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Trust**

incorporating
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KHANYA COLLEGE

1992 Progress Report

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KHANYA COLLEGE

1992 Progress Report

PART A : INTRODUCTION

From an educational and organisational structure perspective, 1992 was a year of transformation for Khanya College. Previous to this year both campuses had focused on their academic bridging programme under the organisational umbrella of SACHED.

However, in 1992 significant moves were made to expand the range of educational courses offered and to develop appropriate structures for an expanded Khanya which would be independent of SACHED.

1. COURSE OFFERINGS

Both the Johannesburg and Cape Town campuses laid the groundwork for establishing expanded curricula in the future. In Johannesburg, the major innovation was the initiation of a training programme for the Civic Associations of Johannesburg. In November, after several months of planning, actual sessions of the 65-day course began for the 38 students. In December a one-day course evaluation session was conducted with these participants. The general response was highly favourable. The course will finish in April of 1993 and is a first venture into what is intended as the primary area of the college's expansion in the future.

In Cape Town meticulous planning was carried out to prepare for the Research and Administrative Skills Programme (RASP), which is to begin actual operation in February, 1993. Integral to this process was the negotiation of accreditation arrangements with Peninsula Technikon. Finalisation of these arrangements was expected by early 1993. This Technikon agreement represents a significant breakthrough for Khanya with respect to extending access for our constituency beyond the traditional "liberal" universities.

2. NEW STRUCTURES FOR A NEW KHANYA

Aside from these moves toward a more diversified Khanya, the respective campuses spent considerable amounts of resources preparing for their total independence from SACHED, which is scheduled to be formalised on 1 March 1993.

Both campuses went through the lengthy process of constituting themselves as trusts. In Johannesburg and Cape Town, locally based Boards of Trustees were established to prepare for governance of the independent Khanyas.

Aside from constructing these external governing bodies, both campuses went through major internal restructuring in order to develop their potential to operate on a larger scale. In Johannesburg, a divisional structure was adopted with course offerings now coming from two new divisions: Community Services and Organisational Skills as well as from the longstanding Academic Services Division.

In Cape Town, a management committee was formulated which takes primary responsibility for overall administration of the college. Additional staff in the form of a Planner and Academic Co-ordinator have also been taken on in order to guarantee greater efficiency and accountability in the expanded Khanya operation.

Aside from the respective organisational changes at local levels, the two campuses organised a "unity" meeting in October which set up a structure to further explore a closer relationship in the future between the two campuses.

3. THE ACADEMIC BRIDGING PROGRAMME

Alongside all these changes and adaptations, both Khanyas performed their traditional academic bridging programme extremely successfully, achieving a slight improvement over 1991 in terms of the overall pass rate.

4. CONCLUSION

In short, Khanya has used 1992 as a stepping stone into new territory. The college is expanding on its solid foundation of university bridging in order to begin the process of building a unique form of post-secondary educational institution in the future. In order to successfully build such an institution, both campuses have recognised the need for greater organisational efficiency and accountability. Thus, considerable time has been devoted to making sure that our structure can accommodate what lies ahead.

Lastly, both campuses lost their widely respected Project Co-ordinators in 1992 with the resignation of Wim Haeck at Cape Town in June and Robert Segall at

Johannesburg in December. However, to lead the colleges further along the road of expansion and innovation replacements for both will assume their duties in early 1993 - Nandipha Koyana at Johannesburg and William Langeveldt in Cape Town. In keeping with the affirmative action policy at Khanya, both are black South Africans.

PART B : JOHANNESBURG CAMPUS

1. INTRODUCTION

1992 was a year of change for the Johannesburg campus. Most important amongst these changes were our re-structuring exercise and an expansion of our course offerings. This report will highlight these and other major developments in our college during the year. These changes at Khanya will be presented and assessed in the light of our organisational aims and objectives.

2. STRATEGIC LOCATION

Khanya College is a post-secondary institution. Our constituency comprises those South Africans who have been historically disadvantaged by apartheid education. We particularly emphasise serving the educational needs of blacks who have been actively involved in community-based struggles against apartheid.

