

An investigation into development practitioner training at tertiary institutions in South Africa

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by Sandra Hill, Community Development Resource Association



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1. Introduction

1.1 Background and purpose

The Community Development resource Association (CDRA) is a South African NGO operating as a 'Centre for Developmental Practice'.

"We aim to bring about and support authentic and coherent development practice amongst people, organisations and institutions working towards those forms of social transformation that most benefit the poor and marginalised."

(From CDRA's mission statement)

In February 2006, CDRA began an investigation into development practitioner training in South Africa, with a focus on tertiary institutions.

The purpose of the investigation was to develop a picture of where and how development practitioners were trained with a view to;

- learning more about the context of development practitioner training,
- understanding more of the emerging profession of development practitioner training,
- understanding more about where development practice is happening,
- explore where CDRA may support teaching of practice at tertiary institutions.

It was also envisioned that the research process would provide opportunities for establishing contact with development role players outside CDRA's usual network.

1.2 Research process and methodology

∞ initial survey

A preliminary overview was generated by searching the web, using key terms and phrases as well as visiting university websites directly. This initial survey showed that while a wide range of institutions and their departments were engaged in teaching development practice, there was no national inventory or composite picture of role players and service providers.

∞ snowball sampling

The preliminary overview also provided the initial list of contacts. This list was expanded by asking participants for referrals to key role players in other departments or universities.

∞ interpretive research

Most participants were interviewed telephonically. Each interview, lasting an average of 60 minutes, was conducted as a focused conversation guided by the primary research questions and informed by web site information.

The research was exploratory and interpretive. Apart from the 'facts', I listened for participants' definitions *and* for the values and paradigms behind the words they used, trying to get a sense of how development is understood and interpreted in practice. I worked from a broad definition of development practice which allowed me to explore and identify what participants understood by and meant when using the terms 'development' and 'practice'. In other words, my approach was to discover what exists, and allow this to develop definitions and categories.

1.3 Limitations

The focus of the investigation was on where and how development practice is taught, rather than on how developmental¹ the practice being taught is or how developmental the approaches to teaching it are.

The scope of the research included post graduate programmes and informal programmes (NQF levels four and five) although some reference is made to undergraduate programmes which have a particular focus on development practice.

The study is not exhaustive. Although all leads from the snowball sampling method were followed up, not all contact resulted in interviews. See appendix one and two for lists of participants (i) interviewed and (ii) contacted, but not interviewed. No doubt there are many other programmes which in some way include development practice.

1.4 The report

The report briefly outlines the context of higher education in South Africa by looking at policy changes and directives which have directly contributed to an increase in community engagement and service learning as the new pedagogy. It is these two areas that have contributed to creating the conditions to extend teaching practice beyond the traditional confines of research and the caring professions. The report then provides a synopsis of key findings, before presenting a discussion on the emerging themes and trends, in both formal and non formal academic programmes. The report then sketches the challenges and obstacles commonly faced by those teaching development practice. It concludes by looking at possible synergy between CDRA and the tertiary sector.

¹ We use the term "developmental" to indicate a particular approach to practice. This approach has two distinct features. First, development is viewed as an inner process of movement and change in living organisms (including, individuals, groups, organisations and communities). This is unlike a view of development that sees it as initiated and driven by external objectives, whatever they may be. Politically, this implies a practice that supports self-expression and "empowerment." In principle and practice, it pursues a doing "with" and consistently rejects doing "to" or "on behalf of." What this implies for anyone wishing to intervene into that process of development is that they seek to understand each unique situation they meet. In this approach, vital direction for the intervention is taken from the subject of the intervention itself. Success of an intervention, and its value, rests on the practitioner's ability to see and grasp what is possible and necessary in each situation. And it is this that leads to the second feature of a developmental approach: Working with the view described above, the practitioner is necessarily working both inter- and intra-personally. Entering such terrain places specific demands on the practitioner. Self awareness, personal development and ongoing learning of the practitioner the practitioner's own development - are necessary features of a developmental practice.

