



# Adult Education: Who accesses it and where do they progress to after?

**Peliwe Lolwana**

**University of Witwatersrand**

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# Presentation Outline

1. What the study was about
2. The Questions
3. Methodology
4. Key Findings
5. Future studies



# I. The study

An exploratory study to understand the students who participate in adult education and training centres so as to improve *Access, Retention and Success and Progression* of these students in the new Community Education and Training College

## 2. The Questions

1. Who are the students in Adult Education and Training Centres?
2. Why AET, aspirations and where do they progress to after?
3. What are the students' experiences at the PALCs and Skills Centres?
4. What are the outcomes of the students' participation in this form of learning and what were the next steps?

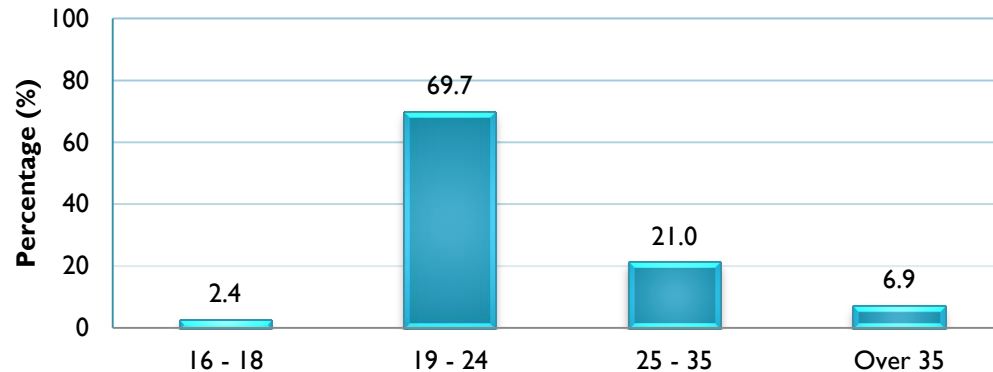
# 3. Methodology

- Phase 1:
  - Students sitting for Examinations in 5 PALCs surveyed at end of 2015
    - 388 in Gauteng and 128 in Free State
  - Students in 2 public TVET centres enrolled in skills programmes and 2 private (Catholic Centres) in Free State
    - 52 in Gauteng and 62 in Free State
  - Phase 2
  - From March 2016, telephonic interviews were conducted with these students to ascertain their status. Great attrition had occurred and many students could not be traced.
    - 220 from Gauteng and 75 from Free State
  - Phase 3
  - February 2016, newly enrolled students were again surveyed
    - PALCs : 252 in Gauteng and 115 in Free State
    - Skills Centres: 0 in Gauteng and 46 in Free State
  - Phase 4: Focus group of experts

# 4. The Findings

## I. Who are the learners?

**Adult Education and Training Tracer Study 2016**  
**Age**

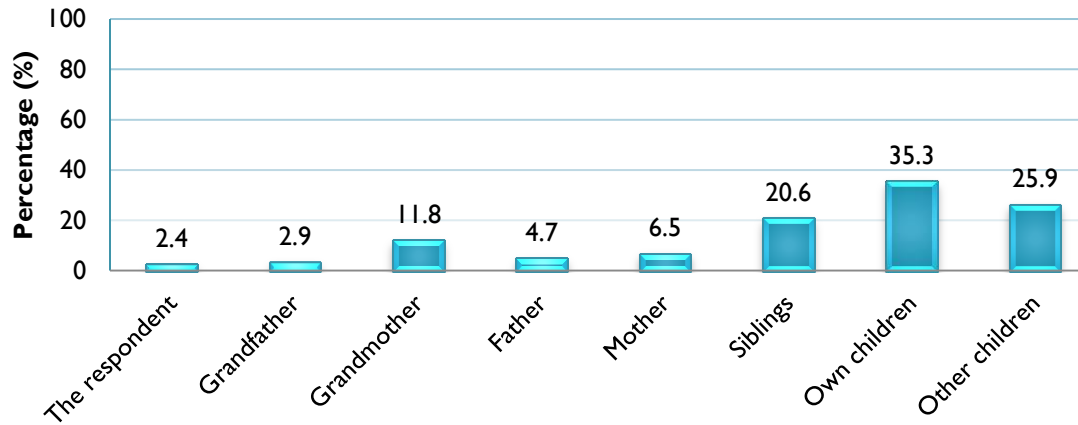


- More females (61,1%) in PALCs.
- The majority (94,8%) of learners are black Africans.
- 53,6% live with parents in a Township
- PALCs easily accessible
- Main role is that of a student

