

Exclusion by Choice?

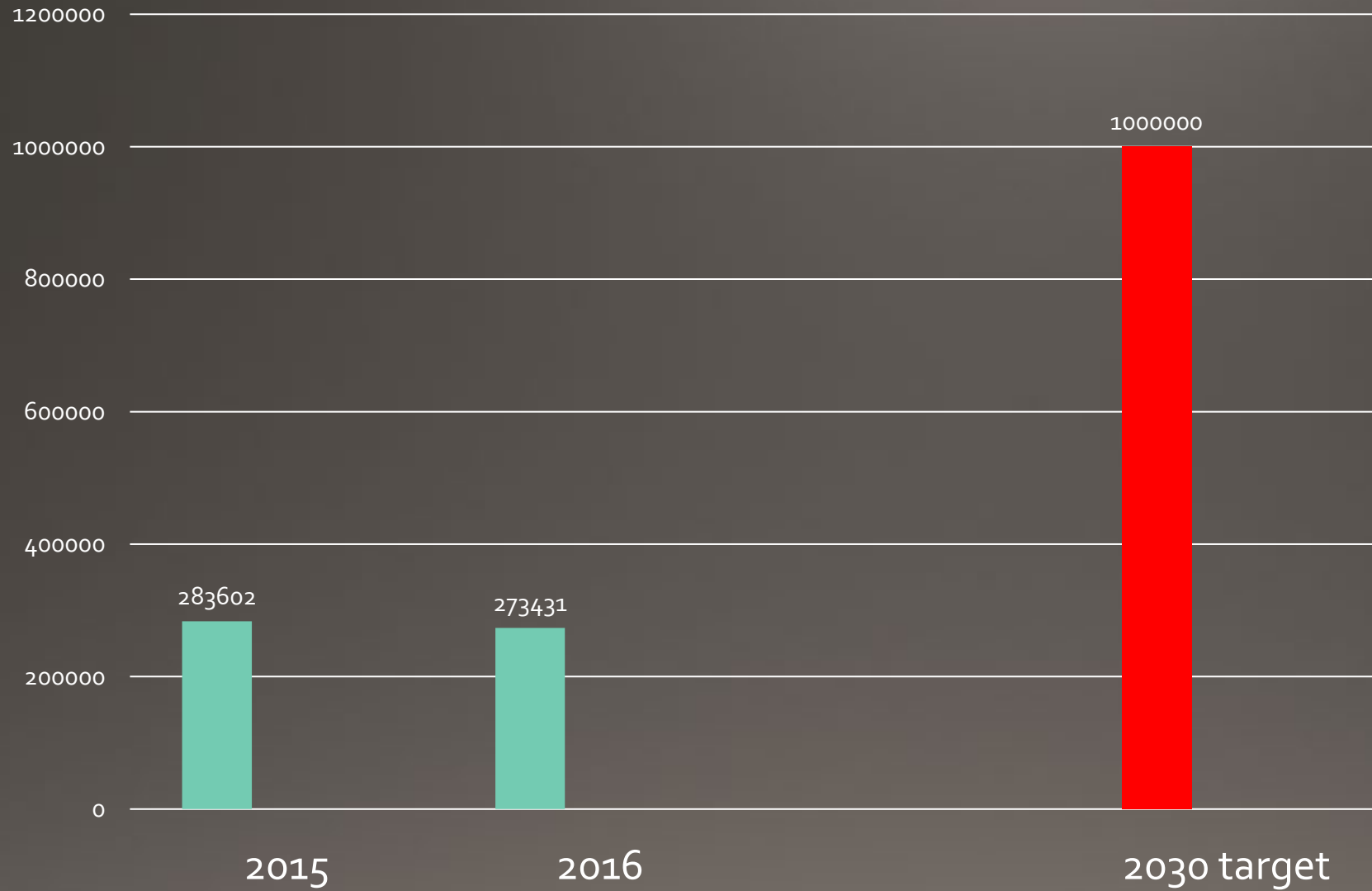
Why are there not more learners at CLCs?