2. *Higher Education in South Africa: some context*

2.1 Transformation

During the 1990s the role of universities and other higher education institutions was called into question as part of the broader democratic transition. The consequent transformation of higher education institutions (HEI) resulted in a national imperative for institutions to engage more fully with surrounding communities, produce marketable graduates with the skills, attitudes and knowledge required within the South African context, and become more obvious agents of social change. It also led to various amalgamations between universities and technical colleges. There are currently 22 registered HEIs in South Africa.

2.2 Community service and community engagement

The new education policies emphasised community service as the third core function of HEIs, along with teaching and research. HEIs were called upon to show how they are providing service, expertise and infrastructure for community service programmes and promoting community service programmes for students. Community service and community engagement became the new buzz words and a new rung on the ladder to accreditation, promotion and quality assurance in higher education. These terms are embedded in the new education policy framework, including the Green Paper on Higher Education Transformation (1996), the White Paper on Higher Education (1997) and the National Plan for Higher Education (2001).

The Higher Education Quality Committee defines community engagement as: "Initiatives and processes through which the expertise of the HEI in the area of teaching and research are applied to address issues relevant to its community."²

2.3 Scholarship of engagement

Since the establishment of the new policy framework, the debate has deepened and shifted from seeing community service as a separate function, to seeing it as an integral part of all teaching and research. In other words it was recognised that apart from representing HEIs' accountability and social responsibility to society and the communities 'out there', community service was also a way to make teaching, learning and research more authentic, more contextual, more effective in producing knowledge, skills and attitude relevant and useful in the country.

This change in perception (from silo to integration) was accompanied by changes in terminology. While the terms community service and community engagement are still used, the current favourite seems to be the 'scholarship of engagement'³.

² HEQC's Framework for Institutional Audits (2004) in CHE A good practice guide 2005

³ JET Education Services in CHEs good practice guide (2005)

The scholarship of engagement is described as the combination of real-life experience and expertise with academic knowledge which ultimately benefits the university and the community, be that the private sector, the public sector or civil society⁴. This notion places experiential learning at the core of HEIs approach to teaching, learning and research.

2.4 Service learning

Experiential learning takes many forms and has more recently found expression through the teaching pedagogy known as service learning. Simply put, this approach is based on the principle of learning through doing, but goes further in stressing that the doing has to be of benefit to all parties involved. It is defined as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich learning experience, teach civic responsibility and strengthening communities.”⁵

What defines service learning from many of the other forms of experiential learning is the way it has integrated the service component with the learning component. The goal of service learning is both community service and student learning, while both community and student are seen as the intended beneficiary.

⁴ Prof Lucius Botes (2005) Brisbane paper

⁵ www.servicelearning.org

3. *Key findings*

There is an entrenched culture of experiential learning among some academic disciplines, mostly those offering professional degrees such as social work, psychology, occupational therapy or medicine. The shift here has been to extend this from predominantly clinical to community based experiences, and from a 'welfarist' to a more developmental approach.

Similarly community engagement has long been the touch stone of qualitative approaches to research, especially participatory action research and community based research.

The new policy framework ensures that other disciplines now find ways of including community engagement in their programmes (degrees). While not intended in the first instance as opportunity to teach practice, implied in this is the requirement that theory be applied (in service) and so opportunity to practice emerges.

It has also provided the environment for academic 'activists' to pioneer, implement and/or extend community engagement projects with (at least a measure of) institutional endorsement and recognition.

Service learning is emerging as a popular vehicle for community engagement.

Development practice (of some sort) is taught where there is some form of community engagement. This was both an assumption and key finding of the research.

It would seem that an increase in teaching development practice is thus an unintended spin off of the community service policy directive.

However, not all practice is developmental. Community engagement and community service cannot be simply conflated with developmental practice. How developmentally such opportunities are used, depends on the role-players.

