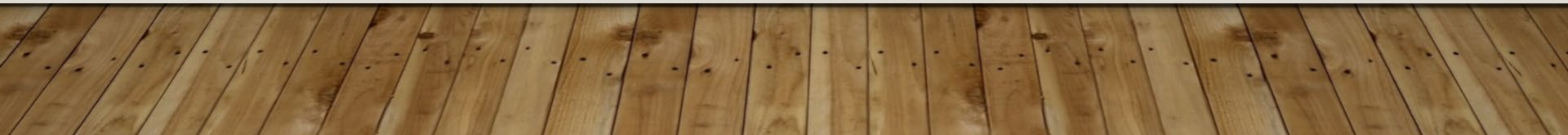


EDUCATION

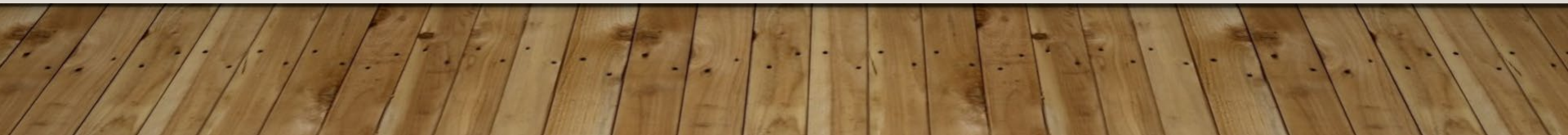
Where do we come from?

What are we?

Where are we going?



Where do we come from?



The South African context

Local

- Ongoing educational catastrophe (new concern about Foundation level failures feeding into adult functional illiteracy)
- Decimation of adult education capacity since mid-1990s
- A real attempt at scale in Masifundisani and Kha Ri Gude literacy campaigns but no follow through
- The White Paper's new community college policy but no real plan or money
- The “function shift” decisions
- The ongoing process

Schooling's four binding constraints

1. Weak institutional functionality
2. Undue union influence
3. Weak teacher content knowledge and pedagogical skill
4. Wasted learning time

Lack of accountability and a lack of support interact with each other.

Result is extremely weak educational outcomes.

The most alarming - children fail to learn to read fluently and with comprehension in the home language in the Foundation Phase.

IDENTIFYING **BINDING CONSTRAINTS** IN EDUCATION

Servaas van der Berg, Nicholas Spaull,
Gabrielle Wills, Martin Gustafsson & Janeli Kotzé



TEACHING READING (and WRITING) in the FOUNDATION PHASE

A CONCEPT NOTE

Elizabeth Pretorius (UNISA); Mary-Jane Jackson (Fort Hare University);
Veronica McKay (UNISA); Sarah Murray (Rhodes University);
Nic Spaull (Stellenbosch University)



RESEP
Research on Economic Policy

ZENEX
FOUNDATION



International

- Standardisation and modularisation
- Lifelong learning rhetoric
- Cost recovery
- From adult education to human resource development
(from human liberation to work skills)
- Lack of investment in low level jobs

Fees must fall

Little likelihood of more money for adult education of the poor when the money is prioritised for the aspirant bureaucratic bourgeoisie who feel entitled to a free university education:

- “Just like Blade Nzimande is sitting on a number of qualifications, we too want to study and become Ministers. But we can only do that if we get free, quality education.”
- “The student protests ... demands ... amounted to reprioritising spending (a small but not insignificant fraction of the national budget) from the poor to the elite, to assist the children of the petit bourgeois to get jobs to serve the bourgeoisie.”

Youth – out of shape!

Is there an
elephant in
the room?

