

**“Towards Improved Praxis”: A Case Study Of The
Certificate In Education (Participatory
Development)**

By

Augustine Zamokwakho Nhlanhla Hlela

Submitted in partial fulfilment of the requirements for the
Master’s of Education (Adult Education), in the School of Adult
and Higher Education.

**University of KwaZulu-Natal
Pietermaritzburg**

Supervisor:

Vaughn John (University of KwaZulu-Natal)

April 2006

DECLARATION

I declare that this dissertation is my own work and that all sources I have used or quoted have been indicated and acknowledge by means of complete references.

A handwritten signature in blue ink, appearing to read 'ZAMOKWAKHO NHLANHLA HLELA', is written over a horizontal dotted line. The signature is stylized and cursive.

Augustine Zamokwakho Nhlanhla Hlela

Pietermaritzburg

April 2006

ABSTRACT

This study set out to provide an understanding of the Certificate in Education programme, CE (PD), in terms of various stakeholder perspectives and its historical development. Through the use of case study method the study investigates the relationship between the first three semesters of the Certificate in Education (Participatory Development) CE (PD) offered largely on-campus at the University of KwaZulu-Natal with the final semester module of the programme offered as a service-learning off-campus called Development in Practice (DIP). The objective of DIP is to produce reflective learners in an authentic development context. Within the CE (PD) programme this is understood as praxis. The purpose of the study therefore is to investigate processes within the programme that facilitated or hindered the attainment of praxis. The case study method served this research goal well as it allowed for the social, ideological and historical reality of the CE (PD) to be viewed within a context of its development and the broader contexts of the university and South Africa. As such, this study looked at how one could ensure that theory, abstract knowledge and practice are combined for the purpose of improving community development practice. The study focussed on the aspect of *praxis* within the CE (PD) with the intention of contribution to the improvement of praxis in training for community development practitioners.

Based on Freire's understanding of praxis, the situated cognition and transformative learning theories this study found that certain processes impacted positively or negatively to the CE (PD) programme in facilitating praxis. These processes were varied and included amongst others curriculum conceptualisation and planning, and the most important one being ideology and power related issues. The detailed description of the CE (PD) process would be useful to future curriculum development initiatives.

This study argued that community development training is a contested area and cannot only focus skills training but must include consciousness raising located within an emancipatory tradition. Based on this argument an interactive programme development model located within praxis is offered as a contribution towards community development practitioner training in the South African context.

LIST OF TABLES

Table 2.1	The different paradigms	22
Table 4.1	Sex of the learners	74
Table 4.2	Age	74
Table 4.3	Home language	75
Table 4.4	Learners place of residence	75
Table 4.5	Learners progress	76

LIST OF FIGURES

Figure 4.1	The graphic representation	91
Figure 4.2	The conceptualised curriculum	94
Figure 5.1	The interaction model for curriculum development	118
Figure 5.2	A reconceptualisation of DIP	123

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGMENTS	iii
ABSTRACT	iv
LIST OF TABLES AND FIGURES	vi
CHAPTER ONE	
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.0 Title	1
1.1 Purpose of the study	1
1.2 The Certificate in Education (Participatory Development) and its institutional context	2
1.2.1 The University of KwaZulu-Natal and community outreach	3
1.2.2 The Certificate in Education (Participatory Development)	3
1.2.3 The learners in the Certificate in Education (Participatory Development)	5
1.2.4 Development in Practice	6
1.3 The rationale and background to the study	7
1.3.1 External factors promoting this study	8
1.3.2 Internal factors promoting this study	10
1.4 Summary	12

CHAPTER TWO

LITERATURE REVIEW	13	
2.0	Introduction	13
2.1	Community education and practitioner training in KwaZulu-Natal	14
2.2	Pietermaritzburg Agency for Christianity and Social Change (PACSA)	16
2.3	African Enterprise (AE)	17
2.4	Observations on the qualification offered by PACSA and AE	18
2.5	Ideology and curriculum development	19
2.6	What is Praxis?	24
2.7	Locating Praxis at the centre of curriculum development	27
2.8	Curriculum as an attempt to achieve certain ends/products	28
2.9	Curriculum - Praxis	30
2.10	Constructivism and experiential learning: Meaning making processes and praxis	31
2.10.1	Phenomenological tradition	33
2.10.2	Critical thinking tradition	33
2.10.3	Situated and action theory tradition	33
2.11	Service-learning relationship between Constructivism, Experiential Learning and Praxis	35
2.12	What is service-learning?	36
2.13	Service-learning 'a new paradigm'	37
2.14	Service-learning spaces within a South African context	38
2.15	Theoretical Framework	40
2.16	Situated Cognition	41
2.17	Communities of Practice	45

2.18	Transformative Learning	48
2.19	Conclusion	51

CHAPTER THREE

RESEARCH METHODOLOGY		53
3.0	Introduction	53
3.1	The research approach and methodology	54
3.2	Case study methodology	56
3.3	Case study will allow in-depth exploration and are multi-method study	58
3.4	Case study as an approach tends to be holistic	59
3.5	Case study investigates the context and setting of a situation	59
3.6	The challenges of the Case study methodology.	59
3.6.1	Bias of the researcher	60
3.6.2	Rigour in analysis	61
3.6.3	Generalibility	61
3.7	Research design	62
3.7.1	Boundries of the study	62
3.7.2	Research participants	62
3.7.2.1	Learners	62
3.7.2.2	Facilitators and curriculum developers	63
3.7.3	Data collection techniques	64
3.7.4	Methods used	64
3.7.4.1	Semi-structured interviews	64
3.7.4.2	Arranging interviews	65
3.7.4.3	Document analysis	66
3.7.4.4	Participant observation	67
3.7.4.5	Data management and analysis	68
3.7.4.5.1	Creating a case study database	69

3.7.4.5.2	Multiple use of evidence	69
3.7.4.5.3	Maintaining a chain of evidence	69

CHAPTER FOUR

FINDINGS AND DISCUSSIONS		72
4.0	Introduction	72
4.1	The findings	73
4.1.1	Introduction	73
4.1.2	Who are the learners?	73
4.1.3	What are the facilitators and learners' perspectives and their experience of DIP	77
4.1.3.1	Learners' views on DIP	77
4.1.3.2	Facilitators' views on DIP	80
4.1.4	The story of the CE (PD) programme	82
4.1.4.1	Undergraduate Diploma in Adult Education	83
4.1.4.2	The Certificate in Rural resource Management (CRRM)	85
4.1.4.3	The evaluation of the CRRM programme	86
4.1.4.4	The conceptualization and plans for the new programme	88
4.1.4.5	The innovative curriculum developed	92
4.1.4.6	Implementation of the new CE (PD) curriculum	95
4.1.4.7	Implementation of the first year of the CE (PD) curriculum during 2001 and 2002	96
4.1.4.8	Implementation of the Year Two of the CE (PD) during 2002 and 2003: the electives	99
4.1.4.9	The first offering of DIP	100
4.1.4.10	The second offering of DP in 2003	102
4.1.5	Discussion of the findings	104
4.1.5.1	Constructivist orientation of the curriculum	104
4.1.5.2	Learner preparedness	105

4.1.5.3	Learner disempowered	106
4.1.5.4	Action and reflection as meaning praxis	107
4.1.5.5	Contact sessions as initiators of Communities of Practice	109
4.1.5.6	'Lack' of critical reflection skills	109
4.1.5.7	Back to 'polly-filler' approach	111

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSIONS		113
5.0	Introduction	113
5.1	The recommendations	115
5.1.1	Curriculum as praxis	115
5.1.2	Curriculum development	117
5.1.2.1	Research	120
5.1.2.2	Developing clear goals	120
5.1.2.3	Collaborations and partnerships	120
5.1.2.4	Linkages and articulation	121
5.1.2.5	Learning and teaching	124
5.1.2.5.1	The learning space	124
5.1.2.5.2	The facilitator (Teacher)	125
5.1.2.5.3	The learners	125
5.1.2.6	<i>Assessment, Monitoring and Evaluation</i>	126
5.1.2.6.1	Assessment	126
5.1.2.6.2	Monitoring and Evaluation	126
5.1.2.7	Materials development	126
5.1.2.8	The pilot phase	127
5.1.2.9	Preparation for DIP	127
5.1.2.10	During DIP	128
5.1.2.11	After DIP	128
5.2	Themes for further research	129
5.3	Concluding remarks	130

REFERENCES	132
APPENDIX A	142
APPENDIX B	144
APPENDIX C	148
APPENDIX D	151
APPENDIX E	153
APPENDIX F	157
APPENDIX G	158

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Title

“Towards improved praxis”: a case study of the Certificate in Education (Participatory Development).

1.1 Purpose Of Study

The purpose of this study is to examine the relationship between the first three semesters of the Certificate in Education (Participatory Development) - CE (PD) - offered largely on-campus at the University of KwaZulu-Natal (UKZN) with the final semester of the programme offered as service learning off-campus. The service-learning component is called the Development in Practice (DIP). DIP is self-directed learning during which the learner is engaged in practical activity within an organisation. DIP will be discussed in depth later in this Chapter. By comparison, the learning in the programme in the first three semesters of the programme is determined largely by the provider institution and offered using participatory methods and experiential learning, mainly via weekly contact sessions on-campus. Central to this investigation is to understand the link between the theoretical and practical components of the CE (PD) programme.

The CE (PD) programme was developed by the Centre for Adult Education at UKZN to address the need to train community development practitioners who are able to plan, implement and evaluate community-based education and development projects. From programme evaluations and other reflections

within the programme, the important questions that emerged within the CE (PD) were:

- What are the factors that hinder or enable learners to apply what they have learnt in the CE (PD) to real education and development contexts?
- Has the programme helped learners make meaningful connections between theory and practice?

These important and broad questions that are facing the CE (PD) programme, stimulated interest for this research study. For the purposes of this research study, the following key research questions were set up to guide and focus the investigation:

- What are the facilitator and learner's perspectives on and their experience of the relationship between theory and practice within the CE (PD)?
- What are the successes, failures and problems for educators and learners in preparing learners for practice?
- Why do educators and learners explain success, failures and problems within the CE (PD) in the way that they do?
- What strategies could be employed to improve the preparation of learners for practice?

1.2 The CE (PD) Programme And Its Institutional Context

Having set out the purpose of this study and the research questions that it will tackle, I now turn to a more detailed description of the CE (PD) programme and its institutional context, before discussing the rationale for the study and its broader context.

1.2.1 The University Of KwaZulu-Natal And Community Outreach

A truly South African University that is academically excellent, innovative in research, critically engaged with society and demographically representative, redressing the disadvantages, inequities and imbalances of the past. (University of KwaZulu-Natal, Mission Statement, 2003).

The Mission statement of the university implies an awareness of the needs of society and a desire to respond to that need. However, in reality the application of this statement appears to leave a lot to be desired in terms of providing resources and being flexible in applying the statement.

I will now look at the Certificate of Education (Participatory Development) a qualification offered by the Centre for Adult Education of the UKZN.

1.2.2 Certificate In Education (Participatory Development)

CE (PD) is an undergraduate programme offered by the Centre for Adult Education. The origins of the programme are discussed fully in the chapter on findings.

At the broadest level, the CE (PD) has the following objectives:

- To produce qualified community development practitioners who can implement participatory education and development projects at local level.
- Through this, the CE (PD) builds the capacity of rural and disadvantaged communities. The concept underpinning the CE (PD) outcomes is a body of skills, knowledge and attitudes that are common across all sectors of people-orientated development.

- The experience of the learners is valued and the programme is rooted within an experiential learning approach that facilitates discourse between traditional academic knowledge and knowledge derived from real-life experience.
- The programme is being delivered in mixed-mode, combining weekly face-to-face participative workshops with interactive distance education materials.
- The programme is built around a core that recognises and teaches the knowledge, skills and attitudes common across all sectors of participatory development, facilitating a holistic development approach and development practitioner mobility.
- The programme recognises the attitudes and values of the development practitioner as crucial to successful development processes.
- In addition to the weekly contact workshops, the programme provides ongoing support to learners in the form of academic tutorials, off-campus telephonic support by programme facilitators and partnerships with a variety of organisations for in-situ support.

CE (PD) Prospectus (2001).

The CE (PD) programme is designed such that core skills are taught and developed with the learners; learners are then able to choose from a range of electives. The programme includes a service-learning component called Development in Practice that gives learners an opportunity to try out, practically, newly learnt skills, knowledge and attitudes in a real situation.

The CE (PD) leads to a National Qualifications Framework (NQF) level 5 qualification made up of 128 credits. As a higher education qualification that targets non-traditional university students, the CE (PD) attempts to create a bridge between the further education and training, and higher education bands within the South African Qualifications Authority.

1.2.3 The Learners In The CE (PD)

The CE (PD) targets practitioners involved in a range of community development organisations. Most learners do not qualify for normal university entrance due to their disadvantaged educational backgrounds and many do not have a Senior Certificate, let alone Matric exemption. Instead, practitioners generally have many years of 'field experience' and have usually participated in various non-formal educational programmes of the short-course and workshop types that characterised training in the NGO and development sectors. Students are often recruited through consultation with community-based organisations and NGOs.

The minimum requirements for admission are a Senior Certificate and/or three years' relevant experience related to the area of study. Alternatively, students are admitted on the basis of a placement test, approved by the Faculty of Education and subject to permission of the Senate. The programme is meant to provide access to university education for learners who have traditionally been excluded, so that university diploma and degree options become available to successful students.

Most of our learners have been through 'Bantu education' and would have been exposed to non-reflective education processes. They are likely to have been exposed to traditional models of curriculum (discussed in Chapter Two). It is these historical educational experiences that influence current learning strategies and processes engaged in by learners. Past educational experiences of learners has promoted rote learning rather than learning through reflecting on experiences. Such favoured approaches allowed for a separation of learning from everyday life.

The CE (PD) is supposed to be based on praxis, that is, the bringing together of action and theory through reflection in the Freirian sense with an intention to bring about social change. Reflection is a new challenge that faces most of

our learners. There is therefore a great need to better understand this area, to help learners make the connections, to change and adapt what we do and learn how to improve the programme.

The CE (PD), through a service-learning component Development in Practice (DIP), hopes to provide an opportunity for learners to make a meaningful contribution in their own communities and organisations by ploughing back all that they would have learnt in the CE (PD). DIP is a final module that learners have to undertake so that they get an opportunity to implement new knowledge and skills in a real world context. The DIP module is explained in greater detail below.

1.2.4 Development In Practice (DIP)

Since DIP is a focus in this research, it is necessary for me to set out its purpose and structure.

During DIP, learners are hosted by non-governmental or community-based organizations. The purpose of DIP is to give learners an opportunity to put into practice their newly learnt skills and knowledge acquired during the previous three semesters of the CE (PD) programme. The objective of DIP is to produce learners who can bring theory and practice together in an authentic development context. DIP affords learners an opportunity to practice in a real situation with real issues and people. This module is referred to in this document as service learning. Service learning will be discussed further in Chapter Two.

At the start of DIP, each learner is expected to produce his or her own individual outcomes and action plans. An action plan is a tool that is meant to be developed by learners themselves to determine what they intend learning during the guided practical that constitutes the DIP module. The action plan contains the outcomes that the learner wants to achieve during the DIP

module, the identification of all the activities that will assist the learner to achieve these outcomes, the weekly planning including dates that should allow the learner to plan ahead and to determine whether it is possible to achieve these outcomes in the allocated time.

To assist learners to implement their action plans, they are expected to attend weekly contact sessions at the university for the duration of the module. The contact sessions are meant to enable the module co-ordinator to monitor the learning progress of each learner. Each learner is allocated a supervisor who should help learners with their daily plans and help them keep a journal, with the purpose of encouraging daily reflection.

Due to lack of financial and human resources, neither the module co-ordinator nor the supervisors (facilitators) are able to visit learners on-site. The action plans therefore become a monitoring tool for the facilitators. The action plans are developed such that they are also tools to assist learners to reflect on their actual experiences.

DIP contact sessions were designed to help learners understand and implement the concept of experiential learning and reflection. The contact sessions were an opportunity for learners to reflect on their experiences and to share these experiences with fellow learners. Theorist such as Kolb (1984) and Freire (1977) served as references for learners involved in cycles of action and reflection. This process also relates to what Freire (1977) refers to as 'praxis'. DIP thus created space for praxis within the CE (PD) curriculum.

1.3 Rationale And Background To The Study

In setting out the rationale and background to this study, I will present the national context of the study and factors within this context that have given rise to the need for such a study. This discussion of context introduces factors

external to the CE (PD) programme. I will then examine factors internal to the programme that have also influenced the study.

1.3.1 External Factors Prompting This Study

The Centre for Adult Education has a long history of developing programmes in response to its context in KwaZulu-Natal and the wider country. The CE (PD) was another of these responses to the new dispensation in a democratic era in South Africa. The transition to democracy brought new legislation and policy that changed the landscape of education and development in the country. As will be discussed more fully later, the idea for the CE (PD) programme emerged in 1998. In understanding the CE (PD) and the need for this study, it is necessary to consider the South Africa context during the period of democracy.

The passing of more than a decade of democracy in South Africa has prompted many commentators to look critically at the successes and failures of the government thus far.

- The Human Rights Commission report stated that the government had massively failed South Africa's most needy citizens. The report claims that poverty alleviation reached only three million of 20 million people living below the poverty line (SABC News, August 28, 2003).
- Aitchison (2003) states that substantial expertise, experience and track records of competent delivery that were located within civil society are now located within government. Aitchison's comment points to a need to constantly train community leaders and development practitioners to replace what is lost to civil society. The extent to which this expertise is not being used within government or is located in sections too removed from grassroots' development practices, is an area in need of research.

- Baatjes (2003) concludes that due to the change in macro-economic policy from the Reconstruction and Development Programme (RDP) to the Growth Economic and Reconstruction (GEAR) policy, not much change has taken place in the lives of most people, that is those, who were “historically-disadvantaged, marginalized and oppressed”. The RDP was seen as a promising vehicle to implement meaningful change for local people as it spoke about providing everyone with access to basic services such as water and electricity, as well as health, and promised special help for the poor, the disabled, old people and women.

Against the background of such criticism, the following call to the nation by the State President in 2003 can be understood:

It will be particularly important that we attract the right people into this cadre of community development workers, train them properly, and supervise them effectively...inspired by the letter and the spirit of *batho pele!* Among other things, these workers will help to increase the effectiveness of our system of local government, strengthening its awareness of and capacity to respond to the needs of the people at local level. (Mbeki, 2003:10.)

The call by the President indicates an urgent need for proper training for the community development practitioners to allow for delivery at local level. The aim of which is to enhance the quality and accessibility of government services by improving efficiency and accountability to the recipients of public goods and services. In urging such delivery to adopt the principle of ¹*Batho Pele* (Putting people first), the president was signalling the need to have people participate in their own development. The training of community development practitioners is therefore critical for development. This study aims to contribute to knowledge that can have an influence on such training.

¹ *Batho Pele: Putting people first* – “Aims to enhance the quality and accessibility of government services by improving efficiency and accountability to the recipients of public goods and services”.

The severe weaknesses in the capacity of local governments to function as development facilitators have often been mentioned as the major contributing factor to lack of delivery. It is within this context that State President Mbeki has made calls for the training of more community development cadres (Mbeki, 2003, 2004). The call can be understood as commitment to service delivery and community development as well as the realisation and acknowledgement of the lack of Government's capacity to deliver at the local level.

The lack of capacity that the president was referring to seems to have given rise to extensive use of outsourcing of government work to independent consultants. This practice has two main drawbacks:

- It is unsustainable from a cost point of view.
- It also does not allow for capacity to be built within government.

In this light programmes such as the CE (PD) can be important interventions in response to needs within the South African context. I therefore believe that a study of the CE (PD) and its potential contributions in terms of practitioner development are important at this time in our country's development.

1.3.2 Internal Factors Prompting This Study

In 2002 a two-day intensive evaluation workshop was held with the second year learners who had just finished their Development in Practice (DIP) module. The workshop was informed to a large extent by a perception of the facilitators that the learners were struggling to implement and reflect on the learning made during the previous eighteen months of CE (PD).

Recommendations from the 2002 evaluation were implemented with the 2003 cohort. These included the introduction of DIP in the first semester so that learners become aware of what was ahead of them and planning tools were provided to the learners so that they would have enough time to do planning.

However, the same problems that were experienced in 2002 surfaced again in 2003. Learners were still unable to develop their own outcomes, action plans, as well as reflecting on their previous learning. There is a need to better understand the situation and to help students to deal better with this challenge that the course provides.

DIP contact sessions were designed to help learners understand and implement the concept of experiential learning and reflection. As mentioned earlier, theorists such as Kolb (1984) and Freire (1972, 1995) were influential in this design and in terms of the facilitation of the module. Within the classroom sessions it seemed as if students understood the relationship between action and reflection. However, two cohorts of learners demonstrated a marked inability or failure to make reflective journal records even though they had been taken through the process and provided with a tool within the classroom situation using participatory methods such as simulations, role-plays and case studies. These difficulties and failures were a concern to the CE (PD) team and warrant investigation.

The seeming inability of our learners to apply the newly acquired knowledge, skills and attitudes was to a large extent being conveyed by learners not being able to produce the required evidence of their critical reflections on their practice. This was perceived as an inability to apply the newly learnt knowledge, skills and attitudes. Such perceptions and concerns within the CE (PD) highlighted the need for research over and above the on-going programme evaluation. Such research could be valuable in providing guidance to trainers and educators in planning educational experiences that not only facilitate learning, but also help participants apply such learning in a new context in a reflective manner. It is hoped that the present study could be a contribution to these research agendas. The CE (PD) programme provides a good opportunity for a case study that could inform best practice in this area of adult education. The CE (PD) programme allows for an examination of learning for action, an important requirement in all development contexts.

1.4 Summary

In the light of the factors that prompted this study, it is worth reviewing the four key questions framing the study:

- What are the facilitator and learner's perspectives on and their experience of the relationship between theory and practice within the CE (PD)?
- What are the successes, failures and problems for educators and learners in preparing learners for practice?
- Why do educators and learners explain success, failures and problems within the CE (PD) in the way that they do?
- What strategies could be employed to improve the preparation of learners for practice?

O'Leary (2004) states that the questions that a study attempts to answer are vital in guiding the choice of an approach. The questions for this study focus on learners and facilitators perspectives and experiences. It was felt that such data needed to be understood within a holistic sense of the CE (PD) programme. It was also seen to be important to interpret this data within its historical and social context. Given this, the case study method (discussed in Chapter Three) was seen to be most appropriate for such an investigation.

The field of adult education is much smaller and more marginal in relation to education in the schooling sector. Its formal literature base is therefore also much smaller. Given that a substantial part of adult education takes place in the non-formal arena, a literature of this non-formal work exists but remains a part of the so-called 'grey literature' housed within non-governmental and community-based organisations. This literature is important to the field, but because it is not mainstream work, it is somewhat marginalized and neglected. I have chosen to draw on this literature because of its relevance to this study and see its inclusion in this dissertation as a way of acknowledging its significance and bringing it more into the formal literature base. I have therefore included a discussion of some of this literature in terms of non-formal programmes offered by NGOs in KwaZulu-Natal.

2.1 Community Education And Practitioner Training In KwaZulu-Natal

It will be particularly important that we attract the right people into this cadre of community development workers, train them properly, and supervise them effectively...inspired by the letter and the spirit of batho pele! among other things, these workers will help to increase the effectiveness of our system of local government, strengthening its awareness of and capacity to respond to the needs of the people at local level. (Mbeki, 2003:10)

The call by the state president to train more community development workers can be understood to be raising many issues. These include the sense that more practitioners need to be trained, that the actual training needs to be of high quality, that the training should be relevant and able to deal with current development issues. One could also see this as an attempt by government to influence practitioner training so that it reflects the government's vision and is in line with the government's development strategy.