Researching Adult Learning and Education

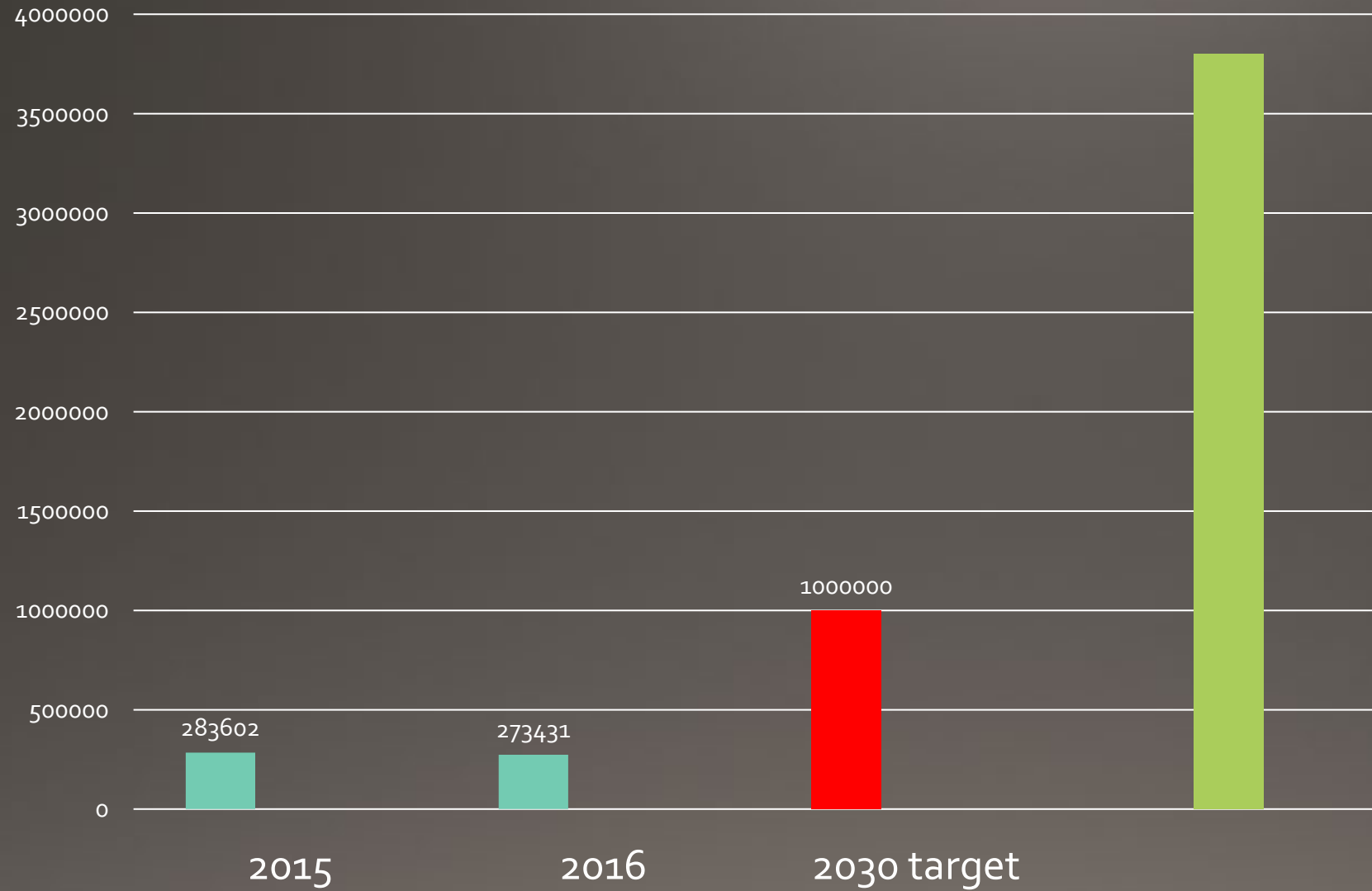
24 -25 November 2018

