

South African Research Chair in Community, Adult and Worker Education

Masters and PhD bursaries and Postdoctoral fellowships 2019

Applications are invited for Masters and PhD bursaries and Postdoctoral fellowships in the core areas of community, adult and worker education and training (CAWE) relating particularly to: sustainable development and alternative livelihoods including co-ops, solidarity economy and climate change jobs; the world of work, society and education including issues of racism, gender, decolonisation and globalisation; social movements/worker organisations, social justice and the production of knowledge; Community Education and Training Colleges and other Post School Education and Training (PSET) institutions; marginalised communities and education and training; ICT, digital learning, 4IR and the impact of PSET on addressing unemployment, poverty and inequality.

This initiative is funded through the DHET-DST/NRF SARCHI initiative recently awarded to Professor Salim Vally from the University of Johannesburg. The Chair draws on the work of the Centre for Education Rights and Transformation (CERT) and the Centre for Integrated Post-School Education and Training (CIPSET) located at the University of Johannesburg and Nelson Mandela University respectively.

The Chair is interdisciplinary and welcomes applicants with distinguished academic and professional records from different disciplines. Students will be registered either at University of Johannesburg or Nelson Mandela University depending on their research focus and location. The yearly values of the bursaries and fellowships are: Masters R70 000; PhDs R100 000; Postdoctoral fellowships R200 000. The Chair will assist applicants to acquire further financial support. The Chair is committed to processes of equity, decolonisation and transformation.

CLOSING DATE ■ 28 March 2019.

Applications should be sent via email to katlegot@uj.ac.za



National
Research
Foundation





Application requirements

All applicants (Masters, Doctoral and Postdoctoral fellows) should submit the following documentation:

- A motivation letter which should explain the applicant's interest in applying to the Chair;
- Full transcripts of academic record and certified copies of degree certificates;
- Full Curriculum Vitae including a list of research publications, conference papers and other outputs;
- A copy of an ID document or passport;
- Reference letters from two academic referees;
- A two-page summary of your proposed research. Post-doctoral research fellows should also include a two-page summary of their past and future research with a proposed publication plan to be undertaken in the first year of the fellowship;
- Prospective postdoctoral fellows should have obtained their doctorates in the past five years. Should the Doctoral degree certificate not be available yet, a formal letter from the previous university confirming completion of the degree is required.

Duration and Obligations

- Masters bursars will receive R70 000 per annum for two years and are expected to submit their dissertation within 18 months.
- Doctoral bursars will receive R100,000 per annum for a period of three years and they are expected to submit their dissertation in this period.
- The post-doctoral research fellowship of R200 000 is available for one year, with the prospect of renewal based on satisfactory performance.

The Chair will assist applicants to acquire further financial support.

The Chair will build an active, intellectually stimulating, collective and supportive community of researchers and it will host regular internal seminars, reading groups, writing retreats, scholarly forums, workshops and conferences. Interaction with social movements, trade unions, community organisations, non-governmental organisations and public institutions and individuals involved in community, adult and worker education will be encouraged. The Chair will offer close supervision in order to develop innovative research proposals, support for students in their fieldwork, in the production of quality dissertations and will through the support of experienced staff, research associates and visiting professors, enhance postgraduate students' ability to write academic papers and journal articles.

Postdoctoral fellows are obliged to produce research outputs; assist and mentor doctoral students admitted to the Chair; co-organise doctoral seminars and other academic interventions for postgraduate students and present at relevant local and international conferences.





Research Objectives and Research Focus Areas

The overall objective of the Chair's research programme is to understand the role and purposes of community, adult and worker education (CAWE) for progressive social change in an era of unprecedented economic, social and ecological crises. The Chair's research will speak to the broader purposes of education and training, not reduced to narrow economic ends or contingent on the labour market requirements of business or solely on its 'entrepreneurial' role.

The objectives of the Chair are based on the assumption that the value and purpose of education and training is much more expansive - linked to a rich tradition of praxis based on social justice, transformation and democratic citizenship, joy through capturing human imaginations and unleashing its creativity for a more humane and compassionate society. Thus, these objectives allow for addressing the entire nexus of issues in which education is one strand in the tapestry of economic, political, social and ecological policies and practices in the context of social forces that constitute classed, racialised and gendered lives.