Community development practitioner training should and must reflect the context in which it is located. The purpose of such training should focus on the provision of the skills, knowledge and attitudes necessary for the trainee to be thoroughly prepared for the demanding realities of community development work. There clearly is a need to produce more community development practitioners who can work to address the dire needs of our society at local level. However, curriculum developers face a difficult choice. Should the curriculum be designed to instruct community development practitioners in step-by-step implementation of government-set policies and programmes so that development can reach the most people in the shortest time? Or alternatively, should the curriculum be designed to develop practitioners who have a broader and deeper understanding of development issues, and the kind of attitudes and skills that enable them to be imaginative, critical and responsive to change and changing contexts? Very few institutions are offering the latter kind of training in KwaZulu-Natal.

In the KwaZulu-Natal Midlands there are a few organisations that have experience in the provision of training for community development workers. These are the Pietermaritzburg Agency for Christianity Social Awareness (PACSA), African Enterprise (AE), the University of KwaZulu-Natal's Centre for Adult Education (CAE) and the previous School of Community Development and Adult Learning (CODAL), University of KwaZulu-Natal offering formal programmes leading to recognised qualifications. Of these, I will discuss the CAE programme more fully in Chapter Four, as this is the unit of analysis in the present case study. Below, I will briefly discuss the two programmes offered by the NGO sector as these are currently offered on a non-formal basis and thus provide some comparison.

2.2 Pietermaritzburg Agency For Christian And Social Action (PACSA)

PACSA is an established faith-based organisation located in Pietermaritzburg, which draws considerable support from foreign donor organisations. It has a long history working against apartheid through education and support for the poor and oppressed and currently focuses on social justice and development. One of the educational programmes offered by PACSA that targets development practitioners, is called the Socio-Economic Justice course. This programme is currently being offered as a non-formal qualification and therefore not aligned with the South African Qualifications Authority (SAQA). The purpose of this educational offering is to create a society that values human dignity, equality, economic justice, full life and respect for the integrity of creation.

The objectives of the programme are as follows:

- To demystify economics.
- To deepen participants' understanding of the South African economy in the context of globalisation as it affects them.
- To help participants understand how trade liberalization impacts on their everyday lives.
- To empower participants on the subject of local government and its role in the development of their communities.
- To provide participants with lobbying and advocacy skills so they can engage meaningfully in municipal governance and in other socio-economic issues.
- To help participants understand the links between Faith and Economics.
- To provide a gender perspective on economic issues.

(PACSA, 2005).

The entry requirements for the programme are experience and involvement in community development or community issues. This allows for wider access to knowledge and skills for communities and prepares learners to educate others towards active citizenship. On completion of the course, learners are offered a certificate of attendance.

This offering is clearly located within an emancipatory approach as it seeks to address apartheid-era inequality and to contribute to transformation of society. However, there is pressure on PACSA and organisations like it to formalise their programmes. The likely result and concern about such formalisation processes will be a narrowing of access and limits on who can participate. Often those most in need may not qualify. It is also likely that the course would become more expensive and this may further limit participation. Some of PACSA's training methods are likely to be compromised, as emphasis gets placed on assessment and outcomes in instrumentalist mode.

2.3 African Enterprise (AE)

African Enterprise (AE) is a faith-based organization that is dependent on external funding for offering its educational programme. The programme offered by African Enterprise (AE) is a three-year Diploma in Social Empowerment and Development. This programme is designed so that it takes into account the learners' needs and availability. Mhiya (2005) stated that the purpose of this programme is an empowerment approach that combines social, political, economic and spiritual needs of the communities. The emphasis of this programme is on learners' economic literacy and them being empowered to a position to play a role in the economy of the country. The ability to read and write in English is the only prerequisite for entry into this programme.

Mhiya (2005) further stated that the programme is in a process of being accredited by SAQA. The process towards accreditation of the programme is a response to what has been described as a 'paper chase' society and the

qualification sought is an attempt to meeting the expressed needs of learners. Mhiya defines 'paper chase' as a process through which learners are made to feel that receiving a certificate will put them in a position to be more employable and to an increase in their status. He believes that the organisation would have not gone this route had it not been for the strong demand from learners.

2.4 Observations On The Qualifications Offered By PACSA And AE

Some observations on the PACSA and AE qualifications in relation to the instrumentalist and emancipatory approaches are provided below. The instrumentalist and emancipatory approaches will be discussed later in this chapter. For the purposes of this section it is important to note that the instrumentalist approach to curriculum refers to that kind of curriculum that seeks to provide the learner, in this instance the development practitioner, with the required skills to perform the required task while the emancipatory approach stresses an understanding of the social ills and power relations in society and the need to play a role in bringing about a just society.

In both these programmes there is a strong emphasis on social change, empowerment and social justice. Each curriculum is practical, responsive and focuses on the local contexts of learners. The focus is on learners understanding the current context with the intention to play a role in changing it together with the community. Both programmes are located within an emancipatory approach and stress praxis.

Both these programmes are currently offered as non-formal programmes. This means entry requirements and the goals of the programmes are currently determined by the two organisations. Such entry requirements make both programmes accessible to the wider public. The strategies employed for programme delivery are learner-centred, allowing it to be flexible and suitable

in terms of learner lifestyles. On the other hand formal programmes would be those guide and informed by the South African Qualifications Authority Act.

These two programmes have witnessed strong demands for accreditation and therefore seem to lean towards more instrumental orientations. This occurs as greater emphasis is placed on learner employability rather than social change.

Both organisations have also considered using formally accredited programmes as a mechanism for generating income and making themselves more sustainable. Concerns about funding are serious for such organisations and the need to become self-sustaining is becoming ever more real. These pressures have major implications for these organisations' sense of autonomy in terms of what they are able to offer and how that is offered.

The experiences of PACSA and AE in terms of shifts from emancipatory non-formal programmes to more instrumentally-driven formal programmes reflects a broader trend in education in South Africa. It is worth noting that responses to the President's call for more development practitioner training have also been designed around formal qualifications. Sadly, the expertise and values developed within the NGO sector around practitioner training within an emancipatory approach does not appear to have much of a niche in the increasingly formalising educational landscape in South Africa.

2.5 Ideology And Curriculum Development

Harley and Wedekind (2004:195) state that "writers of differing theoretical orientation are agreed that there is generally a close relationship between national political vision and the national curricula". South Africa is no different in terms of such relationships between ideology and curricula. Recently the government has developed a substantial amount of legislation and restructured education in attempts to address the needs of the country. These changes are meant to address the legacy of apartheid in areas such as skills development, job opportunities to address unemployment, high rates of

illiteracy, poverty and diseases. A further factor influencing such change is the need to compete in the global market.

The global market brings with it lots of pressure on our young democracy. The effect of this pressure is most clearly seen in the discarding of the Reconstruction and Development Programme (RDP) and the adoption of Growth Economic and Reconstruction (GEAR) policy as the macro-economic policy in South Africa. This change has happened despite the growing awareness that the gap between the rich and the poor is growing in South Africa, which is in keeping with an escalating inequality that is a global trend.

The South African context is beset with poverty, inequality, illiteracy, unemployment and the HIV/AIDS pandemic, all of which should be impacting on the ideological orientation and purpose of educational curricula. Caffarella (1981:371) argues that "adult learning thus becomes both a moral activity and a social intervention accompanied by dilemmas over good versus bad, and right versus wrong".

Grundy (1987:1) discusses curriculum in terms of "structure and foundations". For Grundy "aims and objectives, decision-making regarding content, implementation and evaluation strategies" are structuring curriculum (Grundy.1987:1), while foundations relate to philosophical issues. It is within the philosophical issues that ideology is to be found in terms of the curriculum's broader purpose for society. Ideological issues are rarely exposed, they remain hidden but influence curriculum development and the implementation of a curriculum. Part of the purpose of this study is to make explicit the ideological orientations that shaped the CE (PD) programme during curriculum development and subsequent implementation.

Ideology is more than just what is learnt, or how and why it's learnt. It is also about the values, beliefs and assumptions we make about the world around us (Centre for Adult Education, 1996). These assumptions determine the goals of curriculum planning and implementation. Programme planners and developers impose their worldview, and therefore their ideology, through a

curriculum. The following quotation conveys this understanding of the relationship between education and ideology, "Education is an expression of ideological values as well as a process through which ideology is transmitted" (Centre for Adult Education, 1996:58).

The next section briefly looks at the different ideologies that influence curriculum development. Darkenward and Miriam (cited in Centre for Adult Education, 1996:78) state that "There exists no single conceptual framework, no single set of basic assumptions, from which all educators view the field of adult education". The understanding of the ideological framework from which one is operating becomes very important particularly in the South African context of transition. I will now briefly present the Progressive, Humanist, Technological and the Radical ideological orientations and their implications for curriculum. The table below provides a useful summary of these four ideological orientations and the implications that these orientations have for curricula.

Table 2.1 The Different Paradigms

	Progressive	Humanist	Technological	Radical
Social problem taken most seriously	social change	personal meaningfulness	production	oppression
Underlying theory of social development	reform	self-actualisation	modernisation	social transformation
Best metaphor for educational practice	problem-solving	personal growth	moulding	empowerment
Key value	democracy	acceptance	efficiency	freedom
What counts as 'knowledge'?	judgement and the ability to act	wholeness	performance	Praxis (reflective thought and action)

The educator's task	guide	support	instruction	conscientization
How an educated person is described	responsible	integrated	competent	liberated
Role of the learner's life experience	a source of learning and inseparable from knowledge	the source knowledge and the content of curriculum	'very little if any'	basic to understanding societal contexts and the source of knowledge
Types of experience mainly used	structured	personal focus	'exported experiences'	self in society

Source: Saddington (cited by Millar)

The intention of this study is to argue that the development of the CE (PD) programme was influenced by one of the above-mentioned ideologies or paradigms. The table is useful in that it will help locate the implemented curriculum within a certain paradigm. The praxis that is to be discussed below is located within the radical paradigm. This discussion will be informative in identifying key elements that frame a curriculum located in the radical paradigm.

2.6 What Is Praxis?

Sykes (1976:868) in the Concise Oxford Dictionary defines praxis as an “accepted practice”. The origins of the word praxis are in Greek, meaning ‘doing’. Practice and ‘doing’ imply being involved in activity and therefore share a similar meaning. Other thinkers have also associated practice and reflection as meaning praxis, placing emphasis on both the action and reflection. Praxis within adult education is associated with the work of Paulo Freire. Freire’s (1972, 1995) understanding of praxis also employs the concepts of action and reflection, but within a specific philosophical orientation, that is the radical or emancipatory paradigm.

The opening lines of the book *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*, Freire (1995:7) states that, “We are surrounded by a pragmatic discourse that would have us adapt to the facts of reality. Dreams, and utopia, are called not only useless but positively impeding”. According to Freire (1995), the need to “dream” a different curriculum design informed by praxis is possible. While the term praxis was popularised by Freire (1972), it was however used by other writers long before Freire. For example, Arendt (1958) defined praxis as “reflective of a relationship between individuals and their wider community”. Clearly Freire appears to have worked on the basis of Arendt’s understanding of praxis. According to Freire (1970) praxis, is a critical element of dialogue. He argued that true dialogue couldn't exist unless those involved are engaged in

critical thinking, perceiving reality as a process of transformation. For Freire (1972:60) praxis is “the action and reflection of people upon their world in order to transform it”. Freire’s definition clearly locates praxis within a radical paradigm. Freire (1972) believed that education could either domesticate or liberate people. Within an education that liberates and humanises society, praxis is a key tool for the transformation of society. Such an understanding of praxis is relevant to the present study in terms of analysing the process and ideology of elements within the CE (PD) curriculum, in particular the service-learning module referred to as DIP.

Other writers such as Grundy (1989) and Smith (2000) have also discussed praxis within an emancipatory paradigm. Grundy (1987) defines praxis as “the act of reflecting constructing or reconstructing the social world”. It is worth noting that Mezirow’s theory (1990, 1991, 1994, 1995) of transformative learning (discussed later as part of the theoretical framework) refers to the importance of **action and reflection** and to the need for **critical reflection** without any reference to the concept of praxis. In Mezirow’s discussion of an action-reflection process, change or transformation is discussed at the level of the individual rather than at a societal level as discussed by radical theorists such as Freire and Grundy. The relevance of praxis in the South African context is very important, given our repressive history. Locating emancipatory praxis within community development practitioner training is therefore crucial for dealing with historical oppression and for transforming society.

However, over the years the concept of praxis appears to have come to be used outside of the context and paradigm discussed by Freire (1970, 1972), Grundy (1987) and Smith (2000). The term seems to have been popularised and used more broadly even by those not working in an emancipatory paradigm. Praxis now seems to be understood as any process of action and reflection, irrespective of its ideological underpinnings. Praxis was originally most

commonly associated with an emancipatory paradigm, sometimes referred to as the radical tradition and critical pedagogy. However, over the years there has been gradual stripping of this original meaning of the term (praxis) and its location from the radical tradition. The term praxis used to carry the link to an emancipatory orientation in addition to representing the process of action and reflection. Such original use of the concept is reflected in the quote from Grundy (1987:77), “Praxis is the form of action which is the expression of the emancipatory interest”, which appears at the start of this chapter. There now seems to be clear attempts to define this term outside of its ideological ‘home’. The question that arises from this observation is: Has this “stripping” of meaning happened within the sites of community development training. In particular, has this altered sense of praxis influenced curriculum development within the CE (PD) programme?

Given this study's focus on the concept praxis, it's meaning and ideological location within the CE (PD) curriculum development process is an area of interest. As discussed above, praxis as a concept in education can be seen to be located within a contested space. Some current usage in education appears to have come to mean just ‘action and reflection’, irrespective of ideological orientation. For the purposes of this study, I suggest that praxis ought to be understood in relation to its ideological location represented by an emancipatory interest. I believe that recent uses of the term where the emancipatory ideology connection has been ‘stripped’ from the term so that it merely represents a process of action and reflection within any ideological position, is unhelpful and unproductive to the discipline of education.

2.7 Locating Praxis At The Centre Of Curriculum Development

Postma (2000) laments the demise of the meta-theories of emancipation but states that the demise does not mean the end of the ideal of emancipation nor the fact that emancipatory processes can be identified. Freire (1972) contrasts domestication with emancipation as educational outcomes, where praxis is presented as a vehicle for achieving emancipation at both individual and societal levels. Apple (1982:108) offers guidance in developing a curriculum that aims to produce learners who will seek to change their existing situations. In other words, Apple offers guidance for achieving an emancipatory curriculum and suggests the following:

- That education ought to be placed back on the socialist agenda. The provision of alternative sets of social arrangements are legitimate and possible. Freire (1995:7) calls for “dreams and utopia”.
- Curriculum and materials development should not reproduce the ideologies of the existing ruling class.
- Curriculum developers to guard against ‘reform’ curricula. Non-reformist changes Apple suggests are connected to the broader programme of structural change.
- It is important to know the learners. This means understanding the live culture of the learner or we run the risk of recreating what students are attempting to reject.

The next section while discussing curriculum development shows the importance of curriculum as praxis and uses Apple’s suggestions as criteria for judging curriculum as praxis.

Smith (2000) argues that there are four ways of approaching curriculum theory and practice. These are curriculum as a body of knowledge to be transmitted, curriculum as an attempt to achieve certain ends in students, that is, product, and curriculum as process, and lastly curriculum as praxis.

For the purposes of this study it would be useful to contrast two approaches to curriculum, namely, curriculum as a product and curriculum as praxis.

Contrasting curriculum as product with curriculum as praxis helps to demonstrate the view that proponents of curriculum as product in South Africa are engaged in stripping fundamental concepts from the radical tradition. Such practice can be seen as an attempt to mask the instrumental or technological orientation of many curricula by adopting concepts from the radical tradition.

2.8 Curriculum As An Attempt To Achieve Certain Ends/Products

This view of curriculum sees human life, in all its forms as consisting of the performance of specific activities. An education that prepares for life is then one that prepares learners to perform these specific activities. This view requires that curriculum developers go out into the world to discover the specific activities that need to be performed (Bobbit, 1918).

Hoadley & Jansen (2002) refer to this notion (curriculum as product) as utilitarian discourse that is education needs to be 'useful'. The curriculum design must be in the interest of enabling learners to support themselves by means of economic activity and therefore education is a technical undertaking. Curriculum as product involves detailed attention to what people need to know in order to work and live their lives. In this perspective of curriculum, competencies are listed, plans drawn up and then applied and the outcomes (products) are measured.

The individual learner is being taught in order that s/he is able to perform certain specific duties. Hoadley & Jansen (2002) identify the origins of this approach in behaviourist theory. However, it seem possible that opportunities for praxis can be created and developed within the limitations of the desired outcomes.

Taba (1962) suggested the following steps as a process of curriculum development. These steps are noticeable in curriculum development in South Africa and have become institutionalised by South African Qualifications Authority (SAQA), the National Qualifications Framework (NQF) and Outcomes-Based Education (OBE) making it pat of the dominant discourse in education in South Africa (Hoadley & Jansen, 2002).

Step 1: Diagnosis of need

Step 2: Formulation of objectives

Step 3: Selection of content

Step 4: Organisation of content

Step 5: Selection of learning experiences

Step 6: Organisation of learning experiences

Step 7: Determination of what is to be to evaluated and of the ways and means of doing it

(Taba,1962.)

The purpose of education reflected in the above process is to bring about significant changes in the students' pattern of behaviour.

Smith (2000:56) provides the following arguments against the understanding of curriculum as product:

- The plan or programme assumes great importance
- There are questions about the nature of objectives

- It is not grounded in the study of educational exchanges
- It introduces the problem of unanticipated results

2.9 Curriculum - Praxis

Freire (1972:60) defines praxis as “the action and reflection of people upon their world in order to transform it”. This understanding of praxis is firmly located within a radical paradigm. Grundy (1987) refers to this view of curriculum as having an emancipatory interest with explicit statements about the societal interests it serves. Postma (2002:2) views curriculum as praxis as emancipatory learning which is a process of “becoming a competent practitioner who has access to discourses and practices of power and who is able to critique social contradictions”.

Grundy, (1987:105) states that curriculum as praxis makes continual reference to collective human well-being and to the emancipation of the human spirit. It can be recognised by:

- Practice that does not focus exclusively on individuals but pays attention to collective understandings and practices and to structural questions.
- Commitment expressed in action to the exploration of educator’s values and their practice.
- Practitioners committed to praxis to be exploring their practice with their peers.

The understanding of curriculum as praxis is a goal of the DIP module in the CE (PD) curriculum. With an emancipatory interest, the DIP module was conceived of as a process that is best described by Grundy as:

A process which takes the experiences of both the learner and the teacher and, through dialogue and negotiation, recognises them both as problematic... [It] allows, indeed encourages, students and teachers together to confront the real problems of their existence and relationships. When students confront the real problems of their existence they will soon also be faced with their own oppression. This is what praxis means and how it is made practical. (Grundy, 1987:105.)

While the above quote reflects the intentions of the DIP module in the CE (PD) curriculum, this case study intends to comment on the extent to which such intentions of the curriculum were actually achieved in implementation.

2.10 Constructivism And Experiential Learning: Meaning-Making Processes And Praxis

In exploring the processes that learners make meaning or construct knowledge from praxis, this section of the literature examines the constructivist approach to learning and experiential learning as model of the constructivist approach.

Von Glasefeld (cited in Doolittle, 1999:1) states that there are four “epistemological tenets of constructivism.” These are:

- Knowledge is not passively accumulated, but rather, is the result of active cognising by individual;
- Cognition is an adaptive process that function to make an individual's behaviour more viable given a particular environment;
- Cognition organizes and makes sense of one's experience, and is not a process to render an accurate representation of reality;
- Knowing has roots in both biological/neurological construction, and social, cultural, and language based interactions.

The importance of the four tenets is that they identify, provide foundation for what is to be understood as constructivism. This is related to learning and teaching and the process of meaning making. However, critics of constructivism seem to over look the fact that different emphasis of these tenets defines the different divisions or orientations within constructivism. These will be discussed later.

These four “epistemological tenets” are reflected in Gravett 2001 and Bruner (1990) attempts at defining constructivism. Gravett (2001: 74) states that constructivism is based on the assumption that learning is a process of constructing meaning, or put differently a process of knowledge construction. According to this view, one incorporates new information into one’s existing knowledge structures in the light of the new information. This understanding of learning had been defined by Bruner (1990) earlier where he defines learning as an active process where a learner construct new ideas based on new and past knowledge. Gravett and Bruner's understanding of making meaning and constructing knowledge is relevant to the CE (PD) because one of the entry requirement into the programme is that a learner has experience in community development or community education. Therefore the CE (PD) programme is intended to incorporate new information into existing knowledge. Gravett (2001) concludes that meaningful learning goes hand-in-hand with construction of an integrated conceptual framework.

The CE (PD) programme attempts to develop this integrated conceptual framework by using learning experiences during class, fieldwork, assignments, group work and most importantly through the Development in Practice (DIP) module. A question to be explored in this case study, is to what extent the CE (PD) programme was able to facilitate meaning construction within a constructivist learning approach via praxis.

As suggested earlier, constructivism has different orientations. It was suggested that these orientations are to a large extent as a result of the different emphasis of the four tenets presented. This emphasis and different orientations has resulted in different terminology within constructivism however the four tenets remain the key principles informing constructivism. For example Jarvis (1998:45) identifies three traditions of constructivism as phenomenological tradition, Critical Tradition, and Situated and Action Tradition while Doolittle (1999) talks about Cognitive Constructivism, Social Constructivism and Radical Constructivism. This section will discuss the three traditions as suggested by Jarvis.

2.10.1 Phenomenological Tradition

The work of Baud & Schon (1998) who analyse emotional states and suggest that reflection begins by analysing the learner's way of observing, communicating, thinking, and acting, is given as an example of this tradition.

2.10.2 Critical Theory Tradition

The work of Freire (1970, 1972, 1989, 1995), Harbermas (1972) and Mezirow (1990, 1991, 1994, 1995) are examples within this tradition. In this tradition critical reflection is viewed as a central element of adult learning and development. Experiential learning is seen as a corrective measure to political and social factors that limits learner's development.

2.10.3 Situated And Action Theory Tradition

The work of Lave and Wenger (1991, 1999) and Wenger (1999) would represent this tradition. Within this tradition emphasis is placed on the role of cultural action and its analysis. The separation of experience from its socio-historical root is criticised.

This study draws heavily on constructivist theories of learning. In terms of the three traditions just presented, this study draws on both the critical theory tradition and the situated and action theory tradition. In the critical theory tradition, the work of Freire (1972, 1998, 1995) has been discussed. Mezirow's (1990, 1991, 1994, 1995) theory of transformative learning is discussed in the theoretical framework section of this chapter. In terms of the situated and action theory tradition, the work of Brown, Collins and Duguid (1998) on situated cognition and Lave and Wenger's (1991, 1999) theory of communities of practice are also discussed as part of the theoretical framework. The discussion now moves to an examination of a specific model of learning in the constructivist approach, namely, experiential learning.

Kolb (1984) developed a model of experiential learning that is based on concrete experience. The experiential learning theory he developed described a tension and conflict-filled process that occurs in a cycle. Attention to the construction of meaning within the CE (PD) programme was influenced by Kolb's (1984) model. Many learning activities including role-plays, case studies and story telling are based on experiential learning. New knowledge and skills are achieved through confronting a concrete experience, reflecting on such experiences, abstract conceptualisation and subsequent active experimentation.

