

Summary of interview findings

Angle of Analysis	Emerging Ideas	Implications for Policy
1. Need for policy	- General consensus that there is need for community colleges and for having the policy to provide implementation guidelines. However, the policy has to be clear in in order to provide this type of guidance. - Policy gives effect to the White Paper. It is an instrument that gives flesh to the Paper and enhances implementation. - Only one person (Dr Lloyds) thinks that although community colleges are necessary, TVET colleges should have been given the role because they already exist. She argued for one post-school education and training institutional type. Referred to the College Coalition - Major gap in the policy is RPL NB: Interesting that most of the respondents had not read the policy	In its current form, does the policy provide clear guidance? Were alternative policy options considered before coming up with the current policy? Is it the best option to address the identified problems?
2. Governance	- Decentralized governance but need people who are competent and knowledgeable about adult education - Need for strong support from DHET in setting up governance structures	What support is suggested in the policy to support the decentralized management of the community college system? What did we learn from the shortcomings of the existing PALCs?
3. Curriculum	Should consist of a wide range of programmes including entrepreneurial skills programmes - from basic literacy and numeracy to technical and vocational programmes at Level 4	Does the policy clearly articulate the type of curriculum and how it articulates with curricula of other institutions?

	• Should have contextual relevance • Programme development should be decentralised	Is the policy clear on who will develop the curriculum and the availability of such capacity?
4. Policy targets	• Policy should target those people, young and adults who need skills for employment. • Community college should be “a walk-in center for people who need career guidance” • Targets set in White Paper not realistic – there is risk of making too many mistakes if we aim to bug numbers. We should introduce the community college and allow it to evolve organically (Trudy) • The National Plan for Post-School Education and Training will decide on the feasibility of reaching the stated targets (D. Parker)	Does policy identify the target groups accurately enough? On what basis were targets in the policy determined? Timing of policy inception, implementation plan & actual introduction of the colleges
5. Models of delivery	• There has to be flexible modes of learning in the sector • Partnerships are necessary, especially where work-based programmes are involved. • IT infrastructure important to facilitate this flexibility	The structure of the community college system suggested has a bearing on modes of delivery. Does the policy make this clear link between in its proposed mode of delivery?
6. Staffing	• General feeling that currently there is no enough qualified staff for adult education • No concrete plans in place for training of such staff either. • Resuscitation of Adult Education centers at universities necessary • Ideal model of training adult educators is distance education • NB: There does not appear to be strategic effort to involve higher education institutions with already	What provision does policy make for qualified staff?

	established distance education systems, e.g Unisa, University of Pretoria	
7. Function shift	• There will be a lot of logistical complexities regarding function shift. • The level of cooperation with provinces expected to be low, as was the case with TVET colleges • She thinks the clustering of TVET colleges in South Africa did not work because people managing the campuses were not efficient. • Biggest shift government has undertaken involving shift from one Department to another. Effect is that the shift transforms DHET's core function from policy making, evaluating and implementing – to being an operational department. • No fewer than 25 Departments and agencies of those departments • Biggest challenge facing the shift is lack of resources – this is likely to slow down the process.	Problems were faced with shifting the TVET function. Does policy take these problems into account and what mitigating measures have been taken to ensure smoother transition of Adult Education and Training Centers There appears to be a mismatch between scale of the envisaged shift and available resources
Data on AETs	• General lack of data on Adult Education & Training Centers • EMIS do not collect data on infrastructure in AET centers • Movement towards capturing unit rather than aggregated data. • Challenges currently faced: ○ Lack of access to internet by centers ○ Centers complete hard copies ○ Data is not checked for accuracy and adequacy at district and provincial levels ○ There is no proper system of capturing data in the	Is priority given to data collection in community colleges?

	adult education sector • No capacity at DHET to work with community colleges in 9 provinces • DHET EMIS was not satisfied with the quality of data from AETs because there was no quality assurance process.	

Common weaknesses identified in the Adult Education Audit Report, 2011-2012

ADULT EDUCATION & TRAINING AUDIT, 2011 – 2012

- Report issued to the DG at DHET
- The report was on the audit of Adult Education provision throughout the country but excluding Gauteng
- A total of 125 centres was visited, excluding Gauteng.
- Takalani was working on Adult Education report that was to be tabled in November 2014.
- Report will focus on infrastructure and learner teacher “factors”
- The Adult Literacy chapter includes Khari Gude

What were the common issues emerging from the audit report?