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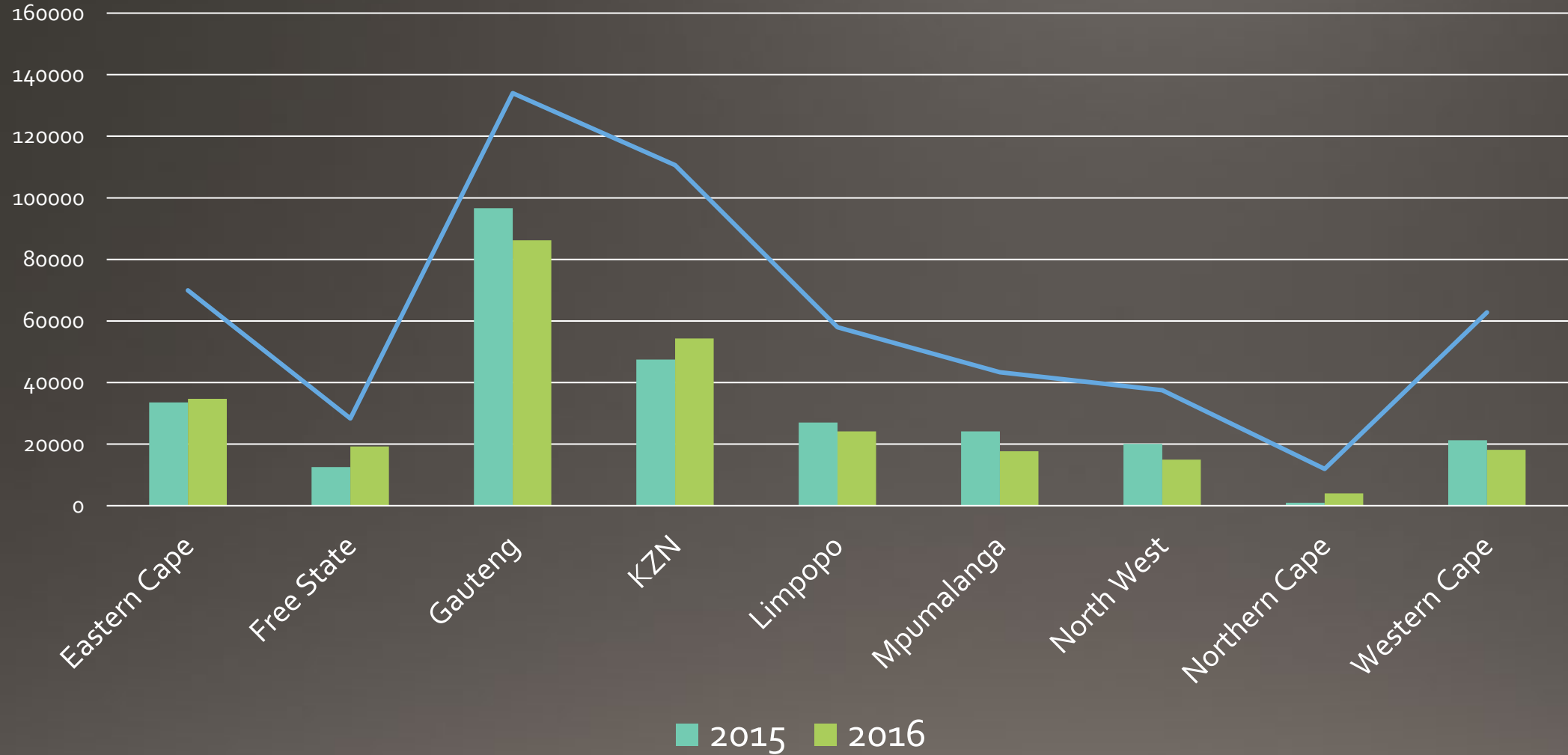
Enrolment in Learning Centres in South Africa



