmed its activities and developed its own framework which maps out how the unit will function and co-operate with other stakeholders and part-time staff in the implementation exercise (CCE Annual Report, 1996/7).

4.3.3 Distance Education Unit

The Distance Education Unit is designed to facilitate the provision of two academic programmes, namely the:

- Certificate in adult education and
- Diploma in primary education

A. Certificate in Adult Education

This outreach academic programme has been on offer since 1983. The programme is made up of five courses which are divided into modules; each module is further divided into units of study. The five programme courses are:

CAE 011: communication in study skills

CAE 012: learning and teaching in adult education

CAE 013: introduction to organisation and management of adult education

CAE 014: planning, implementation and evaluation of adult education

CAE 015: adult education and the community (CCE Annual Report, 1996/7)

The course are offered through printed, self-contained instructional materials, supported by face-to-face contact sessions. The modularisation of the programme is apparently done to make it easier for adult learners to be focussed in their handling of the study material [illegible] ne area which

universities interested in adult education provision should not ignore.

B. The diploma in Primary Education (Part-Time)

This part-time programme is designed to upgrade the academic and professional qualifications of Primary Teacher Certificate holders in primary schools throughout Botswana. The programme has thirteen subjects that need to be studied over a period of four years and is designed as in table 9:

TABLE 9: LEARNING AREAS FOR THE DIPLOMA IN PRIMARY EDUCATION

SUBJECT	NUMBER OF MODULES
1. Education	27
2. English	6
3. Communication and Study	6
4. Mathematics	6
5. Agriculture	6
6. Home studies	6
7. Social studies	6
8. Religious studies	6
9. Art and craft	6
10. Music	6
11. Physical education	6
12. Setswana	6
TOTAL	**93**

(SOURCE: *CCE ANNUAL Report* 1996/7).

The Colleges of Education (primary) syllabi are adapted and structured along distance education lines. The concept of distance education in Botswana was injected into public consciousness through a UNESCO report entitled *Learning to be.*(Internet, Http://hsrc. ac.za/03/02/1999). The distance education model was seen as a viable alternative to access university education. The model was also used in some extension activities.

4.3.4 The Extra-Mural Unit

The Extra-Mural (Studies) Unit is involved in the provision of Certificated and Non-Certificated programmes.

A. Credit Certificate Programmes

Two certificated courses constitute the flagship of the Extra-Mural Unit and are regarded as the best known among the CCE programmes because they are in popular demand. These courses are:

- The Certificate in Accounting and Business Studies (CABS) and
- The diploma in Accounting and Business Studies (DABC)

B. Non-Credit /Non-Certificated Programmes

The following are an example of non-credit courses offered by the unit:

1. Computer Literacy

- Introduction to computer (2 weeks duration)
- Word precessing (2 weeks duration)
- MS Excel (5 weeks duration)

4.3.5 Public Education Unit

Provision of public education involved the implementation of the PEU, the planned programme, the design and facilitation of public educational activities as requested by other public organisations, and the carrying out of educational programmes in collaboration with other organisations. Courses provided included:

- *Understanding the work of councillors, administration staff and parliamentarians*
- *The "class" process and its, effect on manual workers*
- *"Class" understanding of society and the alternative framework for restructuring society*
- *Understanding how men and women fail to maintain their children as they participate in the class process*
- *African culture and social work, (Source: CCE Annual Report, 1996/7).*

4.3.6 The Organisational Structure of CCE

The CCE operates as a centre of all adult education activities and therefore has an autonomous centre with a director who reports directly to the Vice-Chancellor and University Senate. Because of its inter-faculty orientation the centre has a representative on each Faculty Board. In order to ensure that part-time courses for qualifications are comparable to full- time courses in terms of their standards, accreditation is undertaken by faculties concerned. In this way faculties are given the responsibility for endorsing regulations and syllabi, monitoring course progress through regular reports, moderation and external examination and approval of examination results(University calendar 1991-92).The work of the centre is overseen by the Board of the Centre for Continuing Education(BCCE), which has the following membership:

TABLE 10: AN ORGANOGRAM OF THE BCCE

Vice Chancellor (Chairperson)
Director,CCE
Academic staff, CCE
Deans of each faculty or representative
Head of the Department of Adult Education
Representatives
Library Bursar Part Time
Senior assistant registrar CCE- (Secretary)

The Board has central responsibility for policy programme development. An Advisory Committee on Continuing Education also form part of the organisational structure. Membership of this committee includes community representatives and representatives of training interests in the public, parastatals and private sectors. (Source: *University calendar 1991-1992 p. 116*)

The Centre for Continuing Education model that the university of Botswana has adopted to reach out to the community provides a good example of how a University can establish a link between a University and the wide community. The CCE, as it has been noted, focusses on extra-mural activities and is also interdisciplinary in approach in that it works in collaboration with other departments in all of the faculties. It carries with it the responsibility of identifying the educational needs of part-time adult students and the educationally marginalised groups in the community and for giving advice on appropriate responses by all departments in the University. This is one model which could help the Qwa-Qwa campus in pursuing an interdisciplinary approach in reaching out to the community.

4.4 THE INSTITUTE OF EXTRA-MURAL STUDIES: NATIONAL UNIVERSITY OF LESOTHO

The Eastern Free State is geographically close to the National University of Lesotho and any attempt at developing a model for the implementation of UAE in the Eastern Free State should not ignore UAE activities in the region. This approach will help the region avert unnecessary duplication of activities, a tendency which the present government of South Africa would want to discourage. The Institute of Extra-Mural Studies if therefore selected as an area of investigation for this study for the regional proximity and its rich history in UAE involvement..

4.4.1 An Overview of the Institute

The Institute was originally founded for the purpose of carrying out a programme of adult education for the adult population of Lesotho through co-operation with existing work programmes in the country. To realise this objective a variety of programmes such as the Credit Union Movement, Lesotho Credit Union Scheme for agriculture, Co-operative Development, Public Lecturers Training in Public Administration and courses for businessmen were established. In carrying out these activities various educational techniques were employed, for example: personal contacts, village study clubs, mass meetings, leadership courses, conferences, short courses, anniversaries, rallies, publications, radio programmes and development oriented newsletters .The work of the Institute has, over the years, been generously assisted by governments and international agencies such as Miserior, Canadian International Development Agency, Oxfam, the Dulverton and Leverhume Trusts, Catholic Relief Services, World Council of Credit Unions, United States Agency for International Development, the United Nations Development Programme, NOVIB, W.K. Kellogg Foundation and ILO (Institute of Extra-Mural Studies Brochure, 1997).

The purpose of the Institute of Extra-Mural Studies is to make the university and its curriculum accessible to the people by using the facilities and resources of the university for the education of the adult population of Lesotho and for their economic, social and cultural development and upliftment. It endeavours to do this in consultation with the appropriate government ministers and departments, agencies. parastatals, academic faculties and private institutions. To this end the Institute aims at encouraging, assisting and co-ordinating the efforts of the academic and departments in all forms of University extension (Brochure, 1997 p. 2).

4.4.2 Programme of the Institute

A four year Degree in Adult Education

Since 1960 the Institute has run part-time and in-service courses for teachers. The part-time Degree in Adult education programme was introduced with the intention of helping people who are in the work force to improve their qualifications while remaining at work. The programme was targeted at teachers and development workers who were enabled to go to the Institute on a part-time basis in order to improve themselves professionally and academically. The methodology of provision is of the nature of distance education and this is intended to enable them to stay in work and not to travel far in order to attend classes *(Internet http:/www-icdl.open.ac.uk/icdl/export/africa/lesotho/extra/ist/index.htm, 1998).*

Programme description and other academic information

The programme is designed to achieve, among other things, the following, basic objectives:

- an improvement in the quality and quantity of human resources servicing the adult sector.
- the raised standard and qualifications of those adult practitioners who would otherwise have been unable to enjoy the facility to a full-time university education.

The curriculum comprises the following courses:

YEAR I

ADE 101 Introduction to Adult Education

ADE 102 Introduction to Community Development

ADE 103 Adult Literacy Teaching Methods

ADE 104 Comparative Studies in Adult Education

ADE 105 Adult Education and Development

ADE 106 Introduction to Statistics

ADE 107 History of Adult Eduction

ADE 108 English Language Practice

ADE 109 Introduction to Guidance and Counselling

YEAR II

ADE 201 Historical Foundations of Adult Education

ADE 202 Philosophical Foundations of Adult Education

ADE 203 Psychological Foundations of Adult Education

ADE 204 Principles and Practice of Adult Education

ADE 205 Mass Communication in Adult Education

ADE 206 Rural Literacy Newspaper Production

Ade 207 Planning and Implementation of Community Development Projects

ADE 209 Adult Education Teaching Methods and Techniques

ADE 210 Principle and Practice of Guidance and Counselling in Adult Education

YEAR III

ADE 301 Media Techniques in Community

ADE 302 Psychlogy of Adult Learning

ADE 303 Organisation and Administration of Adult Education

ADE 304 Research Methods in Adult Education

ADE 305 Budgeting and Financing of Adult Education Programmes

ADE 306 Economics of Community Development

ADE 307 Management Techniques in Adult Education

ADE 308 Adult Education and Women in Development

ADE 309 Current Issues in Adult Education

ADE 310 Sociology of Adult Education

YEAR IV

ADE 401 Curriculum Design in Adult Education

ADE 402 Economics of Adult Education

ADE 403 Statistical Method and Evaluation in Adult Education

ADE 404 Training and Manpower Development

ADE 405 Practicum in Adult Education: Seminars, conferences and Workshops

ADE 406 Research Project (Ibid, 1997 p.3).

Entrance Requirements

A credit pass in a national certificate serves as a minimum requirement for administration to the diploma in Adult Education or its equivalent. Non NUL diploma holders will be expected to produce certified copies of diploma certificates.

Media and Methods Employed

Printed text, radio broadcasts, residential schools, video cassettes.

Administrative Information

The programme shall be of four year's part-time study for holders of a Diploma in Adult Education or its equivalent.

(SOURCE: Internet Homepage, 20-08-1998).

4.5 THE BOTSWANA AND LESOTHO EXPERIENCE: Models of Developmental Universities?

The Adult Education activities at both the University of Botswana and Lesotho affirm Totemeyer's (1997) concept of a development university. Totemeyer suggests that universities are regarded as social entities and often as key institutions in underdevelopment and under-priviledged societies. The two universities, therefore, represent models of fundamental rethinking and change in perception regarding the place and the role of a university in an underdeveloped society. The structuring of their course components is, in most instances related to the consideration of the causes of underdevelopment which characterised the two countries, and on how they can best be approached.