# 4. The Findings

## I. Who are the learners?

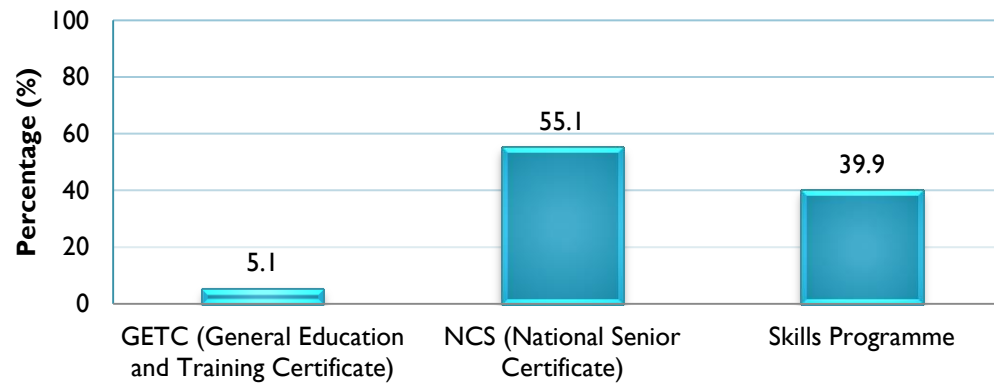
**Adult Education and Training Tracer Study 2016**  
**Who receive the grant?**



# 4. The Findings

## I. Who are the learners?

**Adult Education and Training Tracer Study 2016  
Program**





# 4. The Findings

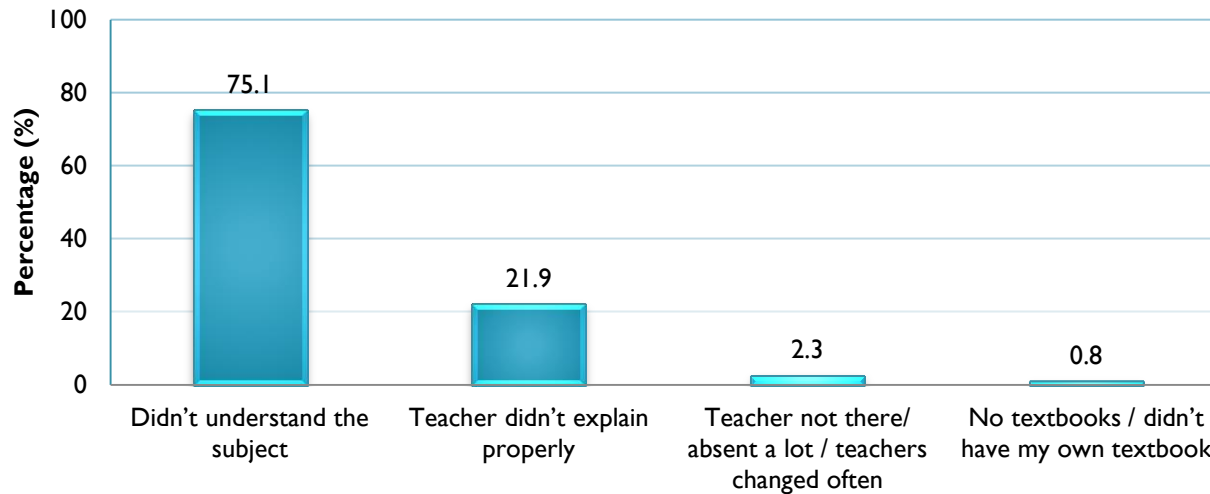
## 2. Why AET aspirations and progression routes?

