

SOUTH AFRICAN LITERATURE REVIEW EXECUTIVE SUMMARY

This literature review examined the existing institutional forms that cater for the education and training needs of out-of-school, unemployed youth and of adults (including, but not limited to, public and private adult learning centres, public FET colleges, private FET institutions, NGOs, community-based organisations [CBOs] and faith-based organisations) in South African. The review further examined other institutions or agencies which supplement the already existing institutions. For the purpose of this review, these agencies are called supplementary institutions. And two such forms; the Sector Education and Training Authorities (SETA) and the National Youth Development Agency (NYDA) have been discussed.

The approach adopted to achieve this assignment was the consolidation of the sixteen ToRs deliverables into six subtopics, which were used to analyse the various institutional forms. The first subtopic discussed the uniqueness and distinctiveness of the specific institutional forms. This subsection looked at how many are operational, their provincial spread and footprint in communities. The second subtopic analysed their accessibility and the number of youth and adults they cater for. This section also discussed the capacity of the institutional forms to absorb large number of learners. The third subsection outlined their programmes or qualifications, modes of delivery, issues of quality assurance and whether their programmes and qualifications' articulate with other educational institutions.

The fourth subtopic addressed the relationship with and service to communities, business and industry. Essentially this subsection examined the institution's responsiveness to the needs of the communities and business, in relation to graduate placement programmes. The fifth analysed the capacity of the institutions in terms of governance arrangements, institutional management, and general human resources (academic and support staff where applicable). The sixth and final subsection looked at how the institutions are funded and/or mobilizes their own financial resources.

There is a plethora of legislation establishing various forms of institutions meant to provide out-of-school youth and adults with education and training opportunities. These include, but not limited to:

- Adult Basic and Education and Training Act 52 of 2000
- Adult Education and Training Act 52 of 2000
- Further Education Training Act 98 of 1998
- Further Education Training Act 16 of 2006
- Further Education Training Section 78 Bill of 2011
- New Institutional Landscape National Plan for FET Colleges in South Africa policy of 2008
- Higher Education Act 101 of 1997

The above legislation is the key policy framework meant to establish institutions which can absorb large number of youth and adults. There is other legislation, which is meant to contribute to the strengthening of the established institutions. These include the Skills Development Act 97 of 1998, its amendment Act 37 of 2008, Skills Development Levy Act of 1999, the National Skills Development Strategy (NSDS) and the National Youth Development Agency Act 54 of 2008. While the Non-Profit Act 71 of 1997 establishes the Directorate of Non-profit Organizations, which is meant to register non-profit organizations.

While the legislative and policy framework seems impressive on paper with regards to catering for out-of-school youth and adults, this target group continue to experience challenges in accessing education and training opportunities. The *Green Paper for Post-School Education and Training* frankly acknowledges this fact by asserting that;

“One of the main problems of the post-school sector is its lack of diversity and the weakness of many of its institutions. Inadequate quality, quantity and diversity of provision characterise the post-school education sector as a whole.”¹

In response to the challenges, the South African literature reviewed in this report provides the diverse education and training institutional options available for youth and adults, without promoting a single community education and training centre (CETC) model, as contemplated in the *Green Paper for Post-School Education and Training* (2012). However the literature offers possible models that might need further conceptualization and research to refine them. These possible models are provided here as recommendations to the DHET constituted Community Education and Training Centres Task Team:

The Public Adult Learning Centre Model

Though there are a number of challenges highlighted and discussed in this review, there are valuable lessons learnt from some of the centres that have the infrastructure and resources. One such lesson is the use of disused schools and stand alone government facilities and turning them into multipurpose adult education and training centres operating throughout the day. This will give the centres distinctive institutional identity. And with visionary leadership these mega centres establish small satellite centres within a 10km radius to minimise travelling by the learners.

The implementation of this model is particularly evident in provinces such as a Gauteng, Kwazulu Natal and Western Cape, where they are called community learning centres (CLCs). Some of these centres are established and managed by communities and registered with the department of education for funding and various kinds of support.

¹ Green Paper for Post-School Education and Training, 2012, px

There are a number of advantages of this model. Firstly it is cheaper because of the use of existing infrastructure; disused schools and unused municipal facilities. Secondly it will give the community education and training centres an identity like the schools with distinct branding and signage. Thirdly it will anchor adult education and training within communities and give meaning to the concept of lifelong learning. Lastly it will increase the capacity of centres for easy access by the learners and the community at large.

As discussed in this review the key to the success of this model is adequate and sustainable funding to strengthen them in terms of human resources, infrastructure, the supply of educational materials and development of relevant curriculum.

The public FET Colleges Model

The housing of Community Education and Training Centres (CETC) in the public FET Colleges is another viable option. This is because of their accessibility to all communities, especially rural communities. Most of them have an already existing infrastructure and in some cases facilities that can be utilised by the CETCs. Furthermore there is also a natural synergy that already exists between FET Colleges and adult education programmes in that they fall within level 1 and 4 of the NQF, which are quality assured by one quality assuring body, UMALUSI. Therefore, in theory, it should not be difficult for FET Colleges to extent their programmes to include AET and the proposed NASCA programmes. The linking of public FET colleges and CETC is one of the options proposed by the *Green Paper for Post-School Education and Training* (2012).

From the gleaned literature both institutions have a combined capacity of absorb more than 700 000 out-of-school, unemployed youth and of adults. Therefore this model, if well conceptualized, has a potential to offer this target group a viable alternative and option of accessing post school education and training programmes.

However, for this model to succeed the public FET Colleges will have to be capacitated in terms of the increase in the number and quality of human resources, especially curriculum implementers and management; some in terms of facilities, an increase in the numbers classrooms; infrastructure such as laboratories and workshops; and provision of adequate funding. This will enable the colleges to increase their capacity to exceed the current theoretical capacity of 400 000 learners.

The Community College Model

This model incorporates parts of FET College and Community Learning Centre models. The community colleges are post school structures that seek to breach the gap between school and university, by offering programmes that lead either to employment, self employment or further study through a university or university of technology. They will offer adult education, academic and vocational programmes to enable learners to make a choice based on need and interest. Like FET Colleges the community colleges should have a great community reach and strong links with higher education institutions, business and industry. The current FET Colleges can be converted into Community Colleges after incorporating Community Learning Centres and PALCs.

For the model to work, it will require major changes in legislation, infrastructure and curriculum re-configuration. These changes will take some time to be planned and implemented. While innovative and shifts the paradigm in post schooling education landscape, the model will be very expensive to implement.