University students
1 037 0880

Public 969 155
Private 67 933

College students
781 378

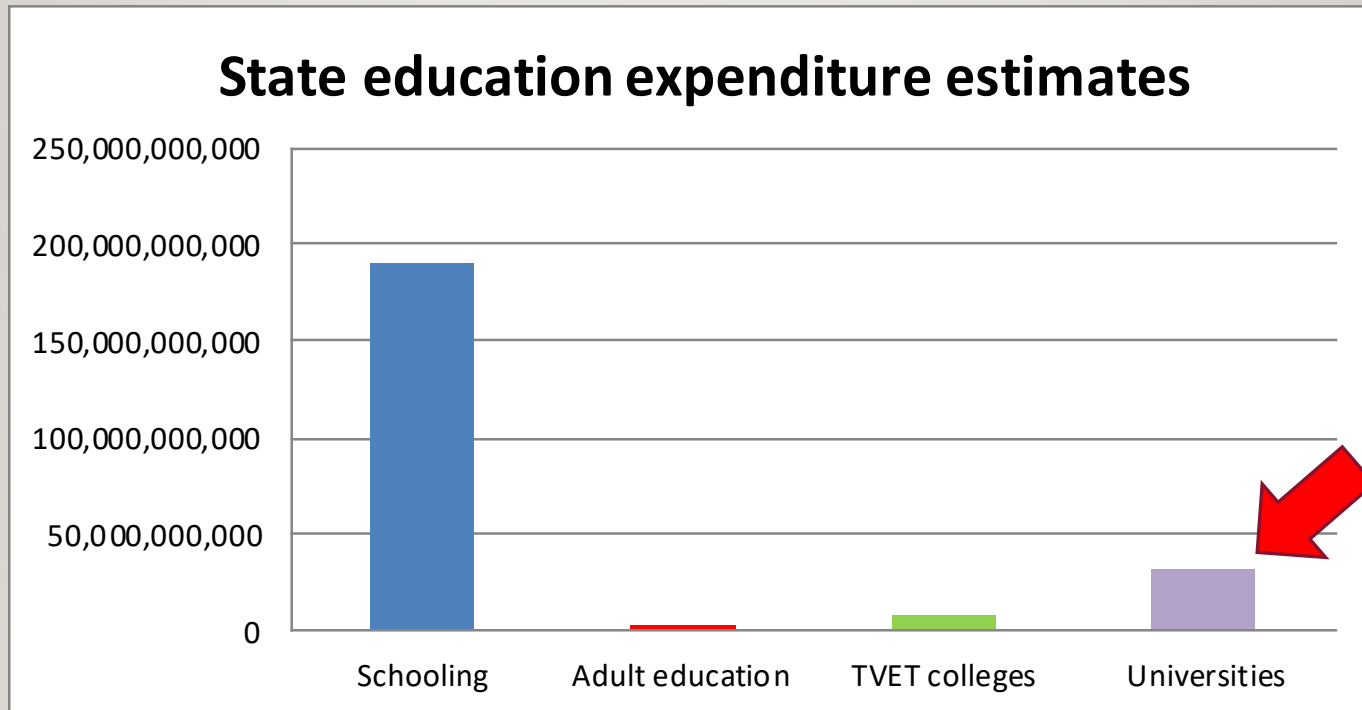
Public 702 383
Private 78 995

Adult education &
Training students
270 181

Public 262 621
Private 7 560

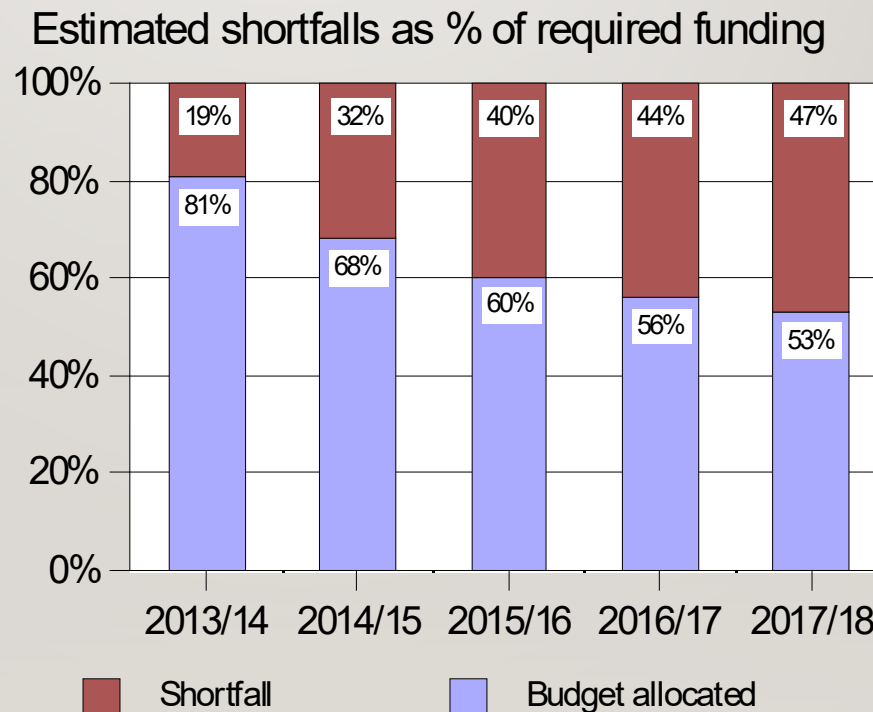
Not in Education, Employment, or Training
[18 to 24 year olds]
3 001 000

We want (**DEMAND**) more!



KZN TVET Colleges

KwaZulu-Natal
NCV 45,667
NI-N3 2,005
N4-N6 9,485
All 57,156
R 969 192 000
R 16 957
-R 3 827



KZN Public Adult Learning Centres

- 2014
- ABET 1 2 628
- ABET 2 3 241
- ABET 3 4 758
- ABET 4 13 533
- SC 1 701 [cf Gauteng 62 837]
- Skills 2 773

What are we?