3. AIMS AND OBJECTIVES

Khanya serves the needs of its constituency in three ways:

- a. by providing access to tertiary institutions;
- b. by providing training aimed at building the capacity of community based organisations (CBOs); and
- c. by contributing to the development of an empowering educational methodology in South Africa.

In order to further these aims in 1992 we pursued the following objectives:

- a. establishing governing structures more representative of our constituency;
- b. maintaining our existing academic bridging programme;

- c. expanding our course offerings beyond academic bridging;
- d. modularising our academic course content so that it could be applied in an informal context; and
- e. extending our recognition agreements with post-secondary institutions.

4. SUMMARY OF PROGRESS

4.1 STRUCTURES OF GOVERNANCE

Although Khanya College has historically been a project of SACHED Trust, plans have been under way for Khanya to become independent of SACHED since 1990. In 1992 this process of independence was nearly completed, with the final date for the legalisation of the Khanya Trust set at 1 March 1993.

A crucial step in our independence process was the formation of our new Board of Trustees in November. The Board comprises 10 community members, plus one Khanya staff member and one Khanya student. Under Khanya's new constitution the majority of the Board must come from specific constituencies such as civics, trade unions, educational NGOs, SACHED, and universities. In keeping with the Khanya College policy of affirmative action there are quotas concerning the number of black and women members of the board. As of 31 December 1992 our board members were:

- Dennis Davis (Chair) Centre for Applied Legal Studies
- Cas Coovadia General Secretary, Civic Associations of Johannesburg
- Laura Dison Wits University Academic Support Programme
- Jennie Glennie SACHED Trust
- Ulrike Kistner Comparative Literature Department, Wits University
- Kgosietsile Lehulere Organisational Training Consultant
- Dorothy Mokgalo COSATU Gender Unit
- Mathole Motshekge UNISA Law Department and ANC Local Government Department
- Bheki Peterson African Literature Department, Wits University
- Arie van der Zwan Consultative Business Movement

In addition to consolidating our local structure, we elected to maintain a national presence by retaining our close ties with the Cape Town campus. This national relationship was consolidated in our "unity" meeting in October. The meeting resolved to undertake joint fundraising and set up a National Working

Group, the task of which is to facilitate the further development of the college at a national level.

4.2 THE ACADEMIC BRIDGING PROGRAMME

As in the past, we offered six subjects in the bridging programme: African History, African Literature, Economics, Sociology, Mathematics and Physics. Each student is required to take two subjects, as well as a Language and Study Skills course.

Our total student enrolment at the outset of the year was 114. Tragically one of our students died during the course of the year. In addition, five others left the college for various reasons. Our results in the subjects were as follows:

Table 1. Subject Results

Subject	No. of Students	No. of Passes	% Pass Rate
Economics	41	31	76
Sociology	40	30	75
African Literature	35	26	74
African History	36	25	69
Mathematics	34	23	68
Physics	30	13	43

Table 2. Overall Results

Total No. of Students	No. who passed both subjects ¹	% of students passing both subjects
108	66	61

As in previous years, all university bridging students had to complete a full-year voluntary project with a CBO or service organisation. These projects remain a vital aspect of Khanya's commitment to integrate academic study

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According to our recognition agreements with Wits and other universities, those Khanya students who pass both subjects gain automatic entry.

with community-based activities.

Some of our most successful community projects this year involved tutoring at the Wits Workers' School, assisting at trade unions (e.g. the National Union of Metalworkers of South Africa, the National Union of Mineworkers, and the South African Commercial Catering and Allied Workers' Union), and media work at the Film and Allied Workers' Organisation and The Other Press Service.

4.3 EXPANSION OF COURSE OFFERINGS

The most exciting development at Khanya College this year was the setting up of our divisional structure. Previous to 1992 we specialised only in academic bridging. Under the new structure this programme falls under the Academic Services Division. Aside from Academic Services we have two other divisions which are specialising in new educational areas for Khanya College. These are the Community Services Division and the Organisational Skills Division. General administration is handled by the Administrative Division.