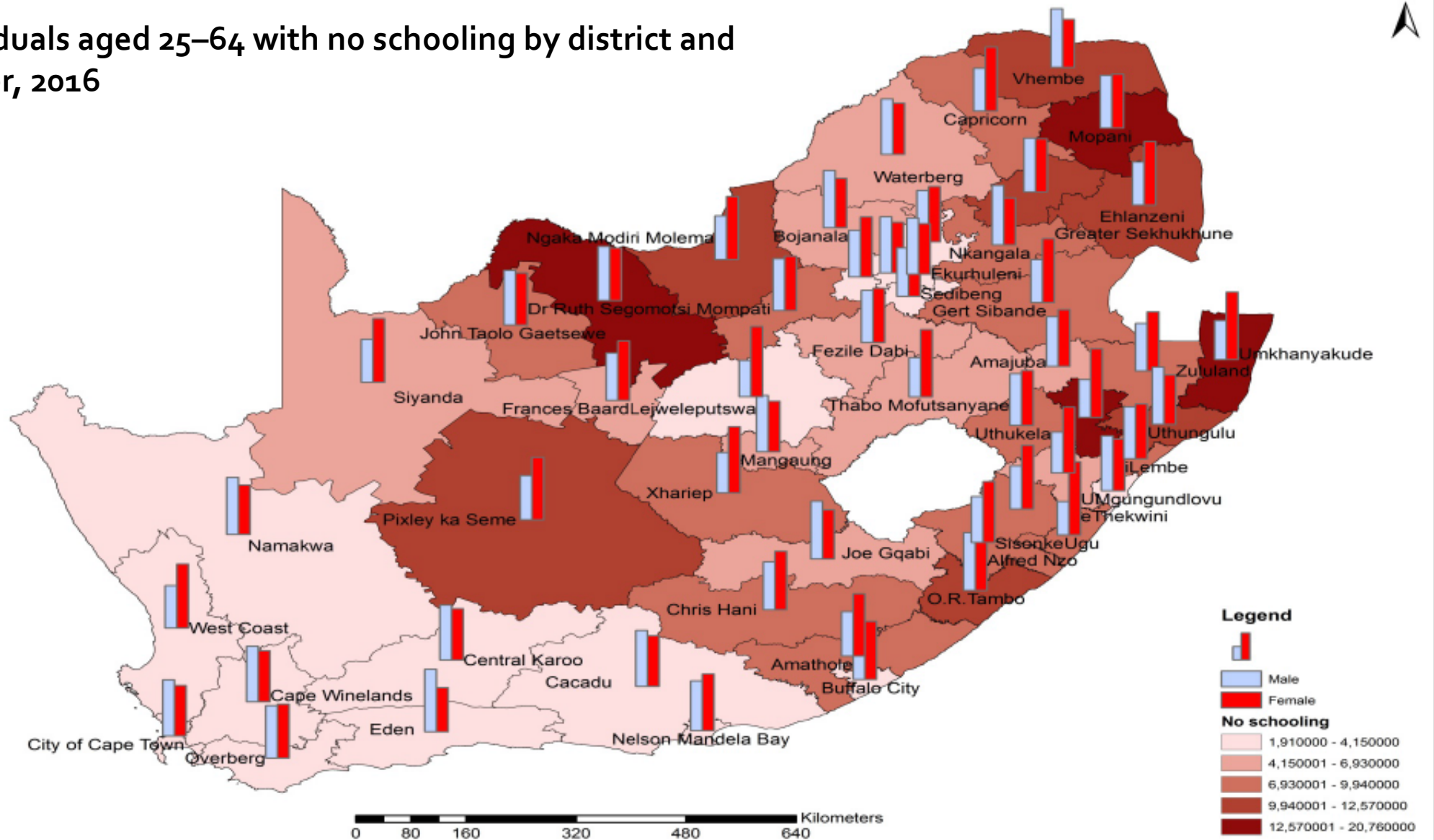
Enrolment in Learning Centres in South Africa



