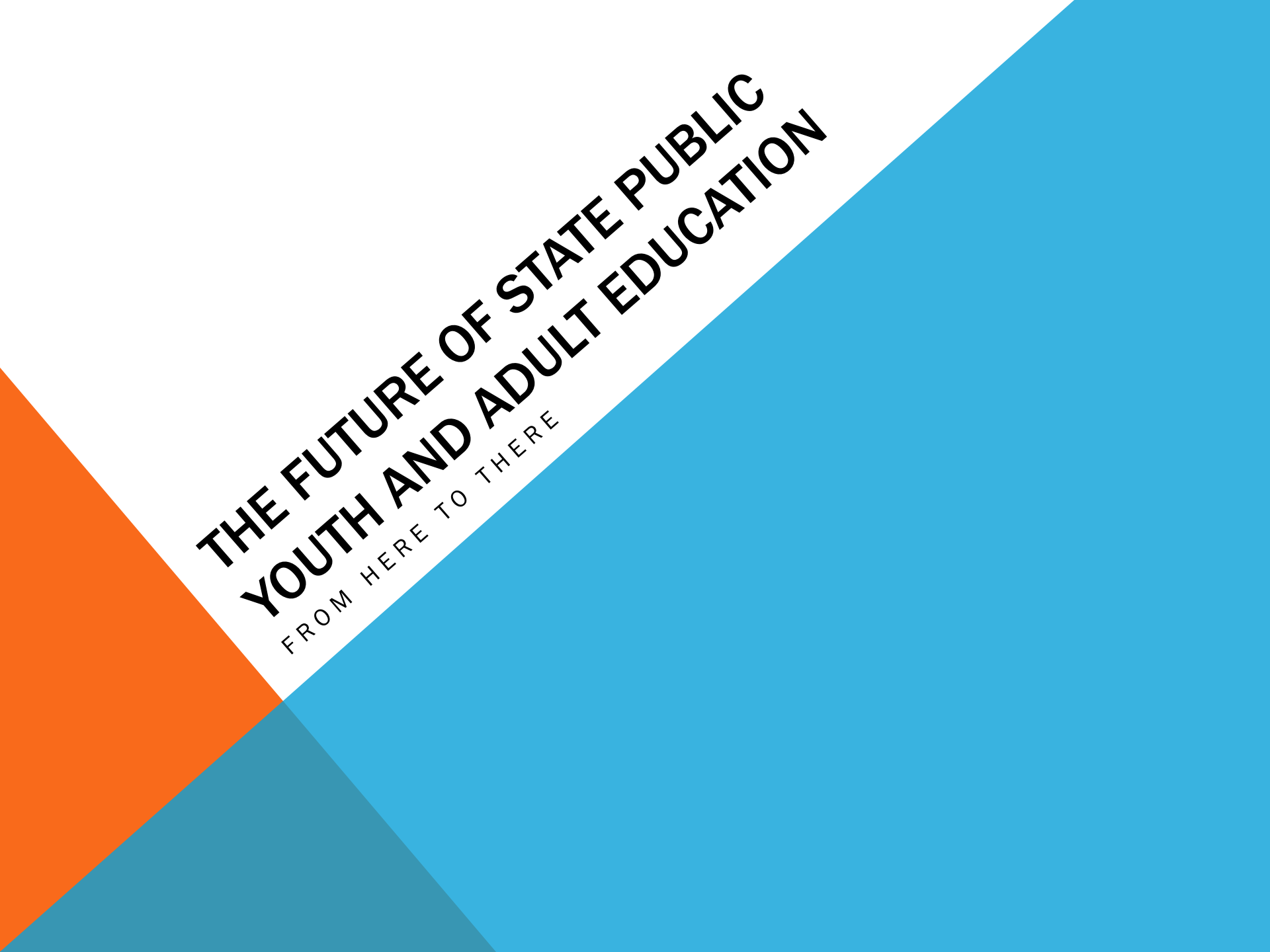




THE FUTURE OF STATE PUBLIC YOUTH AND ADULT EDUCATION

FROM HERE TO THERE

WE HAVE A PROBLEM

Poor post-school articulation

Little differentiation or diversity (formal ABET and second chance NSC)

Poor quality output

Weak infrastructure and funding

FET colleges not good for second-chance learners

Weakening non-formal provision

Provincial inequities

No core curriculum or assessment standardisation

No growth

Could not handle a new NASCA



AMBITIOUS TARGETS

From 300 000 in PALCs (maybe) to 1 000 000 in 2030 (National Planning Commission)

From PALCs to Community Learning Colleges

Ministerial Task team on Community Education and Training Centres

Report to be gazetted for discussion



INTERNATIONAL REVIEW

Successful systems have:

governance and planning nodes of substance at national and regional level – solely dedicated to adult education with some degree of ‘autonomy’

wide variety of programmes

rigorous assessment, monitoring and evaluation

inter-ministerial co-operation



THE KHA RI GUDE SUCCESS STORY

Gauteng learners

2008	2009	2010	2011	Total
40 326	75 678	79 575	86 400	233 768

Target (functionally illiterate) population estimate (2007): 515 747



MODELS AND NEEDS

PALCs had good geographical spread but weak funding and resourcing. No growth.

Community Learning Centres (PALCs) could be hosted by FET colleges but many counter-indications

Community College plus associated satellite CLCs as model would require new legislation, governance and funding

The reality of the high-skills modern economy which requires people ready for post-school training with high English and maths skills

Need to disaggregate age groups for effective interventions



VISION 2030

- Eliminate adult illiteracy,
- Provide second chance opportunities to young people and adults who did not complete secondary school; and
- Provide flexible, lifelong and continuing education and training opportunities to adults and young people.



CETC TASK TEAM PROPOSALS

Multi-tier system:

- Universities and Higher Education institutions

- Colleges (Vocational-technical, Single purpose, Community)

- Community Learning Centres

A distinct mission for each type but also much differentiation within each type

CLCs should be nationally coordinated and linked to a nearby Community College (Initially a provincial one and eventually a district-based one).

Supported by a national Adult, Youth and Community Learning Agency (or sub-agency)



FOUR INSTITUTION ELEMENTS

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.