4.3.1 Community Services Division

The Community Services Division participated in a tendering process for delivering an extensive training course for the Civics Association of Johannesburg (CAJ). CAJ accepted our proposal and in mid-year detailed planning began in consultation with the constituent civics of CAJ and the service organisation PLANACT. To ensure the proper planning and delivery of this course, two full-time people were employed in the Community Services Division. In addition, a CAJ member was employed full-time to facilitate liaison with course participants and to ensure the accountability of the course to CAJ.

In November the delivery of the course began with a ten-day residential programme. There were 38 participants, representing 10 civics. All were executive members, full-time workers or leading activists in their organisation. In total this CAJ/Khanya Training Course encompasses 65 days spread over a six month period. This makes it the most extensive single civics training programme to date in South Africa.

Sessions will cover a range of subject areas designated by CAJ affiliates as key to civic capacity building. Topics covered include negotiations, organisational development, leadership, urban planning, development, and gender relations. The core facilitators are Khanya staff. However, a number of specialists, several of whom are based at PLANACT, are brought in to facilitate sessions in their area of expertise.

Funding for the course was procured through a joint effort by CAJ and Khanya. Major donors are OXFAM-Canada, NOVIB, Kagiso Trust.

Aside from the CAJ work, in December the Community Services began the planning process for a national shop steward training programme for the Paper, Printing, Wood and Allied Workers' Union (PPWAWU) in 1993. Khanya is working on this course with the National Education Department of PPWAWU and the International Labour Research and Information Group (ILRIG).

4.3.2 Organisational Skills Division (formerly Vocational Training)

Though the Organisational Skills Division did not grow as rapidly as the Community Services Division, important groundwork was laid for future expansion.

The major innovation was the introduction of a basic computer literacy course for 22 of Khanya's Academic Bridging Division students. The course, offered in conjunction with the Community Education Computer Society, lasted from August to October. Participants attended for a total of 54 training hours and covered introduction to computers, word processing and spreadsheets. This initial course is seen as a precursor to further computer training for Khanya students and members of other organisations.

4.4 MODULARISING ACADEMIC COURSES

The modularisation of Academic Courses came just in time to assist in the Community Services' Civics Training Course. Of particular applicability here were the Development modules of the Economics course. All told these adapted modules cover about ten per cent of CAJ/Training Course sessions. In addition, several of other modules from Economics, as well as some from the African History course are considered as core materials for the PPWAWU programme.

4.5 EXTENDING AGREEMENTS

Throughout the year, negotiations persisted with UNISA concerning recognition of Khanya courses. A breakthrough came in August when we conducted a formal meeting with the Science Faculty for recognition of our Maths and Physics courses at UNISA. The meeting was productive and we were invited to submit a formal proposal for course recognition to the Science Faculty. This proposal was submitted and we are currently awaiting the outcome.

5. ASSESSMENT

Like South Africa as a whole, Khanya College experienced several changes in 1992. We have taken two major steps toward developing our college into a community-oriented, democratically run post-secondary educational institution in an apartheid-free South Africa.

Our first achievement in this regard was our new structure. The formation of a more representative Board and the continuation of our ties with Khanya Cape Town are crucial advances toward long-term sustainability. Our emphasis on responding to local needs while maintaining a national structure is part of the uniqueness of Khanya College.

Secondly, we have entered a new educational terrain - that of training community-based organisations. Our CAJ Training Course is but a first venture into training and development, an underdeveloped area in the PWV region. We have entered this arena in what may seem to be an adventuristic manner by taking on a major programme as our initial effort. However, we have a self-confidence which is born out of years of adult education and community involvement. If the evaluations given by course participants up to December are an accurate indicator, Khanya's first intervention in civics' training is clearly heading down the right track. This seems to be a likely area of major Khanya expansion in the future.

While embarking on these major developments, Khanya has maintained the high standard of the college's academic bridging programme. In fact, our overall results for 1992 were a significant improvement over 1991. Whereas in 1991 only 56% of Khanya students passed both subjects, in 1992 the figure rose to 61%.