Enrolment by province 2015 and 2016

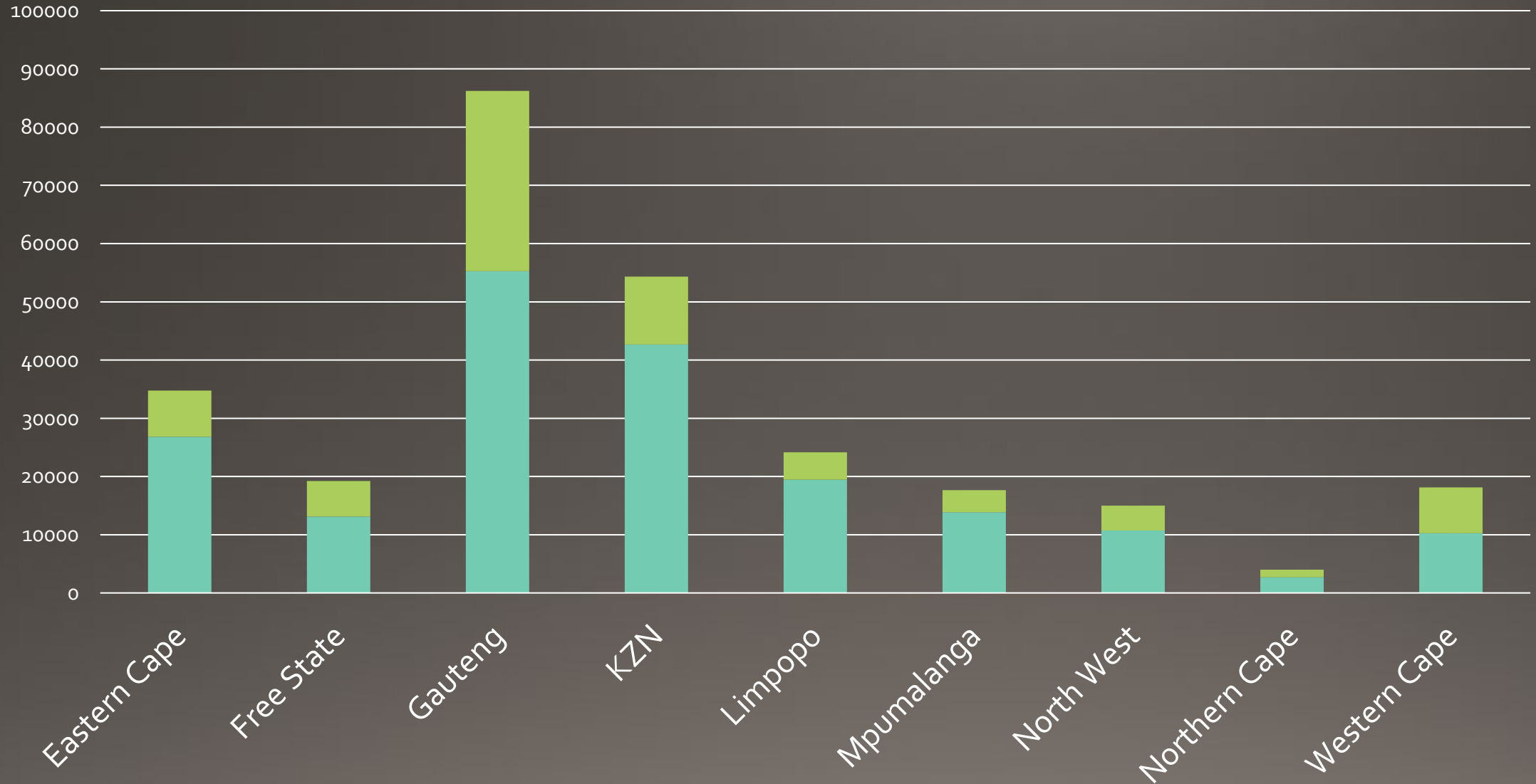


Individuals aged 25–64 with no schooling by district and gender, 2016