Development practice is taught across a range of disciplines including:

- social work
- psychology
- community work
- rehabilitation sciences
- health sciences
- environmental sciences
- agricultural sciences
- adult education
- development studies

The three key role players (or role player collectives/consortiums) in teaching development are the caring professions, development studies and a mix of innovative centres and units.

Each of these three collectives has a primary, preferred form of community engagement. These are internships, research and service learning respectively.

Irrespective of the vehicle for community engagement, it is in the intent and application of any specific project, regardless of its label, which reveals the true colours.

The most innovative programmes have the following common ingredients: a champion, resources, relative independence from departmental tradition and from administrative red tape.

4. *Emerging themes and trends: a discussion of key findings*

Development practice is emerging as an important, cross cutting field, and is taught across a range of disciplines, in both formal and informal academic programmes. The need to shift from equipping students with only knowledge to including skills and values is recognised nationally. All those who participated in the survey are teaching practice, of some sort, and in some way. In other words, teaching application, intervention, implementation. This section offers a discussion of formal programmes, while the section that follows looks at teaching development practice at an informal level.

4.1 **Towards a typology of teaching practice in formal academic programmes**

Traditionally including a practice component within an academic programme seemed to be confined to (i) caring professions, which required registration with a professional body and (ii) empirical research conducted across a range of disciplines. In both instances the respective practices are well defined, even regulated. In both instances, the practice is not necessarily, but potentially developmental. A third grouping has recently joined as a key role player in teaching development practice; they are a mix of (iii) innovative centres and units. Once again, the practices have the potential to be developmental.

It would seem that the struggle now lies, not at the level of should we or shouldn't we (teach practice), but at the level of (i) defining or redesigning a coherent practice and (ii) developing effective ways of teaching practice within the new HEI context.

The three key role players and their preferred approach to teaching practice are:

<i>Caring professions</i>	<i>Internships</i>
<i>Development studies</i>	<i>Research for development</i>
<i>Centres and units</i>	<i>Service learning</i>

Table one: A typology of teaching practice

Each of these grouping seems to favour a particular approach to teaching practice as shown in the table above. Internships predominate in the caring professions, research for development is the domain of development studies and a mix of centres and units, across disciplines, seem to be piloting and pioneering the drive to entrench service learning within HEIs.

The typology is not absolute. The categories are not mutually exclusive and boundaries are often blurred, with all three role players using more than one kind

of approach to community engagement. While each category has distinguishing features, they all share experiential learning as the common core.

The caring professions

The more traditional caring professions, including community work, social work, physiotherapy, occupational therapy and community health, integrate practical, experiential learning programmes, known as field work placements or internships into their undergraduate and post graduate degrees.

These programmes are also referred to as professional degrees, meaning that on completion, students have to register with the relevant professional body (such as the South African Council for Social Service Professions), in order to practice their vocation. It also means that the programmes themselves have to comply with certain regulations set out by these bodies, including the number of hours students spend in field placements or internships, and where such placements can be made. For example, social work students can only be placed at a registered social work agency and/or be supervised by registered social workers.

Field placements and internships can take the form of a block placement comprising a number of weeks or months each year, or a weekly programme where students are in placement for one or two days each week for a number of months. Some post graduate programmes include a five to twelve month internship. The emphasis is usually on continuity, process and long term engagement. Students are hosted by an approved agency, whether state or civil society. Field placements and internships are usually well integrated into the teaching programme. Students are well prepared for placements and well supervised. Field placements are accompanied by skill workshops, simulations, role plays, and laboratories. Students are supervised by clinical supervisors, both academic and professional, where the focus is on practice. Group supervision, also practice focused, encourages peer support and feedback. Whatever the approach, supervision, together with report writing, is seen as the primary tool for reflecting on and learning from practice.

Clinical and community counselling psychologists and organisational psychologists are required to complete a year's internship in order to register with the council. In the case of clinical and community counselling psychologists, internships are usually completed at the more traditional, state service providers with a focus on clinical rather than community service.