The background to the concept of a development university has been made clear in a provocative speech by Colin Leys when he addressed a meeting of the Commonwealth Vice Chancellors where he states:

Throughout the underdeveloped world a confrontation is looming between two opposed views of the causes of underdevelopment and the goals of development. The established view...sees the causes of underdevelopment in terms of accidents of history and geography which made some countries start out late on the path of modernisation and economic history and the supply of missing inputs such as capital or education or management skills...the opposing view is essentially Marxists in its intellectual origins though by now it is tending to command a substantial non-Marxist following. It sees underdevelopment as a specific condition of the ex-colonial countries corresponding to and making possible the development of the capitalist countries... Capitalism is rejected as being simply not available (to them) as a basis for development; it is seen as being a world system which by its very nature allocates to the underdevelopment countries a permanent place at the bottom of the ladder. From this point of view...it is only a short step to identifying the universities, t · the extent that they still transmit a predominantly Western culture and hence serve as major instruments of underdevelopment along with foreign companies and the accompanying neo-colonial apparatus... This confrontation between two perspectives (the linear developmentalists vs the non-linear dependency perspective) is reflected in vigorous ongoing debate among academics in African universities (In:Coleman,1980 p. 439).

This conceptualisation of a developmental university provides a rich framework within which universities from underdeveloped backgrounds can define their roles. It is a framework that reminds universities in the abovementioned context that there are new challenges facing them and that universities should no longer be seen as providing a product to be bought in the marketplace by those who can afford it, as this is First World rationale.

CHAPTER 5

UNIVERSITY ADULT EDUCATION IN SOUTH AFRICA

5.1 INTRODUCTION

The chapter surveys UAE practice in South Africa by selecting a number of universities which are actively involved in the provision of adult education (for example, the universities of the Western Cape, Cape Town, the Witwatersrand and Transkei). The chapter explores issues of transformation, mission and vision statements, curriculum of UAE in these universities. A summary of the general UAE provision in South Africa is also provided. It also reflects on the influences which came with the inauguration of a new democracy in the country and new policy directives which directly or indirectly impacted on UAE practice.

5.2 ISSUES OF TRANSFORMATION AND CHALLENGES FOR UAE PRACTICE

The last four years saw the inauguration of democracy in South Africa. The period heralded an era of vigorous attempts to transform, amongst other things, university education.

Transformation was intended to facilitate processes where those who were previously marginalised from university education were to be provided with facilities which would enable them to develop the necessary competencies which provide mechanisms and tools for engaging with all aspects of life.

There is a growing recognition that education and training are fundamental to economic and social development. Against this background university education has been identified as having a very significant role to play in bringing about the necessary human resource development for socio-economic transformation. A more legitimate and empowering system of university adult education provision is therefore needed since it has been identified as the cornerstone of human resource development and the related socio-economic development and upliftment(Matobako, 1998 p.3).

An effective system of UAE practice has the capacity to tackle existing social ills characterising South Africa, by providing alternative continuing and/or life long learning opportunities with greater work preparedness for adult learners. An investigation of the nature and status of UAE in South Africa is therefore crucial as this might inform all attempts towards development at various institutions in South Africa.

5.3. ISSUES OF ACCESS TO UNIVERSITIES

Over the years, particularly during the apartheid era universities were criticised for stressing class privileges which reflected inequalities of chances for access to higher education. They have demonstrated that the nature of their community confirmed the inequalities of chances for access to higher education. For the university to recognise its responsibility to contribute more directly and significantly to human resource development it should open its doors to a new clientele by creating more flexible admission procedures and reorganising its programmes to suit new social challenges. Kgotseng (1990) provides us with appropriate admission criteria.

Access to university may include inter alia:

- *clear entry criteria, targeting both traditional and non-traditional students.*
- *recognition of prior learning through experience.*
- *no insistence on formal educational qualifications. (p.9)*

5.4 RULES OF ACCESS - The NQF Provisioning

With the advent of the new clientele for university adult educational practice new rules have been designed to accommodate new demands. The COTEP document (1997) declares:

Access to universities should then be based on the recognition of prior qualification and learning (COTEP. 1997 p. 226).

In the past prior learning was recognised by using content and time-based criteria. Under the outcomes-based approach, these criteria fall away and access depends on the learner's ability to demonstrate that she/he has the relevant applied competencies. This can be recognised either in the form of recognition of prior qualification (RPQ), or by the recognition of prior learning (RPL) through an integrated assessment undertaken as part of the entrance requirement to a qualification (Ibid.p.226).

5.5 SOME TRENDS IN UAE PRACTICE IN SOUTH AFRICA

Adult and continuing education in South Africa is in a state of flux. Many universities are threatened by the government's higher education policy directives of relevancy and service to the community. Resultantly, universities are introducing programmes that are geared towards community development and/or social upliftment. Universities are now positioning themselves as sites for meeting the needs of their catchment areas, both directly and indirectly. But, as the Deal Trust Report (1994 p.24) suggests:

...the pressure on providers as they attempt to position themselves in the field and to link into current policy initiatives are enormous and at times overwhelming.

Table11 provides us with an illustration of the different modes of provision which constitute attempts adopted by South African universities to meet the needs of their catchment areas:

TABLE 11: CATEGORIES OF AREAS OF FOCUS FOR UAE IN SOUTH AFRICA

Formal Articulated Academic/ Professional Programmes	Non-formal Programmes	Resource Provision	Research & Development	Others

(SOURCE: Deal Trust Report, 1994 p.25).

UAE practice at South African institutions has assumed different, although similar at some levels, modes of provision. That universities have different modes of provision and thus play different but significant roles in meeting society expectations confirms the observations that there are complex sets of contrasting views which are held on the role of universities in adult education.

One such view is that a university is a community dedicated to research and teaching. This exclusivity view, commonly known as the traditional role of a university, implies that universities have no role in society from which it drives its students. This, then makes universities inaccessible to most members of society. Michael Omelwa(1994), a renowned African scholar, echoes the very sentiments in his quotation of Julius Nyerere, former President of Tanzania, when he was making a point at the inauguration of the University of East Africa that universities:

...cannot be islands, filled with people who live in a world of their own, looking on with academic objectives or indifference at the activities of those outside. Even if it were desirable, we are too poor in money and educated manpower to support an ivory tower existence for an educated elite (Omelwa and Adekanmbi, 1994: 1).

Many South African universities are showing a proper understanding of such concerns as reflected in Nyerere's speech. They are moving from an ivory tower mentality and are gearing themselves to play significant roles as expected from them by various interest groups in the country. In the new South Africa, more than ever before, universities are expected to redress past imbalances and move

the wheels of development and enhance the quality of life of people of this country. A review of UAE provision at four universities in this country will attest to the foregoing assertions.

5.6 UAE PROVISION AT THE UNIVERSITY OF THE WESTERN CAPE

The University of the Western Cape has taken note of the foregone reflections and has set itself specific objectives so that it may more adequately fulfil its role as an institution which

"*...interprets its role to include a firm commitment to the development of the Third World communities in South Africa. By this it aims both to serve its immediate community and to keep open the possibility of new options emerging for South African society*" (University Calendar 1995).

The Centre for Adult and Continuing Education (CACE) at this university was then established as part of the response to implement the UWC mission and vision statements. UAE was thus used as an important instrument for social transformation and to develop further UAE in South Africa as an important and legitimate field of academic pursuit.

Walters (1996) provides us with a brief background of the Centre for Adult and Continuing Education (CACE) at the University of the Western Cape (UWC), which she asserts, prioritised adult education. The UWC is an historically black university set up in 1961 under apartheid legislation to serve people classified "coloured". From the late 1970s, UWC develop a proud history of an anti-apartheid struggle. It became particularly well known in the late 1980s for the defiant stance of open support for the then banned liberation movements, that is ANC, PAC and BCM. It has a student population of over 14,000 with half being women, nearly half African and the rest mainly "coloured" with a sprinkling of white students (Walters, In: Elliot, 1996 p. 123).

The Centre for Adult and Continuing Education (CACE), at UWC was established in 1985 and within the first ten years it prioritised issues of " equality". The centre, which is located within the Faculty of Education, was born at a heightened period of an anti-apartheid struggle and its mission was shaped very much by the politics of the time. Its 1988 brochure states:

CACE aims to promote adult and continuing education which serves the poor and the oppressed individually and organisationally, with an overall commitment to the attainment of a non-racial democratic society. This it hopes to achieve through:

- *Informal, non-formal and formal teaching;*
- *Ongoing research;*
- *Provision of appropriate resources to adult and community educators. (p.3)*

The CACE position statement captures its aims very accurately.

5.6.1 CACE Position Statement

The centre for Adult and continuing education was regarded as an outreach arm of the university and its role included extending the services of the University beyond traditional students. The practical implications of the foregoing are best expressed in the aims of this centre:

Aims

- *To contribute to the development of theory and practice of adult education in a critical rigorous academic and professional way, amongst community-based and other adult educators.*
- *To participate in the building of the national system of adult education which contributes towards the reconstruction and development of an equitable, just and democratic society in South Africa.*
- *To participate in and encourage community - oriented services as legitimate parts of UWC's functioning.*
- *To participate in the global movements of critical adult educators particularly those located in the 'south', in order to contribute to sustainable, human development.(p.4)*

The centre seeks to achieve these aims through:

- *the non-formal and formal education and training of community-based and other adult educators*
- *research*
- *networking nationally and internationally*

- *developing and publishing materials*
- *providing support and resources to adult educators*
- *participating in and developing relevant university and community structures* (Source CACE Annual report-UWC-1997 p.6).

CACE staff participate actively through running non-formal and formal courses for community activists, establishing a small resource centre in which posters, pamphlets, news clippings, formal and informal publications on radical educational and organisational theory and practice are stored. Running a research project to monitor developments within popular education, and producing popular publications (Walters *et al*, 1996:p124).