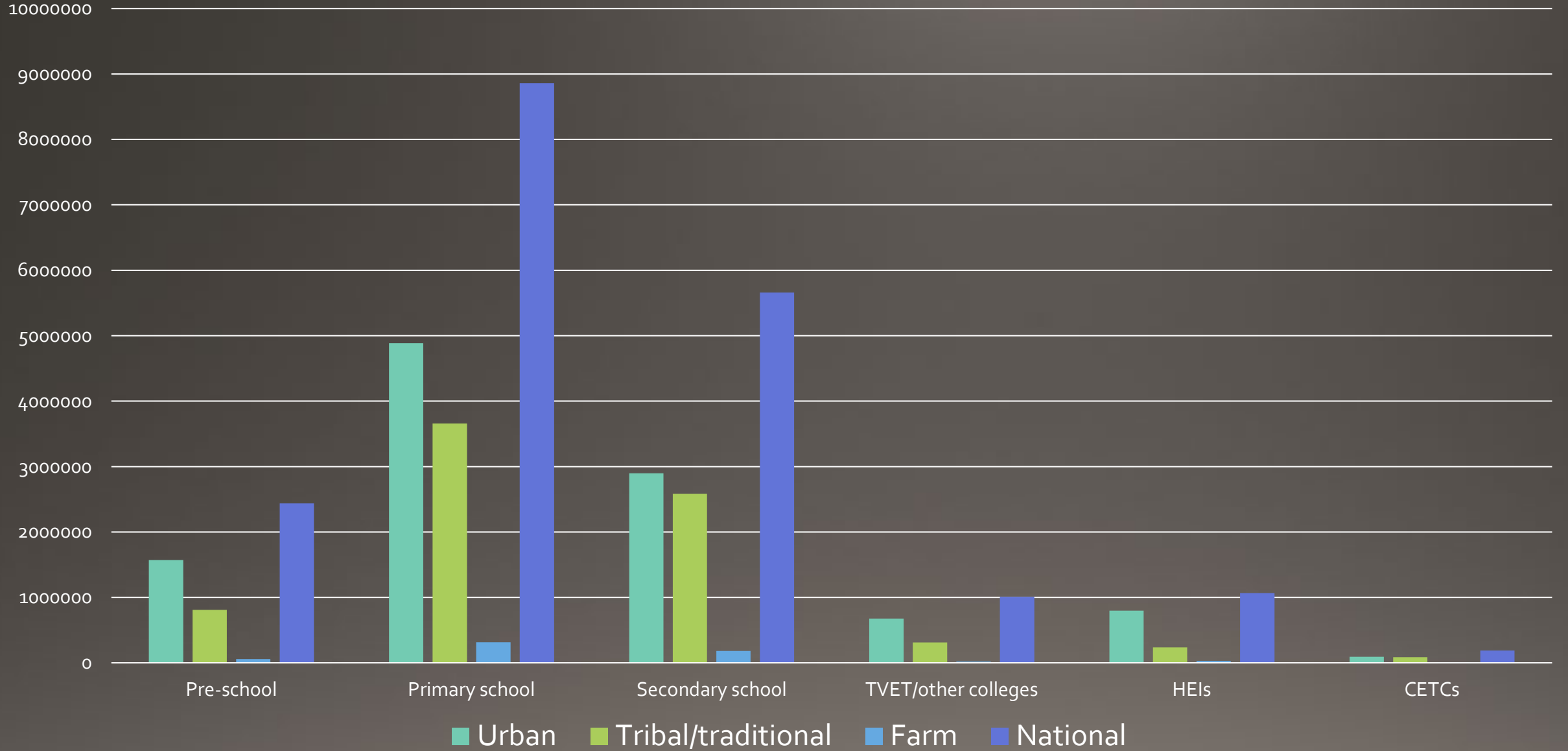


Enrolment by gender in each province in 2016

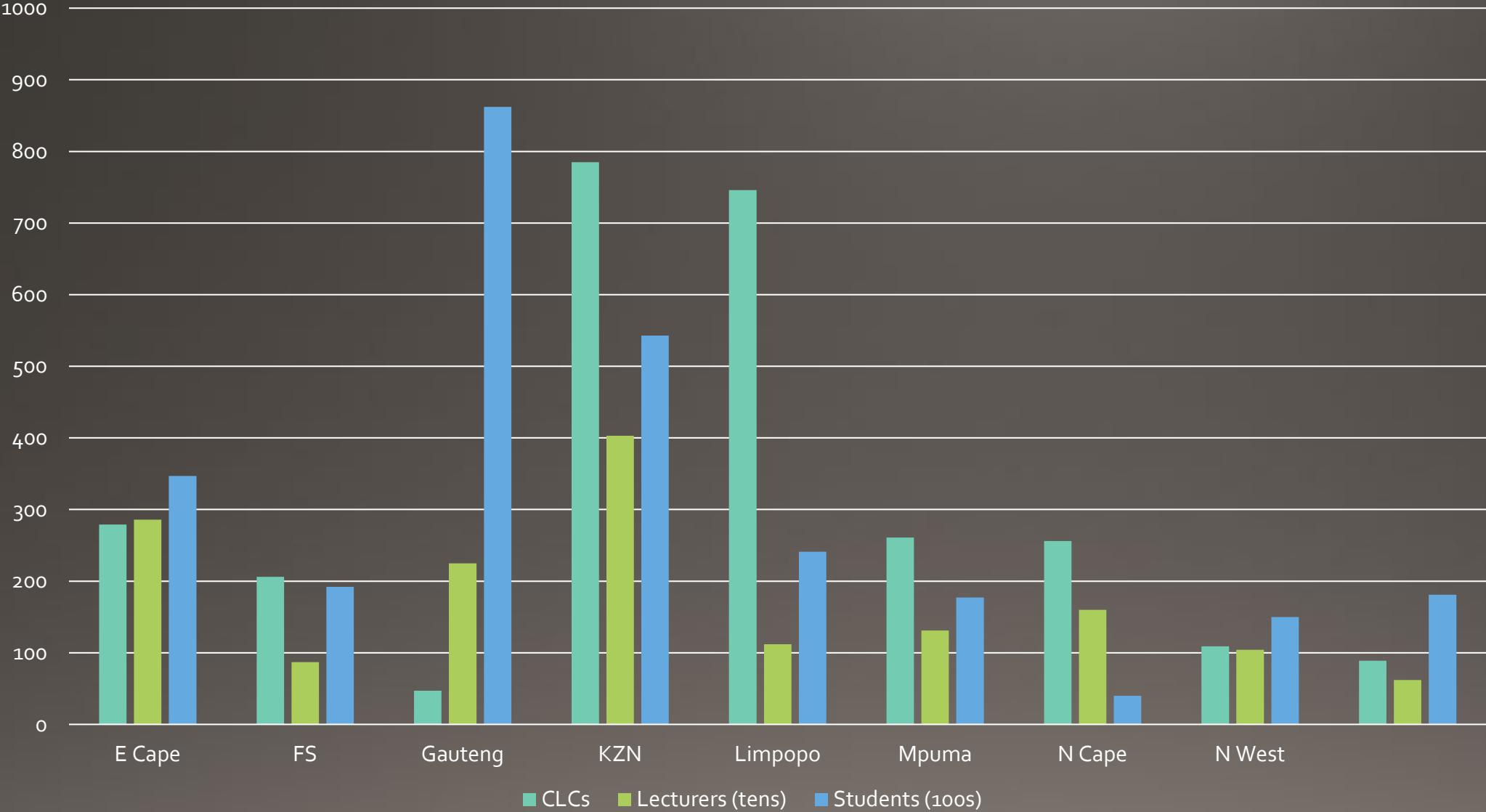