Some of the programmes include:

- The University of Cape Town's Department of Social Development offers two post graduate programmes in social development. On average, of the 45 students graduating at third year level each year, 15 chose social development as their honours stream, while 10 chose it at masters' level. Honours students are required to undertake a practice research project, while the masters' programme includes a 12 week internship. This internship is designed to enable students to observe, record and analyse links between poverty eradication and social development programmes.

- The University of Stellenbosch's Centre for Community Psychology Services has a masters programme called the MA in Clinical Psychology and Community Counselling, first offered in 2005. It is a full time, two-year programme, consisting of one year course work and one year internship. During the first year, students spend four hours a week engaged in community intervention. This includes contact, analysis, planning, implementation and evaluation and is carried out by student dyads working within a host organisation. There are 10 masters students registered in 2006.

Development studies

Development studies is an interdisciplinary field, drawing heavily from sociology, anthropology, economics and political science. It is usually offered at postgraduate level. The focus is on key issues pertaining to human well being, sustainable livelihoods, poverty alleviation, quality of life and human capabilities. Prof Botes of UFS's Centre for Development Support describes it as follows: "Development studies boils down to the art of understanding indigenous knowledge and using it as a tool in the scholarship of engagement and applying it to the benefit of all in society."⁶ UNISA's Department of Development Studies promotes its programmes by claiming that the study of this subject will be of great value to all those who are involved in one way or another in development, whether in day to day management, policy making or strategic management. It sees development studies as endeavouring to create a new professionalism among those involved in development that will enable people at grassroots level to take responsibility for their own development.⁷

While some development studies programmes offer an internship (UCT's Masters in Development Studies programme has an 120 hour internship) or service learning opportunity (UKZN's Masters in Development Studies programme includes a 3 – 4 week field placement where students are required to produce a community project analysis), others, such as the University of Stellenbosch or UNISA, while supportive of the idea of work integrated learning, do not include any direct form of community service.

On the whole, the primary practice taught within Development Studies, is research. Research of all kinds is their practice, while collaborative action research is the method in which they have the most expertise for engaging at community level.

Research methodology is taught at undergraduate and honours level in many disciplines. The research methodology, "the theory and analysis of how research does or should proceed"⁸, and methods or techniques taught seem standardised and cover the spectrum from the quantitative to the qualitative, participatory approaches. Most postgraduate programmes include a research component. However, the preferred methodology and primary intention of research projects

⁶ Lucius Botes unpublished paper for UN conference on community engagement, Brisbane (2005 p:4)

⁷ www.unisa.ac.za

⁸ Sandra Harding in Linda Tuhiwai Smith (2004) *Decolonizing Methodologies*

varies from academic programme to programme.

Not all Development Studies programmes insist on participatory methods or an action research approach. UKZN Masters in Development Studies promotes qualitative research, but this tends to be more interview based than participatory, and the primary intention is to meet academic requirements rather than community needs or interests. It is perhaps important to again stress that methodology alone does not guarantee how developmental the practice is. In a critique of participatory action research, Robert Chambers reflects that no matter how much the rhetoric changes, there is still an outsider intending to change things.⁹

Professor Botes, argues that if your intention or research motivation is to contribute to development (research for development) then, apart from considering methodology, it is critical to consider to what extent the findings will be useful and used to change policy or practice. Practice here is understood as “the way people operate, implement plans, programmes and projects.” He suggests that development researchers have an obligation to translate findings and recommendations into ‘implementable’ plans of action and to get involved in the monitoring and evaluation of programmes of action.¹⁰

Some development studies programmes are linked to special centres and units. For example:

- The University of the Orange Free State's Centre for Development Support (CDS) offers a two year, part time master's programme in development studies for adult learners. It has a recognition of prior learning (RPL) policy and strongly favours students with a strong work portfolio. Apart from three theoretical modules presented in the first year, (i) development, underdevelopment, and poverty, (ii) governance and development, and (iii) development and the environment, students are engaged in two practice related modules (iv) applied development research, and (v) project management for development. During the research module, students have to design and develop a full research proposal, preferably relating to a development problem in which they are involved. This proposal is implemented in the second year, and while the Centre promotes participatory action research, it is not mandatory. The project management course teaches practical skills such as zopp and log frame analysis. There are 58 masters students registered in 2006.
- The University of Limpopo's Graduate School of Leadership offers a two year, part time masters programme in development, with a focus on leadership. Of the 100 students registering at the School each year, 40 chose the masters in development programme. Research methodology is a compulsory course presented in the first year. Research is the only practice focused element of the programme. Students spend six months in research field work.

⁹ wikipedia: participatory action research

¹⁰ Lucius Botes unpublished paper for UN conference on community engagement, Brisbane (2005)

- The University of Cape Town's masters in Development Studies Programme is hosted by the Department of Sociology. Students are required to submit a 25,000 word dissertation which is weighted at 50% of their final mark, *and* complete a 120 hour internship with an approved development agency. The agency works with students in the preparation of a swot analysis that generate particular areas that would strengthen the organisation if a project was developed. Students then develop a project proposal and budget on one of the areas.

The internship includes interactive group meetings with the course co-ordinator on a bi-weekly basis. Students have to present, or if not presenting, analyse, evaluate and give feedback to presenting students – on their swot analysis, organisational analysis, problem tree, solution tree, proposals, budget etc.

Centres & units

There are HEI located centres and units spanning a range of disciplines from development studies, agriculture and extension, disaster management for sustainable livelihoods and adult education, engaged in teaching development practice. What they have in common, although manifest in a variety of programmes and approaches, is a commitment to 'engaged scholarship'. In other words to bridging the gap between academia and indigenous knowledge through experiential learning. These centres and units seem less constrained and freer to explore, experiment, and pioneer experiential learning methods and programmes than the more tradition bound departments. They seem to have found a balance between teaching, research and experiential learning, rooted in a value base which promotes social change and transformation. Many of the initiatives fall within the ambit of service learning.

Centres seem to have three common roles: (i) pioneering service learning, (ii) advocating service learning and (iii) promoting research for development.

Pioneering service learning

- The University of Cape Town's Department of Environmental and Geographical Science has a Disaster Mitigation for Sustainable Livelihoods Unit, through which students are able to register for a honours, masters or doctorate programme in Disaster Risk Science. The honours programme includes a four week service learning programme where students are required to plan and facilitate a community risk assessment with community participation at all stages. The Unit has 10 honours students registered in 2006.
- UKZN's Centre for Agriculture, Environment and Development offers undergraduate and postgraduate degrees in agriculture, where the focus is not on the technical but human aspects of agriculture extension. In other words, on the skills needed for engaging with rural communities. At third year level, students spend six weeks living and working in a rural village, hosted by

a local CBO or NGO. At post graduate level, diploma students, who are not required to write a research paper, spend three months in community engagement processes, while honours students spend six weeks in the field. CEAD has five undergraduate students and 27 post graduate students.

- While not a centre per-se, the Community Development programme at UKZN, located in the School of Social Work and Community Development, has an innovative service learning programme at third year level. This module is described as a 'capstone course' where students have the opportunity to integrate what they have learnt in theory with their experiences in practice.¹¹ The programme has 32 undergraduate students and 50 postgraduate students.

What struck me about both the Community Development service learning module and the CEAD programmes (undergraduate and postgraduate), is the integration of experience and learning, of theory and practice. I would venture these programme had the most exciting and developmental approach to teaching and learning and to development practice. They appear to have found a way of mediating learning which is both innovative and methodical.