The Kolb model has been frequently criticised for focussing too much on the individual while neglecting the context by some constructivist theorist as well as those outside, including those belonging to the critical tradition. Learning activities that neglect context and power relations within the South African context can be seen as a serious limitation. This is particularly so given the history of South African history where learning was divorced from context and from what was happening in society. Learners were discouraged from thinking critically and often tended to accept what they were being told (Houghton and

Tromp, 2000). Baud (1991) another constructivist theorist, in responses to the shortcoming identified in Kolb's model, stated that specific contexts shape individual's experience in different ways. Baud states that how we learn and how much we learn is dependent on the manner in which we prepare for an experience; the seeing (noticing) and action (intervening) of our participation in the actual experience; how we recall and re-evaluate an experience, how we attend to feelings which the experience provoked, and on re-evaluating the experience.

Experiential learning can be misleading and it can create a false sense that reflection is taking place when in fact it has not and the learner's knowledge structure remains unaltered. This critique of the state of play with experiential learning is relevant to this study of the CE (PD) curriculum that has made particular assumptions about experiential learning. For instance, the developers of the CE (PD) curriculum have made the assumption that learners would be able to cope with the DIP module because of their familiarity with experiential learning activities in class. However, the DIP module may be presenting a different kind of experiential learning opportunity from that which the learners had been exposed to within the programme in class. Such possible differences in experiential learning in the CE (PD) programme will be explored in Chapter Four.

2.11 Service-Learning: Relationships Between Constructivism, Experiential Learning And Praxis In A University Environment

The centrality of the concept of praxis to this study should be well-established by now. The opportunities for praxis in a curriculum are influenced by a number of factors. Not least of these factors is the institutional location of the curriculum.

For the CE (PD), this institutional base is the University of KwaZulu-Natal. One can expect that praxis in a curriculum of a university-programme would be quite different from praxis within an NGO-programme such as that of the Pietermaritzburg Agency for Christian Social Awareness (PACSA) and African Enterprise (AE) discussed earlier. The curriculum that a university can offer is also influenced by its ideology and the resources that it makes available for curricula and, more importantly, for curricula innovation of the type attempted in the CE (PD). Traditionally, university curricula are not readily associated with emancipatory praxis-type offerings. One can expect then that a university programme like the CE (PD) with its emancipatory interests would not be considered a mainstream offering at the institution. This status has implications for what is possible in terms of creating opportunities for learning through praxis. Some of these implications are discussed in Chapter Four when discussing findings of this study.

The university location of the CE (PD) makes it necessary to consider the literature on service learning as this concept appears to best describe the university response to the need for learning to be contextually situated, experiential and socially-responsive. Thus far I have presented the concept of praxis as the opportunity for contextually situated, experiential and socially-responsive learning. Service learning can therefore be seen as a university model of praxis.

2.12 What Is Service Learning?

Some conceptual clarification is needed as service-learning is often confused or used synonymously with many other terms such as community service, community-based education, community-based learning, experiential learning, outreach and volunteerism.

Stanton (2000:6) states that “in service-learning, the community, rather than the academy, determines the nature of the service provided”. This argument raises the following questions for this study:

- What role does the host organisation or community play in determining the service activity during DIP?
- Should the DIP module be the only service-learning component within the CE (PD)?
- Does service-learning create opportunities for reflection and social action?

Stanton (2000) views the role of service-learning as helping students see their role in a larger context, including the social justice and social policy issues of that context. Service-learning further creates a structured opportunity for critical reflection, so that students are in a better position to understand and act on justice and development issues. It could also be an opportunity for transformative learning that involves the “bringing of one’s assumptions, premises, criteria, and schemata into consciousness and vigorously critiquing them” (Mezirow, 1991:6). Transformative learning is discussed more fully in the section on the theoretical framework.

2.14 Service-Learning Spaces Within A South African Context

One can draw close links between service-learning and the South African development context. Such links or opportunities can be created in consideration of the following programmes and development-related legislation:

- The Reconstruction and Development Programme (RDP) is based on six basic principles that are related to education/service-learning. These are an

integrated and sustainable programme, a people-driven process, peace and security for all, nation-building, linking reconstruction and development and democratisation of South Africa (ANC, 1994).

- The White Paper on Education 1997 stated that “The nation is confronted with the challenge of reconstructing domestic social and economic relations to eradicate and redress the inequitable patterns of ownership, wealth and social and economic practices that were shaped by segregation and apartheid”. (White Paper, 1997).
- The National Youth Commission (1997) published its National Youth Policy that was followed by its Green Paper that called for the integration of national youth service into the curriculum and for academic studies of higher education students, (Lazarus, 2000).

The White Paper (1997) on Education and the National Youth Policy states clearly the need for education to play a different role in responding to local needs. Institutions respond in different ways to such needs. At the University of KwaZulu-Natal (a new institution that arose from the merger of the University of Natal and the University of Durban-Westville) the response to this need can be read in the statement of the former vice-chancellor of the University of Natal when she said, “The learners produced must leave the university with the knowledge of where they are historically situated and what is required of them in this time of transition in South Africa” (Gourley, 1999). This statement of the need for knowledge that is historically situated reflects the position presented in the theory of situated cognition (to be discussed below in the section on the theoretical framework) with regard to the importance of context for learning. A study conducted by the Joint Education Trust within South African universities concluded that service-learning was seen to be:

- Promoting a spirit of concerned, active and democratic citizenship.

- Using the resources of higher education institutions and particularly the intellectual resources of staff and students to improve the lives of underprivileged communities through the provision of practical service.
- Infusing the academic curriculum with a greater sense of relevance by engaging with difficult political, economic, environmental and social problems.

(cited by Bawden, 1992:7.)

Service learning has already been connected to the theory of transformative learning and to the theory of situated cognition. Both these theories, together with a third theory, communities of practice, make up the next section on the theoretical framework for this study.

2.15 Theoretical Framework

As discussed earlier, *praxis* is a foundational concept in the model of learning in the CE (PD). This basic premise in the programme is that through action and reflection, the learners in the CE (PD) programme will construct a personal understanding of different relevant development situations and lessons based on their interaction with the world and work. This constructivist view has guided the development of the CE (PD) curriculum. The literature reviewed in the previous section has examined the concepts of *praxis*, reflection, experiential learning, service learning and constructivist views of learning. This section of the literature review focuses on three educational theories that serve as the theoretical framework for the study. The theories discussed here are, Situated Cognition (Brown, Collins and Duguid, 1989; Brill, 2001; Lave and Wenger, 1990, 1991), Communities of Practice (Lave and Wenger, 1990; Wenger, 1998) and Transformation Theory (Mezirow, 1990, 1991, 1994, 1995). As discussed below, the theories of situated cognition and communities of practice are very closely related. These theories were selected to serve as the theoretical framework for

study as all three foreground the importance of **practice** and **experience** in learning. In this respect these theories relate to the Freirian notion of practice, which also gets attention within this theoretical framework. They are seen to be relevant to this case study that focuses on the practice or service-learning component of the CE (PD) curriculum in relation to learning that takes place in the earlier parts of the curriculum.

2.16 Situated Cognition

The theory of situated cognition is part of a theoretical move away from viewing learning as an internal psychological and individual process, to viewing learning as an emergent social process that occurs through experience within specific contexts. Brill (2001) indicates that Brown, Collins and Duguid have been credited with developing situated cognition. The term 'situated learning' discussed by Lave and Wenger (1990) is used inter-changeable with situated cognition in the literature (see Brill, 2001).

In the perspective on learning presented as situated cognition, it is argued that the learning process cannot be separated from the situation or contexts in which the learning is presented and used (Lave and Wenger, 1991; Brown, Collins and Duguid, 1998). Within situated cognition theory an emphasis is placed on **doing** or human activity, which is seen as key for learning to take place. Learning is seen as a way of acting in the world and is not necessary mediated by the pre-existing mental structure of the learner but by how the perceptions of the learner at that given moment, is being formulated and critiqued. Collins (1988) views situated learning as learning knowledge and skills in the context that reflects the way the learning will be used in real life. For curriculum development in programmes such as the CE (PD), the theory of situated cognition would emphasise the need to recognise, acknowledge and use spaces outside the university classroom as places of learning. In the South African context, this

theoretical position would suggest that authentic learning cannot be solely dictated to by outcomes or objectives of learning programmes without due attention to the contexts in which such learning takes place. The massive formalisation of education and training in South Africa that resulted in heavy emphasis on outcomes under the SAQA system was discussed in Chapter One.

Collins (1988:84) notes the following of situated cognition:

- Students learn about the conditions for applying knowledge.
- Students are more likely to engage in invention and problem-solving when they learn in novel and diverse situations and settings.
- Students can see the implications of knowledge.
- Students are supported in structuring knowledge in ways appropriate to later use by gaining and working with that knowledge in context.

The benefits for learning in situated cognition can be seen as closely related to those of service-learning. Situated cognition and service-learning provide ideal opportunities for implementing and understanding praxis. They refer to processes where learners can engage in “action and reflection of people upon their world in order to transform it” (Freire, 1972). According to Freire (1972:67) people “are constantly in need to reflect and understand their situation for them to better respond to it”. (Freire, cited by Mezirow (1991:83) discusses four levels of consciousness to define and explain the state of society in any given developing country and developed country.) The first and the lowest level is “in which people are preoccupied with survival needs, the second level in which the oppressed internalise the values of their oppressors and the highest level in which learners engage in action to bring about social change”. During service learning in the CE (PD) learners are exposed to work aimed at such social change.

The theory of situated cognition sees knowledge as constructed in the physical, social and cultural context of its use rather than in a decontextualised, individual manner (i.e. in the learner's head). Knowledge is associated with a set of tools that can only be understood in the context of their use (Lockett and Lockett, 1999). Likewise, Brown (1989) argues that conceptual tools are developed in and out of activities within a context. Each person that uses the tools, frames them according to the way they see and interact with the world. This raises the question for the CE (PD) programme as to which contexts are selected for learning and how facilitators of the programme relate to those contexts. It would be useful to explore if facilitators are sufficiently familiar with development contexts in order to guide and assess learners during service learning. The tension faced by the CE (PD) and similar institutions engaged in service-learning is the ability or inability of the academy to make informed judgements on learning within a situation that it is not total familiar with. This raises the question about who should be making judgements about whether learning has taken place and how such learning is best demonstrated and assessed. Answers to such questions have important implications for the academy. Furthermore, such questions are necessary in the South African context, given the past racial divisions under apartheid and the current racial and class divisions in a new democracy.

Situated cognition theory stresses the importance of learning in a real context. In the context of the CE (PD) we see the DIP module as service learning in such a real context. This is supported by Merriam & Caffarella (1999) who argue that the learning process cannot be separated from the situation in which the learning takes place. This raises the question for this case study as to whether all components of the CE (PD) curriculum were based on a model of learning as expressed in situated cognition. This question will be addressed in the forthcoming chapter on Findings and Discussion.

Within the CE (PD) programme and with its location at a university, attention to the context of learning and an attempt to provide an authentic context that represents the real world of development is provided through the service-learning module called Development in Practice (the DIP module). In this module attempts are made to get learners involved in real development action, so that they may reflect on such action and learn from it. The organisations in which learners are hosted for such service learning are most often NGOs and CBOs engaged in development activities that aim to address the needs of the poorest and most marginalized sectors of the KwaZulu-Natal population. These organisations very often share a vision of a transformed society based on social justice. This type of learning has a strong Freirian influence (see discussion of Freire earlier). Within these organisations as sites of learning during service learning, the learners could be seen to be engaging with a form of curriculum as praxis (discussed earlier). However, the CE (PD) programme assumes that all the skills, knowledge and attitudes for the learners to cope with such a learning situation would have been provided within the earlier part of the programme. This assumption includes recognition of the worth of experience each learner brings into the programme. Of interest to this study, is whether the assessment and monitoring of learning during DIP is based on an understanding of curriculum as praxis, or on a different notion of curriculum such as curriculum as product or curriculum as process. This part of the theoretical framework also sets up the examination of how one prepares learners to be able to call on all the skills and knowledge learnt during the programme within an authentic development context. This is a question of articulation between different aspects of the curriculum. The chapters that follow provide responses to these questions as the theoretical framework is used to guide the analysis of the data.

Lockett and Lockett (1999) draw on the theory of situated cognition in a discussion of a university-based programme that is similar to the CE (PD). In this context they describe learning in terms of 'cognitive apprenticeship', 'co-

participation', 'enculturation', and ideally, 'legitimate peripheral participation'. All of these concepts reflect the social nature of learning, in their discussion of the theory of communities of practice. The theory of situated cognition shares similar theoretical space with the theory of communities of practice in terms of seeing learning as a social process that occurs through activity. The theory of communities of practice builds on the model of social learning and gives more attention to the organisational structure of the learning context and to how identity is shaped through collective learning process. The theory of communities of practice will now be discussed.

2.17 Communities Of Practice

Wenger (1999) defines communities of practice as a collective process of people sharing similar concerns and interests in doing something, and who meet regularly to deepen their understanding and improve their practice. The focus in the theory is on people and the social structure making it possible for them to learn with and from each other as a collective. The key features of this process of social learning through joint activity is that it is based on some common interest and that it takes place over a sustained period of engagement. Both these features set up important questions for an analysis of service learning within the CE (PD) in terms of whether there is an aspect of joint interest between the learners and their host organisation and to the level of engagement possible within the brief period (five weeks) that learners spend at their organisations.

Wenger provides some examples of communities of practice as:

People who engage in a process of collective learning in a shared domain of human endeavour: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problem, a clique of pupils defining their identity in the school, a

network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope. (Wenger, 1999:48)

Wenger (cited in John, 2006:53) describes “three dimensions of the relation by which practice is the sources of coherence of a community”, namely:

- Mutual engagement (characterised by engaged diversity, doing things together, relationships, social complexity, community maintenance).
- Joint enterprise (characterised by negotiated enterprise, mutual accountability, interpretations, rhythms, local response).
- A shared repertoire (characterised by stories, styles, artefacts, tools, discourses, concepts, historical events).

The process of meaning-making or knowing in communities of practice rely in part on structures and processes outside the individual and therefore is an act of creation or co-creation (Lave and Wenger, 1991; Merriam and Caffarella, 1999). They suggest that learning occurs in partnership with others within a context that is real. Learners are co-participants in the communities of practice. This means that learners learn from the context with the assistance of those who know or have been involved over a longer period. According to Lave and Wenger (1991), learning is the increasing participation in a “community of practice”. John (2006:53) state that “the process of learning begins with ‘legitimate peripheral participation’ where a newcomer is allowed access to a practice but spends some time at the periphery of the practice and then gradually moves to the centre of the practice and becomes a full participant”. With time and through engaging in the practice, the newcomer eventually makes the practice their own, learns to use the tools of the practice and takes on the identity of the practice. Through such a process, the newcomer finally becomes an old-timer and a resource for other newcomers to the practice.

The CE (PD) programme as a whole cannot be seen as a community of practice. At most it can be seen as an important vehicle for linking learners with relevant communities of practice where their interest, knowledge and skills in development are nurtured and advanced. The CE (PD) programme can be seen to be allowing for legitimate peripheral participation. The programme legitimates the entry of learners into new organisations and allows them to learn over a short period thorough peripheral participation in these organisations. Unlike most university programmes the CE (PD) requires that learners demonstrate pre-existing interest and some experience in community development. Through a placement test conducted before registrations, such community involvement is identified and becomes a prerequisite for acceptance into the programme. This requirement thus ensures that learners, to some extent, do share a common interest with people in their host organisations. Over a period of two years these learners, through participatory methods and nurturing environments, bring together their experiences and learning processes. An important issue however, is whether the involvement in a community of practice is sustained beyond the course.

Wenger (1998) addresses the issue of multi-membership where often we are involved in several communities of practice simultaneously. This understanding is relevant for some CE (PD) learners who are involved in development related communities of practice in their home contexts. When placed in new communities of practice during the DIP module, the learner is encouraged to apply and share the newly acquired knowledge and skills to other communities of practice within their home context. This becomes a source of change in practices.

2.18 Transformative Learning

The theories of situated cognition and communities of practice emphasise the importance of learning as a social process within a context. Both these theories highlight the value of activity or experience for learning. Transformative learning also highlights the value of experience for learning, but focuses more on the individual and the processes of reflection that an individual must engage in for transformative learning to take place through an experience.

The theory of transformative learning was developed by Jack Mezirow (1991, 1995). Mezirow (1991:6) describes the process of transformative learning as the “bringing of one’s assumptions, premises, criteria, and schemata into consciousness and vigorously critiquing them”. In order to understand the theory of transformative learning, one has to understand the concepts of **meaning schemes, frames of reference** and **perspective transformation**. Meaning schemes refer to specific beliefs, attitudes and emotional reactions which shape how we see ourselves and the world, and how we react to the world. Such meaning schemes can often be limiting and in this way the concept appears to be related to what Freire (1972) refers to as “limit situations”. Mezirow (1991:167) suggests that in order for learners to change their meaning schemes, they must engage in critical reflection on their experiences, which in turn leads to a perspective transformation. He explains perspective transformation as “the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about our world; changing these structures of habitual expectation to make possible a more inclusive, discriminating, and integrating perspective; and, finally, making choices or otherwise acting upon these new understandings” (ibid).

Frames of reference “are structures of assumptions through which we understand our experience” (Mezirow, 1995:75) and are made up of two

components, namely, habits of mind and points of view. Habits of mind are constituted by socialisation processes that include cultural, social, educational, economical and political influences and are inculcated within individuals from very early on in life. As such, they are very difficult to change. However, the other type of frame, namely points of view, is subject to continuous change. Mezirow (1995) states that if this process leads to the individual confronting the premises or frames of references (deep-seated beliefs and assumptions) that have informed his/her thinking and behaviour, including problem-solving skills, then critical reflection results. Transformative learning therefore is "a process of effecting change in a frame of reference" (Mezirow, 1991, 1995, 1996).

According to Houghton and Tromp (2000) and a past evaluation of the CE (PD) programme (CAE, 2002) the learners come into the CE (PD) programme "lacking confidence, confused and uncertain". This could indicate that the CE (PD) learners' frames of reference of themselves as learners are generally negative. Given the early negative socialisation of these learners through *apartheid* education and oppression, we can expect that such frames of reference are of the habit of mind type and therefore unlikely to change easily. Within a curriculum designed in terms of emancipatory praxis it would be important to stimulate learners' confrontation of their habits of mind. It would be interesting to explore, in this case study, the extent to which the CE (PD) curriculum is able to do this. Likewise, the role of a facilitator in the process of such learning is critical. This role would include amongst other things, the selection of appropriate experiences that could facilitate transformative learning and careful and appropriate interventions by an experienced and sympathetic facilitator to allow for transformative learning to occur. Loughlin (1993: 320-321) expands on the role of the facilitator in suggesting that this role includes the creation of a "community of knowers". This community are "united in a shared experience of trying to make meaning of their life experience". The facilitator is an important member of this community and in the DIP module, a range of

people in the host organisation, could also be seen co-facilitators and member of such a community of knowers. They are create an environment where transformative learning could take place by serving as a role models and by facilitating deeper understandings of perspectives about social change, development work and development education.

The successful process of meaning-making or knowing relies in part on learners understanding of themselves as having both capacity to succeed or fail. However, the ability to succeed is dependent on the learner making conscious and concrete plans to succeed (Wortham, 2001). For learning therefore to take place, learners need to acquire skills in critical reflection. This is a conscious process that curriculum developers, facilitators and learners should give attention to and continuously expand in order to allow for transformative learning to be possible.

Reflecting on new experiences or problems may help bring about transformative learning. Mezirow (1991:6) notes that “Reflective learning involves assessment or reassessment of assumptions and reflective learning becomes transformative whenever assumptions or premises are found to be distorting, inauthentic, or otherwise invalid”.

To facilitate transformative learning educators, facilitators ought to help learners to be aware and to be critical of their frames of references. This process does not only maximise chances of transformative learning, it can also facilitate a social process of learning as suggested by the theory of communities of practice. The process of reflecting on real experiences and problems is closely related to the notion of learning in a real context as discussed under situation cognition. Mezirow (1991) advises that transformative learning can be best facilitated in a discourse that is learner-centred, participatory and interactive. Such a discourse is generated within the CE (PD) through experiential learning exercises and

projects in the first three semesters and through the service-learning (DIP) in the final semester. However, implementing or engaging in an experiential learning activity or service-learning does not guarantee transformative learning.

The DIP experience could be an ideal opportunity for transformative learning to occur. However, this would require a close engagement between facilitators and learners while learners are busy with their service learning. Some opportunity for facilitators to be present on site with the learners would also aid this process as learning opportunities could easily be missed. It is also possible that the assessment regimes in outcomes-based education, could focus learners to narrowly on trying to demonstrate competence in terms of predetermined outcomes and transformative learning opportunities could then become overshadowed. With such issues in mind, the extent to which the DIP module and the whole CE (PD) curriculum facilitates transformative learning will be examined in Chapter Four.

2.19 Conclusion

This chapter has provided an understanding of praxis in general terms and in terms of its use and usefulness in the CE (PD). The argument that this concept has in recent times been through a process of “stripping” of its Freirian radical underpinnings and discourse has been made. I believe that this “stripping” has become invisible to curriculum developers today and that it is therefore necessary to assert that praxis is most meaningful when located within an emancipatory or radical approach to education and in a curriculum that employs a participatory approach to learning that aims to empower learners to be part of social change and transformation of society. This chapter has explored the literature on ideology, curriculum and service learning and connected this to a case study of a curriculum development process of the CE (PD) and the concept of praxis. A theoretical framework for this case study was presented by

examining the theories of situated cognition, communities of practice and transformative learning and was further linked to the concept of praxis. For praxis, the need to base learning on real contexts was emphasised through situated cognition. The idea that praxis is served by collaborative learning is expressed through communities of practice. Transformative learning was used to show the importance of also focussing on the learner and the individual's assumptions and past experiences, and to demonstrate how each learner needs to reflect on and challenge his/her assumptions and frames of reference.

The research methodology for this study will now be discussed in Chapter Three.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter One presented the background, purpose of the study as well as the key questions to be investigated. Chapter Two provided a review of the literature related to this study as well as the theoretical framework employed. This chapter presents the research process followed in this study, together with discussion and justification for the methodology used in collecting and analysing of the data.

The purpose of this study is to examine the relationship between the first three semesters of the Certificate in Education (Participatory Development) - CE (PD) - with the final semester of the programme offered as service learning module called Development in Practice (DIP).

The intention of this investigation is to better understand the theory-practice links within the programme with the ultimate aim of improving training of community development practitioners in South Africa.

This research attempts to answer the following key questions.

- What are the facilitator and learner's perspectives on and their experience of the relationship between theory and practice within the CE (PD)?
- What are the successes, failures and problems for educators and learners in preparing learners for practice?

- Why do educators and learners explain success, failures and problems within the CE (PD) in the way that they do?
- How could the preparation of learners for practice be improve within the CE (PD)?

3.1 The Research Approach And Methodology

Guba and Lincoln (1994:105) suggest that "Questions of method are secondary to questions of paradigm". Before discussing the methodology adopted in this study, I will briefly discuss the paradigms related to this study. Cohen, Manion and Morrison (2000) identify three paradigms in educational research, namely, the scientific paradigm (also referred to as the positivist paradigm), the interpretivist paradigm and the critical paradigm.