- Daily management Adult Learning Centres a problem, e.g. there was lack of records
- Monitoring and evaluation of the system non-existent
- There were serious capacity issues
- Coordination of the system was very poor
- Centres had no computers and no faxes
- No safe keeping facilities – lack of security
- Most centres were hosted on primary schools where classroom resources were very limited – Use of furniture meant for children by adults.
- Lights were not working in most of the centres
- There were no telephones at centres in 7 of the 8 provinces audited

- In 6 of the provinces, centre managers had no office space allocated to them
- There were no textbook resources at 63% of the centres
- There was no security for learners, especially at night in 6 of the provinces
- In 5 of the provinces, learners had no access to toilet facilities
- Staff rooms for educators were not available in 2 of the provinces
- In most of the centres there were broken window panes
- There was general lack of training of educators and course managers
- Budgeting processes were not rationalised – incremental budgeting
- Centre managers were not given curriculum support
- The report focuses on budget:
 - 90% of the budget goes to salaries
 - Too little and skewed relationship between salaries and services
- Conditions of service for educators were not uniform from province to province
- There was reluctance by educators to move to areas where there was need
- There was linkage between Khari Gude and AETs
- Khari Gude had high storage costs

Teacher qualifications

- A lot of the teachers/educators had Matric qualifications
- Learning and Teaching Support Materials (LTMS) were very poor
- Skills training was lacking and yet most adult learners need work skills

Key findings of the GDE AET Audit

1. Strength of centres

- Accessibility
 - 23% of Centre Managers report accessibility as major strength
 - 70% of sampled learners take less than 30 minutes to reach Centre
 - Suggests that location is a greater driver for enrolment than reputation of Centres

2. Difficulties reported by CMs

- Inadequacy of facilities and equipment
 - Two Centres reported equipment had been stolen or removed from Centres
 - Learners having to travel to other Centres some distance away for some learning areas
- **Poor attendance and commitment**
 - Learner attendance is lower during Winter and in the evening
 - Dropout within ABET Programme
- **Characteristics of Centres**
 - 94% of Centres follow school term
 - 51% of main Centres open for teaching until 20h00
 - 80% of Satellites open for teaching until 20h00
 - Only one Centre open on a Saturday for teaching
 - Where sharing with school facilities, only 51% have an MoU in place
 - Fees levied for NATED550 and NSC exams are higher than ABET, though there are no standard fees across Centres
- **Satellite Centres**
 - Inconsistent information on programmes offered at satellites suggests that CMs are not always well informed
 - No indication of how learners are tracked at satellite centres as many register at main centres
- **Staffing**
 - Only 5% of educators have degrees with specialisation in adult education
 - Contrary to conditions of service, some educators at 24 Centres are working less than 10 hours per week

- 41 Centres (87%) have had staff turnover in past twelve months with most common reason being having found a full time position
- **Characteristics of learners**
 - Predominantly female with ratio of 2 females: 1 male
 - Greatest number of students registered to obtain exit level qualifications; 27.3% to obtain NSC, 21.1% to improve NSC, 16.5% to find a job and 8.6% to obtain ABET 4 (GETC)
 - 54% of learners who completed questionnaires are looking for work, 24% unemployed and not looking for work
 - Of those who are working, most are salaried for less than 20 hours a week (8%) vs. 6% salaried for 20-40 hours per week.
- **Record keeping**
 - No individual learner records available at Centre level
 - NSC and NATED 550 candidates are not routinely tracked separately and the SNAP survey instrument does not distinguish between NSC and NATED 550 candidates
 - No systematic learner registration process except in one of 14 districts
 - No tracking of dropouts
- **Infrastructure and resources**
 - 54% of Centres have own buildings, either a disused school or dedicated space
 - Some Satellites are at primary schools and lack suitable furniture and toilets
 - Highest number of Centres (42%) have between 1-5 computers
 - Only 51% of computers are networked to a server
 - Where computers are in place, they are used for administration purposes
 - Educators not using computers in 34% of centres
 - 36% hardly have connectivity posing challenges for communication between educators and students, centres and GDE

- Centres are sharing equipment for some learning areas and students are sometimes required to travel large distances for use of practical equipment
- Lack of space for classes in some schools
- Some Centres require additional space if classes are to enable effective engagement between educators and learners