Advocacy

As service learning pioneers, the centres and units seem to also play an important advocacy role in their host departments and universities, as well as in the broader academic world. For example;

- The University of Stellenbosch has established a Centre for Rehabilitation Studies (CRS) which offer a multidisciplinary, internet based masters' programme in Community Rehabilitation. Despite being a distance learning programme, it has a bold community development approach, evident in both the research and internships undertaken by students. The CRS plays an important role in promoting community engagement throughout the health faculty, which is currently restructuring.
- The University of Limpopo's Centre for Rural Community Empowerment (CRCE) facilitates a Southern African forum on action research and is active in promoting this methodology within academic circles.
- The Centre for Higher Education Development (CHED) is steering a service learning initiative with nine programmes, across disciplines within UCT. Each programme has followed a different route but all share the commonality of learning through providing a service to indigent communities. The titles of these courses differ, they are of different durations, and students receive differing forms of preparation and support.

Research for development

Apart from piloting, pioneering and promoting a scholarship of engagement, centres are also home to innovative post graduate research programmes. For

¹¹ For more detail on the UKZN case study see Frances O'Brien & Guy Caws (unpublished) paper entitled: Community Development for Sustainability (May 2006)

example:

- At the University of KwaZulu/Natal's Centre for Environment, Agriculture and Development (CEAD), honours students spend six weeks in placement, conducting participatory action research. Students, who are employed, conduct their research through their place of work, while those who are unemployed have to apply to appropriate organisations to work as volunteers. There are 12 honours students currently registered at CEAD.
- University of Limpopo's CRCE within the School of Agriculture facilitates a two years research internship programme to assist masters students in acquiring the skills needed to work with communities. Students complete the research component of their masters linked to the work and empowerment approach of the Centre. They have both an academic and a Centre supervisor and the internship is seen as an opportunity for facilitated learning from practice. CRCE also offers in-house skills training to their interns. There are nine interns in 2006.

4.2 Teaching development practice at a non formal level

There are a number of HEI departments and centres or units which offer training at NQF level four and five. Most of these courses attract students who do not meet standard university entrance requirements, among them, state community development workers. Some of the courses serve as access programmes. A few of the courses attract degreed professional who lack the skills of working with communities.

Most importantly, these courses attract on the ground development practitioners, those who work alongside members of communities towards social change on a day to day basis. These courses also have much greater reach (see appendix 4 for the numbers of students registering for NQF level 4 & 5 courses in development) and consequently impact on how development is practised in South Africa.

For example:

- UNISA's Centre for Development Studies, linked to the Department of Development Studies, aims to promote a process of participatory, people-centred, sustainable development through the practice of Development Studies.

The Centre runs five courses at NQF level five. Of these, some have been designed for and funded by government and/or corporate clients.

For example:

- The Skills Programme for Community Development Workers was developed for and funded by SA Management & Development Institute (SAMDI) and the Department of Provincial and Local Government (DPLG). 650 community development workers participated in the course in 2005.

- The Programme for Development Practitioners was developed for World Vision. One hundred and twenty development practitioners from a range of fields, took part in this course in 2005. The practitioners typically had a professional degree, but lacked the skills of working with communities.
- University of Cape Town's DMSLU runs two short courses for state, community members and civil society organisations. The Disasters in Development Course aims to assist local government to come to grips with the new Disaster Management Act, which has a multi disciplinary, development approach to disaster management. The course lasts six days and has been attended by 30 participants. The Community Risk Assessment Course is an eight day course. Based on the PRA approach, participants are taught how to conduct participatory risk assessments and are required to spend two days in the field, developing a report with community members.
- University of Western Cape's School of Governance offers training programmes designed to support economic, social and political transformation, for state and civil society organisations on a demand driven basis.
- UNISA's Huguenot College, Department of Community Development offers two, one-year certificate programmes at NQF level four: (i) certificate in social auxiliary work and the (ii) national certificate in community development: HIV/AIDS support. Both programmes fall under the government's learnership initiative. The College trained 116 people in 2005, many of whom were state community development workers.
- University of Johannesburg's Department of Social Work offers a one year, NQF level four certificate in community development. The certificate includes coursework, taught two days a week, assignments, skill demonstration workshops, and field work placements, where students facilitate community groups. Fifty five students registered for this programme in 2006.
- The Tshwane University of Technology (TUT) Department of Agriculture offers a three year diploma in rural development and extension at the NQF level five. The third year of the diploma comprises a year long internship, usually served within a department of agriculture. Approximately twelve students register for the diploma each year and most go on to be employed by national and provincial departments of agriculture once graduated