In promoting formal professional development of adult practitioners three formal courses were established:

- *The Certificate and Advanced Diploma for Educators of Adults;*
- *The BEd module in adult and Continuing Education , and*
- *A Masters Degree programme in Adult and Continuing Education,*

The first two resulted from lengthy consultation with community educators and activists, and aims to provide space for critical reflection by practising educators and activists. The Certificate programme was designed to enable rural participation and to give practitioners with a Standard Eight (Grade 10) education access to the university. According to Walters (1996: 125), it was a ground-breaking design within the context of South African university adult education, and is now an important reference point for national developments in the professional training of adult educators.

CACE also focussed more specifically on policy orientation research. It also emphasised the development of indigenous approaches to anti-racist and anti-sexist training programmes for adult educators. It is worth noting that it actively supported networking and the building of organisations specifically concerned with promoting the interests of adult educators, NGOs and women (Walters,1996 p.124).

5.6.2 Making Training and Academic Meet: A Story of Two Workers

The "Mail Guardian", a weekly South African newspaper provided this study with actual examples of integrating prior experience and learning with a further university educational provision. An article by Julia Grey, a Mail & Guardian correspondent on education and training (see appendix II). The article reflects on measures which universities could pursue in the provision of internationally recognised certificates for education, have managed to go through university education as a result of putting flexible entrance requirements in place. This success story could serve as a good model for extending university education to those sections of community who were previously denied university education.

But achieving the ideals of this model is a long process as Grey (1998) observed:

...perhaps taking as long as 10 years to finally get in place. Universities and technikons are in the process of registering courses with the qualifications authorities, which requires each course to be described in terms of the competence and skills that the learner will have once they have passed them. Once these courses, and those from other training institutions are registered, it will possible for many more learners to progress through a variety of learning forums towards a recognised diploma or degree (Grey 1998: 89).

UWC, like the Qwa-Qwa campus, is faced with scarcity of resources and there are several suggested ways which the campus could pursue to generate funds for running part time adult education programmes. These are:

- *Fundraising*
- *Mobilising money*
- *Forming partnerships and*
- *Being innovative*

On the issue to staff shortages an interviewee at this institution responded that:

...the adult education programme needs to empower staff with skills and workshops should be held to provide platforms for staff development (Interview: Wltrs/11/97).

5.7 UAE PROVISION AT THE UNIVERSITY OF CAPE TOWN

The University of Cape Town established a Department of Adult Education and Extra -Mural Studies whose services are predominantly focussed on the professional adult education community. The department provides public extra-mural study programmes and academic teaching and research in adult education. The fields of concentration are:

- *summer school and extra mural courses*
- *postgraduate degree in adult education*
- *advanced diploma course for educators of adults*
- *certificate course in adult education, training and development and*
- *a range of research commitments* (Source: Internet/1998).

5.7.1 The Summer School

According to the University prospectus(1997) The summer school programme offers non-degree courses with no examination expected at the end. This programme is aimed at accomplishing the following:

- *making recent university research available to the general public*
- *providing a range of study options drawn from different disciplines*
- *stimulating debates about important issues and*
- *encouraging a diverse community of students to enjoy adult education.*

5.7.2 Post-graduate Programme in Adult Education

The department offers a Post-graduate Masters programme every alternate year on a full-time and contact basis. The programme consists of course work and a minor dissertation. The designation of the programme is intended to accomplish the following:

- *To make it part of an ongoing research and teaching commitment aimed at improving the practice of adult education work with people who have not had access to quality formal education.*

5.7.3 Advanced Diploma in Adult Education

The department offers a two-year advanced diploma course for Educators of Adults on a part-time but contact basis. The main clientele for this programme is the middle-to-upper -level adult educator leadership in particular, practitioners with policy development or co-

ordinator/management/programme-design responsibilities, who wish to further their professional studies. The programme is also open to other graduates who wish to acquire a qualification in the field of adult education and training. It is designed along the following line:

- *To develop a theoretical grasp of educational practice. This includes the purpose and contexts of adult education, particular in a South African setting;*
- *To develop knowledge and skills that will enable students to enhance their own learning and practice in adult education.*
- *To provide the opportunity for students to build a curriculum most suited to their needs and interests.*

5.8 UAE PROVISION AT THE UNIVERSITY WITWATERSRAND

The University of the Witwatersrand wished to participate in matters of contributing to the Reconstruction an Development Policy directive which came with the inauguration of the new government of national unity. The university, in another way, saw its role in the context of providing university education not only as a means of access, but also as a component of curriculum reconstruction to meet the challenges and demands of the time.

Like other institutions, this university has taken the challenge of meeting the government halfway in terms of hastening the redress of inequalities of the past and socio-economic development and upliftment of surrounding communities. In order to meet these challenges the university captures its commitment well in its mission statement. The implication of such a commitment, if it is to be achieved, is that thousands of adult educators and trainers will need to be equipped with professional skills to carry out demanding and historically new educational tasks.(Internet Report, http://www.wits.ac.za/fac/education.aded.htm 18/07 99)

The university has taken significant strides of moving towards formalising the training of adult practitioners through credit and non-credit programmes. The Division of Adult Education was thus established to oversee the implementation of these programmes. A short review of the division will thus be embarked upon and the focus will be on the course content rather than on the structural

constituents , like it was the case with the universities put under survey in this research. The reason is that this research focusses more on the course component of all programmes which can facilitate access to education and thus enhance capacity where it is needed.

5.8.1 The Division of Adult Education

The division started its work in 1982 and from its inception it was intended to serve as a vehicle through which the socio-political changes characterising the country, which resulted in universities being challenged to address the question of the provision of education to the historically disadvantaged sectors of the community, could be pursued.

Consequently the division decided to become focussed on community-based education and decided that its major contribution should lie in the education and training of adult educators in fields such as :

- *health education*
- *community development*
- *trade union education*
- *adult literacy*
- *and basic education and training*(Internet, http://www.wits.ac.za/fac/education/aded.htm 18/07/99)

Quiet recently, perhaps as a measure of pursuing academic activities within the recommendations of new demands put across by the new government, to encourage universities to promote the principles of reconstruction and development, the university, through the Division of Adult Education, introduced a critical perspective on new adult education policy and proposed implementation structures. This changing discourse is complemented and grounded in major educational research, development and delivery project work carried out by the Centre for Continuing Education (CCE). This centre offers community related certificate courses .

The following are study programmes offered by the Division of Adult Education, most of which are intended for policy-makers and implementors employed at middle and senior management levels

in adult education practice:

- *The Adult Educator Programme (AEP).*This programme concentrates on promoting practical skills for adult education practitioners new to the field.
- *The Higher Diploma for Educators of Adults (HDipEdAd).*Designed to assist AEPs and a very wide range of others already working in the field as educators and supervisors to develop intellectually, personally and professionally .
- *Bachelor of Education (Adult Education).*A post-graduate degree programme designed to assist those working as coordinators and managers of educational programmes.
- *Master of Education in adult education* -by dissertation or by course work and research report.
- *Doctor of Philosophy of Education* - by thesis (*Ibid* :2 of 4)

5.8.2 The Centre for Continuing Education (CCE)

This centre is involved in participatory action research, community outreach programmes (linked to the aims of reconstruction and development in South Africa) and the publication of research papers. Like most of the models put under study in this research, the CCE is also serving as an outreach arm of the University of the Witswatersrand. It acts as a link between the university and the wider community.

5.8.3 Research and Development Projects

Because the university intended to pursue a needs-based approach in terms of positioning itself as an institution geared towards addressing the socio-economic ills of its catchment area, research and development projects were thus identified as areas of priority. The following constitutes some areas of focus:

- *Teachers' English Language Improvement Project (TELIP):*
  develops English enrichment courses for teachers and other interested adults .
- *Schools' English Language Programme (SELP) :* helps higher primary school teachers in

Soweto to use English effectively in all subjects and helps parents to become educators.

- *The Adult Educator Development Unit* :promotes ABET in South Africa through:
- training ABET educators
- acting as a resource centre for ABET (for example the Zenex Resource Centre)
- bringing adult educators together for courses and workshops
- providing consultations and evaluations
- producing materials and publications.
- *Rural Education Facilitators Project :* develops, implements and evaluates training programmes in rural communities . It also equips facilitators with the capacity to improve the educational infrastructure in rural areas and enhance community involvement in education .
- *Community Support Educators' Project :* involves the development, implementation, research and evaluation of a training programme for community support educators' in the pilot area of Katorus .
- *Radio Forums Research Project*
- *Educare Project*
- *Science Education Project (SEP) :* Promotes innovation and change in science education at basic levels.

5.8.4 Community-Based Programmes

These are certificate programmes intended for those working in and with community organisations:

- *The Adult Educators' Programme :* is intended to enhance skills, leadership, theoretical understanding and practical teaching abilities and includes specialisations in adult literacy and communication skills and community development .
- *Community Development Programme* ; a leadership and management programme for people involved in CBOs and NGOs
- *Youth Leadership Development Programme*

- *Educational Evaluation* :evaluates a variety of projects in relation to the NQF
- *Continuing Education Programmes* :runs short courses, seminars, workshops and special programmes related to continuing education.(Source: Internet, http://www.wits.ac.za/fac/education/ aded. htm 18/07/99)

5.9 UAE CURRICULUM ISSUES AT THE UNIVERSITY OF TRANSKEI- a Rural Economic Development Dimension

The purpose of this subsection is to explore the role that an institution surrounded by a rural environment can pursue in addressing the needs of a rural community. Lessons gained from this endeavour are intended to be used to develop a model for the Qwa-Qwa campus since the Qwa-Qwa campus is also situated in a rural environment as are Universities of Botswana and Lesotho. The focus will then be on Unitra as this research has found out that the Unitra campus has designed its UAE curriculum within the confines of a rural environment and a "previously homeland " background.

