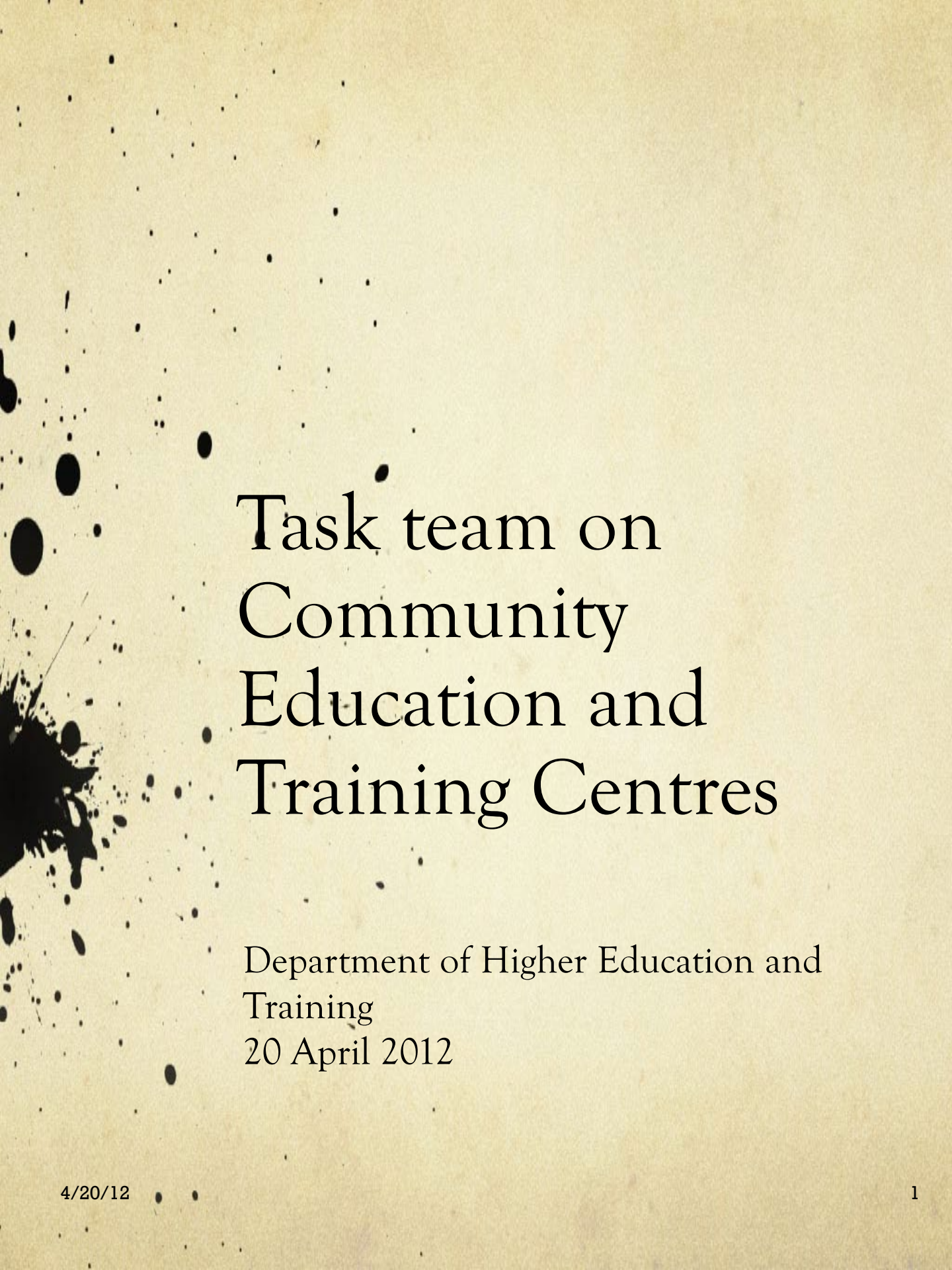




Task team on Community Education and Training Centres

Department of Higher Education and
Training
20 April 2012

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BACKGROUND

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4/20/12

CETC Terms of reference

- To investigate and recommend an alternative and more effective institutional form for addressing the needs of adults and out-of-school youth.
- Conceptualise a workable institutional mode that is distinct and unique, with consideration to the following factors:
 - Ethos and mission of the institution
 - Diversity of programme offerings
 - Strong articulation with existing institutions
 - Service to community, business and industry
 - Life-long learning opportunities