This study was initially conceptualised within the interpretivist paradigm. The interpretivist paradigm generally leads to the use of qualitative research methods that enable the researcher to gain a descriptive understanding of the values, actions and concerns of the subjects under study. Researchers working within this paradigm seek to understand and interpret the world in terms of its actors and the meaning that such actors attach to their experience of the world. The approach emphasises validity, possibly at some cost in terms of reliability and representativeness. I initially saw my study as located within the interpretivist paradigm, as I was interested in understanding the CE (PD) in terms of its actors and their experience of the CE (PD). This is the sense of the study that I conveyed in my research proposal.

However, once I began some of the document analysis and engaged with discussions with my supervisor, I started to realise that working within the interpretivist paradigm would limit the study. I started to see that the context and history of the CE (PD) had a significant impact on the actors themselves.

The documentary analysis alerted me to the strong role that ideology and power had played in the development of the CE (PD). My reading of theorists such as Paulo Freire also gave me new critical insights to concepts such as "praxis" that did not feel comfortable within the interpretivist paradigm. I then realised that the critical paradigm would be more appropriate for some of my interest in the study.

The critical paradigm focuses on a search for disguised contradictions hidden by ideology as well as spaces for previously silenced voices. For the purposes of this study, elements of the critical paradigm will be used to enhance the research process. This will be done by focussing on issues of power, focussing on the issues of concern by those who are disadvantaged and giving them a voice through the selected method, that is the case study method.

I believe that the two paradigms discussed above are not exclusive of each other. The critical paradigm is relatively less-established and emerged in response to the perceived failure of positivism and interpretivism to fully account for the political and ideological embeddedness of reality. I wanted my study to benefit from the strengths of both paradigms in that the study is dependent on the subjective truth that the participants will share through the different data collection techniques. The assumption here being that this current reality is historically and politically constituted and is produced and reproduced by people.

The case study method is appropriate for the interpretivist paradigm in that it affords the study the opportunity to access information from different respondents who shared the same experience and to examine this against other documentary sources that shed light on the history and context of the object under study. From a critical perspective it affords the study an opportunity to contrast the past and present within a retrospective case study. Retrospective case studies look back as well as into the future (Bailey,

Bemrose, Goddard, Impey, Joslyn and Mackness, 1995). Cohen, Manion and Morrison (2000:82) believe that the interpretivist paradigm is most naturally suited to case study research. They state that “the use of critical theory in case study research is at a comparatively embryonic stage but offers rich potential”.

This journey that I presented above in terms of choices about paradigms was one of the important research lessons for me.

3.2 Case Study Methodology

A wide range of descriptions and definitions of case study appear in the literature.

Cohen and Manion (2000:185) describe the purpose case study as “The purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit”.

The key points in this definition are contained in the references to the “depth” of the study, its focus on “multifarious phenomena” and the idea of studying the “life cycle of a unit”. In my study, the unit is the CE (PD) programme, which I wish to study deeply and intensively by drawing on a range of perspectives and sources to arrive at a holistic understanding of the CE (PD). I will draw heavily on the history of the programme and present its current features as part of its life cycle. This will be done through a presentation of a detailed description.

The purpose of a thick description is to provide a description of a detailed sequence of events as they are derived from other sources such as documentation, evaluation reports. These are referred to as secondary sources. The thick description assist the reader in making certain conclusions

in the process making it possible for transferability of the findings as the reader is able to relate the thick description to his/her situation.

Yin provides the following definition:

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. (Yin, 2003.)

Despite Yin's strong positivist leanings, his definition is useful for my study that attempts to understand the CE (PD) within its real-life context and for which the boundaries between the CE (PD) and its context are not always clear. The emphasis placed on understanding a phenomenon within its context is a core feature of the case study methodology and was a key reason why it was selected for this research.

Bassey (1999:23) cites Adelman who listed several advantages of case study. Within this list the following strengths of case studies seem to be relevant to my study:

- Case study data is strong in reality but difficult to organise.
- Case study recognises the complexity and embeddedness of social truths.
- Case study is a step to action.
- They begin in a world of action and contribute to it.
- Their insights may be directly interpreted and put to use.
- Case study presents research or evaluation data in a more publicly accessible form than other kinds of research report.

The case study of the CE (PD) draws on a large and rich dataset. It is certainly strong in reality, particularly in terms of a range of voices and a challenge to organise. This study views the CE (PD) as a complex

phenomenon that can only be understood within the context in which it is embedded. Most importantly, as reflected in the final key question (discussed above), this case study seeks an understanding that will improve practice within the CE (PD) in relation to the training of community educators and development facilitators. In this regard, Adelman's comment about a "step to action" is most appropriate in this case study.

With regard to Adelman's fourth strength, it is my intention to produce a study that is publicly accessible and thus more likely to contribute to changed practice.

In addition, the choice of a case study and its suitability for my research was further guided by O'Leary (2004) who noted the following:

- Case study will allow in-depth exploration and a multi-methods studies
- Case study as an approach tends to be holistic
- Case study investigates the context and setting of a situation

These are now further discussed.

3.3 Case Study Will Allow In-Depth Exploration And Are Multi-Method Studies

As discussed below, data collection in this study employed semi-structured interviews, document analysis and observations as methods for data collection. While the use of these methods provided an opportunity for in-depth exploration, different methods also helped with triangulation, which Cohen (2000) describes as the use of two or more methods of data collection to improve the validity of the findings. The multi-method approach also meant that a holistic understanding of the phenomenon could be achieved.

3.4 Case Study As An Approach Tends To Be Holistic

Based on the key questions of the study, it was apparent from the start that the need to look at the conceptualisation stage of the programme was going to be necessary if appropriate answers were to be arrived at. The multi-method approach of the cases study was seen as able to provide a holistic approach in answering the questions. This is mainly because it explores processes as well as outcomes. Case studies make it possible to contrast the past and present and be in a position to predict the future.

3.5 Case Study Investigates The Context And Setting Of A Situation

This is most relevant in the case study of the CE (PD) that needs to be understood in terms of the context of the university, the province of KwaZulu-Natal and development setting of South Africa.

3.6 The Challenges Of The Case Study Methodology

It has taken some time for case study to gain respectability as a research methodology. A number of authors (Mouton, 1998; O'Leary, 2004; Huysamen, 1994) have commented on the challenges that a case study has to contend with. For the purposes of my study, the challenges relate to:

- Potential bias of researcher
- Lack of rigour in analysis
- Issues that relate to the generalisability of the study

I dealt with these three major challenges in the following manner.

3.6.1 Bias Of Researcher

As the researcher in this study, I am aware of my deep involvement and interest in the object (the CE (PD) programme) under study. I have played a number of roles in the CE (PD), including facilitator of several modules, co-ordinator of the Development in Practice (DIP) module, as well as the overall programme director for the CE (PD). These roles have allowed for easy access to sources of data. My own experience of the CE (PD) and involvement in various aspects of its work has provided me with the real first-hand experience and a good sense of its history and events. In this way I too am a source of data on the CE (PD). This deep involvement can however be a source of bias. My approach to this challenge is to acknowledge my position and interest in the research and not to make any pretence about being a neutral, value-free observer. I have also tried to allow my view and voice to emerge as one of several others in the study. Given my various roles and the power associated with these roles, I have been careful to avoid the abuse of such power. Some of these issues are discussed further in the section on Ethics.

I also believe that allowing for multiple perspectives and using multiple sources of evidence has also minimized the influence of any bias. The semi-structured interviews (discussed below) were very important in the collection of data but the study did not rely solely on them. Document analysis was a very important method for collecting data as well. This latter method included evaluation reports reflecting learners as well as the facilitators' reactions to the programme as they were experiencing it. This source was useful in countering two possible sources of bias, namely, the possibility of respondents forgetting information during interviews or presenting information that they thought would please the researcher.

3.6.2 Rigour In Analysis

Given the challenges faced by case studies as a respectable method, the analysis process becomes particularly critical in addressing some of these challenges. Yin (2003) states that for analysis to be of high quality four principles underlying good social research must be followed. These are:

- All the evidence must be attended to.
- All major rival interpretations must be addressed.
- The analysis should address the most significant aspect of the study.
- Prior, expert knowledge of the researcher must be used in the case study.

(Yin, 2003:109).

These four principles are further discussed in the section on Data Analysis below.

During analysis the data collected through interviews, document analysis, personal observations and personal experiences was categorised into different themes informed by the data itself. Data that seemed to be in disagreement within each theme was further analysed in relation to the other data collected. The focus of the analysis was guided by the four key questions in this study.

3.6.3 Generalibility

Many researchers (see Cohen, et al. 2000) and Yin (2003) have argued that case study research is limited in that one cannot apply the findings to other cases. This suggested limitation relates to the question of generalisability. Yin (2003:34), defines external validity as “establishing the domain to which a

study's findings can be generalized". Yin (2003) however argues that case studies are generalisable in so far as theoretical propositions are concerned but not generalisable as far as populations are concerned. What this means in my study is that any theoretical propositions emerging from the case of the CE (PD) could be generalisable rather than the specific findings or results being generalisable to other similar programmes. This means that the case study of the CE (PD) at a theoretical level could have value beyond the programme itself and could contribute to knowledge about similar programmes in other contexts. In the light of Yin's claim, I hope that this study would make a contribution to the important work identified by President Mbeki in terms of the training of practitioners for community education and development and the associated curriculum development needed for this.

3.7 Research Design

3.7.1 Boundaries Of The Study

The principal research site for this study is the Centre for Adult Education at the University of KwaZulu-Natal, Pietermaritzburg. The CAE currently offers this programme and intends to continue doing so. The key informants in this study are CE (PD) learners, facilitators and employers of learners. The study is a retrospective case study in that it looks at what has already happened within the CE (PD) in terms of its history of curriculum development and early experiences in terms of praxis.

3.7.2 Research Participants

3.7.2.1 Learners

Information was sought from past CE (PD) learners, curriculum developers and facilitators of the programme during its first three years and employers of learners. I only included past learners who had registered for the whole duration of the programme and had therefore undertaken all the modules

offered by the programme. Learners who were registered from 2001 to 2002 as well as those registered from 2002 to 2003 became two cohorts of learners who participated in this study.

Across both cohorts there were a total of twenty-five learners who had gone through the CE (PD) programme between 2001 and 2003. Nine of these learners completed the CE (PD) in 2002 and sixteen completed in 2003. This meant that the research population of past learners was small. I chose to select a sample of nine learners representing just more than 50% of the total population. The selection of the sample from this population was initially intended to be purposive, to include past learners from both cohorts and to ensure that both male and female learners were included. In the end a convenience sample became the reality of the study as I experienced considerable difficulty in tracing past learners. While contact details of all our past learners are readily available, I discovered that most of learners contact details were dated. In particular, many learners had changed their cellular phone numbers.

Of the nine learners eventually included in this study, three learners were from the 2002 cohort and six were from the 2003 cohort. I believe that the eventual sample provided a reasonable spread in terms of cohort and gender (Included discussion on rural versus urban spread). Sampling over both cohorts was particularly important in gaining a broader perspective of the CE (PD) programme. This has hopefully improved the validity of the study.

3.7.2.2 Facilitators And Curriculum Developers

Across both offerings, a total of nine facilitators had been involved in teaching the CE (PD) programme. I chose to interview four facilitators for this study. Selection of these four was guided by the following criteria: all four teachers had to have had involvement in the initial conceptualisation and development

of the curriculum programme, involvement in materials development for the new curriculum and to have taught within the programme.

3.7.3 Data Collection Techniques

As already mentioned case studies are often multi-method and rely on a number of data collection techniques in a bid to obtaining rich qualitative data. This helps to improve the reliability and validity of the study. O'Real (2004) notes that case studies often rely on interviews, observations and document analysis. Yin (1994) identified at least six sources of evidence used in case studies. These are documents, archival records, interviews, direct observation, participant-observation and physical artefacts. In this study I used three methods for data collection. These are interviews, documents analysis and participant observation.

3.7.4 Methods Used

3.7.4.1 Semi-Structured Interviews

It seemed appropriate to use semi-structured interviews as a way of getting to the subjective experiences of participants. Scott (cited by McKenzie, Powell and Usher, 1997) recommends interviews because they can allow the researcher access to the past events and allow access to situations at which the researcher is not able to be present. Benney and Hughes (cited by Cohen, Manion and Morrison, 1987) believe that without interviews research would not be complete. They further argue that the main business of sociology is to gain systematic knowledge of social rhetoric and to gain the knowledge we must become skilled in the rhetoric itself. In education, such rhetoric allows access to the ideology of the interviewee. As ideology is an important element in the case study of the CE (PD), the interview method was seen as useful for tapping into such subjective positions. In this study, semi-

structured interviews were conducted with past learners, CE (PD) facilitators and the employers of learners.

3.7.4.2 Arranging Interviews

Most of the potential respondents were initially contacted telephonically, but a few were approached through e-mail or in person. The telephone contact and personal contact proved to be more useful than e-mail contact. However, e-mail was useful in maintaining contact with respondents after the initial contact was made. Once contact was made, the purpose of the study and their possible role in the study was explained. After this permission for participation was sought. This invitation and seeking of informed consent included among others issues, confidentiality, permission for recording interviews and practical details like setting the date, time and the place for the interview. These verbal negotiations were followed up by giving each participant an Information and Consent sheet to read and sign (See Appendix A).

A lot of energy was spent on negotiating dates, times and venues after the initial contact with each respondent. There were many other telephone calls that were made before the interview to ensure that the respondents remembered the appointment and to minimize "drop-outs". These measures helped to secure the interviews taking place within the time constraints of this study.

While most of the interviews were either held in an office environment or in the respondent's house, some were held in the car in a parking lot. On reflection, those interviews held in an office environment were more preferable as there was less chance of interruptions and a stronger sense of committing to the process. The respondent tended to devote that particular time solely to the interview. These interviews also tended to be longer than the others. The other interviews tended to have some disruptions that were

beyond the researcher and the respondent's control. For example, a respondent arrived late for the interview. The interview started but the respondent's body language suggested that the respondent was not comfortable. This was discussed and it transpired that the respondent had a personal matter that she had to attend to but she still insisted that the interview continue.

The researcher conducted all the interviews personally. This was done to ensure that all interviews focused on the same issues, and therefore consistent data collection was achieved. All the interviews were recorded after permission for recordings was negotiated with the respondents who were comfortable with the process. In a couple of instances the respondents initially seemed overly conscious of the tape recorder. However this was dealt with by making a joke about it and letting the respondents listen to their recorded voices. This appears to have broken the ice and respondents later appeared to be less aware of the recording.

3.7.4.3 Document Analysis

The CE (PD) programme has been well documented from its conceptualisation stage to implementation stage and beyond. This documentation provided broad coverage of the purpose, history, people, processes and challenges involved in the programme over a period of 1995-2003. All of these documents were readily available and provided a rich and detailed source of data.

The documents included proposals, business plans, budgets and progress reports to the main funder of the CE (PD) curriculum development process. Proposals and reports to a secondary funder who supported the implementation phase of the programme. In addition the document database included numerous evaluation reports on individual modules and on the overall programme. Key documents relating to learners were learners'

application forms, placement tests and learning portfolios. The purpose of consulting all these documents was two-fold. Firstly, together they provided a detailed history of the curriculum development process and a basis for comparing intentions or goals in the development process with what was eventually implemented. Secondly, the documents reflected the responses of learners and facilitators to the curriculum that was offered, particularly in relation to the DIP module. In addition to conveying the subjective experiences of the DIP module in relation to the earlier modules in the first three semesters, these documents revealed learners' and facilitators' perspectives on the problems and challenges in implementing the DIP module and broader CE (PD) curriculum.

Documents of the programme proved to be invaluable in the development of the case itself, in particular with tracking the dates of different events. During interviews, respondents were sometimes unclear on specific dates.

Documents thus played a very important role in cross checking information and facts gathered using the other methods. For triangulation purposes documents were of key importance.

3.7.4.4 Participant Observation

Participant observation is occurs when the researcher takes part in the activities of those who are being observed and reports on the experiences of the members of a group (Huysamen, 1994; Haralambos, 1984). In this method, the involvement of the researcher is direct and not that of an outsider. My involvement as a facilitator, module co-ordinator of DIP module and Programme Director for four years of the programme has provided me with substantial opportunity for participant observation. The observations took place during a range of activities within the programme, including programme evaluations, teaching, assessment of learner portfolios, visits to learners engaged in service learning and informal discussions with employers and hosts of service learning. Most of these observations occurred while I was not

in a “researcher” mode but involved in the normal action-reflection mode that is routine practice within the CE (PD) work.

Key moments of observation during the DIP module, included curriculum design for the DIP module, organising learner placements for DIP, facilitating and supporting the development of action plans by learners, supporting and supervising the implementation of such action plans, monitoring journal records, site visits during DIP, guiding the development of learner portfolios, and assessing learner presentations.

My personal observations and reflections as a tool in this study was useful as it gave voice to the ‘researchers views and understanding’ of the situation. This understanding was particularly useful in situations where information was not recorded or was not seen as important at the time. An example of this would be the visits to the learners’ service learning/internship sites in preparation for the DIP module. While reports were prepared after each visit, the organizational culture and dynamics in each environment was never documented but could be accessed from my personal experience of this.

3.7.4.5 Data Management And Analysis

Yin (2003) has become an authority on case study. His approach, however, reflects a positivist orientation with deep concerns about scientific respectability, reliability, validity and theoretical generalization. While these concerns are less of an issue within the critical paradigm that I employ, I found Yin's advice on data management and analysis very useful. The principles of multiple use of evidence, creating a case study database and maintaining a chain of evidence, as discussed by Yin (2003) thus guided the process of managing and analysing what turned out to be a huge database.

3.7.4.5.1 Creating A Case Study Database

The data gathered for this study was enormous and intimidating. Creating some order was an important first step. The database, that is interview transcripts, documentation reports, conference papers, Programme communications, was firstly organised according to the source of the information. However, once the initial reading and re-reading of the data took place, the database was reorganised according to emerging themes. This process made the data more manageable. This process of categorisation was part of what Yin refers the process of data reduction. The process of data reduction made it possible to maintaining the chain of evidence (see below), as shown in the above diagram.

3.7.4.5.2 Multiple Use Of Evidence

Documents read were summarized and categorized according to emerging themes and in terms of the key questions of this study. Themes and concepts identified within the theoretical framework of this study were also use in this categorisation.

Interview transcripts and observation notes were likewise summarised. Key themes that emerged were explored from different data sources.

Convergences and divergences across the sources pointed to further explorations of the data to try to unpack these relationships in terms of source, contextual factors and ideological influences.

3.7.4.5.3 Maintaining A Chain Of Evidence

As illustrated in the next chapter, the historical perspective and chronology of events in the life of the CE (PD) were indicative of various forces that shaped the programme. Maintaining a chain of evidence was important in tracking the changes and shifts in the programme developments. For example, when a

respondent indicated a particular shift or change and accounted for it in a particular way, I was able to follow a chain of evidence stemming from this perspective in other documents and sources.

As stated earlier Yin (2003) asserts that for analysis to be of high quality four principles underlying good social research must be followed. These are:

- All the evidence must be attended to.
- All major rival interpretations must be addressed.
- The analysis should address the most significant aspect of the study.
- Prior, expert knowledge of the researcher must be used in the case study.

(Yin, 2003:109).

The greatest challenge that this study faced was that too much data was available. The danger of being overwhelmed by the data was very real. The process of reducing the data was critical and done by focusing on the four key questions that informs the study. A lot was learnt about qualitative research and working with case study data from this experience.

I believe that the three methods used in the collection of data provided sufficient data and evidence to make sound and useful conclusions as well as recommendations. Holistic analysis was used by drawing conclusions based on the emerging themes across the data. The intention was to look for patterns among the data and to look for patterns that give meaning to the case study (Flower and Hayes, 1981).

The following diagram provides a useful illustration of the complexity of data analysis process in case study research. The diagram is also relevant in terms of my experience of this process in portraying that data analysis was not a linear process. I was constantly working in cycles of data collection, data reduction, making provisional conclusions, writing these up (presentation) and

verifying these against other data. As I indicated earlier, I found this to be a complex and sometimes confusing process, but also a rewarding process, especially when new insights emerged. I believe that this analysis process has allowed for new understandings of the CE (PD) and has given me an opportunity to challenge existing understandings, my own and those of other respondents.

of the developers to develop an innovative curriculum and to different pulls and pushes on the conceptualisation, development and piloting of the new programme. For this reason, a narrative of the historical background and development of the CE (PD) programme is crucial.

As reflected in the title of this study, "*Towards improved praxis*": a case study of the Certificate in Education (Participatory Development), the concept of praxis is central and receives substantial attention in this chapter. The DIP module of the CE (PD) as discussed in Chapter One is a service-learning module of the programme and provides an ideal opportunity for praxis. As discussed in Chapter Three, the conception of praxis employed in this study is that espoused by Freire (1970).

4.1 The Findings

4.1.1 Introduction

It should be recalled that this study was guided by a concern that after three semesters of learning in class using participatory methodologies and using experiential learning approach learners seemed unable to apply what was learnt in class in real contexts during DIP. The second concern was the fact that learners appeared to be unable to reflect on the DIP experience even though learners were guided in developing their own outcomes as well as action plans for DIP. The action plans (refer Appendix E) are designed such that they facilitate reflection on the part of the learner. The inability to produce and use action plans seem to result in learners being unable to reflect on their DIP experience.

4.1.2 Who Are The Learners?

Apple (1981) argues that to develop curriculum as praxis, an understanding of

learners is imperative. Apple, further argues that knowing one's learners means understanding the live culture of the learners and warns that failure to do so may lead to recreating what learners are attempting to reject. A profile of the first two cohorts of learners in the CE (PD) programme is provided below. Discussions of the curriculum which follow later needs to be read with these learners in mind.

Table 4.1: Sex of learners

Year	Male	Female	Total
2001/2	5 (33%)	10 (66%)	15
2002/3	13 (48%)	14 (52%)	27

On the whole the programme attracts a larger number of female learners. The second cohort was able to achieve a more even split between male and female learners.

Table 4.2: Age

Age	>20	20s	30s	40s	50s	Unknown
2001/2	1	7 (47%)	5 (33%)	0	0	2
2002/3	0	5 (19%)	11 (41%)	0	1 (4%)	10

Most of the learners were in their 30s and therefore would have completed their schooling under the 'Bantu education' system. In most cases, these learners would have emerged from a learning environment where the teacher was seen as "expert and holder of all authority". In this environment, the dominant teaching method would have been "talk and chalk" with the teacher considered as someone who could not be challenged. Freire (1970) called this "banking education" because of the passive involvement of learners. This prior learning experience means that learners have to make a huge adjustment when entering the CE (PD) learning environment and is an important

consideration in curriculum design.

Table 4.3: Home Language

Year	IsiZulu	Other	Total
2001/2	12 (80%)	3 (20%)	15
2002/3	26 (96%)	1 (4%)	27

As indicated in Table 4.3 IsiZulu is the dominant home language of learners in the programme. For a small number of learners isiZulu is not their first language. These learners are however comfortable conversing in isiZulu even though it is not their first language. The issue of language is critical in this case as the evaluation of a programme which precede the CE(PD) had found that “the students appear to battle with English as the language of delivery while staff struggled to integrate sessions into isiZulu”. (Tromp, 1999:105). The issue of language is discussed more fully later in this chapter.