- 76% left school in last 5 years and 70.3%
- 70,3% left school in or after Grade 12; 13,1% in Grade 10 and 12,4% in Grade 11
- Most (78,2%) left school because of having difficulties with school work, and mostly Mathematics

# 4. The Findings

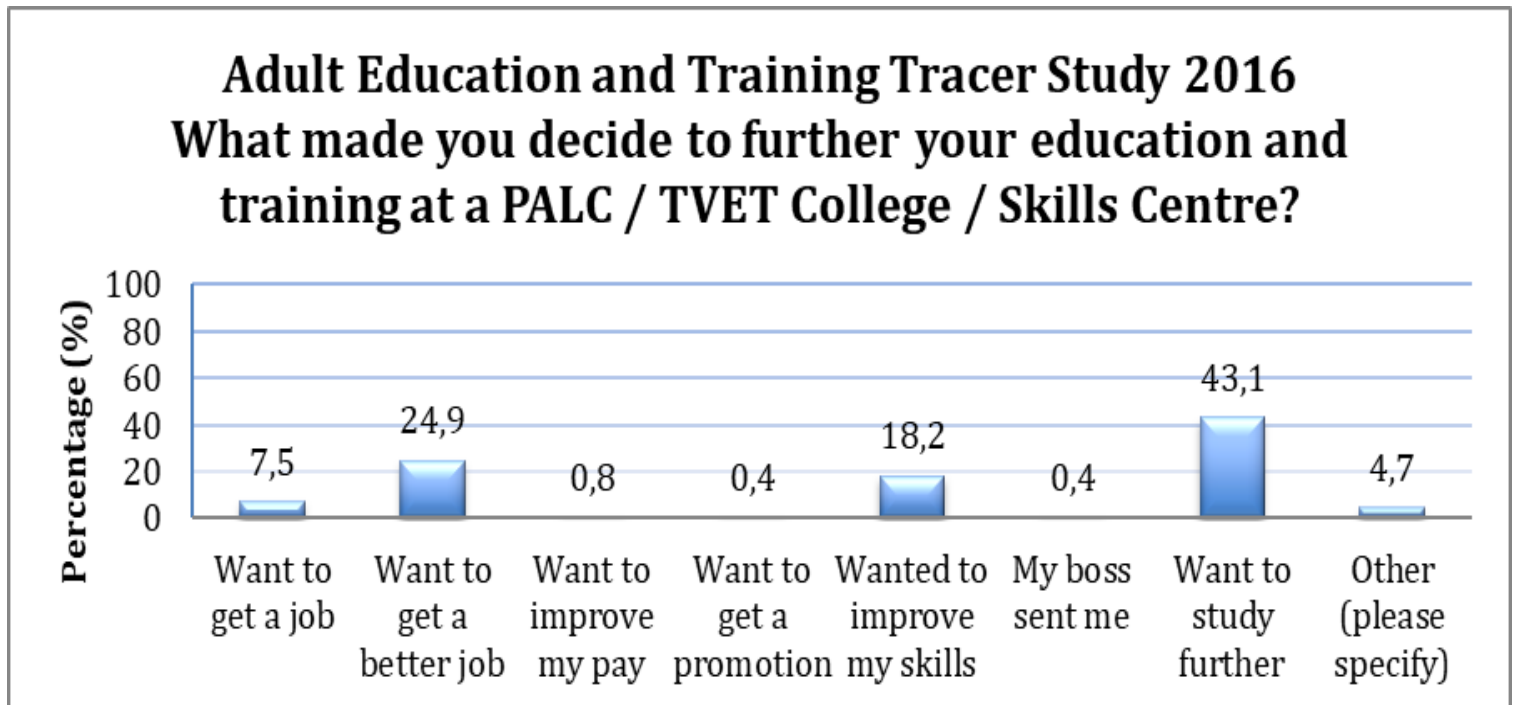
## 2. Why AET aspirations and progression routes?