CETC Task team members

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Methodology

- National and international literature reviews
- Community research in 3 provinces
- Submissions and inputs by invitation
- Foundation policy, laws and reports:
2008 DoE report on Adult literacy and
DHET 2009 report on Out of school
youth.

Landscape

- Transformation of the Post school policy and institutional environment over last 18 years:
 - NQF – a new education and training pathway model, three bands (GET, FET and HE) and with exit qualifications.
 - Transformation of institutional landscape: consolidation and merger of colleges and universities; new skills institutions (SETAs and NSA).
- Adult basic education: eradication of adult literacy and improving skills of labour force
 - Literacy campaigns
 - Formalisation of ABET within NQF and PALCs
 - National Skills development strategy
 - Training in Special Employment Programmes – EPWP, DSD, DoL, etc
 - Non-formal and popular education programmes by NPO sector

Landscape (2)

- Youth education and training
 - Out of school youth reports (1993 and 1995), need for second chance opportunities (youth colleges, national youth service, training for unemployed)
 - UYF/NYC/NYDA, FET Colleges, NSF training, Special Employment Programmes
 - Non-formal and popular education programmes by NPO sector

Post-2009 consolidation and review

- Split into DBE and DHET, transfer of Skills development to DHET: Post school education and training under one roof, new possibility for integration of education and training
 - Post School Green Paper, 2012
 - Review of NQF
 - NSDSIII and SETA consolidation
 - Ongoing process to consolidate FET Colleges
 - Review of adult and youth education

Problem statement

There were no schools at all in some of our villages and small places where we come from. In other places there were only primary schools up to Std 1. After passing Std. 1, we would have to go and attend schools far away. Then transport becomes a problem and money too. (A literacy learner quoted in "Never too old to learn", Learn and Teach/ELP/LACOM, 1991)

The majority of young people will leave school at the end of the compulsory period. Precisely where these young people will go is a serious economic and political question which has major implications for the future ET system...Therefore, the majority of young people, along with the millions of others who were denied the opportunity to complete schooling, have needs beyond those traditionally catered for by the general education system. (Bird and Elliot, 1993:6)

Problem statement

- Despite achievements: “the system continues to produce and reproduce gender, class, racial and other inequalities with regard to access to educational opportunities and success.” (Green Paper)
- Adults and young people not in formal workplaces and educational institutions particularly disadvantaged
 - 12 million adults with less than Grade 9 education
 - 3 million young men and women 18-24 not in employment, education or training (NEETs)

Problem statement (2)

- Intergenerational solidarity: focus post 1994 on schooling, ABET less than 0.2% of education budget, minimal focus on NEET (once off R1 billion to form UYF, underfunding of the NYSI)
- Large part of period education and training expansion in context of fiscal restraint – education expenditure static till around 2005/2006

Role of education and training

- Education as a human right and human capital approaches: ebbs and flow of investment in education over last four decades
- Current consensus – education and training critical to national development:

Education and training and innovation are critical to South Africa's long-term development. They are core elements in eliminating poverty and reducing inequality, and the foundations of an equal society. Education empowers people to define their identity, take control of their lives, raise healthy families, take part confidently in developing a just society, and play an effective role in the (development) and governance of their communities.

Learning needs of adults

- 2008 Report on Adult education: are the majority of them women, where do they live, what skills and interests do they have, are they mostly young people who have dropped out of school and are looking for a 'second chance' to complete school, are they mid-career people who want their prior learning and experience to be recognised that will give them access to education, do they want or need a qualification or are they interested in learning for other reasons?