Table 4.4: Learners place of residence

Year	Pmb	Outside of Pmb	Total
2001/2	8	7	15
2002/3	17	10	27

As indicated in Table 4.4 A substantial number of learners live outside of Pietermaritzburg in areas such as New Hanover, Kloof, Mpophomeni, Thomville, Umbumbulu, Isipingo, Richmond, Flagstaff, Winterton, Lion's River, Lion's River, Crammond, Msinga, Pinetown, Kwa-Petts. All of these areas except for Flagstaff are within the province of KwaZulu-Natal but are some distance away from the Pietermaritzburg campus where the CE (PD) classes are held. While all the learners are affected by high university fees, those living outside of Pietermaritzburg are also affected by higher transport costs. Furthermore, in South Africa it is a known fact that people living in rural areas have less access to educational opportunities and exposure to a good

education. A number of learners in the study indicated that they all had done some kind of learning post their school education. This training was mainly short course (six weeks) of computer training. The need to create access to higher education programmes which lead to accredited qualifications for learners from such areas is an important goal within the South African context.

Table 4.5: Learner progress

Year	Passed	Failed	Not completed	Total
2001/2	10 (67%)	0	5 (33%)	15
2002/3	13 (48%)	3 (11%)	11 (41%)	27

As indicated in table 4.5 there have been a total of 42 learners who have registered for the CE (PD) programme during the period 2001 to 2003. Of the 42 learners who registered, 16 learners dropped out, 3 failed and 23 passed. Of the 23 learners who successfully completed the programme, 10 of these completed the programme in 2002 while 13 completed in 2003.

The high dropout rate has been a concern in the programme. There are a number of reasons that could account for the high dropout rate. Some of the reasons put forward in evaluation reports and discussions within the programme include:

1. High university fees.
2. Long travelling distances to campus which meant high transport fares.
3. Other competing responsibilities of these adult learners.
4. New learning and teaching methods and approaches.
5. English as the medium of instruction.
6. Changes in the perception of the status and currency of the qualification when the qualification's name changed from a diploma to a certificate

under the new qualifications framework. This is discussed more fully later.

Having provided a brief profile of the learners, the discussion will now focus on learners and facilitators' perspectives and experiences on DIP.

4.1.3 What Are The Facilitators' And Learners' Perspectives and their experience of DIP?

4.1.3.1 Learners' View Of DIP

Learners' views on DIP at the time of their study were largely negative as reflected in the comments below:

"Very difficult - you are always jumpy and rushed. There were many things that we did not know how to do, e.g. journal entries, planning."

"I was afraid not sure of what to expect. The outcomes I had developed gave me direction. Provided a sense of security."

"It was difficult. Time was too short. Just when I was getting the idea, the time was finished."

"There were difficulties... It was not difficult that much. I was not frustrated. There were things I was not able to do on time."

"You are lost at first, confused. It is once you have started that things beginning to fall into place."

"It was nice but difficult."

"There was a time when I thought I should stop because I felt inadequate."

The pressure on us exerted by yourself on us was too much...It must have been frustrating for you facilitators as well.”

“I was excited about it before the actual experience. The actual experience was a challenge.”

The views presented above reflect fear, confusion and frustration. During the course of DIP, learners chose some interesting terms to refer to DIP, they were calling the module the “deep-end”, “dip-stick” and the “dip tank”. These descriptions reflect the struggles that the learners experienced through during the module and the pressurizing process of introducing a new concept, a new mode of learning and a set of new planning tools.

While learners knew about their struggles during DIP, they were not able to state what skills they thought they lacked for them to be better prepared. The general reaction was self-blame relating it to laziness. It is important to note that critical reflection or learning from experience was a new mode of learning for all the learners involved in the programme. Rote learning would have been the dominant mode of learning acquired by learners in school. Supporting learners to reflect critically in order that they get to challenge existing frames of reference (see transformative learning in Chapter Two) should be part of curriculum planning for programme such as the CE (PD). Learners appeared to be ill-prepared psychologically as well as intellectually for DIP. As discussed later, this could be related to the fact that DIP was never part of the initial conceptualization process.

The supposed failure to be reflective during the DIP period is perceived by learners to be their own fault. Learners seem to see themselves as “lazy” and “not organized” and engage in self-blame. Facilitators tended to concur with this view. It is noteworthy that, learners did not attribute any responsibility for their lack of preparation to the facilitators or the module

design for the shortcomings experienced. This could be because of their sense of a lack of expertise in curriculum matters and their lack of power in the learning environment. Such a learning environment situation would be seen by Freire (1970) as not being conducive for a true dialogue to occur.

During interviews a year or two after learners had completed DIP, learners were asked to rate the different modules within the CE (PD) programme from the most useful to the least useful. All learners rated the DIP module as the most useful module. A typical response from learners was, "All of them were useful but for me DIP was the most useful." While learners experienced problems and challenges relating to the planning tools for DIP and during the actual experience, learners emphasized that DIP provided them with an opportunity to learn more in a real authentic development context. They saw this learning as real and as a part of their world. This perspective on DIP provides some support to proponents of situated learning such as Collins (1988), who argue for learning in a context that reflects the way that learning ought to be used in real life. On a further positive note, learners had realized that DIP was an opportunity for them to take charge of their own learning. Opportunities for self-directed learning build the skills and attitudes for life-long learning.

This shift in perspective on DIP which appears to have occurred over time is interesting and can initially be perceived as a contradiction. Learners shifts in perspective to seeing DIP in more positive terms could be explained in the following ways:

- The benefits of DIP could not be appreciated during the course but its relevance and value became apparent once learners went back to their development contexts.
- The manner in which learners were asked to demonstrate their learning during the course, largely via assessments influenced the perspective

only a 'pilot', meaning that confusion and mistakes were expected to happen. This poor planning and haphazard implementation must have had a negative impact on both facilitators, learners and the host organization or communities. For the learners this must have been very difficult. Looking back at the profile of the learners in the CE (PD) programme, the process must have been a disempowering process.

Facilitator perspective are conveyed in the quotes below:

"It is not unusual for a student to fall down terribly on the critical reflection required for portfolio and final report whereas he or she has actually reflected quite regularly and extensively on the experience elsewhere, under a different heading. There seems to be a problem understanding just what reflection is and how it differs from, say a description of events. Students definitely struggled, generally, to separate these two". (Facilitator B, 2003).

"I think many of the students achieved a lot during the process of DIP. I think they struggled and were very challenged by the module. Although final portfolios did not achieve everything we hoped for, I think many showed significant progress when compared to the beginning of the course, in terms of computer skills, clarity of thinking and being able to develop a planning process." (Facilitator A, 2003).

" I think they struggled and were very challenged by the course. Although final portfolios did not achieve everything we hoped for, I think many showed significant progress when compared to the beginning of the course, in terms of computer skills and clarity of thinking and being able to develop a planning process." (Facilitator B, 2003)

" I was satisfied that students on the whole had worked hard during DIP, had acquired a fair degree of valuable computer skills, planning skills, reflective skills, facilitation and management skills as well as practical skills like establishing a community garden, propagation and preservation of indigenous plants, publicity, negotiation, etc. I really have a sense that much learning took place outside the boundaries of the outcomes we tried to get students to aim for. The trick is in getting them to recognize this other learning, reflect on it how and why it happened and relate it to the outcomes and action planning process whether or not there was congruence." (Facilitator A, 2003).

There are major indications that significant learning does take place

during DIP. However, there appeared to be reluctance from the supervisors to validate this learning when it did not correspond to stated outcomes. Such assessment practices are criticised by Hoadley and Jansen (2002) who see this as the adoption of the technological approach or product-based curriculum design where learning is understood and limited within the confines of stated outcomes.

The evaluation reports of the CE (PD) programme indicate that facilitators tended to apportion blame to learners labeling them as “lazy”, “non-reflective” and “not organized”. Data presented in the next section of in this chapter will show that the inability of learners to deal with DIP include factors outside of the learners control.

4.1.4 The story of the CE (PD) programme

The CE (PD) programme emerged from a merger of two existing programmes at the what is now the University of KwaZulu-Natal. This section provides a detailed historical background of the two merged qualifications, namely the Undergraduate Diploma in Adult Education (UDAE) and the Certificate in Rural Resource Management (CRRM) which eventually gave rise to the CE (PD) programme. Both these former qualifications were located in different disciplines faculties of the University of KwaZulu-Natal in Pietermaritzburg, humanities and agriculture respectively. The aim of this thick description is to present a historical background and context which is necessary to explain the process of conceptualization, planning and implementation of the CE (PD) curriculum. The extent to which praxis featured was considered in these processes will be of particular interest in this examination.

4.1.4.1 Undergraduate Diploma in Adult Education (UDAE)

The UDAE was a programme of the **Centre for Adult Education (CAE)**. The Centre for Adult Education was established in 1979. The current CAE vision of CAE still reflects the role that CAE played from its early years.

CAE has been an active and committed participant in the struggle for a non-racial democratic South Africa. In the past during the periods of great repression under apartheid, CAE was able to do what most universities could not. It could act as a resource for the broad democratic movement. At present seeks to make a contribution through its irreverence, its scepticism and its ongoing commitment to those who have not yet seen the benefits of the new "rainbow nation".

(Centre for Adult Education,2004:3)

CAE has been involved in adult education for nearly 30 years. Much of this work has been aimed at empowering local communities in their struggle for development by offering organizational skills workshops and courses. Many of these workshops and courses are situated within the Community Education Programme (CEP) (discussed in chapter one) of the Centre. CEP provides a variety of community education and organizational development courses, and works interactively with NGOs, CBOs and the democratic government.

Formal programmes: The specific aims of CAE have always been to empower local communities. This was and continues to be done through formal and non-formal provision. Through non-formal programmes CAE, in earlier years, initiated short courses aimed at providing the leadership in the Midlands of KwaZulu-Natal. This took place in a context where leaders were being detained, harassed and killed. The short courses were aimed at providing specific skills based on what was needed at the time.

Political orientation: The short courses led to the development of a non-formal programme which was called the 'comrades course'. The 'comrades course' eventually became a formal one-year certificate programme but still maintained its strong connection with communities, community-based organizations and non-governmental organizations in the region. It was together with these structures and organizations that the curriculum was developed and kept relevant to the needs of communities. The programme retained its political orientation and was firmly located within the radical tradition of adult education as informed by writers such as Freire (1970, 1972), Hope, Timmel and Hodzi (1984) and Kolb (1984). A key goal of the programme was always that learners would return their own communities and or organizations to implement what they had learnt. The focus of the programme was on social change, empowerment broad-based transformation of society. The programme also developed systems to provide informal support of its past learners. Facilitation in all the formal programmes was conducted by full-time staff members of CAE. Facilitators in the programme were also expected to spend a certain percentage of their time working closely with communities and organizations so that such experience could enrich curriculum.

Accreditation pressure: The Certificate programme which emerged from earlier short courses was later developed into a diploma, the Undergraduate Diploma in Adult Education (UDAE). This development arose largely because of pressure from learners for a higher qualification. The delivery format of the programme remained unchanged and involved attendance of day-long workshops once-a-week.

Practical work: The curriculum of the UDAE did not include a service-learning component. It did however have a module called Special Projects which required that learners would work in their communities as part of their study. This module was an elective and had not been implemented.

4.1.4.2 The Certificate in Rural Resource Management (CRRM)

The School for Rural Community Development (SRCD), because of needs and poverty in the region, initiated the CRRM. One of the purposes of the school was to provide education and 'extension/development activities' (Lockett and Lockett, 1999:83). Through this formal programme the SRCD sought to train rural students to be competent development practitioners. The programme's curriculum involved a mixture of courses in agriculture, sociology, organizational management, education and 'extension' methods. The Certificate programme targeted rural students of varying backgrounds from all over South Africa. The entry requirement for the certificate programme was completion of Standard Nine or Grade 11. Students in the programme had the option of proceeding to a diploma and then to a degree if they performed well in the certificate programme. The programme was well-funded.

Practical work: The Certificate programme had a service-learning component that was part of the curriculum and was credit-bearing. The purpose of this module was to encourage the development of a reflective learner and in the process to benefit the host community.

To prepare learners for the service learning component, the following concepts and theories were introduced during the programme:

- Experiential learning
- Kolb's learning cycle
- Participatory methodologies
- Soft systems methodology
- Project planning and development

The programme was offered in block sessions over school holidays. The teaching was outsourced to a range of lecturers from different departments and organisations. Many lecturers had agricultural backgrounds. According to one of the lecturers, the dominant methodology of the programme was 'chalk and talk'. It was also found that due to block week format, students were often tired and unable to participate fully. These and other factors resulted in a high failure rate and with a number of students dropping out after registering. Many of the problems reported by staff in the programme was substantiated by an external evaluation of the programme (discussed below). The ultimate consequence was that the programme started to struggle to attract students as well as funding.

4.1.4.3 The evaluation of the CRRM programme

In 1998 the Centre for Adult Education was commissioned to undertake evaluation of the CRRM programme. The evaluation was a response to the emerging tensions and challenges discussed above. CAE deployed a new staff member (a former post-graduate student of CAE) to conduct the evaluation. A reference group comprising of staff from CAE and the SRCD, together with a representative from the university executive and the university's open learning office guided the work of the evaluation.

The key findings of the evaluation were:

- Of the 84 students who had attended the course in three years from 1996 to 1998, only 15 (18%) had passed eight or more modules, the requirement for being awarded the Certificate in Rural Resource Management.

- The course cost R10 000 per student, only 25% of which was recovered from student fees.
- The content had emerged as a uneasy and incoherent mix (not suited to adult learners) offered via a correspondence-type course (not suited to students with low levels of English literacy).
- The materials were developed independently by teaching staff, many of whom were either unclear about the context of use for the materials and inexperienced in the production of distance education materials. This resulted in the production of lecture notes.
- Delivery of the programme had, through expediency and a lack of familiarity with the original vision, strayed from a number of the planned features of the original programme and its desired methodology.
- The course was originally set up to provide training to rural community development practitioners active in the field. It emerged that an increasing portion of the students did not fit this profile. Many of those from the original target group struggled with English as the language of instruction and materials. Later selection processes had begun to favour students with higher English proficiency.
- While the students appeared to battle with English as the language of delivery while the staff struggled to integrate sessions conducted in isiZulu.
- The appropriateness of the traditional examination and assignment assessment procedures for this more practical type of course and this group of low literacy students was called into question.
- A key aim of the Certificate course was to facilitate mutually beneficial relationship between the University and development organisations and communities. Such relationship may have been a feature of the SRCD and the Certificate programme at their inception, but had subsequently fallen away.
- Students completing the course were offered no in-field support and no follow-up was undertaken. (Tromp, 1999:85).

Based on these findings, two solutions were presented, labelled the 'polly-filler approach' or 'the radical approach' (SRCD Evaluation Report, 1999:104). The polly-filler approach was a suggestion as to how the programme in its current form could make adjustments in the light of above-mentioned findings. The radical approach sought to use the findings as the bases for developing a totally new programme which would see the findings underpinning a curriculum development process. The radical approach suggested new start and was adopted.

A reference group set up to oversee the evaluation process negotiated with a funder for a major grant for the redevelopment process and decided that a new academic home was needed for the new programme. Given the experience and expertise in CAE it was decided that the new programme be located at CAE. The new programme was to replace the existing Diploma programme (UDAE) offered by CAE. In other words, new programme was to emerge from was used to be offered by CAE and the SRCD.

4.1.4.4 The conceptualization and plans for the new programme

The same funder who had funded the evaluation of the SRCD programme provided a grant of R766 670 for the development of the new programme. This budget was to cover conceptualization, planning, curriculum design and materials development. The same reference group was retained to oversee the curriculum development process. With CAE identified as the new home for the new programme, it took firmer control of the development process and deployed the same staff member who had conducted the evaluation of the SRCD course, to lead the development process together with a team based at CAE.

The conditions of the funding, as stipulated in the Deed of Grant, included amongst others that:

- Provision of detailed briefs for the marketing, development and establishment of partnerships to support the project in Phase 1 and 2 activities.
- The formulation of partnership agreement with employment organizations, organized labour, community organizations, government bodies and other training providers.”

(Tromp: 1999: 23)

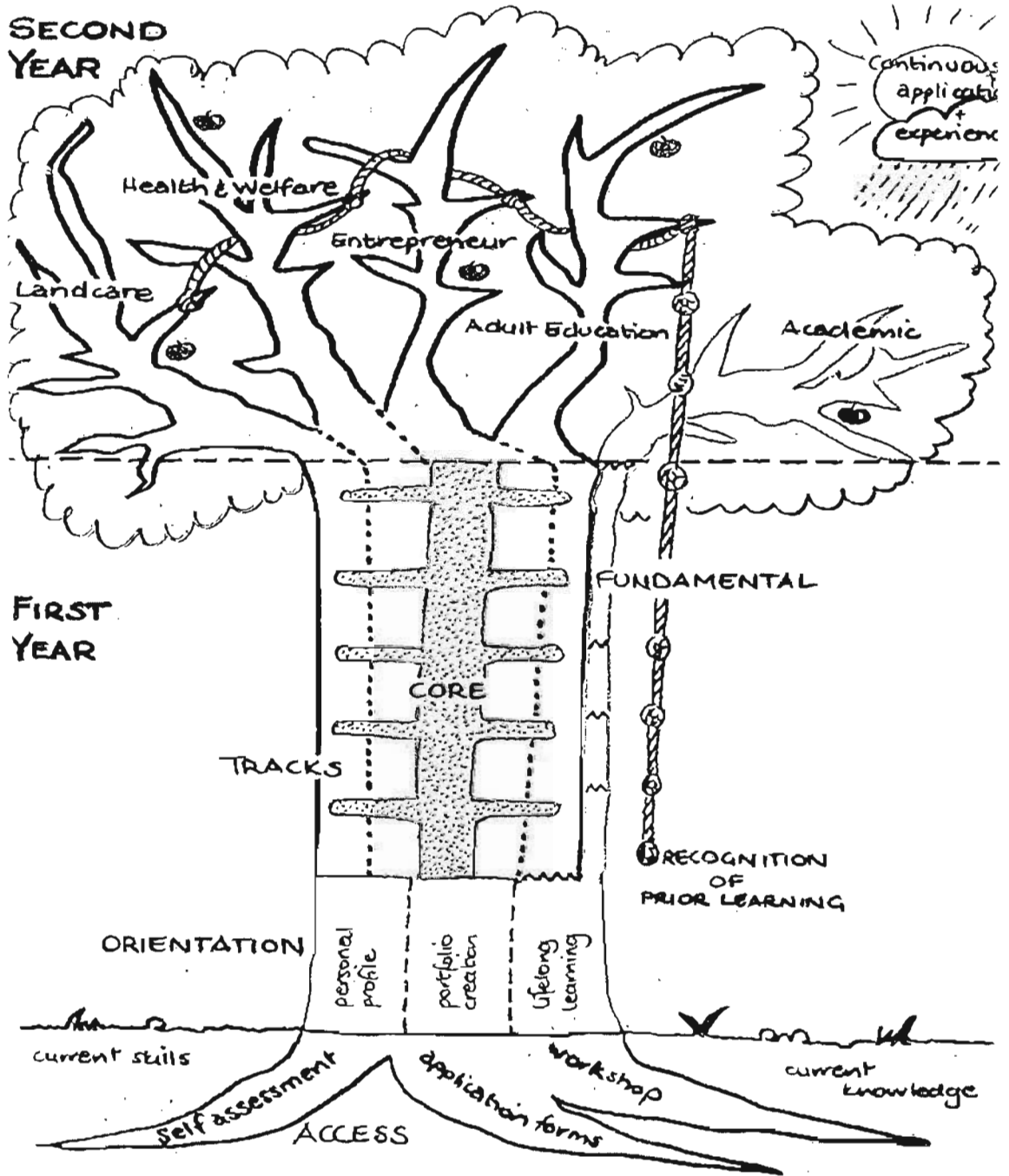
The formation of partnerships was to be formalized via memoranda of understanding. Securing such partnerships resulted many consultative meetings, workshops, trips and conferences. Conceptualization and planning of the programme became an inclusive and participatory process. This process for example, included a workshop with the NGO sector in the region. The workshop posed the question: What were the common skills, knowledge and attitude needed by an ideal community development practitioner? The response to this question in the workshop was the view that all development practitioners needed the same core or generic skills, which needed to be combined with specializations or tracks that focused on the area of work or interest development practitioners. This workshop outcome was to inform the curriculum design. The graphic representation of the curriculum and the table of the initial curriculum presented below, both reveal such an understanding of the curriculum structure.

The following milestones were achieved during this period:

- A graphic representations of draft curriculum framework (with Land Care, Adult Education, Health and Welfare and Entrepreneurship as specializations).

- A Business Plan (2000) on implementation of the programme.
- A concept paper on Recognition of Prior Learning and an assessment model.
- The Development of a memorandum of understanding with different partners.

Figure 4.1 The graphic representation



During the development process of the new programme, the initial conceptualization meetings were found to be stimulating and refreshing, but partners soon became disillusioned with university's insistence on being the dominant partner, of demanding ownership of the processes and products. Partners expressed their unhappiness with the process by describing the university as being "stuck in old conservative mode of knowing and doing" and of being "unable to accord academic status to the experiential and on-the-ground knowledge of NGOs and individual development practitioners" (Bruzaz cited in Houghton and Hlela, 2003). A key stakeholder from the university, described the process as a fraught process dictated to by other bigger issues such as the drying-up of funding for the NGOs, the role of the funder and the university's position with regards to partnerships (Facilitator C, 2004).

A further tension arose, which was to end partnership relationships, related to the intellectual ownership of the materials that were to be developed and offered by non-university partners. The university's dominance in the process led to non-university partners re-evaluating their benefits from the partnership. The university refused to sign the memorandum of understanding (MOU) that sought to address this matter. The partnership stage of the process came to an end. This coincided with the funder pulling out of the programme development process.

4.1.4.5 The Innovative Curriculum Developed

The draft curriculum, called the Certificate in Education (Participatory Development), was hailed as a great innovation for the academy. Some of the innovations in the programme are reflected in this extract from a funding proposal:

- The programme is being developed and will be delivered in

partnership with a wide variety of highly experienced training and development organisations.

- The programme includes recognition of prior learning and experience for access, integration of indigenous knowledge and accreditation.
- Lifelong learning skills are both explicitly taught and embedded into all programme courses.
- The experience of the learners is valued and the programme is rooted within an experiential learning approach that facilitates discourse between traditional academic knowledge and knowledge derived from real-life experience.
- The programme is being delivered in mixed-mode combining weekly face-to-face participative workshops and interactive distance education materials.
- The programme is built around a *core* that recognizes and teaches the knowledge, skills and attitudes common across all sectors of participatory development, facilitating an holistic development approach and development practitioner mobility.
- The programme recognizes the attitudes and values of the development practitioner as crucial to successful development processes.
- In addition to the weekly contact workshops, the programme provides ongoing support to learners in the form of academic tutorials, off-campus telephonic support by programme facilitators and partnerships with a variety of organizations for in-situ support.
- The programme provides *access* to University education for learners who have traditionally been excluded and University diploma and degree options will be available to successful students.

(Center for Adult Education, 2000).