The Chair will value research based on the development of transdisciplinary, collaborative, co-constructed and engaged scholarship and its appropriate methods and strategies. Research areas will include: Pedagogies for community education and training including the community-school nexus, adult education, worker education and their relationship to skills for sustainable livelihoods and socially useful work; youth unemployment; society and work; solidarity economy; climate change and education, training and employment, the green economy and marginalised and migrant communities.

The research will:

- Support the development of the appropriate education and learning strategies, policies and practices in response to the challenges faced by marginalised communities, workers and the unemployed.
 - Support the endeavours and activities of such communities to develop forms of work and alternative livelihoods that would serve the best material and other interests of these communities and society.
 - Develop appropriate forms of scholarship and praxis useful for such communities and their knowledges through the process of socially engaged and participatory research and development.
 - Strengthen the relationship between public education and training institutions especially Community Education and Training (CET) centres/ colleges, universities and Technical and Vocational Education and Training (TVET) institutions and communities through the process of research and praxis.
 - Engage with decision makers about the nature and implications of such research with a view to influence the processes of informed policy making.
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Research areas

Masters, Doctoral and Post-Doctoral Fellows together with colleagues associated with the Chair will participate in a research programme which might relate to the following areas:

- Research that will seek to understand and clarify historical and contemporary approaches to CAWE, through the evolution of its theories, concepts and practices; both for their past forms and uses, and their potential contemporary and future value. This research will be guided by South Africa's rich history of community, adult and worker education (CAWE) and the praxis of CAWE globally. Theorists relevant to these issues including decolonial and feminist scholars will inform our work.
 - Research that will deepen our understanding of the actual forms of work and the knowledge and skills associated with the livelihood activities of urban and rural poor and marginalised communities. These activities include individual and social forms of work and livelihood generation which are characterised as subsistence and marginal, individual and survivalist, cooperative, solidaristic and collective, unpaid and care giving, voluntary and charitable. Such research would be based on the development of collaborative, co-constructed and engaged scholarship and its appropriate methods and strategies in such communities.
 - Research exploring the degradation, development and future of work and how social constructs like gender, 'race' and nationality influence the development of oppressive and exploitative relationships globally and nationally and entrench inequality, including the implications of these for community, adult and worker education and organisation.
 - Comparative research focusing on the role, purposes and value of CAWE, work and learning in the context of the complex socio-economic, environmental and political changes affecting South Africa and other countries of the South. This research will focus on strategies developed by poor and marginalised urban and rural communities with a view to understand alternative forms of work and learning in the quest for democratic social transformation.
 - Critical research on digital learning in community, adult and worker education and the impact of technology, ICT, robotisation, machine learning and the so-called 4th Industrial Revolution on unemployment and inequality.
 - Research that will deepen our understanding of the relationship between education, learning and knowledge on the one hand, and work, precarious employment and livelihoods on the other.
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- Research to deepen our understanding of the best methods for engaging with the pedagogical approaches, strategies and practices for knowledge, learning and capability development in the identified communities. This would include an examination of the socio-linguistic challenges of knowledge development, education and learning in such communities.
 - Research focused on social movements and the production of knowledge through their engagements with working class, migrant, rural and poor communities. Research about the knowledge, education and learning attributes of such social movements. This research will also examine how issues relating to gender, racism, decolonisation and power are approached in these organisations, especially as these relate to democracy and social justice.
 - Research to examine innovative and alternative strategies linking knowledge, learning and work in the context of high levels of unemployment (particularly amongst youth), poverty and inequality. These would require a comparative study of the strategies developed by poor and marginalised urban and rural communities in contexts similar to South Africa with a view to learning what alternative forms of work and learning exist and their uses for social and economic development.
 - Research about the contemporary forms of worker education, their curricula purposes and aims, methods, pedagogies, strengths and weaknesses their efficacy for the development of democratic trade unions and other worker organisations and their educational strategies towards the goals of social transformation.
 - Research about schools as the centre for community education and learning, public libraries and reading clubs in communities.
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