women men



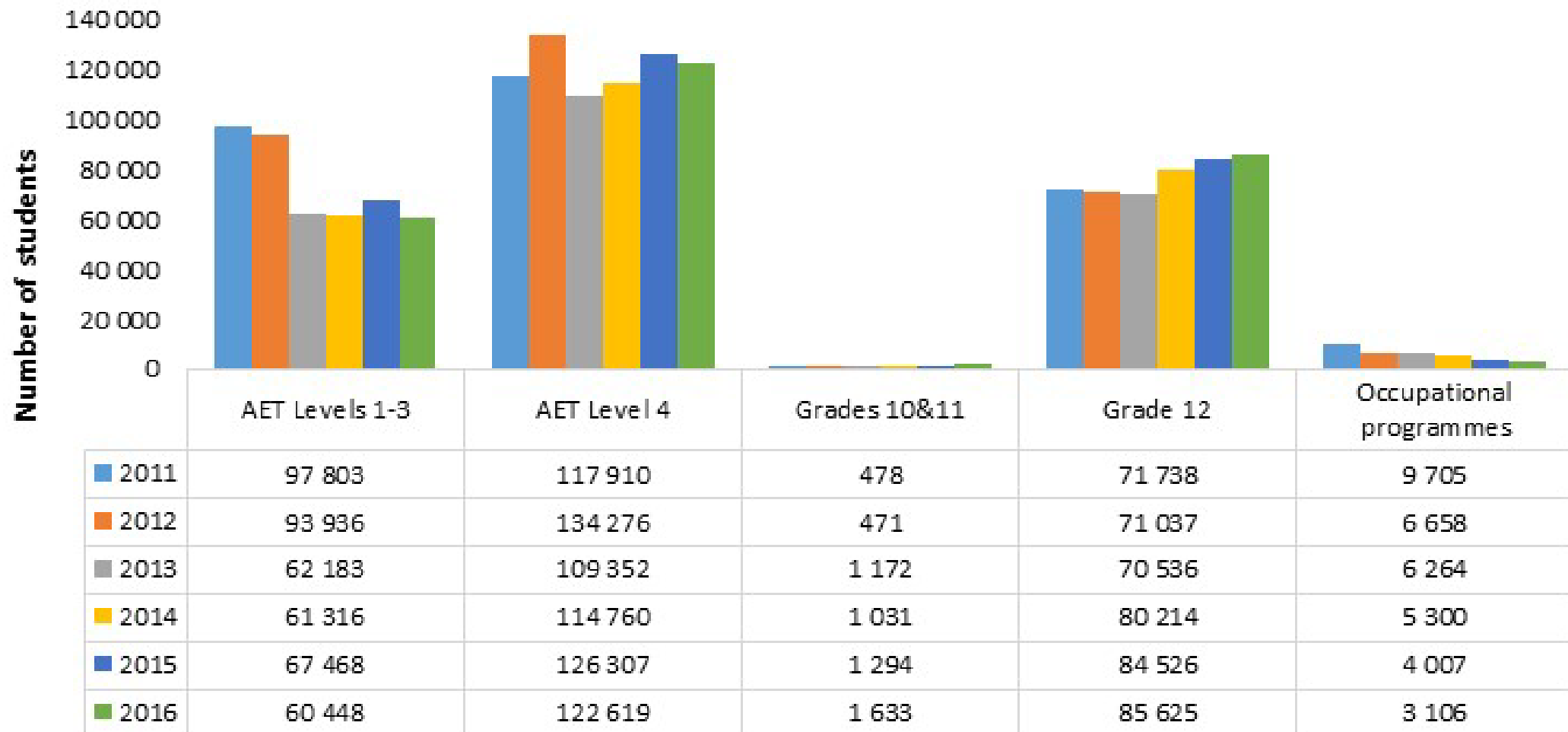
Enrolment in ECD, primary, secondary and post-secondary institutions 2015