Figure 4.2 The conceptualized curriculum

First year			
<p>Lifelong Learning Course</p> <p>COMPULSORY</p> <p>This course has three main focus areas: personal profiling, portfolio creation and lifelong learning skills development. The course is aimed at:</p> <ul style="list-style-type: none"> • Identifying and acknowledging the knowledge, skills and experience you bring with you; • developing skills to present your competencies in portfolio form; and • beginning the development of the learning skills you will need to cope with the programme and a wide variety of other real-life and academic learning experiences. 	<p>Level 4 (16 credits)</p>		
<p>Development Project Facilitation Course</p> <p>COMPULSORY</p> <p>This course has three main focus areas consisting of introductions to participatory development, project planning, and project management and evaluation. The course aims at helping you to develop the basic skills and attitudes needed to involve your target group in the research, development, implementation and evaluation of simple development projects.</p>	<p>Level 5 (24 credits)</p>		
<p>Development in Context Course</p> <p>ELECTIVES</p> <p>You will choose one specific area of development on which to focus. During 2001 you must choose between: LandCare and Adult Education.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>LandCare</p> <p>The LandCare course is taught by the Farmer Support Group, The Valley Trust, Silverglen Nature Reserve, Gardens for Africa and the Department of Range and Forage Resources (UNP).</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Adult Education</p> <p>The Adult Education course is taught by the Centre for Adult Education.</p> </td> </tr> </table>	<p>LandCare</p> <p>The LandCare course is taught by the Farmer Support Group, The Valley Trust, Silverglen Nature Reserve, Gardens for Africa and the Department of Range and Forage Resources (UNP).</p>	<p>Adult Education</p> <p>The Adult Education course is taught by the Centre for Adult Education.</p>	<p>Level 4 (24 credits)</p>
<p>LandCare</p> <p>The LandCare course is taught by the Farmer Support Group, The Valley Trust, Silverglen Nature Reserve, Gardens for Africa and the Department of Range and Forage Resources (UNP).</p>	<p>Adult Education</p> <p>The Adult Education course is taught by the Centre for Adult Education.</p>		
<p>Lifelong Learning Support Course</p> <p>SUPPORT</p> <p>This course runs as a series of tutorials throughout both first and second year and will provide you with academic and learning support and counseling.</p>			
Second year			
<p>Development in Practice Course</p> <p>COMPULSORY</p> <p>This course gives you the opportunity to practice what you have learned during your first year. You will become involved in the hands-on design, implementation and evaluation of a simple development project of your own choosing. You may focus on a project you are already active in, start a new project or enter into a 'community-based' / 'service-learning' activity with one of our partner organizations.</p>	<p>Level 5 (32 credits)</p>		
<p>Special Studies</p> <p>ELECTIVES</p> <p>You will choose from a wide variety of short courses about development and related issues. These courses will be provided by the University and a wide range of other educational providers in partnership with the programme.</p>	<p>Level 5 (32 credits)</p>		

Observations on the conceptualized CE (PD) curriculum and its graphic representation are :

- A two-year programme involving compulsory and electives modules was envisaged
- There appears to be linkages (articulation) between first and second year modules
- Adult education was to be offered as one of the tracks or as a specialization rather than a core compulsory module
- A new module, Development in Practice, appears for the first time in the conceptualized curriculum.

4.1.4.6 Implementation of the new CE (PD) curriculum

It must be recalled that the developed curriculum was based on the findings of the evaluation of the SRCD programme conducted in 1999 and discussed earlier under the heading "The evaluation of the CRRM programme". The planned curriculum was therefore meant to use the evaluation findings as the bases for the conceptualization of the new programme. At this point, it is also important to recall that this study focused on the two initial cohorts of students accepted into the programme in 2001 (to complete in 2002) and in 2002 (to complete in 2003). These cohorts were seen as pilot groups for the new curriculum. Due to the dissolution of the partnerships, the Centre for Adult Education had taken over sole responsibility for the development of materials as well as the implementation of the curriculum.

4.1.4.7 Implementation of the first year of the CE (PD) curriculum during 2001 and 2002

An evaluation of the CE (PD) programme at the end of 2001 exposed many shortcomings in the curriculum design and offered a number of suggestions for the improvement and redevelopment of the CE (PD) programme. For example, the Life Long Learning (LLL) module, taught at the beginning of the year was found to have a strong technical focus on language development. As a result learners did not find this module useful or enjoyable. In 2002, the LLL module was redeveloped as follows:

- The course was reduced from 16 contact sessions to 10 sessions.
- The module was divided into two sections of five sessions each and spread over both semesters of the year.
- The previous technical focus on language development was replaced with a broader focus on communication.
- New components included a section on computer skills, group work skills, information search skills and the creation of a lifelong learning profile for self evaluation.

(Centre for Adult Education, 2000).

It is important to note that these changes to the module appeared not to have resolved the concern that English as the language of instruction was hindering the learning process, as found in the evaluation of the SRCD programme.

Learners' views captured via an evaluation are reflected in an extract from a report to a funder

"The positive things they said confirmed that on the whole our participatory and holistic methodology is well received and successful. The negative

things they said confirmed the problematic issues we have been grappling with since the conception of the programme and contributed to possible solutions as the courses are revised in 2002.” (Centre fo Adult Education, 2000).

While learners certainly enjoyed the learning processes within the programme as well as the trusting relationships developed with facilitators, some of their criticism included :

- Failure to adequately familiarize students with the requirements for portfolio development.
- Failure to provide students with course notes in advance of sessions.
- The presentation of too much content with too little time accorded to revision and discussion of problem areas.
- Poor time management which results in the facilitator cutting short debates on burning issues in order to get through the content and activities planned for the day.
- Inadequate preparation and support for presentations.
- Too much information and guidance in course notes on preparation, planning and facilitating education events.
- Strict adherence by facilitators to outcomes and assessment criteria with inadequate time given to ensuring that students understand these concepts/tools and/or agree to these terms of reference in assessment.
- In 2002, the learners who had completed year one were disappointed in that the programme had changed without consultation or involvement. Learners had been recruited into a Diploma programme. However due to SAQA requirements this was rename a Certificate and learners were merely told about this.
- The curriculum that was to be implemented in year two (2002) had totally changed from that which learners were expecting. Learners were merely informed about this change.

Observations made about the implementation of Year One were:

- The conceptualized curriculum was implemented for the first and last time in 2001. The implication of this was that only the first year of the two year conceptualized curriculum was actually implemented.
- Given the findings of the research conducted Adult Education should have been offered as a core module instead of offering it as an elective.
- There was very little or nothing in the curriculum on the new legislation framework which was shaping development in the country. This therefore meant that learners were not exposed to the new legislative framework nor were they able to critique it.
- The Life Long Learning module was seen and used as a vehicle to equip learners with the necessary English skills to cope with learning.
- A huge drop-out rate was recorded during the first year of implementation. The facilitators views were that this was as a result of high fees.

The curriculum implemented in 2001 seemed to have not used key findings from the 1999 evaluation of the SRCD programme, particularly with regard to problems identified in terms of the language of instruction and the high student fees. It is some of these omissions on the part of the development/implementation team which led to a major change of first year curriculum being needed. Interestingly, the changes made to the first year tended to adopt a curriculum design that was more similar to what had been previously developed and used within the Centre for Adult Education in the Undergraduate Diploma in Adult Education. (See Appendix F and G).

4.1.4.8 Implementation of Year Two of the CE (PD) during 2002 and 2003: the electives

The two offerings of the second year of the curriculum in 2002 and 2003 will be discussed below separately due to the different processes that informed implementation during these years.

The following quote sums up the position with regard to the second year curriculum:

In 2001 too much energy was spent implementing, monitoring and redeveloping year one that no time was given to thinking or planning for year two. As one facilitator commented "I m not sure if we did think about the second year at all. (Facilitator A, 2003).

It is important to recall is that in the conceptualized curriculum of the CE (PD), electives were to be studied over a period of two years. However, due to the time spent on piloting and evaluating of the first year in 2001, changes seem to occurred without much thought been given to the implications for the second year. By 2002, there were no materiels developed for the second year. However, the initial process of partnership has left one opportunity for a partnership with the Indlovu Partnership for Life Long Learning. This partnership allowed for an Entrepreneurship module to be developed. All second year learners were required to register for the *Entrepreneurship module in the first semester of their second year*. Most learners resented this as there were no choices offered as originally planned. This forced choice is likely to have had negative effects on learners even though by the end of the Entrepreneurship module all of them agreed that the module was useful and interesting (Centre fo Adult Education, 2002).

In the second semester of their second year, learners were required to register for the Development in Practice (DIP) module. The DIP module

was co-ordinated by a new member of CAE staff. This person had not been part of the whole conceptualization process. He had also not been involved in the implementation of year one during 2001. His views on what DIP was meant to involve and achieve were often not shared by the rest of the CAE team. The next section indicates how learning was to take place during the DIP module.

4.1.4.9 The first offering of DIP

The outcomes developed for the DIP module were:

- Value the importance of practical experience in a learning situation.
- Begin to practically implement some development principles in a real situation.
- Identify positive attitudes and behavior necessary within a development context and begin to practice these in their own situations.
- Show a good understanding of the variety of methods taught within the CE (PD) and the ability to use these in project implementation processes.
- Design, plan and deliver presentations to an audience.
- Work on a computer to present their written work.
- Write short reports reflecting a development process that the learner is involved in.
- Identify some of the common problems that development workers experience in their daily work.
- Interact with people from different backgrounds in or outside of community development projects.

It is noteworthy that the DIP outcomes were exactly the same as those articulated for the CE (PD) programme as a whole. Certain assumptions reveal themselves at this point:

- The skills and knowledge required for DIP would need to have been acquired in the first three semesters of the programme.
- The DIP module focuses on theory and action. The theory is acquired in the first three semester while action is provided during the service-learning module DIP. This would mean that the DIP module should be more an opportunity for action and reflection rather than for the teaching of new concepts, skills or knowledge.

The implementation of DIP was funded by a separate university-wide grant from the funder who had provided funding for the evaluation and curriculum development process. This was possible because of an interest of the funder in getting South African universities to adopt the service-learning approach to learning. Funding was made available for site visits and any necessary equipment for implementation of service learning. In Pietermaritzburg an Upper Edendale school (semi-rural school) was identified as a site for the implementation of service learning. The intention was for holistic development using the school as a site but including all sectors of society who could contribute towards development. The DIP learners were meant to work with adults in the area to introduce and teach entrepreneurship skills. However due to logistical problems this did not to happen. Seven learners ended up teaching entrepreneurship to the school pupils in the area.

In 2002 DIP was implemented in three different sites, namely, Eastern Cape (Flagstaff) in an Adult Learning Centre, KwaZulu-Natal (Albert Falls) with an NGO focusing on Adult Basic Literacy and in KwaZulu-Natal (Upper Edendale) in a government school. Out of a total of nine learners registered for DIP, six learners ended up in the school, one in the Eastern Cape facilitating development and two in the Midlands one focusing in organizational development and the last one in a NGO facilitating development.

The sites at which learners ended up in would mean that opportunities for praxis were compromised, particularly in the school context. DIP learners had been trained to work with adults and not school pupils.

4.1.4.10 The second offering of DIP in 2003

The funding provided to the university for service learning came to a sudden end in 2003 due to disagreements between the University and the funder in terms of how service-learning was to be funded. The consequence of this for DIP was that the university was not able to provide funding for the site visits which allowed facilitators to engage with learners at their service learning site. This led to a heavy reliance on tools developed to monitor and assess learning. (See Appendix E). It is worth recalling that the lack of on-site support had been highlighted in the 1999 evaluation of the SRCD programme as a shortcoming of that programme. The new CE (PD) programme was now also unable to support such learning.

Preparing learners for DIP.

The preparation of the learners for the DIP experience required that the learners had to:

- Complete a research task (a task given and explained in the first semester so that they were able to identify an organisation they want to work with).
- Develop their own outcomes (this was meant to be based on the findings of the research task and what the learners wanted to learn during the DIP period).
- Develop a five week action plan based on the individual outcomes developed and the research task.

- Make a report and a presentation on the organisation that they were going to be working with as well as their five week action plan.
(For detailed planning tools see to Appendix E).

Contact sessions during DIP.

Learners had to attend compulsory contact sessions once a week at the university. One-on-one supervision sessions were available but not compulsory. Contact sessions were designed such that learners got an opportunity to share their individual DIP experiences with their peers. The one-on-one sessions with supervisors at the university were based on the journals that each learner was expected to keep for reflection purposes. These sessions were also meant to be sessions where learners were able to demonstrate to the supervisor their awareness of the learning situation and the learning that was taking place. These sessions were an opportunity for the learners to talk about their praxis.

By the end of 2003 the Quality Promotion Unit of the University was invited to conduct an evaluation of the DIP module. The following were some of the learners' responses offered in that evaluation.

- Learners were not enthusiastic about doing the DIP module.
- The module was not well organized.
- Learners felt that DIP encouraged them to work independently.
- The workload of DIP was much more than any other module of the CE (PD).
- Implementing a service-learning module such as DIP without site-visits proved to be a barrier to effective learning.
- The assessment tools favoured those learners that were competent in written and spoken English.
- Facilitators had no understanding of the dynamics and the context in

which learning was supposed to be taking place.

- Minimum support could be provided from a distance.
- Learning was defined and understood within the limitations of the individually developed outcome.

As discussed in the first section of the findings which examined the learners' and facilitators' perspectives on DIP, the DIP module appeared not to be meeting expectations of the curriculum planners. The evaluation conducted by the Quality Promotion Unit confirmed earlier concerns about the DIP module. As the main opportunity for praxis in the CE (PD), the problems experienced in the DIP module were a serious concern.

4.1.5 Discussion Of The Findings

This section discusses the finding as presented through the learners' and the facilitator's perspectives as well as the story of the CE (PD).

4.1.5.1 Constructivist orientation of the curriculum

The findings of this study would indicate that the curriculum development team did not begin their task with any explicit model or theory underpinning the curriculum conceptualisation and development process. However, examination of other data in this study indicates that the curriculum which eventually emerged shows a strong constructivist orientation. This claim is supported by the four tenets suggested by Von Glasefeld (cited in Doolittle, 1999) and discussed in Chapter Two . Evidence in this case study which lends support to the claim about an implicit constructivist orientation are:

- The entry requirement for learners into the CE (PD) programme was

experience in community development or adult education. The assumption here is that learners would use their past experience in the construction of new knowledge.

- The graphic representation and the curriculum outline reveals clear attempts in developing linkages or articulation between the different modules, particularly in the first year. This design feature is referred to as 'scaffolding' in constructivist terms. Learners also indicated that skills and knowledge acquired in earlier modules were useful in the latter part of their study.
- Teaching and learning in the CE (PD) placed great emphasis on experiential learning. The intention of this was to bring the past experiences of the learners to the learning environment so that those past experiences could be harnessed in new learning.
- The inclusion of DIP in the curriculum indicated an acknowledgement that meaning-construction has its roots in biological/neurological construction as well as social, cultural, and language based interactions. Praxis could be best facilitated within this orientation.

This study therefore argues that had the conceptualisation team been conscious and explicit about the theoretical orientation influencing curriculum development, the implementation of the curriculum could have been different. For example, the evaluation of the first year (2001) and subsequent redevelopment of this year in isolation of the second year would indicate that the curriculum was not being considered in a holistic manner as would be in a constructivist approach. If the team all consciously accepted that they were employing a constructivist model, the purpose and the role of the DIP module in facilitating reflection could have been approached differently. This argument is further developed in the Learner preparedness part below.

4.1.5.2 Learner Preparedness

Learner preparedness in a constructivist oriented curriculum is understood in a

holistic fashion. Constructivist's assume that learning is constructed in a "scaffolding" fashion. In curriculum implementation and design this means that what was learnt before informs the learning that follows, that is, learning is based on the previous schema of the learner. The team conceptualised the whole programme without DIP being a key part of that thinking and planning process. This disjuncture suggest that articulation must have been compromised affecting learner preparedness. The exclusion of DIP in the thinking processes lead to learner preparedness for DIP being seen and understood as being located within the DIP module itself not the whole programme. This raises the question as to how reflection and praxis was understood? DIP provided an opportunity for learners to be in a real authentic development context It would seem DIP was seen or understood as an opportunity to learn from experience without necessary reflecting on any theoretical content of the programme.

New concepts, skills and attitudes were taught during the five weeks of DIP resulting in a group of frustrated learners and facilitators. The Quality Promotion Unit evaluation (2003) and this study found considerable evidence of this frustration. This situation led to self-blame and a feeling of self-doubt on the part of the learners. Such negative feelings could result in learners being disempowered, as discussed below.

4.1.5.3 Learners Disempowered

The process of curriculum design and implementation shows moments when learner disempowerment could occur. For example:

- In all the consultation processes, learners were never represented. The learner's voice was lost. It could be that it was assumed that that the learner's voice was represented by the NGO sector representatives.
- The problem of the English as a language of instruction as raised in the 1999 evaluation of the SRCDC certificate was totally ignored in the design

of the new programme.

- The inclusion of the Life Long Learning module placed the new CE (PD) programme within a deficit model. Learners were seen as inadequate and ill- prepared for the programme even before they began participation. The institutional arrangement of the programme was not challenged to meet the learners needs. The assets that the learners had were not given sufficient attention during the curriculum design process. This leads to a situation of 'blaming the victim' or a 'reformist' curriculum as argued by Apple (1982).
- Changes brought about in the programme were merely imposed on the learners. Better communication systems could have been sought to effect the necessary changes. These include the change of qualification name from Diploma to Certificate, changes in the curriculum between 2001 and 2002 and forced choice in electives.

Such learner disempowerment very easily leads to passive learners who are always reluctant to making their voices heard. While learners did raise all the above-stated issues, they never challenged the response from the institution. Learners were always happy to take any explanation given to them. While the curriculum sought to develop "democratic" spaces it would seem that such democracy was always governed by the 'accepted' norms and that lack of an challenge by learners raises the issue of whether the programme created "false democratic spaces".

4.1.5.4 Action and reflection as meaning Praxis

Praxis within the CE (PD) programme was understood to mean action and reflection. Action in this instance meant bringing the theory learnt in the first three semesters of the programme together with the practical implementation during DIP and reflecting on it. The opportunities to implement praxis in a more Freirian sense (see Chapter Two), however, appears to have been limited by the institutional location of the programme. As one facilitator commented:

Our enquiry recognizes the constraints on the academy's ability to engage with a range of stakeholders in constructing a curriculum, which at the same time empowers learners and the communities, they serve, and which challenges the way that universities construct knowledge." (Facilitator B, 2003).

DIP as a service-learning component of the programme gives an opportunity to the learners to practically implement what was learnt in the programme and thereby bring about change in society. Stanton (2000) argues that service-learning helps learners see their role in a larger context, creating structured opportunity for critical reflection and possibly social action. The institutional location of the CE (PD) programme seem to constrain the varied possibilities as argued by service-learning proponents. The constraints included the modularisation, individualistic action plans, the limited number or lack of site visits by facilitators, the DIP assessment regime based on outcomes, very limited input from the host organisations on the learners outcomes.

The eventual reliance on one individual to develop the CE (PD) materials was another constraint which limited the opportunities for praxis in the Freirian sense. A consultative process of curriculum development was suddenly given to one person to decide what was to be learnt and how learning was to happen. This lead to conscious or unconscious unilateral decision on the ideological location of the whole programme. As discussed in Chapter Two, Apple (1998) suggested four criteria to designing curriculum as praxis. The curriculum developed for the CE (PD) did not meet any of the suggested criteria. The relationships between learners and facilitators was clearly influenced by their relative status and power therefore not conducive to praxis as defined by Freire.

It is these constraints that seem to have relegated DIP to being an experiential learning process instead of a true service-learning opportunity or an opportunity for curriculum as praxis. Experiential learning, Lazarus (2000) argues emphasises learning through action. This approach places at the centre

of the learning process the experience. This is different to the emphasis placed in service-learning or praxis.

4.1.5.5 Contact sessions as initiators of Communities of Practice

Wenger (1999) argues that practice is a source of coherence in a community of practice (CoP). Wenger (cited in John, 2006) states that the important characteristics of a community of practice are mutual engagement, joint enterprise and a shared repertoire. These three conditions seem to be initiated during the DIP.

Contact sessions are a critical part of learner development during DIP. Contact sessions are an opportunity for learners and facilitators to share their experiences and frustrations. An opportunity is created whereby each learner is able to share with their peers their experiences week by week. Much of the learning during this period is way beyond the boundaries of the outcomes and action plans but is crucial learning for the learners. The sessions are informal but learners work together in helping, supporting each other.

This study has found that communities of practice are only initiated during this period but not sustained.

4.1.5.6 'Lack' of critical reflection skill

Successful learning in DIP is dependent on critical reflection skills. These skills are required for praxis. Facilitators continuously demonstrated their unhappiness and frustration with the learners' inability to critically reflect on their experiences. The inability to critically reflect is often understood to mean non-attainment of praxis.

Critical reflection skills are taught inductively in the programme. It is important to remember that the learners in the programme would have been exposed to deductive learning processes all their lives. This study showed that the learners enjoyed the participatory methods used in the programme. However, this cannot be assumed to mean that learners in the process acquired the necessary language skills. Mezirow (1994) demonstrates that the critical reflection process is a complex process.

The lack of reflective skills of learners seems to be related to the education practices that they were exposed to through their schooling. The assessment of their reflective skills seems to be closely associated with their competence in the English language. In the context of the CE (PD) a good level of English is needed for a learner to be able to go beyond the 'practical world' into the 'theorising world' and to be able to communicate this to facilitators. It is important to note that learners did believe that they were engaging in critical reflection. In the learning context during DIP as well as during interactions amongst peers, isiZulu is used frequently. A lot of learning is therefore shared in isiZulu. Most facilitators in the programme are unable to tap into such exchanges because of the do not speak isiZulu.

Programme conceptualisation, development and implemented was dominated by English first-language speakers. All facilitators with the exception of one were English first-language speakers during the period of this study. The dominant language of learners (isiZulu) is not accessible to most facilitators in the programme. The inability to provide the on-site support for the learners means that the facilitators were not able to validate reflection. However, even if site visits were possible the language problem would have meant that the context as well as the lived culture of the learners would be inadequately understood. This situation therefore casts doubt on the notion that learners lack reflective skills or are unable to reflect during DIP. What is clear though is the fact that learners have poor command of the English language and therefore struggle to communicate their reflections in that language.

4.1.5.7 Back to 'polly-filler' approach

The evaluation of the SRCD programme revealed major short comings of the training that was being provided to community and rural development practitioners. This was the catalyst to the consideration of a radical newly developed programme. The new CE (PD) programme was said to adopt a radical and innovative approach to address the key shortcomings of the SRCD programme. This study indicates that the CE (PD) failed to address even basic key shortcomings identified such as:

- High university fees that makes it impossible for the learners to access education.
- The course was originally set up to provide training to rural community development practitioners working in the field. A steady increasing portion of the students do not fit this profile. Many of the original target group struggled with English as the language of instruction and materials and thus the selection has begun to favour students with higher English proficiency.
- The students appear to battle with English as the language of delivery while the staff struggle to integrate sessions conducted in isiZulu.
- The appropriateness of the traditional examination and assignment assessment procedures for this more practical type of course and this body of low literacy students has called into question.
- Students completing the course are offered no in-field support and no follow-up is undertaken

(Tromp, 1999:85)

This failure of the CE (PD) programme to address the key shortcomings of its predecessor suggests a case of "innovation imagined" in terms of the celebrated curriculum design. The curriculum was shaped more by university

system dictates in a neoliberal context rather than the instructive evaluation findings.

Chapter Five will now address question four of the key questions.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSIONS

“Finally, we should try to ensure that theory and abstract quotation are not privileged over practice and experience in our curriculum.”