Learning needs of adults (2)

- Working definition of adult learners 15-55 years:
 - Young people dropping below 15 years dropping out
 - Responsibilities, experience of older adults, learning needs
- Range of learning needs
 - broad general education (literacy and up to ABET 4),
 - vocational and skills development, including RPL and flexible needs programmes.
 - Community and popular education
 - SMEs, cooperatives and sustainable livelihood skills

UNESCO Adult education definition

“...the entire body of organised educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities enrich their knowledge, improve their technical and professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development ...adult education, however, must not be considered an entity in itself, it is a sub-division, and an integral part of, a global scheme for life-long education and learning.” (From the Recommendation on the Development of Adult Education, UNESCO, 1976 p.2, quoted in Aitchison, 2012:5)

Learning needs of youth

- Focus, young people not in employment, education or training (NEETs), in particular 18-24 years
- Youth Labour market: high rates of unemployment in age group, 3 times adult unemployment rate, labour market particularly harsh to new entrants, 500 000 every year added to labour market, fewer job opportunities for low skilled labour, discrimination against youth.
- 3 million NEETs:
 - +1 million: primary school and less than Grade 10
 - +1 million with Grade 10 but less than Matric,
 - +700 000 young people with Matric

Learning needs of youth

Youth labour market interventions

- Economic policy to raise aggregate demand for labour and wage employment;
- Promoting self-employment and entrepreneurship;
- Education, training and skills development;
- Education and training/school to work linkages and labour market information
- Special employment programmes (e.g. public works or youth service programmes);
- Promoting youth employment (learnerships, youth service to address experience gap, youth wage subsidies, etc).
- South Africa: youth quotas in EPWP; National Youth Service; self-employment and entrepreneurial programmes through NYDA and the DTI small business agencies; National Treasury youth wage subsidy.

Youth Learning needs (3)

- Two categories of education and training interventions:
 - Quality of school system, reduce school drop out
 - Skills relevant to the labour market and with greater ability to adapt to societal, technological and economic change

More specifically: ensure as many young people complete secondary education, retain in learning till age 24 years

- Second chance opportunities
- Flexible learning pathways at home institutions, programmes of interest and suitable delivery mechanisms.

Current learning provisions

- Four institution types:
 - Private and Public Adult Learning Centres,
 - Public and private FET colleges,
 - Public and private higher education institutions; and
 - Not-for-profit organisations and Multi-Purpose Community Centres.
- Two other supplementary institution types (funding, some own programmes)
 - SETAs
 - NYDA

Current institutional capacity

- Combined around 1.8-2 million non-workplace learning opportunities, demand and need five times this figure.
- Poor articulation across the entire post school system, despite NQF
- Role that non-formal and popular education can play in building social cohesion and social capital.
- Too little differentiation, too few flexible pathways, rigidity in offerings (part or full-time), including a quality GETC and post-NQF 4 qualifications and programme offerings.
- Rigidities, access, articulation issues in current ABET approach and curriculum
- Programmes in learning for self-improvement, or cultural and community development.
- FET college sector 'second chance' track record for youth
- Geographic spread of Postschool institutions

Post school Green Paper vision

- Vision: a single, coherent, differentiated and highly articulated system....
expanded access, equity, innovation and excellence.
- *Post-school education and training:* “all education and training for people who have left school as well as those who have never been to school.”
- Includes adult and continuing education, further education and training, skills development and higher education
- Both formal and non-formal settings.