**Adult Education and Training Tracer Study 2016**  
**Reason for difficult**



# 4. The Findings

## 2. Why AET aspirations and progression routes?



# 4. The Findings

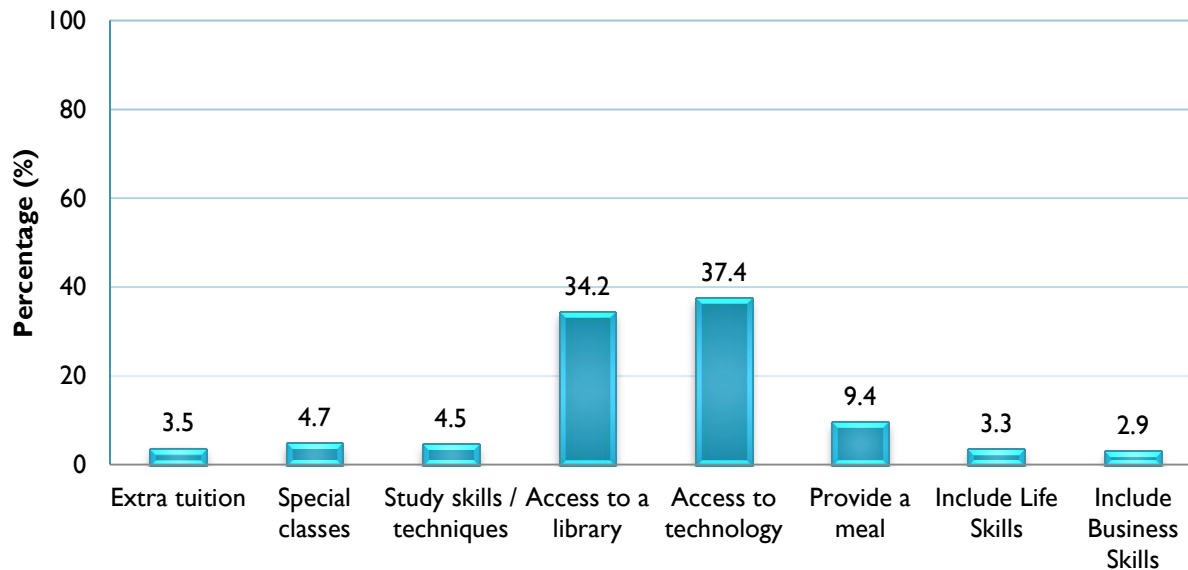
## 3. Experiences of the students at the PALCs and Skills Centres

- 93,2% learners reported easy access to PALCs and Centres \_ distance and registering
- 97,2% studying full time during the day
- Average attendance – 2 days a week
- 47,4% incurred transport costs (1 taxi) and 18,5% incurred learning material costs
- 17,8% did not have learning materials,; 71,7% could take learning materials home; and 10,5% shared materials with other
- Inconsistency of teachers was high (60,8%) – teachers changing all the time
- 54,2% did not think they learned much from the teachers but Centre able to give support when needed (71,5%0
- General Satisfaction index 56%

# 4. The Findings

## 3. Experiences of the students at the PALCs and Skills Centres

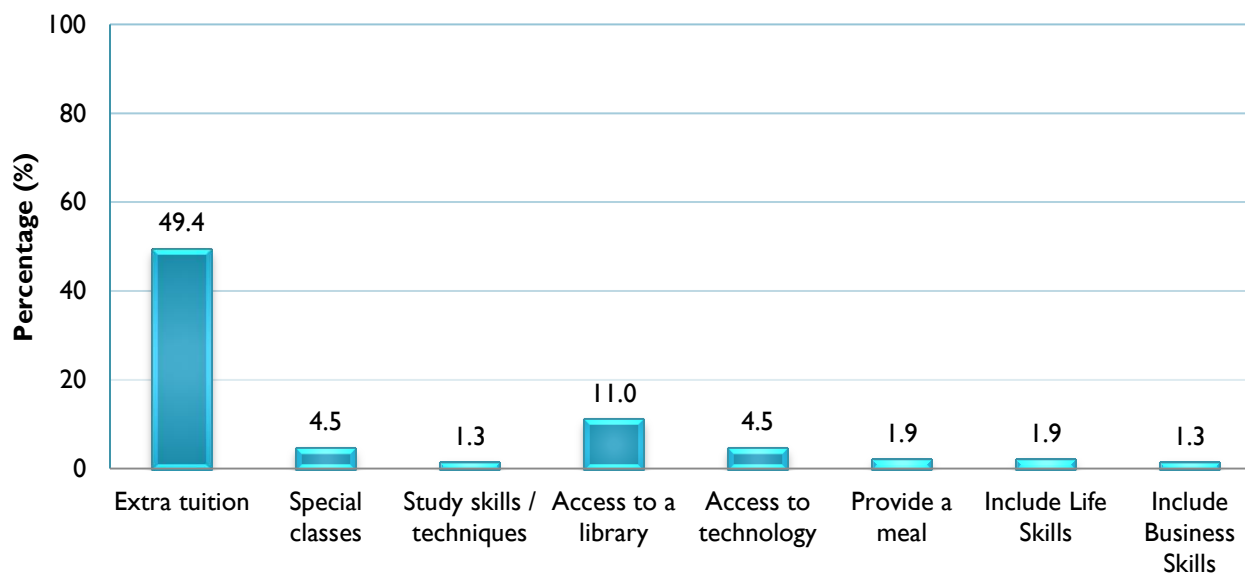
Adult Education and Training Tracer Study 2016  
What support would you have liked?



