



higher education
& training

Department:
Higher Education
REPUBLIC OF SOUTH AFRICA

BRANCH: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

TURNAROUND STRATEGY ADULT EDUCATION AND TRAINING (AET)

CONTENTS

1. **DEFINITIONS**
2. **PURPOSE OF TURNAROUND STRATEGY**
3. **PROBLEM STATEMENT**
4. **KEY GOALS FOR TURNING THE SYSTEM AROUND**
5. **IMPLEMENTATION PLAN**
6. **WAY FORWARD AND CONCLUSION**

INTRODUCTION

Definitions

Turn around:

- ☐ turn abruptly and face the other way
- ☐ change orientation or direction
- ☐ improve dramatically
- ☐ improve significantly/ go from bad to worse
- ☐ ameliorate/ get better

Turnaround

- ☐ The financial recovery of a company that has been performing poorly for an extended time.
- ☐ A rapid change of corporate strategy that is needed to deal with issues such as falling profitability

Why do a Turnaround?

- ☐ To save troubled organizations and returns them to solvency
- ☐ To help organizations which are struggling, in trouble – lot of trouble and in distressed situations.



PURPOSE OF THE MEETING

How do we do TURNAROUND Turnaround Management

Process:

- ❑ **Analysis** - root failure causes, SWOT - why – findings and recommendations
- ❑ **Planning** – detail corrective action plan; roles and responsibilities
- ❑ **Implementation** – corrective action plans, long term strategic plan and restructuring plan
- ❑ **Audit and Review** - continually review progress, corrective action plans, objectives met, lessons learnt and transfer of knowledge

Purpose of the strategy

This strategy is developed to overhaul the current AET system by proposing plans, measures and processes to fulfill the vision of the Department of Higher Education and Training, namely:

A South Africa in which we have a differentiated and fully inclusive post-school system that allows all South Africans to access and succeed in relevant post-school education and training, in order to fulfill the economic and social goals of participation in an inclusive economy and society.

Problem Statement

Access to education

- Current actual reach is limited - 300 000 annually for all AET levels
- 2 million youths between 18-24 years old are potential candidates for AET
- The current AET programme has not been able to contribute meaningfully and significantly to the right to adult basic education.
- Access and success in the programme is low and the quality of the programme is in doubt.
- More concerning is the lack of impact of the programme with regards to issues around skills development, poverty alleviation and unemployment.

Problem Statement continued

Institutional landscape

- More than 85% of the centres are located in school facilities
 - some using only specified classes whilst others are using empty school buildings.
- Most adult learners find the institutions restrictive in that adult learners in most cases can only access education in the afternoon
- Resources used are not adequate, accessible or even suitable for use by adult learners.

Problem Statement continued

Qualifications and Curriculum

- Formal programmes – a predominant form of provision for AET
- Skills and non-formal programmes is limited.
- According to the Draft Exams report 2011, a total of 39 856 adult learners wrote the full GETC-ABET level 4 qualification during November 2011.
- 13 924 successfully completed the qualification. The national certification rate of the candidates was 34.9%.
- The number of adults obtaining full qualifications is low. The challenges of the exam system around the combination of subjects for learners to acquire a qualification exacerbates the situation.

Problem Statement continued

Funding

- Funding for adult education has consistently attracted a great deal of attention as being inadequate.
- Evidence suggests that on average 1 percent of combined education expenditure by national and provincial departments goes to adult education and this varies by province with some spending more than 1 percent of their budgets while others spend as low as 0.3 percent.
- The under-investment has implications for the meeting the potential demand for adult education and training.
- The lack of implementation of the Norms and Standards for Funding Adult Learning Centres (NSF-ALC) has exacerbated the situation as funding continues to be unpredictable and not always utilized for AET purposes.

Problem Statement continued

Management and Governance

- With the exception of the Gauteng Province, no full-time management exists in public adult learning centres. In the North West Province, only two centres have full time principals and staff. This has proved to be a major weakness as institutional functioning is always sub-optimal.
- The absence of systems and structures for proper management are not in place as evidenced by the piloting of the Norms and Standards for Funding Adult Learning Centres.
- The governance model in AET has been inadequate due to the non-establishment of the National Board for AET.
- Stakeholder engagement tends to be ad-hoc and reactive. This does not engender a sustained relationship with AET stakeholders.
- At institutional level, the governance model is inappropriate as it does not allow for external oversight.

Problem Statement continued

Management and Governance

- The centre governing bodies are composed by internal stakeholders (educators, learners, centre managers) and only allow for co-option of other stakeholders on the behest of the said internal stakeholders.

Key goals for turning the system around

The following goals have been identified as the key drivers in order to rebuild and improve the provision of adult education in a more responsive, effective and efficient way.

Goal 1: Legislation and regulations to facilitate the implementation of the FET Amendment Bill, 2012pp

- 1.1 To develop capacity on the VCET
- 1.2 To develop policy on Community Colleges
- 1.3 To develop/ amend norms and standards on what constitute a community College
- 1.4 To develop criteria for converting PALCs into fully fledged Community Colleges
- 1.5 To establish structures for governance including the quality, efficiency and accountability of the Community Education and Training Centres

Key goals for turning the system around, continued

Goal 2: Improve the quality of provision in the adult learning sector

2.1 To develop curriculum policy

2.2. Information dissemination, orientation and training in the AET curriculum

2.3 To develop/ amend norms and standards on what constitute a community College

2.4 Catalogue of learning and Learning Support Material

2.5 Support for learning and Learning Support Materials Development

Key goals for turning the system around, continued

Goal 3: Institutional Infrastructure

- 3.1 National audit and register of current adult learning centres
- 3.2 Link with DPW on their immovable register of assets
- 3.3 Upgrading registered learning centres into fully recognised Community Colleges
- 3.4 Instituting governing structures at all centres in the first cycle

Key goals for turning the system around, continued

Goal 4: Human Resource Management and Development

- 4.1 National audit of qualifications and personnel
- 4.2 Finalize standardized conditions of service
- 4.3 Develop appropriate career pathways
- 4.4 Qualifications and standards development for AET educators
- 4.5 Audit and register of training providers and programmes for AET educators
- 4.6 Co-ordinate the development of training packages for AET educators, managers and staff

Key goals for turning the system around, continued

Goal 5: Establishing appropriate funding framework for Community Colleges

5.1 Development of a funding framework for Community Colleges

5.2 Amendment of criteria for funding of programmes through NSFAS

5.3 Develop appropriate criteria and guidelines for SETA and NSFAS support

Key goals for turning the system around, continued

Goal 6: Establishing co-ordinating structures

6.1 Utilization of existing stakeholder structures

6.2 Development of a governance framework for Community Colleges

6.3 Consideration of current governance models in FET Colleges

Implementation Plan

NB: Refer to Word document

Way-forward

Refinement of the Turnaround Strategy

Activities:

- **Input** : Stakeholders
- **Final draft** : DHET
- **Submit for approval** : DHET
- **Implement Strategy** : PEDs
- **Monitor Strategy** : DHET

Way-forward

Commissions

Commission 1: Legislation, Regulations and Funding

Commission 2: Curriculum and Qualifications

Commission 3: Human Resource Management

Commission 4: Management, Governance and Infrastructure