Unitra, as a campus located in a primarily rural area, has been found ideally situated to play an important role in UAE practice especially as UAE practice relates to rural development. Previous research has shown that the rural areas are a crucial component in South Africa's developmental challenges. Close to 40 % of the country's population are from a rural background (Sowetan:9,18/10/98). It is also important to note that rurality is characterised by large numbers of what the Member of the Executive Council for Economic Affairs in the Eastern Cape prefers to refer to as

Disempowered people, severe pressure on the land, high rate of unemployment and underemployment, striking poverty, environmental degradation, poor infrastructure, shortage of water and general lack of basic service.(Balindlela,1995, p.23)

5.9.1 Academic Restructuring Measures at Unitra

Unitra has geared itself towards academic restructuring in order to meet the challenges of new expectations. The first area of priority is on curriculum restructuring. Curriculum review and restructuring measures which are underway in various faculties are intended to result in reconfigured academic structures meant to adapt the university's academic activities to the new "programmatic" way of thinking as entailed by the policy directives on Higher Education. The shift in focus and emphasis is intended to address the following concerns:

- *why faculties have to restructure and reconfigure the academic landscape?*
- *what is to be changed and in favour of what?*
- *how will the process of restructuring take shape?*

(Source: Annual University Report 1998 p.2)

5.9.2 Curriculum Restructuring at Adult Education Level

From the Faculty brochure of 1997 (p 4) it has been established that the Faculty of Education introduced a university based training for adult educators at Unitra in 1986 through the Department of Adult and Continuing Education (DACE). The department offers a Diploma in Adult and Continuing Education, elective modules in the Bachelor of Education and Master of Education programmes, and a compulsory module in the third year of the Diploma in Health Education and Health Promotion in the Faculty of Medicine and Health Sciences (Education Faculty Brochure 1997:5).

5.9.3 Diploma in Adult Education

This is intended for practising adult educators who have been in the field for a long time, who have had very limited or no training in Adult education. Participants are expected to progress from one level to another. Also worth noting is the certificate programme which has been introduced to facilitate issues of access, particularly for those who were historically denied access as a result of strict entrance requirements put in place by various universities.

Admission

The entrance qualification for the certificate course is:

- a senior certificate or conditional exemption based on age or alternatively a minimum of the then standard 8 and at least three (3) years experience in Adult Education

These entrance modalities are a direct response to the recognition of prior learning and experience put forth in the NQF policy directives.

Duration

The course extends over two (2) academic years

Mode of study

A combination of distance education and contact time

Curriculum

First year : (Adult learning and teaching I)

- Development studies
- Contextual studies
- Skills training
- Introduction to research methods

Second year : (Adult learning and teaching II)

- Development studies 11
- Project proposal/ funding proposal/ business planning
- Field visit(s) / and feedback (SOURCE: Education Faculty Brochure. 1997)

The University of Transkei focusses on professional development of Adult Education practitioners who are already in the field. Quite recently the department has decided to introduce a Certificate programme as a measure of broadening access to those sections of the community who do not necessarily possess the stipulated entrance requirements for the diploma or degree programmes. One interviewee at this university justifies the introduction of the certificate programme along the following lines:

... in the process of reconstruction of the educational systems in our country, the education of adults has finally been recognised as one of the areas that requires special attention. For that purpose we have decided to include a certificate programme to cater for the needs of the historically marginalised (Interview Mhlb/18/06/98).
The certificate programme is intended to serve as a measure of engaging the university in addressing local needs, particularly those of the rural community. The faculty has, for example, introduced a *Certificate in Rural Community Development,* the target group of which is development workers who (will) work in rural areas that suffer a lack of basic needs and infrastructure.

In terms of sustaining the certificate programme, particularly the community outreach component of Adult education provision, Unitra still has a lot to go through. The internal departmental conflicts have, to a larger extent contributed to the present state of affairs. One interviewee attested:

The department intended to establish a community outreach unit by appointing a co-ordinator who was charged with the task of running community related programmes... but (pause)... the co-ordinator has since left as a result of internal wrangles. So the community division was dealt a serious blow. Umm... I won't be of much help in this area. I'm really sorry. Perhaps... it might as well refer you to the person who was in charge. She has since joined another department. (Interview. Mhlb/18/06/98)

5.10 FINANCING UAE IN SOUTH AFRICA

Generally, rising costs and a decrease in state subsidies have placed enormous financial strains on university education. A number of possibilities for generating financial resources for disadvantaged students are currently being investigated and adult education, particularly community service, has been proposed as one such possibility. This section is an attempt to survey issues which characterised UAE financing measures in South Africa. Because there is no direct government funding of UAE this study concentrated on the broader university funding and examined the implications thereof on UAE.

Over the last decade universities have faced increasing financial pressures as a result of rising costs and declining subsidies from the government. While this is part of a world-wide trend in which concerted efforts are being made to reduce public expenditure, funding constraints are putting South African Universities under inordinate pressure (Perold, 1998). At the outset it is necessary to summarise the position in which university education is with regard to funding. Although spending on education as a proportion of total government expenditure increased from 16 % in 1985 to 22

% in 1994, the percentage of spending on university education, according to Perold (1998), declined during this period. For example, it fell from R 5 630 in 1986 to R 4 178 in 1996.

Table 12 provides a summary of university financing in the country:

TABLE 12: A SUMMARY OF UNIVERSITY EDUCATION FINANCING IN SOUTH AFRICA		
COMPONENT	**AGGREGATE**	**% OF TOTAL**
Scholarships	38, 784, 263	8, 8
Bursaries	130, 783, 529	29, 7
Loans	37 , 303, 194	8, 5
TEFSA Awards	223 , 909, 719	50, 8
Sport Awards	2 , 245, 987	0, 5
Other	7, 321, 000	1, 7
TOTAL	**440, 266, 692**	**100**

(Source: Perold *et al, 1998)*

Within the above context, UAE practice will have to compete for resources from the core budgets of institutions. The provision of UAE is presently supported by four main sources:

- Public Sector funding
- Minimal Subsidy Support
- Minimal Provincial Government Support, and
- Users Fee.

Because of the decline in existing sources many universities in South Africa have resorted to international sources of finance. Some have set up innovative and self-sustaining programmes as a measure of improvising. The government has however not ruled out plans to continue to fund universities that have developed their mission and vision along those of the new national academic plans. On the basis of institutional academic plans, institutions would be funded by means of block grants generated through a two-dimensional funding grid and by means of earmarked funds (national institutional redress earmarked funds, individual redress earmarked funds (a national

student financial aids scheme) and other earmarked funds.(see CHET Report 1995, pp: 12-14)

5.11 A SUMMARY OF THE STATUS OF UAE IN SOUTH AFRICA

Current UAE provision in South Africa is a vast, untidy and growing field. From the survey outlined above it becomes apparent that there are still differences across universities, in terms of areas of preferences, yet there are increasing similarities in many instances. This state of affairs should be seen against the shifting policy frameworks and initiatives taking place across the political and economic sectors.

The Deal Trust Report (1994) summarises the areas of commonalities and differences in the following way:

Differences in terms of

- *Location of provision, both within and across universities*
- *Established professional programmes as against non-formal, accredited programmes*
- *Modes of delivery from block release, intensive face-to-face tuition, to distance education.*

Similarities in terms of

- *The move towards formal articulated programmes (both intra- and inter- university), often together with alternative access mechanisms.*
- *Shifts in modes of delivery - towards modularisation, block release and distance.*
- *Attempts to increase scale of provision - UNISA with their ability to reach large numbers of students via distance education is clear evidence of this.*
- *Co-operation and collaboration between universities and other educational institutions, both regionally and nationally.*
- *The involvement of universities in key policy - making forums both regionally and nationally.*
- *The link between current policy initiatives, including the RDP, and other forms of provision.*
- *The current focus on adult education and training in a variety of forms by a wide range of universities, many of them new to the field as providers.*

Table 13 provides a comprehensive summary of current UAE provision at five South African universities:

TABLE 13: A SUMMARY OF UAE AT FIVE UNIVERSITIES IN SOUTH AFRICA

UNIVERSITY	ARTICULATED PROGRAMME	FORMAL PROGRAMME	NON-FORMAL PROGRAMME	RESOURCE PROVISION	RESEARCH/ DEVELOPMENT
Unin.Qwa-Qwa	@	@	X	@	@
UWC	X	@	X	X	X
UCT	X	$	X	X	X
WITS	X	X	X	X	X
UNITRA	@	X	X	X	X

Key:

$ *no information was available at the time the survey was conducted*

@ *proposed or future plans for provision*

(Source: The Deal Trust Report, 1994 p.26).

This summary provides a valuable and rich variety of UAE providers in South Africa. From the summary it becomes clear that the current UAE provision at South African universities is a vast, untidy and budding field which still has a long way to go. The summary reflects the differences and a number of similarities in terms of the nature of programmes at five universities in the country. The two HWUs put under survey in this study appear to have made major strides on mattes of adult educational concern whist the HBUs with the exception of UWC, appear to be lagging behind.

The fact of the matter is that the two HBU's under survey have not yet established articulated adult education programmes but instead only focussing on Further professional development with a sprinkle of non-formal programmes here and there, an approach which this researcher regards as an "elitist" approach and which represents traces of the old apartheid education. It is an approach which reminds one that through curriculum issues an institution can manage to marginalise those members of our community who were by design excluded from university education.

It is an approach which runs contrary to the spirit of the notion of transformation that has been associated with the increasing the access of the majority of South Africans to institutions of higher learning, as well as beginning to reorient curriculum and pedagogical practices towards addressing the issues, needs and challenges facing South Africa as a developing nation. (See Khobe, 1995 p.2)

5.12 UAE Curriculum Restructuring and Community Service

The research found out that many universities in south Africa regard UAE practice as a feature of their mission statements. For example, the University of the Free state, in its mission statement, aims to:

...perform community service through its core functions of education and research by implementing programmes and projects and by comprehensively developing its students within its academic culture."

Many of the mission statements and curricula explored suggest that some institutions are committed to being responsive to the needs of society, although this responsiveness is described in different ways. The University of the Western Cape, for example, seeks to respond in critical and creative ways to the needs of a society in transition whilst the University of Transkei seeks to respond to the needs of a rural community.

The survey carried out by this research indicates that universities which were the subject of this study are pursuing further professional development, although in different ways. The Universities of Witwatersrand, Cape Town and Western Cape have instituted in their campuses adult education centres which are mostly involved in the technical, advisory and training support of existing adult education or, more precisely, adult basic education and training (ABET) projects within their immediate catchment areas.

Other then playing their outlined roles these centres are also responsible for the production of knowledge within the confines of adult education, most of which is contained in useful

publications disseminated to adult practitioners for purpose of current information resources development. These centres are also making available conference papers and research publications in the field of adult education.

Students who are participating further professional development programmes at these Universities will find resources at these centres that are useful for their own programmes. An example is the Zenex Adult Literacy unit which is managed by the University of Witwatersrand Centre for Continuing Education. This unit has, in many ways, been useful to this research in terms of finding relevant literature for this project. It is also noteworthy to mention that the personnel at this unit were very helpful and their approach and keenness in assisting visitors at the unit is a clear illustration of their preparedness to assist in community oriented development.