# 4. The Findings

## 3. Experiences of the students at the PALCs and Skills Centres

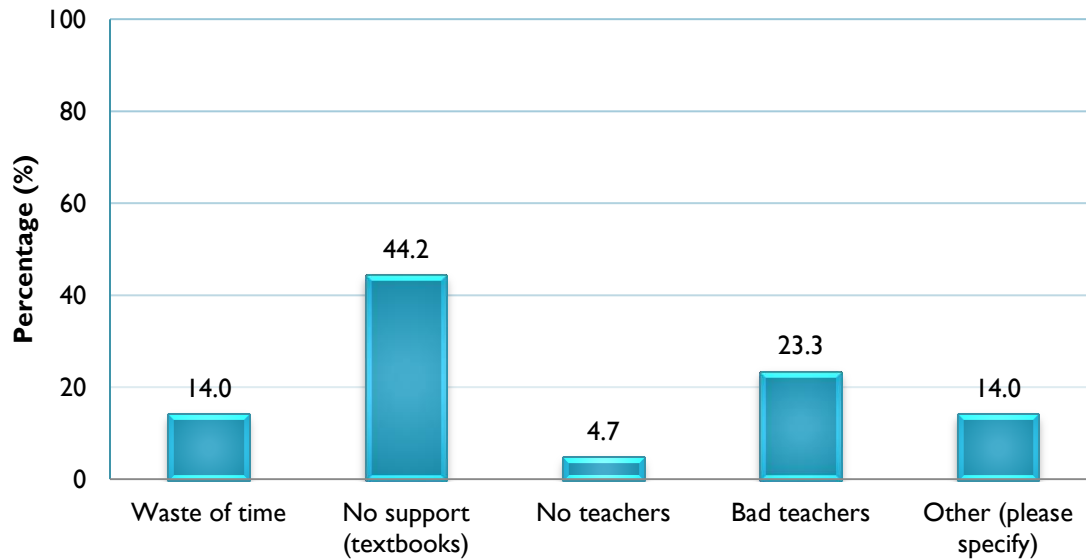
Adult Education and Training Tracer Study 2016  
Did you get help elsewhere - What support



# 4. The Findings

## 3. Experiences of the students at the PALCs and Skills Centres

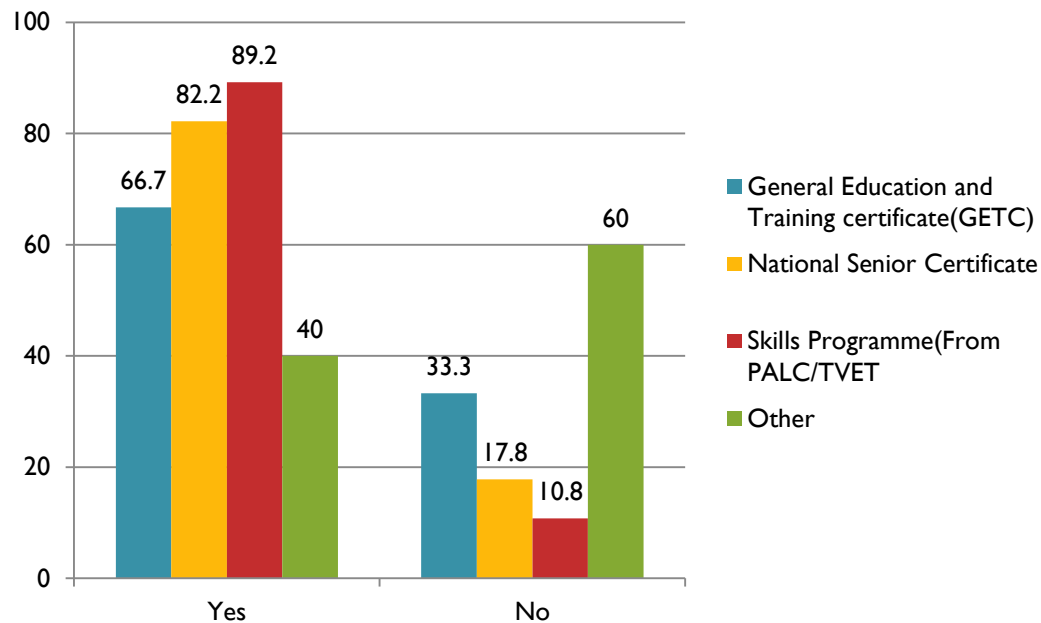
Adult Education and Training Tracer Study 2016  
Would you recommend - No reasons