Expanded access – vision for 2030

	DHET headcount enrollment target	NPC headcount enrollment target
Universities	1,500 000	1,600 000
FET colleges and CETCs	4,000 000	*2,250 000

* 1,250 000 in FET colleges and 1,000 000 in CETCs

GP implications for youth and adult education

1. Expansion of the Post school system: funding and appetite for new institutions
2. Bolder vision: differentiated colleges sector
3. Responses to NEET issue
4. Private and non-formal provision
5. Sequencing: consolidation, expansion, differentiation

Task team institutional proposal

Assumptions

- Global context
 - Literate and better educated adults and youth improve life chances, standards of living and social and community role
 - Education contribution to social mobility, cohesion and equality
 - Economic, technology and social trends globally towards more skilled societies and work force, prime on post-secondary education
 - Fast-changing world, not only young but all adults
- SA specifics
 - More youngsters stay longer in education
 - Changes in labour market – egg shape
 - Demographic shifts – youth bulge
 - Adult education and lost generations of yesteryear
 - Historic legacy of under-investment

Target groups

Age range	Education levels	Learning needs
Adults 25-65 years	Illiterate < Gr 7 < Gr 9	Adult literacy, GETC, vocational programmes, development and community programmes, SME, cooperatives and livelihood training, LMI information, RPL
Adults 25-65 years	Gr 10 and more	NASCA, vocational and occupational programmes, colleges and university bridging. development and community programmes, SME, cooperatives and livelihood training, LMI information, RPL.

Target groups

Age range	Education levels	Learning needs
Below 15 years	Drop-out before completing primary and high school	Second chance, remedial high school, life skills and vocational: DBE technical schools
16-18 years	Primary or less Secondary, <G10 Grade 10 < Gr12	Literacy, GETC and full-time NC(V); life skills, vocational programmes, employability and technology skills
18-24 years	< primary Secondary <Gr10 Gr10 < Gr 12	Second chance: GETC, NC(V), NASCA, vocational programmes, NYS and entrepreneurial, life and citizen skills, employability and technology skills
	Weak Matric passes	Vocational, worked base or occupational programmes: N courses, bridging programmes to apprenticeships and learnerships. NYDA National Youth Service and entrepreneurial programmes. College and university bridging programmes; life and citizen skills, employability and technology skills

A distinct, unique model?

- A network rather than single 'new' institution, integral part of the Post school system
- Two components
 - COMMUNITY LEARNING CENTRES:
 - CLCs,
 - Kha Ri Gude Learning network
 - Institute for Adult, youth and community learning
 - DIFFERENTIATED COLLEGES:
 - Community colleges
 - Vocational education colleges and Colleges of Technology
 - Single purpose colleges

Open, distance and e-learning components
in all of these institutions.

NQF level	Institution	Mission	Programme
L 1-3	Community Learning Centres	First and second chance literacy and vocational	ABET, soft vocational skills, GETC, NASCA, some CLCs focus on hard vocational skills and NCV, community and non-formal education, Kha Ri Gude learning network programmes.
	Kha Ri Gude Learning network	Literacy and public education	Literacy, public and community education
	Adult and Community Learning Institute	Develop and support literacy, community and public learning	

NQF level	Institution	Mission	Programme
L 4-5	Community colleges	First, second chance Matric. Vocational and occupational programs.	NASCA, NC(V), soft vocational skills, social learnership, para-professional programs, university bridging
	VET colleges and Colleges of Technology	Mid level vocational and artisan skills. Bridging programs to University of Technology	Vocational artisan, NATED, expanded NQF 4-5 offerings, bridging programs and foundation technical diplomas
	Single purpose colleges	Particular development or sectoral or local need	Certificates, diplomas in specialisation areas.
	SA Institute VCE	Development of differentiated colleges sector	

Options

- Option 1: develop two distinct institutional forms – CLC sector and Colleges sector
- Option 2: Community learning centres as a component of Community Colleges.

OTHER ISSUES

- Phasing in the model
- Institutional development and capacity
- Governance issues
- Legal and policy framework
- Funding
- Linkages and articulation

Next steps

- **By end April 2012 (End of Task team mandate)**
 - Some preliminary consensus around the model and options.
 - Phasing proposals, including identification of initial institutions
 - Detailed proposals around governance, funding, capacity building, infrastructure, etc.

- **Beyond April (4-6 months?)**
 - Incorporated consensus proposals into Green and White paper process
 - Legal framework
 - Conducting detailed Institutional model Feasibility study

Questions and Inputs

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