Luckett and Luckett (1999)

5.0 Introduction

This study set out to provide an understanding of the CE (PD) in terms of various stakeholder perspectives and its historical development. Case study methodology served this research goal well as it allowed for the social, ideological and historical reality of the CE (PD) to be viewed within a context of its development and the broader contexts of the university and South Africa. In particular, it is hoped that the detailed description of the CE (PD) process would be useful to future curriculum development initiatives. The study focused on the aspect of *praxis* within the CE (PD) with the intention of contribution to the improvement of praxis in training for community development practitioners. As such, this study looked at how one could ensure that theory, abstract knowledge and practice are combined for the purpose of improving community development practice. In the quest to bring theory and practice together within a university context, Luckett and Luckett (1999) in the opening quotation above caution against a situation where one is put ahead of the other, in this instance theory being privileged.

In chapter four the following key factors were presented as having limited the attainment of praxis in a truly Freirian sense (as discussed in Chapter Two)

within the CE (PD) programme. These were:

- The CE (PD) programmes unacknowledged and implicit constructivist approach
- Praxis seen as just action and reflection without emancipatory and social justice goals
- Inadequate learner preparedness for DIP
- Insufficient development of learners' reflective skills
- Learner disempowerment

Conceptualisation and planning for the CE (PD) appeared not to have employed an explicit and consistent curriculum model or theory. Elements in the design of the programme show signs of a constructivist approach but this was not acknowledged and universally adopted by the development team. To effect praxis, the curriculum planning could have been better served by the up-front adoption of the constructivist approach. (See Chapter Two.) The use and understanding of the term praxis within the programme was limited to just action and reflections, without consideration of what types of action are important for development in South African. A Freirian sense of praxis emphasises particular types of action, namely, those serving emancipatory, empowerment and social justice goals. These two key factors seem to have limited the attainment of praxis in the CE (PD) programme offered from 2001 to 2003. Curriculum design did not prepare learners adequately for the authentic development experience of DIP. The reflective skills were found to have been taught inductively through participatory methods. This approach was shown to be insufficient in teaching reflective skills. The implementation of the curriculum was shown in critical moments to have disempowered learners thereby reinforcing the negative views that the learners had of themselves

This chapter makes recommendations based on these key limitations as revealed through this case study. The initial recommendation made is based on the need for community development practitioner training that focuses on consciousness raising as opposed to just skills training. Based on this understanding I have developed an interactive model of curriculum development and present it here as a key contribution of this study to development practitioner training in South Africa.

5.1 The Recommendations

5.1.1 Curriculum As Praxis

Curriculum development for programmes like the CE (PD) could take emphasise different aspects. Emphasis could be placed on skills training (an outcomes approach) or on consciousness raising (within a critical paradigm). There clearly is a need to produce more community development practitioners who can work to address dire and urgent needs of our society at the local level. Curriculum developers face a difficult choice. Should the curriculum be designed to instruct community development practitioners in step- by-step implementation of government-set policies and processes so that development can reach the most people in the shortest time, given the desperate situation in our country? Or should the curriculum be designed to develop practitioners who have a broader understanding of issues, and the kind of attitudes and skills that enable them to be imaginative and responsive to changing contexts and needs? The latter emphasis requires consciousness raising.

The urgent need for rapid development could justify limiting training to only knowledge of implementation of development policies and processes. Implicit in

this option would be short-course training and quick impact solutions, especially when development is simply perceived to be just the provision of housing, roads, electricity, which require community development practitioners to have at their disposal a limited number of set patterns of intervention. However, practitioners trained in such an approach could operate only within familiar policy frameworks and would not be in a position to critique their practice, or respond imaginatively to changing circumstances. In short, with such an approach there is likely to be more practice rather than praxis.

In the second approach, that involving consciousness raising, curriculum is located within a critical pedagogy so that training community development practitioners would incorporate government's policy and processes as well as consciousness raising. In this way the two key components of praxis that is, theory and practice are brought closer together. In this approach, the aim should be to produce committed, critical and imaginative practitioners. Clearly, training of this kind is more difficult, more time consuming and more expensive than the first approach. Its advantage however, is that trainees would (or should) be independent thinkers, able to discriminate among community needs, and devise creative development strategies in response to unique situations. The second option is in line with the abandoned Reconstruction and Development Plan. The main objective of the RDP was to:

Improve the quality of life of all South Africans, in particular the most poor and marginalized sections of our communities. This objective should be realised through a process of empowerment that gives the poor control over their lives and increases their ability to mobilise sufficient development resources ... The RDP reflects a commitment to grassroots, bottom-up development that is owned and driven by communities and their representative organisations. (ANC, 1994.)

Without real praxis located within the radical tradition, which is with an

emancipatory agenda, community development practitioner training in South Africa would be less likely to bring about sustainable and meaningful change in the lives of the poor. This study therefore suggests the following:

- Curriculum development for programmes such, as the CE (PD) should at the outset be located within the emancipatory tradition and seek to bring together theory and practice for social change (praxis).
- Implementers of curriculum should continuously seek to better the positioning of praxis within the curriculum by ensuring the inclusion of a service-learning component. Service-learning must be properly implemented and supported.

5.1.2 Curriculum Development

Curriculum development is a contested space that has many different pulls and pushes influencing it. The different ideological currents in the process also need to be identified and responded to. The roles and interests of funders in this process require close scrutiny and careful negotiation. Freire (1972) argues that no education can ever be neutral. If Freire's argument is accepted then future curriculum developers ought to be up-front or at least be aware that certain ideological orientations will be adopted in the process of curriculum development.

Curriculum development for community development practitioner training therefore must challenge how programmes are planned and implemented, particularly in the South African context where underdevelopment, poverty, illiteracy, inequalities still exist. This study found the programme planning stage to have played a major role in shaping what finally emerged as the CE (PD) programme. For this reason and in the light of the suggestions made earlier

under "Curriculum as Praxis" a model for future programme planning is recommended below. The model developed on the basis of findings of this study has been called the "interactive model for curriculum development". The term "interactive model" is borrowed from Caffarella (1994) to indicate a curriculum-planning model that is not linear nor a step-by-step process. This interactive model presented below is an attempt to present future programme planners with a guide to curriculum that maximizes opportunities for the attainment of praxis as earlier.

Figure 5.1 The interactive model for curriculum development

- **Research**
What are the current national and local needs?
What other relevant programmes already exist?
Is a new programme needed?
Who are the target learners?

- **Develop Clear Goals**
What are the goals of the programme?
Do the programme goals respond to emancipatory and transformatory agendas?
How will the goal assist learners?
How will the community/organizational needs be met?

- **Collaborations and Partnerships**
Why do you need partnerships?
How do you identify a partner?
What value does each partnership add to the process?
How do you maintain the partnership for the desired duration?

- **Linkages and articulation**

What are the key concepts for the programme?

How do these key concepts link with the goals of the programme?

How do the key concepts shape and inform each module in the programme?

What are the linkages?

- **Learning and Teaching**

What will be defined as learning?

What would be the most appropriate language of instruction?

How is praxis defined?

How is learning to take place?

Who is going to teach?

- **Assessments, monitoring and evaluation**

How will the learners be assessed?

How will the programme be monitored and evaluated?

- **Materials Development**

Why do you need materials?

How do you make them flexible and adaptable?

Do materials reflect the learners' context and the desired future?

- **The Pilot Phase**

How is the programme to be piloted and why should this happen?

5.1.2.1 Research

Research in programme planning is very important and has many aspects to it. The research should include among other things a clear understanding of:

- What is of national and local importance at any given time?
- The need for such a programme and what it should strive to achieve.
- Potential partners and allies in the conceptualisation and implementation stages of the programme.
- The learners and the learners' context.

The research stage should begin to include issues such as assessments, monitoring and evaluation of the programmes within the radical tradition as well as outside this tradition.

5.1.2.2 Develop Clear Goals

The goals of a programme are by definition broad and often general in nature. The objectives or outcomes of the programme ought to be in line with programme goals. The goals of the programme must reflect an understanding of the international, national and local issues. The goals must reflect intentions of emancipation. This understanding should facilitate partnerships and establishment of communities of practice in the attainment of the prescribed goals.

5.1.2.3 Collaborations And Partnerships

Collaboration and partnerships must be fundamental in the programme planning

processes. Collaborators and partners need to be carefully chosen and relationships need ongoing negotiation and management. Partners could include local communities and structures, NGOs, CBOs, Social Movements and subject experts.

The purpose of partnerships and collaborations is multi-faceted. It includes among other things an understanding that:

- If the goals of the programme are to be achieved, this can best be done in a holistic fashion and participatory fashion.
- For any change to be sustainable, support for the learners is important before, during the implementation and after the programme is completed.
- Partnerships help facilitate and sustain Communities of Practice that further and enrich learning begun in the programme.

This process of partnerships and collaborations does not necessarily have to be expensive. It must however be based on true and honest dialogue with clear reasons for participation and declared expectations of that participation.

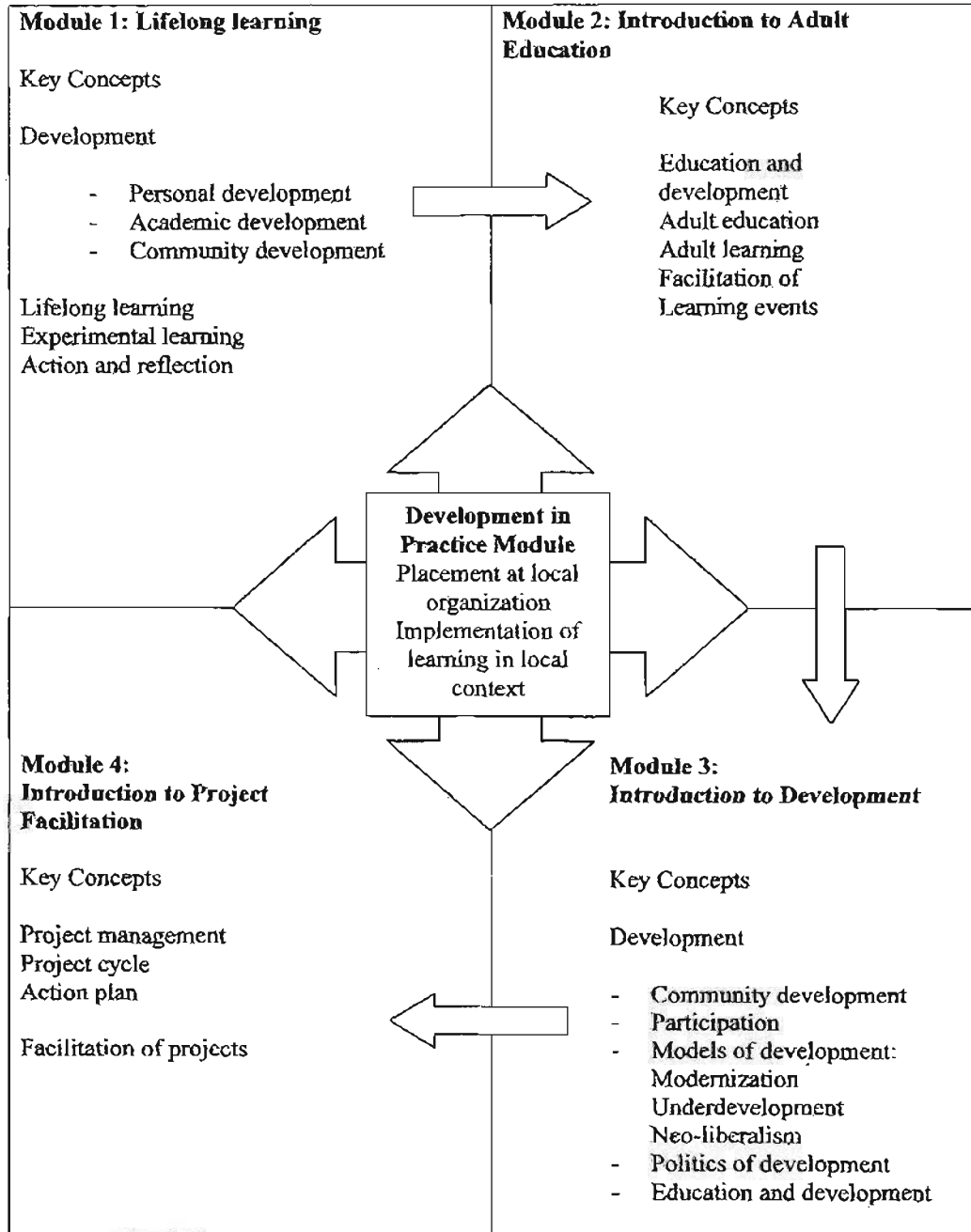
The ideological orientation of potential partners is important but should never be the *only factor determining partnerships*. Partnerships and collaborations ought to be strategically decided. The goals of the programme should to a large extent determine who and when we collaborate. Different stages in the process would require different partners.

5.1.2.4 Linkages and articulation

Education in the context of a university in South Africa is now packaged and 'sold' as separate modules. This modularisation process allows for efficient

marketing but often lead to disjointed programmes. Modularisation can easily compromise the process of learner preparedness. However a programme with modules that articulates well with each other will produce better prepared learners for purposes of praxis. The diagram below developed by a CE (PD) facilitator (Rule, 2005) is a useful response to the lack of articulation in the CE (PD) programme. A discussion of the diagram and its limitation follows the diagram.

Figure 5.2 A Reconceptualization of DIP



The diagram presents DIP at the centre of the curriculum. The location of DIP in this position allows every module in the programme to make a contribution towards DIP. This means that each module content covers some key concepts required by the learner to be better prepared for the DIP experience. However these key concepts that ought serve as linkages are not clearly defined at this stage. Linkages must be explicitly stated and the knowledge and skills required for the DIP module should define these linkages. Furthermore, reflection skills should be taught in all the modules both inductively and deductively.

5.1.2.5 Learning and Teaching

Learning and teaching as discussed by Postma (2002) involves three key concepts, namely, the learning space, the facilitator and the learners. Based on the findings of this study, recommendations are in terms of these three concepts:

5.1.2.5.1 The Learning Space

The learning space should be developed such that it maximises opportunities for praxis to occur. However the goal of learning is not limited to praxis but is actualised in the doing. This is when teachers and learners bring about change in their own lives as well as in other people's lives. The learning space should be characterized by power sharing and democratic processes indicative of what that learning is aspiring for. This space is however often under the control of the facilitator (teacher). The role of the facilitator therefore becomes important in learning.

5.1.2.5.2 The Facilitator (Teacher)

In teaching, the teacher re-cognizes the object already cognized, already known. In other words, she or he remakes her or his cognizance in the cognizance of the educants [students]. Thus, teaching is the form taken by the act of cognition that the teacher necessarily performs in the quest to know what he or she is teaching in order to call forth in the students their act of cognition as well. Therefore teaching is a creative act, a critical act, and not a mechanical one. The curiosity of the teacher and the students, in action, meet on the basis of teaching-learning. (Freire, 1995:46.)

While the facilitator is often more knowledgeable and skilled than learners he or she is nevertheless also a learner in the discussions and debates during the learning process. The learning process can never be fully predetermined. The role of the facilitator should be to stimulate, provoke, facilitate discussions and to make available a reservoir of methods, games and tools that facilitate action and reflection for all involved.

The facilitator has theoretical understanding of issues, an understanding of the learners and the context from which they come from. A goal should be to link the learning programme with the learners' context so that change can be initiated and achieved. The common desire between the facilitator and the learners should be to bring about personal and societal change. The facilitator, depending on the level of the learner, should ideally have access to the learners' mother tongue. This facilitates free sharing during learning and allows more freedom to express learning.

5.1.2.5.3 The Learners

The learner is the most critical element in the learning situation. The learners as

a collective are being prepared to initiate change in society. Their experience should be harnessed in the learning to facilitate practical change in their lives.

5.1.2.6 Assessment, Monitoring And Evaluation

5.1.2.6.1 Assessment

Learner assessment is a critical area in learning as it is closely associated with power. Assessment procedures should be empowering systems for both the learner and the facilitators. Assessment procedures should directly assist in the attainment of the goals of the programme.

5.1.2.6.2 Monitoring And Evaluation

The CE (PD) programme monitoring and evaluation systems were found to have been good. Programmes should have monitoring and evaluation systems that should help improve, change or affirm programmes. Such systems and their implementation require careful planning.

5.1.2.7 Materials Development

Material development is an important stage in the curriculum process. The role of the materials in the learning context and how they are to assist learning and teaching are important considerations. Interactive materials are desirable and useful and can also serve as resources for learners after the programme. Materials should not however stifle the creativity of the facilitator or the learner and should keep a balance between theoretical and practical components of the programme.

5.1.2.8 The Pilot Phase

Huge resources were used to conceptualise a curriculum for the CE (PD) programme. However, the conceptualised curriculum was never implemented as a whole. Only the first year of a two-year programme was ever piloted. Curriculum development is a proactive process. This means that one must be thinking ahead and countering any potential problem that can be anticipated. The pilot stage therefore becomes critical in responding to the challenges and problems that might have been missed during the conceptualisation stage. The pilot phase is about putting processes in place to ensure that the implementation phase is well documented and that documentation is used for the purposes of improving that curriculum.

5.1.2.9 Preparation for DIP

As has been suggested, preparation for DIP should take place within the three semesters of the programme before the DIP experience. Preparation for DIP therefore should focus on:

- Sorting out DIP placements
- Learning more about service-learning as praxis
- Bringing in past learners to share their DIP experience
- Bringing in some communities or host organisations to share their experiences
- More research on the host organisation by the learner
- Consciousness raising
- Development of action plans outside of the outcomes-based approach. This process should include the host organisation.

5.1.2.10 During DIP

Learning during DIP should be understood in terms of Situated Cognition theory that values learning in context. The adoption of this approach would go a long way in ensuring that second language speakers are in a better position to do well in the module as it could allow for less dependence on written language and out-of-context presentations. The focus should be less on outcomes and more on the actual learning that occurred. The following is recommended in this regard:

- More on site support for the learners including more site visits
- More focus on the actual experience rather than action plans
- More affirmation of the learners
- Better *journal keeping*
- Consciousness raising
- More one-on-one supervision
- Retention of once- a- week contact sessions
- Introducing learners to the understanding of communities of practice

5.1.2.11 After DIP

Immediately after DIP learners spent all their time preparing their reports and presentations in line with their outcomes. Often these reports and presentations missed out on the real learning that took place. These outcomes and action plans have been shown to be limiting. The period after DIP should therefore focus on:

- On change brought about by the learners intervention. Change should be considered at two levels, with the host community/organisation and with the learner him/herself.
- Theorising about change.
- Deriving strategies on how such change can be sustained and reporting such to the host community/organisation.
- Deriving strategies on how to sustain communities of practice initiated within the DIP experience.

5.2 Themes For Further Research

While this study has helped to provide more understanding and a different perspective to my work, it has also highlighted areas of potential research. Focusing on the CE (PD) I believe that the following areas need research attention.

- There is a need for research into “praxis in a globalising world”. In this study I have suggested that there is little room for engaging in praxis within institutions of higher learning. A study looking at how praxis could be located at the centre of learning could benefit institutions and society at large.
- Service-learning challenges the traditional way viewing learning within higher education institutions. I believe that a study on the potential practical benefits in terms of praxis could help give status and respect to service-learning.
- The impact of the African culture on programme evaluation. The AmaZulu culture that says *isihlahla asinyelwa*. Directly translated: “You do not

defecate under a tree as you might need the shade later on". There seems to be an innate need amongst the AmaZulu learners to give positive responses all the time during evaluations. Such forced positive responses could give incorrect feedback and could possibly lead to wrong decisions being taken in terms of programme planning. Research into this situation would benefit the CE (PD) and the field of evaluation research.

5.3 Concluding Remarks

I conclude the study with the wise word of Lin Yun:

There are many ways to understanding life and the universe through superstition, religion, philosophy, science, and so forth. While each approach has its own experts - scientists, priests, philosophers, doctors, poets - all are merely blind men receiving different impressions from touching the same elephant.... From his own perspective, each expert=s conclusion is knowledgeable and makes sense. Their theories, however, are merely parts of the whole picture. I too, am one of the blind. And because I touch a different part of the elephant, I have developed my own theory... (Lin Yun cited by Weisbord and Janoff, 2002:63).

As suggested by Lin Yun, I feel that I have touched the elephant and from where I am positioned I have made my own conclusions. It should be noted that because this study focussed on the implementation of the CE (PD) programme between 2001 and 2003, some of the recommendations made in this study have already been successfully implemented. It is hoped that other recommendations made will be considered in the ongoing development of the programme. It is further hoped that this study will be of benefit more broadly in terms of *community development practitioner training in South Africa*.

It is important to acknowledge that the CE (PD) programme has made a

significant contribution to the lives of learners and to the different communities where the learners come from. The contribution made to practitioner training lies in the inclusion of service-learning as an important mode of learning at the university. Service-learning exposed learners and facilitators to the harsh realities faced by many communities in their everyday lives. This exposure required the practical involvement of both the learners and the facilitators in considering possible solutions. For the facilitators this exposure continuously informs the content of the different modules as well as redevelopment of the programme.

While no studies have been conducted to check the involvement and the contribution made by the CE (PD) learners, some evidence shows that since the involvement in the DIP module learners have continued and are making significant contribution in communities. There is however, still a big challenge with regard to achieving action and reflection in terms of Freirian-style praxis and in terms of engaging communities in ways that better inform the learning and teaching processes. I would like to believe that with more learners successfully completing programmes such as the CE (PD) and developing communities of practice, such involvement would be possible.

Despite its institutional location, CE (PD) case has shown that there is potential to offer programmes which create space for genuine praxis and which make a contribution to emancipation and transformation of society. We need to constantly seek to increase this space in order to meet the growing development needs in our young democracy.

REFERENCES

African National Congress, 1994. *The Reconstruction and Development Programme*. Aloe: Communications. Johannesburg.

Aitchison, J.J.W. 1998. *Nought for your comfort. Critique and its denial in South African adult basic education and training*. Pietermaritzburg: Centre for Adult Education.

Apple, M. 1982. *Cultural and Economic Reproduction in Education: Essays on class ideology and state*. Edited by Micheal Apple. London: Roatledge.

Arendt, H. 1958. *The human condition*. Chicago: University of Chicago Press.

Baatjes, A. 2003. *The new knowledge-rich society: perpetuating marginalisation and exclusion*, p179 - 204.

Bailey, V. Bemrose, G. Goddard, S. Impey, R. Joslyn, E. and Mackness, J. 1995. *Essential Research Skills*. Collins Education.

Bandura, A. 1986. *Social Foundations of thought and Action: a Social Cognitive Theory*. Englewood Cliff, Prentice Hall.

Bassey, M. 1999. *Case Study research in educational settings*. Buckinham [England]: Open University Press.

Bawden, R. 1992. *From Extensions to Transactions: A University in Development*. The International Development Centre.

Bobbitt, F. 1918. *The Curriculum*, Boston: Houghton Mifflin.

Boud, D. 2001. *Creating a work-based curriculum*, in Solomon, N. (Ed) *Workbased learning: A New Higher Education*. Buckingham, UK: Society for research into Higher Education and Open University Press, pp44 - 58.

Brill, B. 2001. *Situated Cognition*. In M. Orey (Ed). *Emerging perspectives on learning, teaching and technology*. Available Website: <http://itstudio.coe.uga.edu/ebook/situatedcogntion.htm>

Brown, J.S. Collins, A. and Duguid, P. 1989. *Situated Cognition and the Culture of Learning* - Educational Research. 18 (1), 32 - 42.

Bruzas, C. 2003. Interviewed by T.G. Houghton. Pietermaritzburg, 21 August, 2003. Transcript at the Centre for Adult Education, University of Natal.

Bulmer, M. 1984. *Sociological Research Methods*. Macmillan.

Cafferella, R. 1994. *Planning Programs for Adult Learners*. San Francisco: Jossey-Bass.