# 4. The Findings

## 4. Outcomes and Next steps

Reports on only the subjects that were written at end of 2015

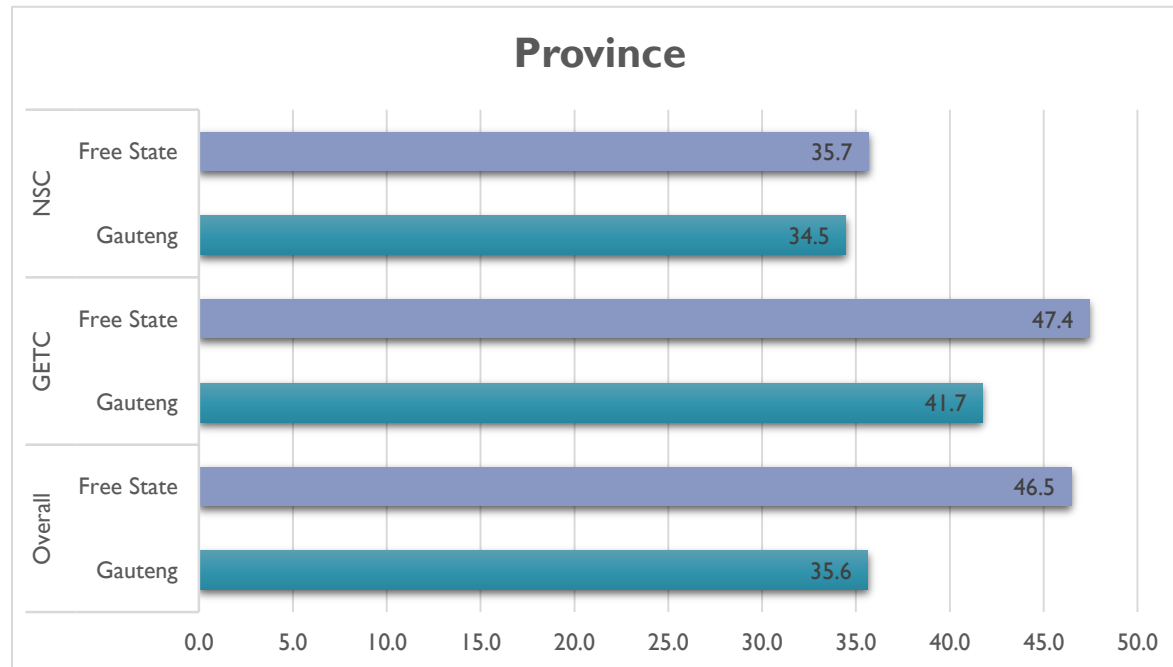




# 4. The Findings

## 4. Outcomes and Next steps

- Achievements by Province



# 4. The Findings

## 4. Outcomes and Next steps

- In Phase I only 3% reported looking for a job as compared to 38,7% after the results who were now looking for jobs
- Recruitment agencies were used (online and visitations)
- Most common job search approach was newspapers
- 85,8% reported transport challenges in looking for jobs
- 36,25% reported to have since found a job, but mostly introduced by someone else
- Only 38,7% of those who passed had plans to study further as compared to 95,1% in Phase I