4.3 Common obstacles and challenges to teaching development practice

i. Defining a development practice:

Some disciplines have an entrenched practice, others still have to articulate their practice – and all of them need to (re)examine how developmental their practice is.

ii. Lack of development understanding and/or skills among academic staff:

Most of the academic staff interviewed are not development practitioners, some have not been exposed to development at all. Others seem to have a deep understanding and practice. A range of staff is required in the design, implementation, supervision of students, monitoring, and evaluation of community engagement modules. It is a new requirement for many, and there is not enough experienced staff.

iii. Crafting a developmental way of teaching practice:

There is an expressed need to find ways of modelling developmental practice within teaching practice, in other words in crafting developmental ways of teaching practice.

iv. Drawing learning from experience:

A concrete example of the above, is a struggle among some participants to draw learning from experience, and to help students do the same. For example, students were required to keep a journal for the duration of their one year internship programme. The outline for this journal however, required only a recording of daily activities. No reflection, no self-reflection, no story telling, no analysis. There is a need to develop teaching methods beyond experiential immersion without necessarily using clinical supervision methods.

v. The search for tools

In the absence of a development practice, it is easy to resort to the 'tools of the trade'. These are the frameworks and exercises, easy to describe step by step, easy to learn, but not always developmental in and of themselves. Two tools taught in a number of the programmes included in this survey are the zopp and logframe analysis. Both of these derive from military planning models, both are favoured by measurable results driven northern donors. Both are considered highly questionable by many development practitioners in terms of their appropriateness to development.

vi. Programme modality:

Distance learning programmes face the difficulty of not seeing students regularly, or at all. Many (but not all) of the distance learning programmes, include contact teaching blocks and or skills workshops, and or supervision.

vii. Programme structure:

Most of the post graduate programmes are run part time in order to

accommodate employed students, and have to compete with work pressure and demands. Many of these programmes encourage students to conduct their internship and/or research projects at their place of employment.

viii. A lack of developmental organisations prepared to host students

Students cannot be let loose in communities. A synergy between academic institutions, community based organisations and other civil society organisations is needed to give (the aim of) service learning, or any other form of community engagement, a chance of success. Some of the participants have found it difficult to find willing partners. This may be because of the extra workload it places on organisations, or because the academics themselves are ill placed to connect into NGO/CBO networks.

5. Conclusion

Development practitioner training is on the up. Despite no baseline study for an accurate comparison, it would appear that more and more academic programmes are teaching development practice. This may be because of the following reasons:

- the profession of development practitioners is emerging and formalising;
- community service is being integrated into all HEI teaching, learning and research;
- the growing popularity of the notion of engaged scholarship.

Development practice of some sort is taught where there is some form of community engagement. However not all forms of practice are developmental. Whether part of more established professional, practice based programmes (such as social work) or the more recent community engagement initiatives (such as service learning), all of them have the potential to be developmental. CDRA has a particular interest in the fields of practice which include community development interventions, whether through internships, research or service learning.

It has become clear that there is a great need to build a developmental discipline and practice. Theory abounds, but practice lags behind. And so, the theory of practice lags too. Here lies a challenge for those who wish to incorporate practice, experience and service into their teaching: Without a corresponding increase and densification of thinking about practice, practice itself will remain the domain of academic activists and an onerous obligation for others. Without actually becoming central, practice will remain on the outskirts of tertiary priorities

CDRA is committed to building a challenging, rigorous and disciplined approach to developmental practice and ways of supporting that practice. As a Centre for Developmental Practice, our intention is to share our work more widely, to disseminate and promote our approach, share resources, promote and support development practice as an emerging profession and to provide opportunity for learning and discourse. We would welcome engaging with you in this challenge.