CLCs, Educators, and Students per province 2016



Number of students in CET colleges by programme, 2011 – 2016

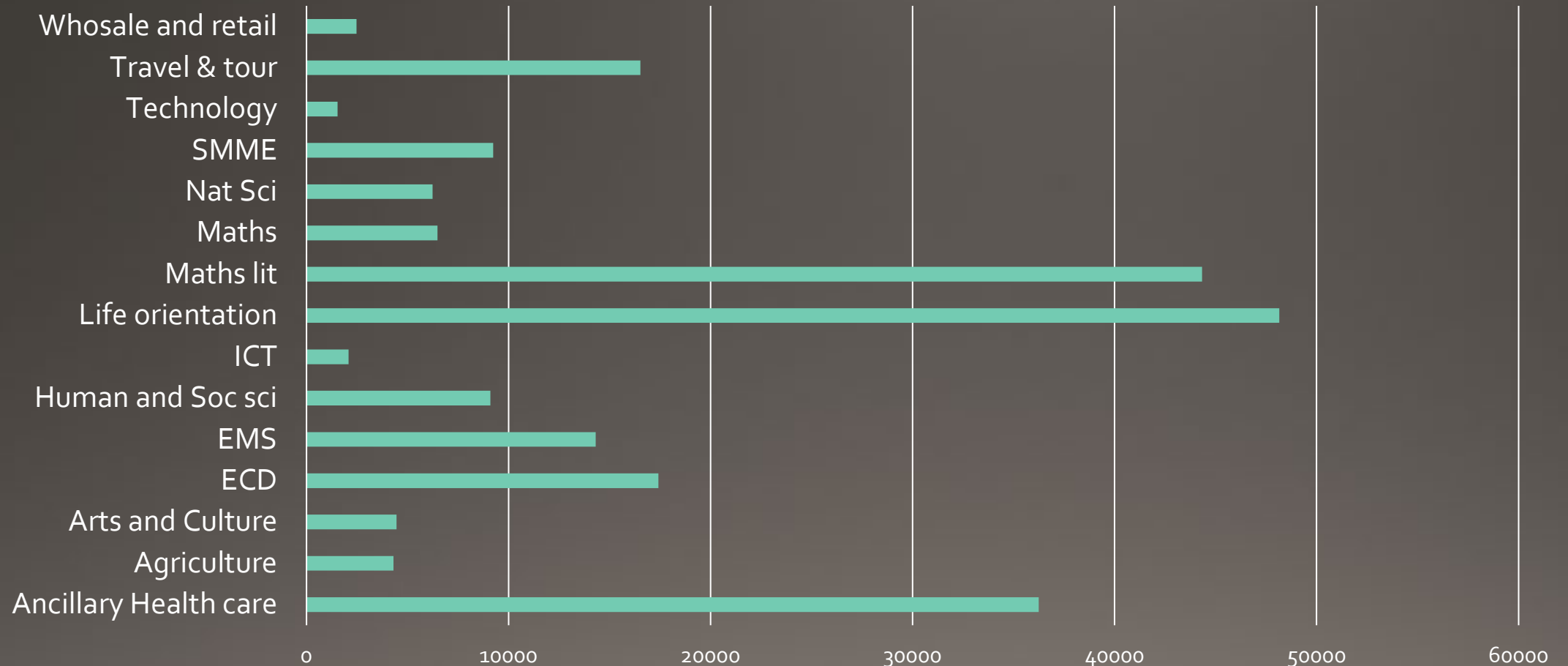


Community colleges should provide

- Completion of school for second chance learners
- Continuing education for those who want to gain labour market skills or further their education
- Reskilling for those who want to pursue a new area of work
- Skills for sustainable livelihoods including entrepreneurship
- Community based needs e.g. community health care, parenting and childcare, early childhood development, caring for the aged, home based care, self –employment skills

Greatest uptake in CLCS

Enrolment in GETC subjects 2016



CLCs with high attendance

- Grade 12 offering
- Learning areas that lead to work opportunities
- Effective educators
- Low educator turnover – associated with better contracts
- Within easy reach of learners
- Resources – buildings, adequate dedicated space

Common problems

- Distance to CLC and lack of transport
- Unsafe surroundings
- Inadequate /shared time in buildings
- Lack of teaching and learning materials (used to get some from DBE)
- Hours of work – limited to two hours per day in some CLCs
- Lack of furniture, no printing and copying facilities, no resource centres, no computer or internet facilities, no admin support
- No financial support for attending meetings and workshops
- Lack of access to adequate toilet facilities
- Lack of access for disabled learners – e.g. no Sign interpreters / wheelchair access
- No provision of materials for skills training

Recommendations for DHET

- Much better provision of resources – i.e. building space, learning materials,
- More support for teachers – visits, workshops, ensuring that facilities are adequate
- Improved work contracts and conditions
- Use of modern technology to ensure better communication and better management

Conclusion

- In visits to centres across six provinces, the most striking aspect of the CLCs visited is the commitment of educators to giving their learners the best they can.
- There is an enormous amount of busy-ness from DHET officials but it does not seem to translate into benefits for students or educators
- If DHET could meet these educators half way in service to the system, it would be radically improved - and attract and accommodate thousands more people who are in need of learning