This does not mean that there were no problems during 1992. The race and gender composition of our staff remains a concern. However, since late 1991 when we instituted an affirmative action policy, the composition of our staff has shifted considerably. The College's commitment to affirmative action was further reiterated by a workshop given to staff by the Black Management Forum in September. The measurable results of this programme can be seen in a profile of the employees hired by Khanya in 1992. Of the seven staff appointments for the year, only one was a white male. Also, for the first time in the history of Khanya Johannesburg, black women were appointed to the Academic Staff. However, despite these advances, blacks and women remain under-represented on our staff and in positions of responsibility.

Aside from this matter, Khanya went through a number of structural growing pains in 1992. The addition of two divisions and the hiring of new personnel demanded a serious look at our internal structure. While loosely configured structures may work effectively in very small organisations, expansion dictates the development of more carefully assembled systems of administration and accountability. Therefore, in

December Khanya College held a two-day workshop to set up the College's first system of performance assessments. A draft plan was agreed upon and will be piloted in 1993.

Lastly, like all NGOs Khanya suffered the headache of financial concerns. However, 1992 was especially traumatic for Khanya in this regard since it was the last year in which SACHED assumed responsibility for Khanya's fundraising. Thus, we were forced to take measures to develop our own skills in this regard. We have formed a Johannesburg Campus Fundraising Committee and National Fundraising Committee. Made up of Khanya College staff members, these structures have been liaising closely with those responsible for fundraising in SACHED. The intention is that we will learn from SACHED's decades of fundraising experience and build our own capacity to generate funds for Khanya in the future.

6. CONCLUSION

Overall, 1992 was an exhausting, yet exciting year for Khanya College. Faced with the enormous task of restructuring the institution and extending our range of educational offerings, we dealt with the challenges successfully. However, Khanya can by no means rest on its overall success of 1992. If we are to make a meaningful intervention into post-secondary education in the future, we must expand both our vision and our curriculum extensively. Like many other NGOs we have operated, for years, in a mode of critiquing the existing order. Now we must work toward building a real alternative to apartheid education.

PART C : CAPE TOWN CAMPUS

1. INTRODUCTION

1992 was a challenging year for the Cape Town campus. The planned independence of Khanya College meant that the campus had to reconstruct its management structure, develop credible plans, and lay the basis for the establishment of an independent Khanya College Trust. At the same time, the College's academic programme continued unhindered.

To a significant extent, as outline below, the College rose to these challenges. Our academic results for 1992 were very good, with 72,6% of the student body passing both their academic courses thus qualifying them for university admission. Of the remaining 27,4% of students, 17% may be accepted, depending on individual negotiations with the Universities. The balance of 9,5% are unlikely to gain acceptance. A new, more effective management structure was put in place, our plans

laid the basis for a new access route to technikon study and considerable progress was made towards the establishment of an independent Trust.

2. STRATEGIC LOCATION

Since its inception in 1986, Khanya has provided alternative access to the university for students from extremely deprived educational and social environments. Under its slogan "Education for Liberation" Khanya became one of the first institutions to deal with educational and social problems of the youth of the "lost generation".

Khanya's emphasis on the holistic approach to student development has enabled the majority of our students to overcome the deprivation inherent in Apartheid education and facilitated their success at a tertiary level. This experience in the terrain of education placed Khanya in a unique position regarding the new challenges facing tertiary institutions (eg. exclusions, staff-student relations, the attempt to maintain standards). The proposed broadening of Khanya's access programme should be seen within this context and that of the increasing demand for tertiary education in this period.

In recent years the College has given considerable attention to its strategic location, in view of ongoing developments in post secondary education, particularly the growth of university based academic support and academic development programmes. The College has also closely followed the debates regarding the possible introduction of a community college system in South Africa, and was involved through the secondment of a staff member in the National Education Policy Investigation.

In 1992 the College sought to give broader definition to its strategic location, through the development of a technikon-linked access programme, and the introduction of community education programmes. This work will be consolidated in 1993, by the piloting of the new Research and Administrative Skills (RASP) programme, which will offer successful students admission to Peninsula Technikon, and by means of ongoing research and planning.