Appendix 1: Formal qualifications available for development practitioners

<i>Degree</i>	<i>Institution</i>	<i>No of students</i>	<i>Typical employers</i>
Masters in Development	UL	40	Government, education, CBOs, NGOs
Masters in Development Studies (Mphil)	UCT, US, UNISA, UKZN, UOFS, NMMU	318	Government (social development, land, DWAF), private sector, NGOs, international aid agencies
Masters in Community Development	UKZN, UNISA	30	Government; local, public works, land, DWAF, health, NGOs
Honours in Community Development	UKZN	30	Government, NGOs
Bachelors of Community and Development Studies	UKZN	32	
Bachelors of Community Development	Huguenot College		Government, NGOs
Diploma in Social Development	Huguenot College	203 ¹²	Government, NGOs
Masters in Agriculture (MAgric)	UKZN, UL	24	Government,
Honours in Agriculture	UKZN	12	Government
Bachelors in Agriculture (BAgric)	UKZN	5	Provincial and local government
Masters in Social Work: development stream	UCT, UKZN, UJ, NMMU	25	Government, NGOs, international aid agencies
Honours in Social Work: development stream	UCT, UKZN, UJ, UNISA, NMMU	15 +	Government, NGOs, international aid agencies
Masters in Land & Agrarian	UWC	17	Government; DWAF, Land, municipalities,

¹² This is the combined figure is for both the diploma in social development & degree in community development offered by Huguenot College

<i>Degree</i>	<i>Institution</i>	<i>No of students</i>	<i>Typical employers</i>
Reform (Mphil)			land claims court, NGOs
Postgraduate diploma in Land & Agrarian Reform	UWC	11	Government; DWAF, Land, municipalities, land claims court, NGOs
Masters in Education (MEd or Mphil)	UCT	20	Trade unions, NGOs, CBOs, government, private sector
Advanced Certificate in Adult Education	UCT, UWC	82	Trade unions, NGOs, CBOs, government, private sector
Masters in Clinical Psychology & Community Counselling	US	10	
Honours in Clinical Psychology & Community Counselling	US	80	
Masters in Community Rehabilitation	US	15	HEI, government, private practice
Masters in Public Health	UP	40	International aid agencies, government, NGOs
Honours in Occupational Therapy	UCT	55	Government community posts
Honours in Physiotherapy	UCT	65	Private practice
Honours & masters in Disaster Risk Science	UCT	11	Government, NGOs, international NGOs

Appendix 2: Non formal qualifications available to development practitioners

<i>Qualification</i>	<i>NQF level</i>	<i>Institution</i>	<i>Number of students</i>	<i>Typical employers</i>
Certificate in Community Development: HIV/AIDS Support	4	Huguenot College		Government
Certificate in Social Auxiliary Work	4	Huguenot College	116 ¹³	Government
Certificate in People Centred Community Development	4	UNISA (Swk)	20	Government (public works), NGOs, CBOs
Certificate in Community Development	4	UJ	55	NGOs, CBOs, government
Skills programme for community development workers	5	UNISA (CDS)	650	Government
Course in community capacity building	5	UNISA (CDS)	-	
Programme in community based development	5	UNISA (CDS)	70	
Programme in	5	UNISA (CDS)	120	Corporates: World Vision, Kellogs

¹³ This figure is for both Huguenot College certificate courses

<i>Qualification</i>	<i>NQF level</i>	<i>Institution</i>	<i>Number of students</i>	<i>Typical employers</i>
development for development practitioners				
Programme in participatory rural appraisal	5	UNISA (CDS)	-	
Diploma in Rural Development and Extension	5	TUT	12	National & provincial dept of agriculture, private sector
Diploma in Higher Education	5	UCT, UWC	43+	Trade Unions, NGOs, private sector
Disasters in Development	-	UCT	30	Local government
Community Risk Assessment	-	UCT	20	NGOs, CBOs, Local government