Cafferella, R. and Merriam, S.B. 1999. *Learning in adulthood: Comprehensive guide*. San Francisco: Jossey-Bass

Centre for Adult Education, 1996. *Postgraduate Diploma in Adult Education: Study Materials, Foundations of Adult Education module*. University of Natal, Pietermaritzburg.

Centre for Adult Education, 2005. *Annual Report 2003 and 2004*. University of Natal, Pietermaritzburg.

Centre for Adult Education, 2000. *The Certificate in Education (Participatory Development) Evaluation Report*. University of Natal, Pietermaritzburg.

Centre for Adult Education, 2001. *The Certificate in Education (Participatory Development) 2001 Course Outline*. University of Natal, Pietermaritzburg.

Centre for Adult Education, 2001. *The Certificate in Education (Participatory Development). 2001 Evaluation Report*. University of Natal, Pietermaritzburg.

Centre for Adult Education, 2001. *The Certificate in Education (Participatory Development) The Learner Handbook*. University of Natal, Pietermaritzburg.

Centre for Adult Education, 2002. *The Certificate in Education (Participatory Development) Evaluation Report*. University of Natal, Pietermaritzburg.

Cohen, I. and Manion, L. 1987 (2nd). *Research Methods in Education*. Croom Helm.

Collins, A. 1988. *Situated Learning and the Culture of learning*, The social life of Information Education Research 1989 18 (1) : 32-42.

Collins, D.E. 1977. *Paulo Freire: his life, works and thought*. New York Paulist Press.

Cranton, P. 1994. *Understanding and Promoting Transformative Learning*. San Francisco: Josse - Bass.

Facilitator A, 2003. Interviews by Z. Hlela with participants of the study. Pietermaritzburg, 17 August 2004. Transcript at the Centre for Adult education.

Facilitator B, 2003. Interviews by Z. Hlela with participants of the study. Pietermaritzburg, 17 August 2004. Transcript at the Centre for Adult education.

Facilitator C, 2004. Interviews by Z. Hlela with participants of the study. Pietermaritzburg, 23 February 2004. Transcript at the Centre for Adult education.

Fear, F. A, Bawden, R. J, Rosaen, C. L , and Foster-Fishman, P. G. 2002. *A Model of Engaged Learning: Frames of Reference and Scholarly Underpinnings*. The Journal of Higher Education Outreach and Engagement .

Flower, L. & Hayes, J.R. (1984). *Images, Plans and Prose: The Representation of Meaning in Writing*. Written Communication, 1, 120-160

Freire, P. 1972. *Cultural Action for Freedom*, Harmondsworth, Penguin.

Freire, P. 1972. *Pedagogy of the Oppressed*, Harmondsworth, UK:Penguin.

Freire, P. 1995. *Pedagogy of Hope: Revisiting the Pedagogy of the Oppressed*. The Continuum Publishing Company. New York.

Gourley, B.M. 1995. *Choose a South African University*. Independent Education, 2 (4) 1999, p13 -

Gravett, S. 2001. *Adult learning, Designing and implementing learning events A dialogic approach*. Van Schaik Publishers, Pretoria.

Grundy, S. 1987. *Curriculum: Product or Praxis?* The Falmer Press.

Grundy, S. 1988. *Three modes of Action Research* in Kemmis, S. And Mc Taggart, R. (Ed).

Haralambos, M. (1984) *Sociology Themes and Perspectives*. University Tutorial Press.

Harbermas, J. 1970. *Knowledge and Human interest*. Boston: Beacon Press. 1992

Harley, K and Wedekend, V. 2004. *Political Cange, Curriculum Change, Social Reforms 1999 -2002* - in L, Chisholm (ed) *Changing Class. Eudcation and Social Change in Post Apartheid South Africa*. Cape Town and London. HSRC and Zed Book 195 -200.

Hoadley and Jansen, J. 2002 *Context and education inequality*. I Gultig, U Hoadley and J Jansen (eds). *The Curriculum: From Plans to Practice - Reader*. Oxford: Oxford U.P.

Hope, A. Timmel,S. and Hodzi, C. 1992. *Training for Transformation. a Handbook for Community Workers*. Mambo Press.

Houghton, T. and Hlela, Z. 2003. *Ukubamba utalagu (Touching the mirage): The Certificate in Education Case Study*. (Unpublished paper). Kenton in Cape Town.

Huysamen, G.K. *Methodology for the Social and Behavioural Science*. Southern Book Publishers.

INdlovu Partnership for Life Long Learning,. 2000. *iNdlovu Region Profile*. Centre for Adult education, University of Natal.

Jarvis, P. 1990. (2nd ed) *Adult & Continuing Education, Theory and practice* Routledge London & New York.

Jarvis, P. 1999. *The Practitioner-Research: Developing theory from practice*. San Francisco. Jossey-Bass.

John, V. 2004. *Community development research: Merging (or submerging) communities of practice? A response to Van Vlaenderen*. Community Development Journal, 41: 50-64.

Kenwick, T.J. 2001. *Experiential Learning: A theoretical Critique from Five Perspectives*. Center on Education and Training for Employment College of Education, The Ohio State University.

Kolb, D. A. 1984. *Experiential Learning*. Englewood Cliffs, NJ: Prentice-Hall.

Lave, J. and Wenger, C. 1991. *Situated Learning Legitimate peripheral participation*. Cambridge: University Cambridge Press.

Lazarus, T. 2000. *Community Service in Higher education. Discussion document*. Prepared by the Joint Education Trust on the request of the SAQA Board Sub-committee on Community Service in Higher Education.

Loughlin, K.A. 1993. *Women's Perceptions on Transformative Learning Experiences within Consciousness Raising*. San Francisco. CA: Mellon. Research University press.

Luckett, K. and Luckett, S. 1999. *Reflections on implementing a service learning curriculum*. Journal of Education 24, p81 -112.

Mandela, N.R. 1994. The State of the Nation Address, South Africa. (www.polity.org.za/govdocs/speeches/1994/sp940524.html.)

Mbeki, T. 2003. The State of The Nation Address.
([Http://www.anc.org.za/ancdocs/mbeki/2003/tm0214.html](http://www.anc.org.za/ancdocs/mbeki/2003/tm0214.html))

Mbeki, T. 2004 . The State of The Nation Address. Pretoria.
([Http://www.anc.org.za/ancdocs/mbeki/2004/tm0214.html](http://www.anc.org.za/ancdocs/mbeki/2004/tm0214.html))

McKenzie, G, Powell, J and Usher, R. 1997. *Understanding Social Research: Perspectives on Methodology and Practice*. Falmer Press.

McMillan, J. 2002. *The Sacred and Profane: Theorising Knowledge Reproduction Processes in a Service-Learning Curriculum*. In Billig, S. H. and Furco, A. (Eds). *Service-Learning Through a Multidisciplinary Lens. A Volume in Service-Learning Research*. Greenwich, Connecticut, USA: Information Age Publishing: pp 55-70.

Mezirow, J. 1990. 'How Critical Reflection Triggers Transformative Learning'. San Francisco: Jossey-Baas.

Mezirow, J. 1991. *Transformative Dimensions of adult learning*. San Francisco: Jossey-Bass.

Mezirow, J. 1994. 'Understanding Transformation Theory'. *Adult Education Quarterly* 44, no4:222-244. (ERIC No. EJ 525537)

Mezirow, J. 1995. *Transformative Learning Theory to Practice: In Defence of the lifeworld*, edited by M.R. Welton,pp 39-70. New York. Suny Press.

Mhiya, M. 2005. Interview by Z. Hlela. Pietermaritzburg, 22 June 2005. Transcript at Centre for Adult Education, UKZN.

Millar, C.J. (No date), *Critical Reflection for educators of adults: getting to a grip on the scripts for professional action*. Unpublished paper.

Mouton, J. 1998. *How to succeed in your Masters and Doctoral Studies: A South African Guide and resources book*. Van Schaik.

National Youth Commission, 1997. *National Youth Policy*. South Africa Pretoria.

O'Leary, Z. 2004. *The Essential Guide to Doing Research*. SAGE Publications London.

PACSA. 2004. *PACSA Annual Report: Our Faith in God in The midst of Poverty, Unemployment and HIV/AIDS*. PACSA: Pietermaritzburg.

Postma, D. 2002. *Towards a theory of emancipation learning*. Kerton at Mulderdraft November 2002. South Africa.

Quality Promotion Unit, 2003. *DIP Evaluation*. University of KwaZulu-Natal Pietermaritzburg.

Rule, P. 2004. *The Certificate in Education (Participatory Development): Key Concepts*. Presented for discussion on the 27 October 2004. University of KwaZulu-Natal Pietermaritzburg.

SABC News, August 28, 2003.

Schon, D.A. 1983. *The reflective practitioner. How professional think in action*. New York: Basic Book.

Schon, D.A. 1987. *Teaching Artistry Through Reflection. In Education the Reflective Practitioner*. San Francisco, Jossey-Bass Publishers.

Sharan B. M. and Caffarella R. S. 1999 (2nd ed) *Learning in Adulthood A Comprehensive Guide*. Jossey-Bass publishers.

Smith, M.K. 2000. *Curriculum theory and practice the encyclopedia of informal education*, www.infed. Org/biblio/b-curric.htm. Last updated: 30 January 2005

Soni, 2004. A presentation to the Centre for Adult Education on the 22 March 2004. University of KwaZulu - Natal Pietermaritzburg.

Stanton, T.K. 2000. *Linking Service Learning with Academic Study: Stanford's Lessons in Service Learning*. University lecture. Vandebih University (10 Feb 2000)

Stenhouse, L. 1975. *An introduction to curriculum Research and Development*, London: Heineman.

Sykes, J.B. 1976. *The Concise Oxford Dictionary of current English*, (6th edition). Oxford: Clarendon Press.

Taba, H. 1962. *Curriculum Development: Theory and Practice*, New York: Harcourt Brace and World.

Tromp, D. 1999. *SRCD Certificate Research and Development Project Phase 1 Evaluation and Audit*. Centre for Adult Education, University of Natal.

Tromp, D. and Houghton, T. 2000. *Validation and Challenge: the RPL juggling act*. Unpublished paper presented at the JET Conference: RPL

Challenges Higher Education and Workplace Practice. Eskom Conference Centre, Johannesburg. October 2000.

Tyler, R.W. 1949. *Basic Principles of Curriculum and Instruction*, Chicago: University of Chicago Press.

University of Natal, 2003. *Merger Process information Document*. University of Natal. [Http://www.nu.ac.za/strategic/](http://www.nu.ac.za/strategic/). 13 March 2003

Weisbord, M and Janoff, S. 2002. *Future Search: An Action Guide to Finding Common Ground in Organisations and Communities*. Berrett-Koehler Publisher.

White Paper. 1997. The White Paper on Education 1997.
www.dplq.gov.za/documents/whitepaper.htm

Wortham, S. 2001. *Cognitive Science*, Volume 25, Number. pp 37 -66

Yin, R.K. 2003. (3rd ed) *Case Study Research: Design and Methods*. Sage Publications.

APPENDIX A

INFORMATION & CONSENT SHEET FOR RESEARCH SUBJECTS

A request that you participate in a research study. Below are questions and answers that should give you the answers you need.

A. What is the Proposed area of study?

A case study of the Participatory Development Certificate in Education: "Towards improved praxis."

Semi Structured interview with past CE (PD) learners, Facilitators, employer of our learners &

B. Why am I doing this study?

We want to find out how we can improve the CE (PD) course. This we believe will help learners be able to better cope with different situations they might find themselves in. This should improve practice for us CAE as were as learners out there.

C. What will happen to you?

Only if you want to, you will meet with Zamo Hlela He will ask you some questions about yourself, the work you do and the relationship between the work you do and the CE (PD). Your suggestions and views will be solicited. This will last for about 45 minutes.

D. What are your choices?

You can be in this study if you want to, but you don't have to be in it if you don't want to.

F. What will happen to the information you give?

The information gathered will be kept by the researcher (Zamo) It will not be given to anyone else. He will only share this information with his supervisor (Vaughn). Once all the information gathered has been analysed and a report written the information will be destroyed.

G. How will I be protected in terms of the information given?

The information gathered will not have your name in it. Codes will be developed that only Zamo and, to a certain extent, Vaughn will know. Names will not be used in the final report. The information that you give while it might be shared with other people your name will always protected.

H. How will I benefit?

There is no direct benefit for you. However, the benefit will be felt and experienced by those how will register onto the course. The benefits are therefore for the good of the society.

APPENDIX B

THE SCHEDULE FOR THE CE (PD) LEARNERS

Name (Optional)

Contact details:

Date:

About the student:

- What other qualifications do you have except the CE (PD)?
- Were you employed when you were doing the CE (PD) programme?
What kind of work were you doing?
- If you were not employed what kind of community work were you involved in?
- What do you remember the most about the CE (PD) programme?
Explain.

- Did you register with any of the university structures

Library Sports union Student organisation Other

- As a learner did you encounter any problems with the following university structures

Lecturers CAE Admin Faculty office Finance

About the CE (PD)

What was your impression of:

- the knowledge gained by yourself in the CE (PD)

High Medium Low

Explain:

.....
.....

- the skills gained by yourself during the CE (PD)

High

Medium

Low

Explain:

.....

- did you notice any change of attitudes by yourself during the CE (PD)

High

Medium

Low

Explain:

.....

- Have you encouraged anyone to be part of the CE (PD) course?
 Explain.

About the different modules in the CE (PD)

- What module was the most useful module for you and why?
- What module was the least useful for you and why?
- Did you feel that the knowledge gained in one module was useful in the next module? If yes, please give an example.

About Development in Practice module (DIP):

- When you were still doing the course how did you feel about the Development in Practice module?
- Have your feelings about the Development in Practice module changed since? Why?
- What skills and knowledge do you feel you needed to be better prepared for DIP?
- Do you feel that the other modules helped you to be better prepared for DIP?

If yes, please give example.

If no, please suggest how this could have been done.

- What did you think about the facilitators and supervisors? Did you like

the way you were taught or guided? Explain.

- Were there any things that you really liked about the DIP?
- Were there any things you really did not like about the DIP?
- Did you find the materials useful?
- Was it easy to use?
- Was there anything you did not like about the materials?
- If you are working: Have you found that Development in Practice module prepared you for your work experience. Explain.
- If you were working: Did you find any relationship between your work and Development in Practice module? Explain.
- If you are not working: Did you feel that Development in Practice module prepared you for work or practical work in your community? Explain.
- Did you feel that you were better prepared for DIP? Explain.

If "yes", what helped?

If "no" what was least helpful?

- If you were given a chance to do DIP again what will you do differently and/or you will want done differently

About Development in Practice module and other modules

- Did you feel that the other modules in the CE (PD) prepared you for DIP?
- Label the modules according to the most useful to the least useful in preparing you for DIP

Life long learning, Intro to Adult Education, Development Project Facilitation, Introduction to Development, Introduction to Project facilitation, Entrepreneurship, Land Care.

- What could have prepared you better for DIP?
- What do you think is the University's role in community-based

learning?

- Any other comments/observations?

APPENDIX C

THE SCHEDULE FOR THE CE (PD) FACILITATORS

Name:
Contact details:
Date:

About the facilitator:

- How long have you been doing teaching in the CE (PD)?
- What is your experience in teaching mainly second language and under privileged Learners?
- How many times have you taught the CE (PD)?
- What is your involvement in the DIP?

About the CE (PD)

What was your impression of:

- the knowledge gained by the learners in the CE (PD)

High

Medium

Low

Explain:

.....
.....

- the skills gained by the learners during the CE (PD)

High

Medium

Low

Explain:

.....
.....

- whether attitudes of the learners who attend the CE (PD) change as a result of the programme.

If “yes”, what changes are there?

.....
.....

- Do learners seem to enjoy the course?

Explain:

- Do the learners complain about anything to do with the course?
If so, what do they complain about?

About the DIP

- Do you feel comfortable teaching/supervising the DIP?
If “yes” why do you feel comfortable?
If “no”, what makes you uncomfortable?
- Do you feel that you were given sufficient preparation and support from CAE before teaching the DIP?
- Why do you think that the course is important?
- How could DIP be improved?

About you and your module

- What module/s do you teach in the CE (PD)?
- What was your impression of:

The knowledge gained by the learners in your module?

Explain:

.....

- The skills gained by the learners during your module?

Explain:

.....

- Whether attitudes of the learners who attend your module change as a result your module.

If “yes”, what changes are there?

.....

- What skills and knowledge do you teach to ensure that your learners are able to cope during the DIP module?

- What linkages does exist between your module and the DIP?
- Are learners able to transfer knowledge/skills gained in your module into the DIP? Explain.
- For the learners who are able to transfer skills and knowledge to DIP what seemed to help them?
- For the learners who fail to transfer knowledge/skills into the DIP what seemed to be their main difficulty?
- What strategies do you suggest should be employed to help learners cope better with the DIP?
- What do you think is the University's role in community-based learning?
- Any other comments/observations?

APPENDIX D

INTERVIEW INSTRUMENT: FOR ROLE PLAYERS DURING THE CONCEPTUALIZATION STAGE

Name:

Contact details:

Date:

1. What role did you play in the conceptualisation and development/implementation of the CE (PD)?
2. When were you actively involved? (For example Jan - Dec 2000.)
3. When did your involvement in CE (PD) stop and why?
4. What theoretical framework frames the CE (PD) course?
5. Can you give a diagrammatic representation of the curriculum design as it was being conceptualized?
6. What are the weak and the strong areas of the CE (PD) curriculum design process at the time?
7. How could these be "fixed" in future?
8. What was the role of the Development in Practice module in the curriculum design?
9. During conceptualisation what were the linkages between the DIP and the other modules?
10. What should be the aims and objectives of the DIP module (your views)
11. The donor sponsored conceptualized the project (CONCEPTUALIZATION, development and implementation as a partnership between the University, the community of learners, and other service providers). What was your understanding of how the CE (PD) was supposed to function as a partnership?
What worked well? Why?
What didn't work well? Why?
How could we have done it differently?
How did the balance of power as you perceived it, affect the process of working in partnership?

12. What do you think is the University's role in community-based learning?
13. Any other comments/observations?

APPENDIX E

ACTION PLAN

This is based on the five weeks we have.

Learners will have to develop clear and simple outcomes using the SMART principle.

Just a reminder:

S specific
M measurable
A achievable
R realistic
T time frame

Learners to develop three or four outcomes. These should be in line with the DIP outcomes.

1. Outcomes

By the end of five weeks I will have-

- Run five workshops on how to make plastic hats.
- At least made three contacts with people who will sell hats on our behalf.
- Run four workshops on waste management.

2. Activities

To achieve your outcomes you will need to do certain activities. You will need to first identify these activities and then put them in a certain order that will ensure that your outcome is achieved effectively.

Example:

Outcome one: Run five workshops on how to make plastic hats.

Activities:

- Collect material (plastic bags)
- Inform people
- Planning meetings
- organise venues
- organise food and drinks
- Get community “buy in”
- Planning the workshops
- Running a workshop

- evaluating the workshop

The next task is to give the above list some kind of order and logic. This is determined by many other factors. You will need to be clear as to why you are doing an activity ahead of the other one.

This is my order:

1. Planning meetings
2. Get community “buy in”
3. Collect material (plastic bags)
4. Organise venues
5. Planning the workshops
6. Organise food and drinks
7. Inform people
8. Running a workshop
9. Evaluating the workshop

3: ACTION PLAN

Outcomes	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5
Run five workshops on how to make plastic hats	A & B	C, D & E	C, F & G	C, H & I	C, H & I
At least made three contacts with people who will sell hats on our behalf					
Run four workshops on waste management.					

The other outcomes will have they own activities that need to be plotted into the table. Note that this planning is a weekly planning. How do you deal with daily planning?

4: Daily planning

Week one: The following activities will happen

Day	Activity	Achieved / not achieved (how this was achieved or not achieved will be explained in your journal)
Mon.	Setting up meetings with community leaders and some influential people.	
Tues.	Meeting with community leaders and influential people.	
Wed.	Announcing a community meeting.	
Thurs.	Planning for the meeting.	
Fri.	A community meeting is held.	

Note: For you it will not be as simple as this as other outcomes will come in. You will need five plans like these where you will have to show what you intend doing in each week. We are aware that this might change. Changes will be recorded in reflection and you will tell us what brought about change.

5: Reflection

This section is beyond planning.

How do I learn from this experience?

Each daily activity will have to be reflected on daily on your journal. This is where we shall see just how much learning is happening. You were given a format as to how to make a journal entry, please use it.

Some tips on how to make a journal entry:

- Start now!!! You do not have to write a lot - just a reminder to yourself and an explanation of why it is important. (It must be understandable to the reader - Us and the external examiner).
- Use the format below:
 - Explain WHAT you experienced (Description).

APPENDIX F

Structure of the University Diploma

Courses

To gain the University Diploma you have to pass the following courses:

Compulsory courses

Three courses to gain a total of 180 credits:

1. Adult learning in context (60 credits)
2. Designing and facilitating learning (60 credits)
3. Adult education in community development (60 credits)

Elective courses

One or two courses to gain a total of 60 credits from:

4. Management and administration of programmes and projects (30 credits)
5. Adult Basic Education and Training (30 credits)
6. Peace studies (30 credits)
7. Leadership in the development context (30 credits)
8. Special community project (30 credits)
9. A course of equivalent standard from another university programme (30 or 60 credits)

The University Diploma is offered on a part-time basis over two years. Each course will include a number of three and a half hour classes. Some courses may include a one- to two-day workshop.

APPENDIX G

The CE (PD) Course structure and contents

The purpose of the University of KwaZulu-Natal's Participatory Development Certificate in Education is:

To produce qualified community development practitioners who understand and are equipped to plan and implement basic participatory, holistic and sustainable development projects at the community level.

FIRST YEAR COURSES

Lifelong Learning (16 credits)

The three main focus areas of this course are Personal Profiling, Portfolio Creation and Lifelong Learning. This course aims to:

- Identify the knowledge, skills and experience you bring with you;
- Develop the skills to present your competencies in portfolio form; and
- Develop the learning skills you will need for this programme and for future learning experiences.

Introduction to Adult Education (16)

This course is aimed at familiarising you with the core concepts and practices of adult education

Introduction to Development (16)

This course aims at familiarising you with the core concepts and practices of participatory development

Introduction to Project Facilitation (16)

The course is aimed at familiarising you with the core concepts and practices of project research, planning, implementation and evaluation

SECOND YEAR COURSES

Development in Practice (32)

The course involves you in the hands on design, implementation and evaluation of a simple development project of your choice.

Specialisations (32)

You will choose one specific area of development to focus on. During 2005, you can choose to study Land Care or Entrepreneurship (both 32 credits) or

the two courses on Transforming Conflict (16) and Management and Leadership (16) or other specialisations on offer.

Land care (32)

The Landcare programme of the national Department of Agriculture aims to increase the long term productivity and the ecological sustainability of natural resources and addresses the needs of formerly disadvantaged communities.

The Land Care course aims to develop an understanding of ecological sustainability, food gardening and medicinal plant cultivation. Students put their learning into practice by designing and implementing a sustainable garden in their in their own home or project.

Entrepreneurship(32)

Develop critical thinking skills in the context of entrepreneurship. You will practice being an entrepreneur through researching, planning and setting up their own small business, evaluating the experience of running their own business.

Transforming conflict (16)

The course aims to explore issues of governance and citizenship in the context of peace, conflict and development.

Leadership and Management (16)

This course is aimed at familiarising you with key concepts and practices in leadership and management within the context of non-governmental organisations.