The same cannot be said for the University of Transkei. Although the University has established an adult education department it does not, however, have a Centre for Continuing Education. It could be that this is a result of financial constraints or lack of donors in the area, perhaps because the university is located in a rural environment. This should be a cause for concern for University adult education practice. In the country there is a tendency on the part of donors to focus their attention on urban areas and neglect rural areas where the poorest communities are found.

On the whole, despite these discrepancies and imbalances in terms of resources all four universities have made it apparent that they design programmes in line with current challenges and demand, particularly on issues of access and redress which are result of policies of the new political dispensation in South Africa. All four universities have, for example, put in place certificate programmes which are mostly intended to serve those who were previously denied access to university education. In most instances there exist possibilities of mobility from one programme to another (the highest).

There is much that the Qwa-Qwa campus can learn from the models presented in this study. The campus should, however, be cautious in avoiding duplication of programmes which other universities are already pursuing. It should avoid what the supervisor of this researcher termed a "carbon copy" model. The campus should instead be informed by the needs and uniqueness of its catchment area. It should pursue UAE, within the confines of what McGarthy called the "contextualisation" principle.

CHAPTER 6.

TOWARDS A UNIVERSITY ADULT EDUCATION APPROACH FOR THE QWA-QWA CAMPUS

As previously observed, and for reasons already mentioned in previous chapters, the analysis of the body of texts included in this study and the findings were not, and could not, be exhaustive. However, while the analysis and findings were not exhaustive, they at least allowed for the accomplishment of the central aim presented in chapter 2 of this study; this being:

...an exploration and development of an UAE model which the Qwa-Qwa campus of the University of the North could adopt in its quest for the extension and selected transformation of the existing modes of education that it provides to the requirements of the educationally underprivileged and part-time degree students (adults), primarily in the Eastern Free State.

As a measure of pursuing a more focussed exploration and development of an UAE model, in line with the broader aim, the study was designed around four sub-questions and these are:

- What international trends inform a university's role in adult education?
- What curriculum transformation activities do universities that have grappled with adult education offer to the Qwa-Qwa campus?
- In general terms, what are the adult education needs in Qwa-Qwa?
- How might the Qwa-Qwa campus respond to local needs in ways appropriate to university involvement?

In line with the above listed questions, the study has drawn attention to various approaches adopted by selected universities. The study has demonstrated different approaches adopted by three categories of universities, these being:

- UAE approaches in Australia and Tuskegee
- UAE approaches in two Southern African countries (Botswana and Lesotho)

From this survey, a number of approaches appeared relevant to serve as guidelines for developing an UAE model for the Qwa-Qwa campus. Although some approaches are not so much contextually relevant for the Qwa-Qwa campus, there are those that at least have the capacity to provide guidelines for the campus' quest to transcend the legacy of a 'Bantustan' university oriented towards ethnicism and social exclusion of people who have historically missed out on university education.

As reported in earlier chapters, universities will continue to be centres of teaching and research (core responsibilities) as well as centres for preparing future graduates in the various academic disciplines, but the changing nature and needs of our society have inevitably drawn universities into a major visible role in community affairs. Modern demands and innovations, coupled with the traditional tasks of the university, have compelled the university to become not only a producer of knowledge, but to be also involved in immediate social problems and to undertake specific commitments towards their solution.

Against the foregoing postulations, this study proposes a conception of UAE similar to UAE approaches pursued by universities selected for this study. The Qwa-Qwa campus needs to arrive at an UAE model that, through its outreach initiatives as well as in its professional activities, relates theory to practice basic research to its applications, and the acquisition of knowledge to the development and enhancement of the status of previously disadvantaged groups, especially part-time adult learners who have being accorded a negligent representation at this university in the past.

Since part-time adult learners are of different categories and their interests are of diverse orientation, the study therefore proposes that all existing programmes in different schools (refer to page 9) should be made to accommodate part-time students and non-formal programmes.

Based on the data in this study, the following general and specific recommendations are suggested for the Qwa-Qwa campus:

6.1 GENERAL RECOMMENDATIONS

The unpopular selective educational practices of the past and the current challenges put forth for universities to broaden their access for a new university clientele have regenerated a new interest in university education oriented towards community involvement. University education is no longer seen as a product to be bought at the market-place especially since there are constant demands that those who have been historically marginalised as beneficiaries should also be accorded a place. University adult education has thus been identified as the cornerstone of broadening access to university education. Resultantly new approaches are such that UAE has been moved from the periphery to mainstream university educational activities.

This study, therefore recommends for the Qwa-Qwa campus a UAE model that will move the campus from an "ivory-tower" university mentality to a university oriented towards change and development of its catchment area- by confining its academic activities within the ambit of the Redress and Reconstruction and Development policies of the present government and by broadening access to resources and expertise for the benefit of local communities.

6.1.1 An Adjusted University Outreach Approach

For a long period university education provision on the Qwa-Qwa campus has tended to concentrate on people who have formal qualifications and who also are able to pursue full-time studies, despite their interests and capabilities in the kind of work they are doing. This has often been done at the expense of candidates who have acquired knowledge and skills through self-tutoring, structured and unstructured apprenticeship systems and others who were victims of former policies of exclusions based on the basis of their race and age. Such categories defined above were not even considered for non-formal and part-time forms of university educational provision. The model proposed leaves

room for adults who fall in the preceding categories- so long as they show interest and/or keenness to pursue university education. This model should accommodate:

- a distance education approach which will be designed for those categories of students who in some way are disadvantaged and are unable to attend conventional classes either because of distance or personal circumstances (such as disability to reach entry requirements).
- a university continuing education (part-time) approach designed for those categories of students who were/are unable to pursue university education either because of their full-time employment status or other family commitments which hinder them to attend classes during the day.
- an university extension service approach designed to build capacity (through workshops and seminars) for those categories of adults who in one way or another, engaged in small business activities, health projects and agricultural services (see the Tuskegee approach).
- a consultancy approach intended for those already involved in various community projects in the North-Eastern Free State area.

This approach is intended to move the Qwa-Qwa campus from an elitist institution that only serves an elite group by putting in place strict entrance requirements to an institution that serve as a site for national concerns of redress of past imbalances through the introduction of relevant and flexible entrance criteria. The approach is informed by the *University of the Western Cape-Worker Experience*. (See appendix 11)

6.1.2 A Diversified Programmes / Courses Approach

The model envisaged for the Qwa-Qwa campus should offer instruction in a wide variety of programmes/courses aimed at meeting the needs of a diversified clientele, for example:

- distance education students (the distance community)
- continuing university students (the professional community)

- part-time students (the social community)

By pursuing the preceding approaches the Qwa-Qwa campus will be moving from a full-time centred to an all learner centred approach. Against the scenario painted above, the study therefore recommends that the Qwa-Qwa campus should adjust its curricula by introducing a wide spectrum of programmes which will build the campus' capacity to provide:

- business extension service
- health extension service
- agricultural extension service and
- part-time (evening) classes

Experiences from other approaches also suggest that, although the core businesses of a university are research and teaching, these should however not be pursued exclusive of other community sensitive roles that are geared towards meeting the needs of those who were previously denied university education.

6.1.3 A Community Sensitive Approach

For the Qwa-Qwa campus to move from an 'ivory-tower" mentality of an institution oriented towards exclusion of other people on the basis of race, ethnicism and age, it must develop a new vision that will put it almost at par with other universities already practising UAE. This vision should enable the campus to extend its services and bring education within reach of all who wish to take advantage of it. The current vision of the campus appears to be appropriate in enabling the campus to make inroads in community development initiatives:

"*The University of the North strives to be an institution of higher learning and critical reflection which is innovative and responsive to change, is rooted in the issues of society in which it is located and is recognised world-wide as a centre for relevant theory and practice of people-centred development*".

The successful future provision of service to all communities will require not only a new vision but also a shared understanding that the educational goals of the community and the campus are one. To achieve this objective, it is thus recommended that:

- the Qwa-Qwa campus relates closely to its surrounding community
- the staff members of the campus be strongly encouraged to establish meaningful co-operative endeavours with community organisations, and to initiate the development of such organisations if they do not exist.
- community involvement and support be secured through the design and development of outreach projects, (the advice and counsel of the Qwa-Qwa community can add immeasurably to the quality of community programmes and generate bases of support throughout the subregion. The Public Education Unit (PEU) at the University of Botswana provides a viable example of this approach (see p.47)
- the campus also introduce the concept of service learning where students will be encouraged to link theory with the reality that surrounds them (i.e. the community). The goal of the Qwa-Qwa campus as contained in its vision and mission statements appears to be appropriate in realising the foregoing recommendation. The goal of the campus is as follows:

"The University of the North aims to produce students with strong leadership skills who are adaptable, articulate, creative, and committed to serving society". (Prospectus 1998).

At this juncture it can be pointed out that the representation which the interviewees constructed regarding the needs of the campus' catchment area is not consistently or exclusively negative. A reading of the transcribed interviews would reveal that there are instances where the latter's quest to pursue a university education which augur well with the needs of the previously excluded are acknowledged. Consider here, for example, the following quotation:

Ha jwale hare so bone molemo wa ho ingodisa universiting eno ya lona hobane di programme tsa lona re bona eka di etseditswe bana ba rona... eseng rona. Rona re se re le baholo...hommeng re ka thabela di course tse tle re fa

mosebetsi kapa hona ho re fa matla a hore re kgone ho tsamaisa di spaza-shop. Mesebetsi ha eyo mona Qwa-Qwa le difeme tse mona ha di kgone ho hira batho ba mona kaofela. So re batla di course tse tla etsa hore dibanka di re adime tjhelete le mmuso ore fe di subsidy (Kpl. 1999).

(For now we don't have any reason to enrol at your university. Your programmes are only intended for our children...not for us. We are grown-ups and we could be happy if we can be offered courses that can enable us to run our tuck-shops. There's no work here in Qwa-Qwa and besides the few existing firms in the region have no capacity to employ all of us. So we want courses that will make banks to give us loans and the government to give us subsidies).

The relevance of service learning could be that programmes could be designed such that they accommodate practice and/or internship on the part of students. In this way, while students are engaged with their academic commitments they will in many ways also be involved in community development activities. A student who is pursuing business economics, for example, can be engaged in an internship where he /she can assist a tuck-shop owner business ethics and possible routes to business growth. The model presented by Wolshok on page 26 of this research could also help the campus in partnering itself with the community.