# 4. The Findings

## 5. Focus Group

- PALCs are filled up by youth mainly in their twenties to thirties, who are registered for a National Senior Certificate. The +45 age group form a small part of PALCs and battle to try and get their General Education and Training Certificate (GETC). Both groups are likely to be over or under placed with respect to the grade they are registered in.
- The crowds are big in the townships than in rural and small towns. Many of the young learners come to the PALC as a stepping stone to get into a skills programme, even though the PALCs have a very limited range of skills programmes. All the skills programmes are between NQF levels 2 to 4.
- When skills are offered, there seems to be two types of skills that learners are exposed to: soft / life skills and hard / technical skills. Learners find the first type not useful and would prefer the latter.

# 4. The Findings

## 5. Focus Group

- Various PALCs are resourced differently – ranging from full-time to part-time teachers. The centres with full time teachers are usually fully resourced and the students well motivated. The reverse is true where teachers are part-time.
- Well-resourced centres are likely to be in the townships than in small towns and new settlements. Partly-funded centres have many challenges emanating from little or no payment of educators, which spill over to the learners. Also, the competences of most of the educators is questioned highly.
- Most educators have a National Senior Certificate and a UNISA Adult Education Teacher's diploma and therefore the level of their content is wanting to teach other matric students.

# 4. The Findings

## 5. Focus Group

- A lot of complaints are received from students about their teachers. Also, many students have come through with gaps in the content knowledge and academic skills, and then they get confronted with weak teachers, the problem is then compounded.
- Mathematics seems to be the most difficult subject for students at all levels. Although these challenges are experienced with the general education area, the skills area also experiences similar challenges.
- The cost of skills is almost unaffordable to learners without financial support and hence 'for-profit' centres are making more money; accreditation issues are a big hurdle; and the funding of skills centre is a big challenge. In general, it is not easy for individuals to access skills programmes. There is also less marketing of the little that is there. Skills relevant to rural economies have not been considered yet.
- In some centres, especially in small towns, there is no differentiation of learners into special needs and non-special needs learners. In challenged centres, there are many learners and fewer facilitators. All centres seem to keep only registration information and no information about their students once they leave.

# 4. The Findings

## 5. Focus Group

- PALCs described as warehouses for young people and these centres seem to be the end by themselves and leading to very little if any.
- The GETC, although it is taken by fewer learners, does not seem to lead to much. Learning pathways between GETC and NSC are there on paper, but either few learners can take this option and succeed or there are knowledge gaps between the two qualifications that seem to exist and make this unachievable on a large enough scale to make it a reality.
- The National Senior Certificate for adults is one of the most complicated qualification in South Africa. The nature and requirements of a National Senior Certificate in school education has changed since 2008, and yet the rules for NSC for adults did not change. Thus, the PALC learners get a qualification named “Amended NSC”, which is not accepted by Universities.

# 5. Implications for CET colleges.

- A young cohort of learners who are ready to study full time
- A high need to get through the National Senior Secondary Certificate and study further
- Skills programmes are in high priority demand
- Populations comes from the lower socio-economic status
- Academic gaps are a reality for most learners and a weak academic provision at PALCs
- PALCs have not had a permanent institutional status and work to be done to give them an institutional form
- No records of information about the students were found in the PALCs
- A different planning process which is comprehensive for a CET college and not just an amalgamation of PALCs or cut and paste TVET policies and plans

## 6. Further Studies

- In building a new institution, it is important to centre it with quality data collected on a regular basis.
- We need to know more about the type of students who participate in these institutions and the CET colleges must be guided on the information to collect on their students, staff, resources, etc.
- We need to know about the socio- economic developments of local surroundings for these institutions so the link between supply and demand can be made at local levels
- We need to develop capability of linking participants to other public services receive such as social grants, health services, Public Works programmes, etc.



## 6. Further Studies

- CET college is about different things, namely:
  - Finishing schooling and closing basic education gaps
  - Developing occupational skills which will help for Labour Market immersion
  - Supporting students in own enterprise development initiatives
  - Studying further
- Information has to be collected about all these streams, frequently
- Capacity to analyse the collected information has to be developed in order to make informed policy decisions