A NEW HOPE?

- Remnants of innovation (NFE still trying hard)
- Revivification (Can a dysfunctional sector be revived by Pretoria?) – the new policies on Community Colleges

Where are we going?

COMMUNITY COLLEGES

THE VISION

Déjà vu

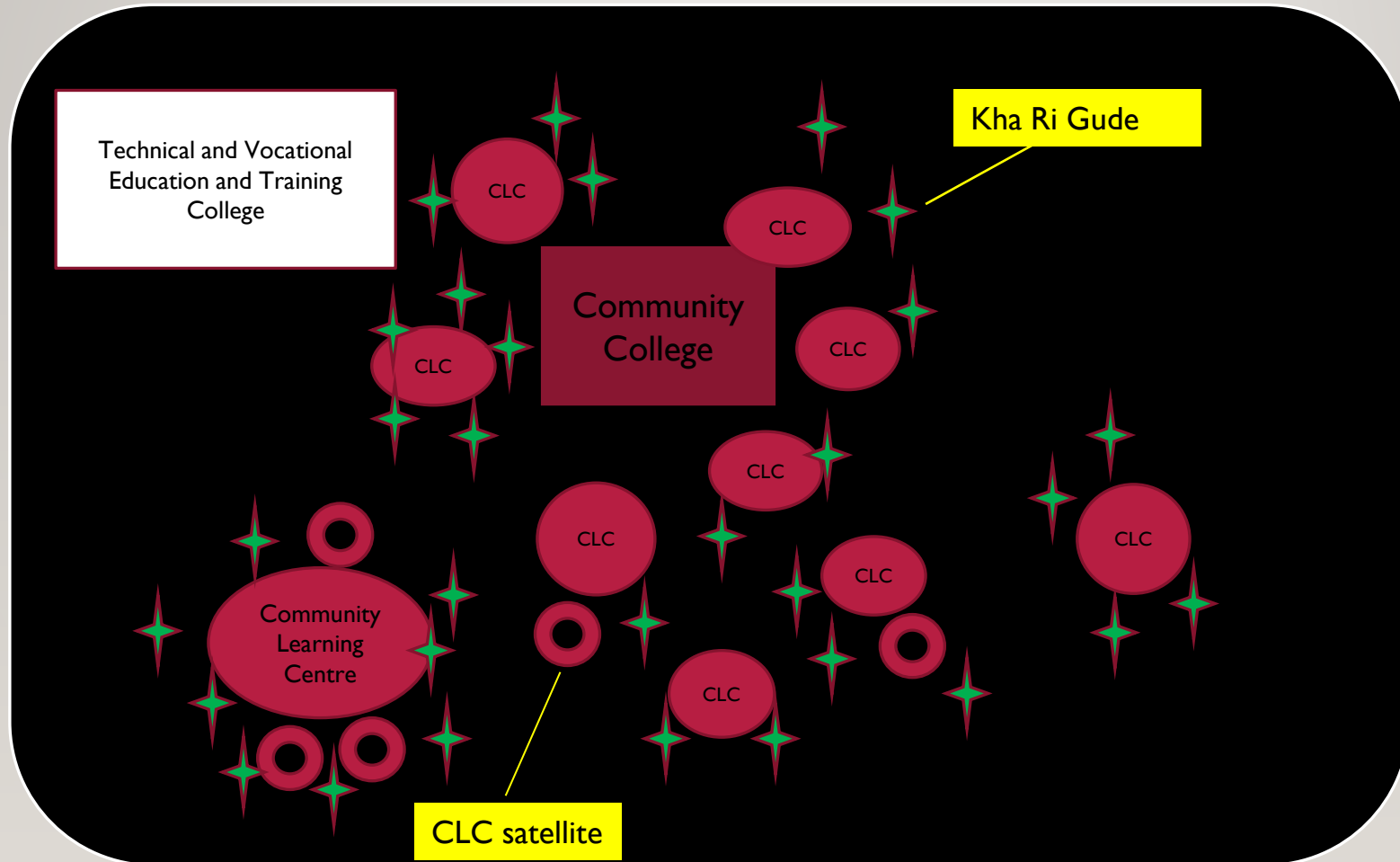
- Department of National Education 1991 supports the idea of flexible community colleges

Déjà vu two

- The National Institute for Community Education (NICE) (1994-1996):
 - coherent and detailed proposals for a system of community colleges
 - open access, democratic governance, partnerships and cooperation, comprehensive curriculum and flexible scheduling and delivery
 - linked to satellite single- or multi-purpose community learning centres and workers learning centres
- Various regions developed innovative models
- By 1998 the National Department of Education had identified 30 of the 61 technical colleges as pilot sites for community colleges and HSRC studied nine of these sites.