6.1.4 A University Extension Service Approach

The study has revealed to us the importance of providing extension services based on the economic activities of the catchment area of the university. A survey of the University of Tuskegee and Australian UAE models has shown that universities selected for this study are all involved in research, consultancy and extension services. The nature of the extension service, as the study has shown, is strongly influenced by the geographical location of the institution and the economic activities characterising that locality. For example, if the university is located in a mining area, as it is the case with the university of Ballarat situated in a mining town (Ballarat), the type of extension service that is provided is strongly influenced by the mining activities of the catchment area of the university. The same could be said about the UAE clientele. Many adult learners enrol at these selected universities to further their professional qualifications.

It is against the foregoing background that this study proposes for the Qwa-Qwa campus an agricultural extension approach so as to help build the capacity of the small farming communities and other emerging small farmers. Many farmers in Qwa-Qwa have recently bought land that was previously owned by white farmers and most, if not all, do not have skills on how to manage both stock and crop farming. To them everything is new and the Qwa-Qwa campus can then intervene and design programmes ranging from workshops to degree programmes so as to improve their capacity to run farms and perhaps with time, develop them into multimillion rand activities.

Pursuing an extension service on matters of agricultural concern can also help the local farming community on the following:

- identifying practices that increase agricultural sustainability and general well being of limited resource producers
- increase resources to own and operate farms
- assist in developing new marketing opportunities

6.1.5 A Part-Time Oriented Approach

As the challenges facing adult learners in a complex and rapidly evolving world continue to increase, so does the need for part-time education. Previous sections have shown that a significant number of adult learners are enrolling at universities to acquire new education in relevant disciplines with the purpose of empowering themselves so as to face current challenges. Initially, these people were not afforded the chance to pursue further their education as a result of pressing commitments such as:

- working during the day (full-time job commitments)
- taking care of children (family responsibilities)
- being unable to pursue all recommended full-time courses/programmes
- lack of qualifications to attend conventional universities

All these and other previously mentioned commitments reveal to us that adult students have unique needs that a full time day programme could not be able to meet. This in a way then presents itself as a challenge to the Qwa-Qwa campus to dedicate itself to serve these unique needs of adult part-time students. The campus must pursue a part-time oriented adult education programme that will function as a vital link between adult learners and the traditional educational resources of the university with the broader aim of providing access and facilitating the academic success of adult and part-time students.

Simply put, the foregoing proposes an approach that builds on existing programmes to cater for adult part-time students. The campus has, for example, three faculties:

- the Faculty of Natural and Applied Sciences
- Faculty of Human Sciences and
- Faculty of Education

Each faculty is broken down into a number of schools with each school having specific programmes. (refer to p.9). The programmes have been designed to accommodate part-time students. In a way it could prudently be confirmed that the campus has made some inroads in the accommodation of part-time students. A viable recommendation will thus be the introduction of evening classes which will be used to cater for those who can't afford the leisure of day classes.

6.1.6 A Centralised Approach

Previous sections have revealed different approaches in the provision of adult education. The distinction in the provision of UAE is seen in terms of *centralised* and a *decentralised* approaches. By a centralised approach is meant a scenario where all adult education activities (including part-time degree programmes and non-formal programmes) are centralised/provided from a centre of adult and continuing education).

The University of Botswana experience exemplifies a centralised approach. The University has put in place a centre for Continuing Education that serves as an outreach arm, acting as a link between the University and the wider society (refer to p).The centre also focusses on the extra-mural activities of the university, working in collaboration with other departments in all faculties. It also carries with it the responsibility of identifying the educational needs of adults in the community and for giving appropriate responses by the University. Over and above these, the centre has administrative responsibility for organising part-time and distance education programmes, public lectures, conference and radio broadcasts.

The CCE at the University of Botswana presents itself as a viable model that the Qwa-Qwa campus should adopt, especially because it is cost-effective and a small campus like Qwa-Qwa can afford to establish a cost-effective centre like that. This study ,then, proposes a centralised approach in the provision of UAE and the suggested approach should strongly model itself along the lines of the CCE at the University of Botswana.

6.1.7 A Financially Innovative Approach

The saying that the more things change the more they remain the same seems to hold true for university education in South Africa. This postulation is derived from the observation from previous sections that university education in South Africa is still facing increasing financial pressures as a result of rising costs and declining subsidies from government. While this is part of a worldwide trend in which concerted efforts are being made to reduce public expenditure, funding constraints are putting university education in South Africa under inordinate financial pressure , even after the dawn of a new dispensation.

Previous chapters have shown that in South Africa and Australia there is no direct government funding of UAE, instead UAE has to compete for resources from the core budgets of institutions. This study has also shown that university education is presently supported by four main sources:

- Public Sector funding
- Minimal Subsidy Support
- Minimal Provincial Government Support and
- Users Fee

Considering the nature of the UAE approaches proposed for the Qwa-Qwa campus in this section as well as the geographical locality of the campus, it becomes evident that there are more serious financial challenges that the Qwa-Qwa campus would be faced with. The geographical locality of the campus makes the situation even more complex. As stated in previous sections, there is a tendency by donors in South Africa to focus their attention on urban areas whilst deliberately neglecting the rural areas where the poorest communities are located. The Qwa-Qwa campus is thus rendered a victim of such circumstances because it is located in the rural areas. But this should not present itself as a deterrent for the campus to engage in UAE.

This study therefore proposes for the Qwa-Qwa campus a UAE financing strategy that will evolve out of the above financial constraints into an *innovative* and *less dependent* approach. The approach hereby proposed should take cognisance of the scarce resources UAE is faced with and thus explore the traditional university supporters and mobilise other fund-raising strategies as a supplementary endeavour. The following then, represent the route that the campus could pursue in mobilising resources for the envisaged UAE:

- Public Sector Support
- Minimal Subsidy Support and Minimal Provincial Government Support (especially for part-time adult students who would be pursuing undergraduate programmes)
- Users Fee (specifically for those who would be pursuing non-formal programmes)
- Rigorous Fundraising Campaigns (locally and internationally)
- Partnership Formations (locally and internationally)
- Exchange/ Linkages

This approach is informed by experiences from the Centre of Extra-Mural Studies at the National University of Lesotho. Despite the reality that the centre is located in a country that is relatively poor, it however has pursued innovative strategies of rigorous fundraising, locally and internationally such that it has managed to mobilise resources that have helped to build the capacity to run continuing education and other related adult education programmes. A similar approach is thus likely to help the Qwa-Qwa campus to pursue part-time programmes and other non-formal courses.

6.2 SPECIFIC RECOMMENDATIONS

It is now appropriate at this juncture to come up with specific recommendations that are developed from the broader aim and preceding general recommendations of this study. The general recommendations in particular have provided the researcher with a framework of proposing a realistic university adult education model which the Qwa-Qwa campus could pursue. The proposed realistic model is also a result of a comparative study and survey of universities which are actively involved in adult education practice. It is a model that took into cognisance the geographical uniqueness of the Qwa-Qwa campus, its position in terms of resources and clientele and its capacity to carry out university adult education practice.

6.2.1 The Name of the Programme

The proposed model will therefore assume the name *The Centre of Adult and Continuing Education*. The terms "adult" and "continuing" are used in the labelling of the centre since the centre is intended to have part-time and non-formal community outreach components.

Details will be provided in subsequent sections.

6.2.2 Aims of the Centre

- To redress the historical imbalances in our communities by extending access to those who were excluded from academia.
- To extend the university's academic efforts and resources to the advancement of knowledge and skills for a new clientele in university education.
- To promote research and improve the university's responsiveness to community needs.

6.2.3 Objectives

- To assist individuals and group in the North-Eastern Free State to acquire knowledge and useful skills for initial employment, self-employment, career changes and advancement of knowledge.
- To assist those who have been racially and economically deprived to participate fully in education through the introduction of university extension programmes and part-time programmes.
- To plan, promote and provide programmes for further professional development.
- To promote research into community needs on matters of adult education.
- To disseminate research findings as a measure of informing public policies on adult education.

6.2.4 Beneficiaries

- Unemployed part- time adults
- Employed part-time adults
- Small-scale farmers
- Trade Unions
- Small-scale Entrepreneurs
- Community Developers
- Adult Education Practitioners

- Teachers, whose interest is in the field of Adult education and who might not necessarily have previous experience.

6.2.5 Fields of Concentration

A. Community - Based Programmes (Formal and non-formal)

- Agricultural Extension Programme (conferences, seminars and workshops)
- Training of Trainers certificate and diploma programmes (Part-time and distant learning)
- Rural public education programme (Part-time)
- Improve your business certificate and diploma programmes (part-time)
- Community radio programme (consultation)
- English language improvement programme (part-time)
- University cooperative extension unit (Multi-disciplinary)

B. PART-TIME PROGRAMMES

- Certificate and Diploma programmes in all schools
- Degree Programmes in all schools in the three faculties
- Graduate part-time programmes

The programmes that the Qwa-Qwa campus can put into place should also take into consideration the NQF directives of the recognition of prior learning and / or experience and also the principle of portability which will facilitate mobility from one programme to another. The envisaged programme should also be based on the needs of the community and not of the university . This study will thus refrain from suggesting programmes that should be pursued the campus. Instead this researcher feels that a separate research that will focus on the needs of the community should be carried out. This project, unfortunately is only intended to provide a framework for further research.