3. AIMS AND OBJECTIVES FOR 1992

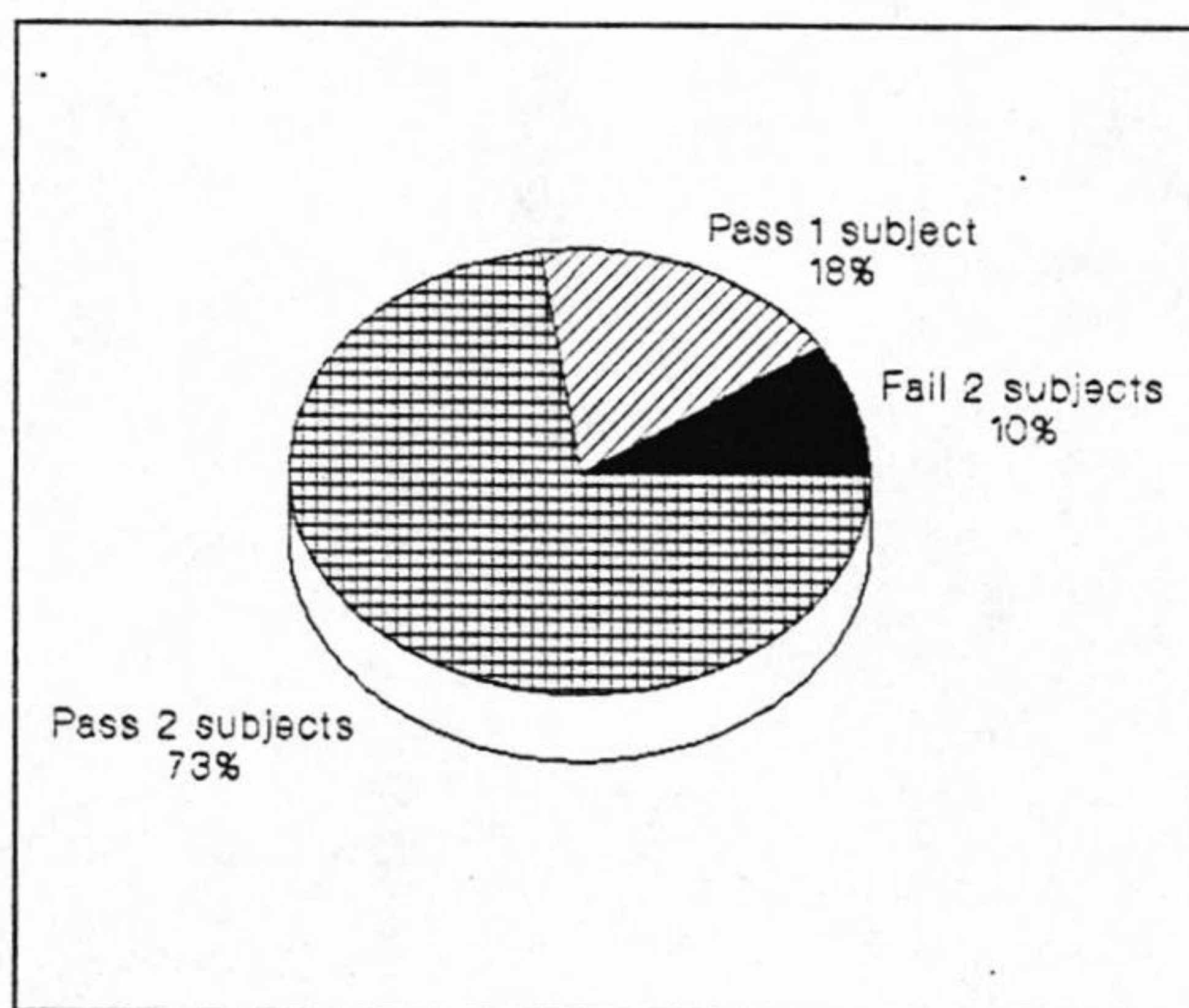
The aims and objectives of Khanya College in 1992 were, first, to deliver a high quality university access programme to some 90 full-time residential students, and second, to develop a programme aimed at opening new avenues to technikon study and for community education. Further objectives were to put in place an effective management structure and to establish an independent Trust which would provide the necessary direction, support and encouragement, for the development of the College.