The 2012 Task team vision

- ☐ A **network** rather than a single 'new' institution
- ☐ An integral part of the post school system
- ☐ Two major components:
 - Community Learning Centres (and their satellites)** and with the Kha Ri Gude literacy campaign infrastructure, matured into a national learning network (with some similarities to the Scandinavian study circles), linked to them
 - Community Colleges** (within a differentiated college sector) as support hubs for the Community Learning Centres clustered around them
- ☐ Strong links to the TVET college system
- ☐ Open, distance and e-learning components in all of these institutions
- ☐ A pilot phase to test the model but the aim is for a community college in every district
- ☐ Support from an Institute for Adult, Youth and Community Learning (not merely a sub-section of a TVET Institute)



The task team vision (continued)

- **Why not part of TVET colleges?**
 - When adult education is tagged onto another system it is invariably neglected.
 - The TVET colleges are under strain and overloaded and cannot be expected to mother a weak, understaffed and dysfunctional PALC system.

-
- **Kha Ri Gude learning network** (open access literacy, ABE, citizen and popular education study circles with strong inter-ministerial support)
 - Anchor **Community Colleges** (provide support with institutional and academic development to CLCs) and provide NASCA, soft vocational and occupational programmes
 - **Community Learning Centres** (incorporate most PALCs and their satellites over time and delinks them from schools) offer GETC, NASCA and other programmes as capacity develops and works closely with FET colleges.
 - An **Adult and Youth Community Learning Agency** (or Institute) should be created, that will be responsible for the establishment and development of the Community Learning Centres and coordination of the Kha Ri Gude network programmes and programme and materials development.

What is primary focus?

NQF level	Institution	Mission	Programmes
1 to 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, <i>Kha Ri Gude</i> learning network programmes
1 to 5	<i>Kha Ri Gude</i> Learning Network	Literacy and public education	Literacy, public and community education [Multi-ministry delivery]
4 to 5	Community colleges	First, second chance Senior Certificate. Vocational and occupational programmes	NASCA, NC(V), soft vocational skills, social learnerships, para-professional programmes, university bridging Some CLCs focus on hard vocational skills and NCV
	Adult, Youth and Community Learning Institute	Develop and support literacy, adult education, community and public learning	Policy, Curriculum, virtual collaboration mechanism

The White paper 2013

- The White Paper included a brief section (pp. 20-24) proposing core-funded and well-staffed Community Colleges (which would cluster the Public Adult Learning Centres) and expand provision nearly 400%.
- They would offer education and training, formal and non-formal, for community needs, literacy and citizenship education, not only income generation.
- Community colleges “must therefore be designed to be flexible in meeting the needs of their own particular communities. The colleges must build on the experiences and traditions of community and people’s education developed by non-formal, community-based and non-governmental organisations over many decades.”
- They would be provided with “adequate infrastructure and a critical mass of full-time staff” and could enter into partnerships with community-owned, private or church run education and training centres. There would be a pilot phase. Learner support and career guidance services to be established, as would Youth Advisory centres.
- They would be monitored and evaluated by a division within a new South African Institute for Vocational Education and Training.

“Imagine a community college”

- How would they be structured?
- What types of programmes would be offered?
- How would learning and teaching take place?

Function shift follies

- Legal modelling of Community colleges on TVET college model
- No transitional plan for PALCs
- Confusion administrative hubs and real pilots
- No capitalisation for quality improvement [materials, running costs, etc.]
- Education bureaucracies not good at innovation, entrepreneurship and collaboration

Imagine a community college

Component	Vision
Policy	Aligned with vision and goals for the country and developed with full stakeholder participation
Location	In an accessible location with a central site and satellite Community Learning Centres widely distributed
Beneficiaries	For adults and especially NEETs
Functioning	Fully functional with teachers teaching Interactive and responsive Linked to community and its challenges Well run, managed, governed Viable A sophisticated learning institution Community orientated
Articulation	Programmes articulate with further education and employment opportunities
Partnerships	Variety of partners sponsoring various projects including Learners doing apprenticeships with SETAs

Component	Vision
Staff	- Good teachers - Qualified, knowledgeable teachers teaching - Qualified teachers - Community members as teachers - Motivated
Hours	Open week days and weekends from morning till night (10 pm)
Infrastructure and resources	- Really well resourced with stress on access to modern state of the art information technology - Good physical infrastructure including computers and ubiquitous free wif-fi - Accessible, supportive, responsive spaces - Lively noisy spaces - Quite areas for independent study - Many spaces for group work - Good signage - Outdoor lunch area
Quality	High standards
Diversity	- Of people, languages, ages and skills - Programmes and courses (formal and non-formal)
Atmosphere	Vibrant, engaging, learning, enabling, happy centre and spaces with many young people around