Table 14 therefore provides a framework for NQF provisioning that adult education researchers at

the campus need to take in consideration:

TABLE 14: A SUMMARY OF THE PROPOSED MODEL AS IT MIGHT APPLY TO THE FACULTY OF EDUCATION		
NQF LEVEL	**QUALIFICATION**	**BROAD DESCRIPTION**
LEVEL 4	Certificate/short courses	Bridging programmes (access to diploma and Degree)
LEVEL 5	Diploma and Degree	Initial Professionalisation (access to Post grad. Degree)
LEVEL 6-9	Post-grad (BEd, MEd and Doctcrate)	Further Professionalisation

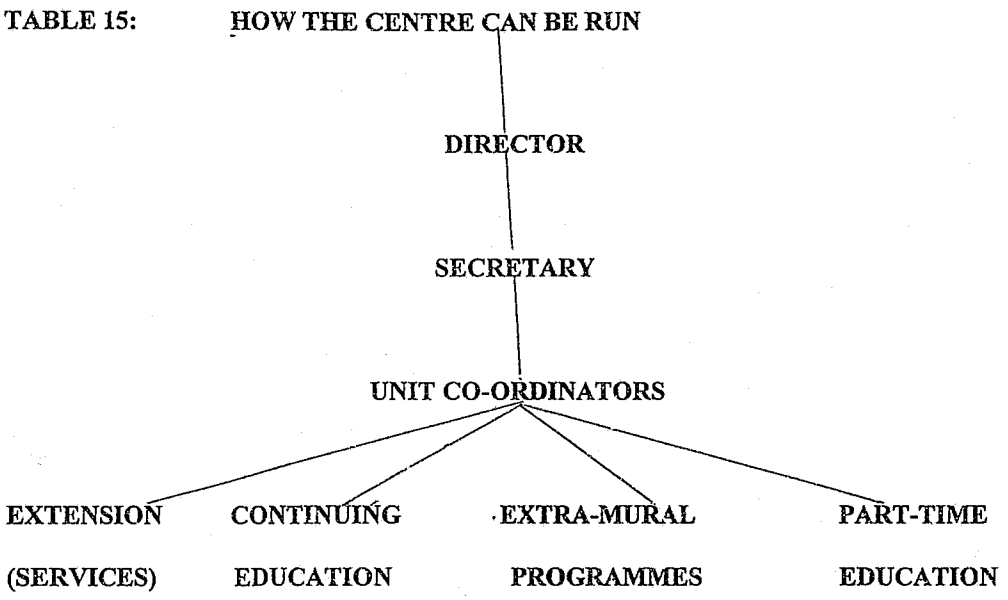
:

6.2.6 Modus Operandi

- The centre should be interdisciplinary and cater for all three existing faculties (as it is the case with the university of Botswana)
- All community-based programmes (non-formal and formal) as well as part-time degree programmes should fall under the aegis of the centre (a centralised approach)This approach is intended to be a cost-effective one considering the size of the campus and its (in)capacity to carry out community-oriented programmes.
- All part time programmes should be used to build up to the envisaged programmes
- A director should be in charge of the centre and co-ordinators be charged with units
- All credits should be issued in line with the SAQA framework of accreditation.

Table 15 represents a modus operandi model which can be pursued by the Qwa-Qwa campus:

TABLE 15: HOW THE CENTRE CAN BE RUN



The organogramme is intended to represent all approaches suggested for the Qwa-Qwa campus. It is oriented towards a centralised UAE approach and provides space for formal and non-formal programmes recommended for the campus.

6.3 CONCLUSION

University adult education practice has been the subject of concern and considerable debate amongst policy developers. There are different concepts and approaches to such provision and various on its purpose in social and economic change internationally and in South Africa, and several opinions on the role that a university could play in its provision. This research has attempted to inform such debates by:

- Providing a conceptional framework
- Exploring international trends
- Examining the various modes of provision and financing of UAE
- Surveying South African provision of UAE
- Surveying the Qwa-Qwa campus potentiality of UAE provision
- Suggesting a model for the Qwa-Qwa campus

The findings of the research suggest that UAE practice has the potential to empower universities to contribute to three important development goals in South Africa:

- The transformation of universities
- The development of human resources and
- Reconstruction and development.

6.4 FURTHER INVESTIGATIONS

Although this research provided sufficient support for the establishment of a programme for UAE at the Qwa-Qwa campus, additional research is recommended to ensure that a viable and self-sustaining model is put in place. Further research is thus recommended in the following areas:

- Investigating the needs of the immediate catchment areas, in particular, and the province.
- Investigating viable, management and leadership strategies which will help sustain and extend existing programmes.
- Investigating issues of financing UAE on an on-going basis.
- Investigating on an on-going basis ,possibilities of integrating UAE in the mainstream research and academic activities of the university.

REFERENCES

Badat, S., Barends,Z. and Wolpe, H. (1995) The Post Secondary Education System: Towards Policy Formulation for Equality Development, in Higher Education Financing Conference, Background Reading and Conference papers. City Publishers, January, p5.

Balindlela. C, (1995) Socio-economic Challenges Facing Universities. In Proceedings of the Annual Tertiary-Based Southern African Adult Education Conference. University of Transkei. Umtata

Coleman, J.S. (1980) The Academic Freedom and Responsibilities of Foreign Scholars in African Universities. Bonn. DAAD.

Committee of Teachers Education Policy Document (COTEP). (February,1997) Norms and Standards for teacher Education. Pretoria.

Davies, P. (1995). Adults in Higher Education. London: Jessica Kingsley Publishers.

Deal Trust Report (the), (October,1994) The Professional Preparation and Qualification of Adult Educators and Trainers -Developing Capacity in the University Sector. Belville

Duncan, N. T. F. (1993). Discourse on Racism in an Unpublished Doctorate Thesis Submitted to the University of the Western Cape.

Elliot, J., Francis, H., Humphreys, R. and Istance, D. (1995). Communities and their Universities - The Challenge of Lifelong Learning. London: Lawrence and Wishart Publishers.

Fieldhouse, R. (1983). The Ideology of English Adult Education Teaching. Studies in Adult

Education, vol. 15. pp. 11-35

Fieldhouse, R., (1985). The WEA: Aims and Achievements. New York: University of Syracuse.

Foster, R.S. Jr. and Sauser, W. I. Jr. (1994). A New Look at Marketing for Public University Outreach Programmes. Journal of Non-Profit and Public Sector Marketing, Vol. 2, No. 1

Fowler, S.R., (1986). Marketing the Alabama Cooperative ExtensionService: A new Concept within Programme Development. Alabama: Auburn University. (Circular Ex-11).

Futures Task Force, (1987). Extension in Transition: Bridging the Gap between Vision and Reality. Blackburn, VA: Extension Committee on Organisation and Policy.

Glennie, J. (1994). Open Learning: A Vision. In Open Learning and Distance Education in South Africa. Report of an International Commission, January-April 1994. SAIDE.

Grey, J. (1998). Training and Academia Meet .In Mail & Guardian, p. 89.

Khobe, P. and Govender, V. (1995). Policy Formulation and Practical Implementation. Quarterly Review of Education and training in South Africa, Vol 3, No. 2.

Khotseng, B.M., (1992). Universities in Post-Apartheid South Africa. South African Journal of Higher Education. Vol.6, No. 2, pp. 88-93.

Mahlomaholo, S. (1998). Curriculum Restructuring at Vista University. An Unpublished conference Paper

Matobako, S.T., (1998). Higher Education and Quality Assurance: The Challenge Towards Community Outreach. In KEA/SASE Conference Proceedings, October, East London. Vol.2

Mbilinyi,M. (1979) Lifelong Basic Education for the Absolute Poor in Africa: In World Yearbook of Education.

Mcgrath,S. (1995) Some International Trends in Education and Training Reform and their Implications for South Africa. In Proceedings of the Annual Tertiary-Based Southern African Adult Education Conference. University of Transkei. Umtata.

Mokgokong, P.C., (1981).No Title .In an Inaugural Speech as Rector of the University of the North. Pietersburg: University of the North.

Omolewa, M.& Adekanmbi,S.(1994) (Eds.) University Initiatives in Adult education. Department of Adult education, University of Ibadan.

Perold, H.P. (1998).Community Service in Higher Education. Joint Education Trust Publishers. Braamfontein.

Potter,J.& Wetherel, M. (1984). Social Texts and Context. London: Routledge &Kegan

Sauser, W.J.Jr. and Foster, R.S.J. (1991). Comprehensive University Extension in the 21st Century. In Sims, R.R. and Sims J. (Eds.). Managing Institutions of Higher Education into the 21st Century, (pp.157-177). New York.Greenwood.

Thompson, A. E. and Sauser, W.I.Jr. (1992). Auburn University Extension : A Vision of the

Twenty-First century.Unpublished Manuscript.

Titmus, C. (1993). Continuing Education in Higher Education: Academic self-concept and Policy in three European Countries. University of Leeds

Totemeyer, G.K.H., (1987). The University and Africa: The University and its role in an Underdeveloped Society. South African Journal of Higher education, Vol. 1 No. 1.

Turner,N (1996) Educating the Nation. The Teacher vol.3 no.9

UNESCO (1976). Education in Africa in the Light of the Lagos conference. Paris: Unesco.

Walters, S., (1995). Balancing Equality and Development in Universities after Apartheid; A Focus on Adult and Continuing Education. Cape Town (Unpublished Manuscript)

Wolshok. M.L., (1987). Developing a Strategic Marketing Plan. In Simarly, R.G. (Ed.), Strategic Planning and leadership in Continuing Education. San Francisco: Jossey-bass Publishers

Yesufu. T.M. (1973). Creating the African University - Emerging issues in the 1970s. Ibadan: Oxford University Press

van Dijk T.A. (1989). New Developments in Discourse Analysis. Journal of Interdisciplinary Studies, Vol. 1 pp. 119-145.

Internet Reports

Centre for Extra-Mural Studies (University of Cape Town Home page) http://www.uct.ac.za (99/08/19)

Centre for Adult and Continuing Education (University of the Western Cape Home page) http://www.uwc.ac.za (99/08/19)

Division of Adult Education (University of the Witwatersrand-Faculty of Education Home page). http://www.wits.ac.za/education/aded.htm (99/08/19)

Report on University Adult Education at the University of Lesotho (A) htt:/ /www.ca.open.ac.uk.ical/export/africa/lesotho extra /list / index .htm(98/11/26)

Report on University Continuing Education in Australia National University http://www.anu.edu (98/11 /26)

Report on Australian National University Education funding in Australia (A) http://www. anu.edu. au/registrar/attach2.html (98/11/26)

Report on Australian Government Direct Funding of Australian National University Research (A) http://australearn.org/charls.htm

Reports on the University of Tuskegee Continuing and Extension Programmes:

http://www.tusk.edu/coop_ext/history.htp (20/02/00)

http://wwwtusk.edu/coop_Water%Quality.htp (20/03/00)

http://www.tusk.edu/coop_ext/sustainable%Agriculture.htp (20/03/00)

http://www.tusk.edu/coop_ext/forestry.htp (20/03/00)

Interviews (Transcripts are readily available in the Faculty of Education of the University of the North -Qwa-Qwa)

Interview. Ag. Dean. (98/06/12)

Interview. Mhlb. (98/06/18)

Interview. Mar. (98/07/21)

Interview Dn. (98/09/18)

Interview. Walters. (98/10/11)

Interview. Hl. (98/ 10/11)

Interview. Bgn. (99/09 18)

Interview. Kpl. (1999/11/11)

University Brochures. Calenders and Reports

Brochure of the Institute of extra-Mural Studies at the National University of Lesotho , (1996), Extra Mural Studies at the National University of Lesotho

Centre for Adult and Continuing Education Annual Report (University of Botswana) (1996/7) Adult and Continuing Education at the University of botswana

Centre for Adult and Continuing Education Annual report (University of the Western Cape) (1997) Adult and Continuing Education at UWC.