4. **PROGRESS MADE IN ACHIEVING THESE AIMS AND OBJECTIVES**

4.1 **UNIVERSITY ACCESS PROGRAMME**

The subjects offered at the campus in 1992 remained unchanged : African Literature, Economics, Psychology and Sociology. There were, however, some minor adjustments in the syllabi and approach.

The College was most successful in meeting its objective as regards the university access programme. Our accreditation agreements with major South African universities require our students to pass both Khanya courses to gain entry in these universities. The majority of our 1992 students now have access to a university education.



Graph 1. 1992 Pass Rates

These results compare favourably with those of black students in first-year courses at the liberal universities.

Table 3. Subject Results

Subject	No. of Students	No. of Passes	% Pass Rate
African History	33	24	73
African Literature	33	29	88
Economics	33	28	85
Psychology	37	29	78
Sociology	32	27	84

4.2 DEVELOPMENT OF THE RASP PROGRAMME

The development of new avenues for technikon study and community education reached fruition with the planned launch the RASP programme in 1993, which will enrol an expected 60 students. Formal articulation arrangements between Khanya College and Peninsula Technikon will be considered by the Technikon's Academic Board in February 1993. The development of community education programmes will be one of the focuses of the 1993 planning process.

The RASP course was designed to use the skills and experience accumulated by the Khanya staff. But more importantly, the course is designed so as to afford maximum flexibility. The college recognises the wide diversity of needs of students in pursuit of a tertiary education.

This programme caters for students who wish to pursue scientific, commercial and educational careers via study at tertiary institutions such as technikons, as well as for students who may wish to acquire essential skills for the job market. At the same time, the college designed the programme to be economical in terms of the resources it requires.

4.3 NEW MANAGEMENT STRUCTURES

In the second half of 1992 the College inaugurated a new management structure, consisting of a Director and three executive members with responsibility for student affairs, administration and finance, and planning. In addition to the appointed executive, the management structure included elected staff and student representatives.

The appointment of an academic co-ordinator as of January 1993 completed the management team, while the new Director, Dr William Langeveldt, took his place at the beginning of 1993. The new management structure has laid the basis for greater accountability and control in the management of the College, and has enabled a more efficient allocation of tasks and responsibilities to take place. At the same time, a commitment to consultation and consensual approach to decision-making continue to reflect the College's democratic ideals in education.

Progress towards the establishment of an independent Khanya College Trust has been slow but already the College has succeeded in recruiting an able and experienced Board, which already has begun to play a role in the appointment of staff, approval of funding proposals and plans, and management of the College. A draft Trust Deed will be considered by the Board in February 1993. The intention is that Khanya College Cape Town will attain its independence of the SACHED Trust as of 1 March.

The Board members are:

- | | |
|-------------------|--|
| • Trevor Abrahams | SACHED Trust |
| • Hugh Amooore | Registrar, University of Cape Town |
| • Naseema Badsha | Academic Development, University of Western Cape |
| • Colin Bundy | Eminent Person's Group |
| • Sam Isaacs | Centre for Continuing Education, Peninsula Technikon |
| • Njabulo Ndebele | Vice-Rector, University of Western Cape |
| • Pundy Pillay | Academic Support Programme, University of Cape Town |
| • Stan Ridge | Dean, University of Cape Town |
| • Louise Vale | Eminent Person's Group |

5. CONCLUSION

1992 was in many respects a difficult one for Khanya College Cape Town, as it was for country at large. Much of the year was spent on developing a more effective management structure, to rethink the College's strategic location and to develop plans for the future of the campus.

The College achieved its 1992 objectives, as outlined above. This reflects the hard work and commitment of the staff. A key task in 1993 will be to build on the achievements of 1992, to forge a more effective and united staff team and to develop a vision and a plan for the future development of the College. The new Director, Academic Co-ordinator, and new members of the teaching staff, will help considerably in this regard.