Committee for Higher Education and Training (CHET) Report, (1995) Transformation Debates

Director of Uniqwa-Cocordia Linkage Project Report (1998)

Division of Adult Education Brochure (University of the Witwatersrand) (1998)

Education Faculty Report, (1995) Curriculum Restructuring in the Faculty of Education- University of the North Qwa-Qwa Campus

Education Faculty Prospectus (1997) University of Transkei

Education Faculty Brochure (University of Transkei) (1997)

University of Botswana Calender (1991/2)

University of the North Qwa-Qwa campus) Annual Report (1998)

University of the North (Qwa-Qwa Campus) Calender, (1999)

University of the North (Qwa-Qwa) Prospectus (1999-2000)

Workshop

Workshop Participant 1 (97/11/10)

Workshop Participant 2 (97/11/10)

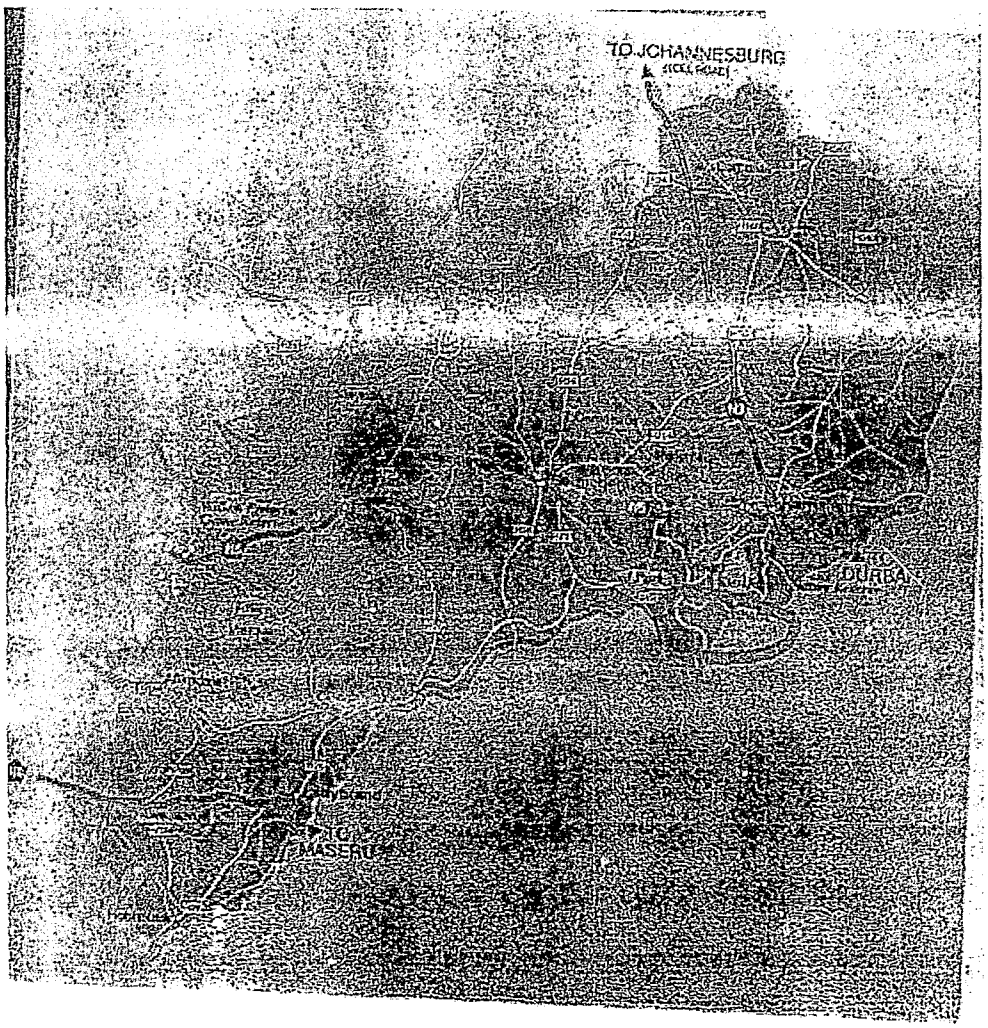
Newspaper Articles

Express. (1997/11/20). Population density in the North Eastern Free State (editorial Comment)

Mail & Guardian (1998/10/18) Making Training and Academic Meet: A Story of Two Workers

Sowetan (1998/10/18) Empowering the poor (Editorial)

APPENDIX 1



APPENDIX 11

3.A John Ngwenyama Story

Twenty five year old John Ngwenyama (real name) has set his sight on a better life. He is furthering his education, having completed his matric in 1994, through the Furniture Industry Training Board. The furniture company he joined as a fitter and turner is sponsoring his continued training in the skills of his trade - upholstery, cabinet-making and furniture-making (Mail & Guardian, 1997, p.89).

Ngwenyama has embarked on what the new National Qualifications Framework (NQF) would call "lifelong learning". As Ivor Blumenthal, executive director of the Board explains, training materials have been rewritten to fit the requirements of the framework. Under the government's framework policy, which seeks to bridge the long-standing divide between formal academic education and work training and experience, learners will earn credits for the competency they show at different levels of achievement. The certificate, which learners like Ngwenyama will eventually acquire through industry boards like the Furniture Board, are internationally recognised (the Board's certificate is, for example, underwritten by the City and Guilds Qualification Board of London). But these certificates can now also serve as a stepping-stone towards further education (Ibid).

Through interlinking relationships with technikons and other tertiary institutions, learners like Ngwenyama will be able to take the *prior experience* and learning that they gained, and earn credits towards diplomas and degrees. This is an important facet of the framework that is slowly gaining momentum : linking training done in "informal" environments, with more traditional "formal" institutions. This is the vision underlying the South African Qualifications Authority (SAQA), whose key initiative is to break down courses into "unit standards" - which describe what you should know and be able to do at various levels of education - to provide a common grid where areas of learning previously acquired can be assessed, and given recognition with a national

framework (Grey, Ibid, p.89).

The implications for "formal" institutions of learning - universities and technikons - are significant, observes Grey (Ibid). Dr Wynand Goosen, head of the School of Human Technology at the Witwatersrand Technikon, points out:

... the crux of the qualifications framework is to "give recognition of prior learning irrespective of original or narrator".

It puts paid to the prior notion, perpetuated by the preceding education system that, as Goosen (ibid) put it:

"thou shalt only get a degree if you get it from me".

His own department is working closely with industries such as banking to come up with a unified format that makes a fluid movement for the learner between different learning environments possible. Programmes run by the Institute of Bankers, for example, provide learners with a springboard to earn national diplomas or degrees from institutions such as the Witwatersrand Technikon (ibid).*(Source:Mail & Guardian,1997,p.89)*

2.9.4 **The Western Cape University-Worker Experience**

Universities and technikons are finding innovative ways to give those with prior learning and experience access to further education. The University of the Western Cape, for example, makes use of a legal loophole to admit those without undergraduate degrees to postgraduate degrees (the law currently dictates that only those with a matric exemption can be admitted at the undergraduate level). This approach has enabled the Department of Management to offer an unusual BComm-

Honours degree in Business Administration with flexible admission requirements, ranging from a matric and 10 years' experience, to a national diploma with three years experience.

Philip Hirschsohn, a senior lecturer in the department, explains that the curriculum was designed with sensitivity to the fact that many learners have accumulated knowledge from workplace experience. Core modules, such as Principles of Management and Business, therefore find a very real grounding in practical experience rather than mere theory (ibid).

3.9.5 **Sibusiso Mkhize Story : Lessons for Universities**

Sibusiso Mkhize has a varied working career which begins with a six-year internship with Unilever, where he learned to do almost everything "from sweeping the floor to managing projects". He studied simultaneously at Mangosuthu Technikon in KwaZulu-Natal for a chemical engineering diploma. After a stint running his own taxi business (where he was also a driver), Mkhize joined an oil company as a trainee sales representative. Although he has climbed the ranks to his current post as a sales executive, he points out that promotion to higher management depends a lot on "the credentials behind your name". Mkhize believes the BComm Honours he is acquiring from the University of the Western Cape will give him the edge over his colleagues, and hopes "to become one of the business unit mangers in the future".

APPENDIX 3

Vision, Mission and Objectives

1 Vision

The faculty of Education at the QwaQwa Campus intends to become a vehicle for the reconstruction and development of Educational Practice and Theory in our communities, society, province and country in terms of visible physical structures in the faculty and excellent research, teaching and learning activities as well as community projects.

2 Mission

Our aim is to be adequate, self sufficient and competent in our duty and responsibilities. We will interact and relate meaningfully with our immediate communities by providing help and services which will build, develop and sustain self-upliftment programmes and projects.

3 In order to concretize our goals and to accomplish our objectives, we will embark on the following:

3.1 We will initiate a fully-fledged and dynamic graduate, postgraduate programme.

3.2 We will embark on an aggressive advertising and marketing campaign as a way of attracting and recruiting quality staff and quality students.

3.3 We will unselfishly render meaningful community services to help individuals and groups especially at grassroots level. The services rendered will be administered with respect, dignity and empathy.

3.4 We will develop and offer a more diversified and a challenging curriculum - an inclusive curriculum which will directly challenge the past iniquities of colonialism and Apartheid education.

3.5 We will interact with Commerce and Industry for the purpose of raising funds.

3.6 We will engage in response that will culminate in knowledge proof and solution to problem.

Author Matobako T
Name of thesis University Adult Education Approaches: Developing A Model For The Qwa-Qwa Campus Of The University Of The North Matobako T 2000

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.