

**THE ROLE OF ADULT AND COMMUNITY EDUCATION AND TRAINING IN
EQUIPPING THE YOUTH WITH EMPLOYABLE SKILLS: THE CASE OF
MASHASHANE-MARABA AREA OF LIMPOPO**

by

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DECLARATION

I hereby declare that the study entitled: **THE ROLE OF ADULT AND COMMUNITY EDUCATION AND TRAINING IN EQUIPPING THE YOUTH WITH EMPLOYABLE SKILLS: THE CASE OF MASHASHANE-MARABA AREA OF LIMPOPO**, is my original work, and that all sources used or cited in this thesis have been indicated and acknowledged by means of a complete reference list, and that this work has not been submitted before for any other degree at any university or any institution of higher learning.

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DEDICATION

This thesis is dedicated to my mother, Mokgaetji Josephine, for her unwavering support and prayers when the going got tough. Ke a leboga Morolong!

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ABSTRACT

Youth unemployment is a persistent challenge in South Africa that is worsening as the percentage of especially young people that are unemployed or unemployable increases quarterly. The Province of Limpopo is ranked among rural provinces and is characterised by a significant number of economically-active youth that are either unemployed or unemployable and this has negative effects on families, communities and the nation at large. Of other initiatives, the South African government established Community Education and Training Colleges (CETCs) with an aim to up-skill school-leavers and/or mitigate the high rate of unemployment. This study therefore sought to investigate whether the ACET has up-skilled the youth of Mashashane-Maraba in the Limpopo Province. The study also investigated reasons that explain the low registration in ACET programmes by the youth in Mashashane-Maraba.

An empirical inquiry using a qualitative research design was used to conduct a case study on four Community Learning Centres located in the Mashashane-Maraba area of the Limpopo Province of South Africa. The researcher sourced data from the field through one-on-one face-to-face interviews, focus group discussions, observations and document analysis. The relevant literature was reviewed on the role of ACET in equipping the youth with employable skills. Furthermore, important documents of the Department of Higher Education on ACET relevant to the study were also reviewed to obtain rich data for the study. A sample of 29 participants comprising 20 adult learners, 3 facilitators, 4 centre managers and 2 officials were purposively selected for the interviews from selected Community Education and Training Colleges in Limpopo.

The theories of andragogy, dependency, transformation and empowerment were adopted and used as the foundation of the study. The results revealed that the selected community learning centres in Mashashane-Maraba offered the old general education and training certificate for adult learning programmes however, the programmes did not up-skill or impart skills to students. The fact that the ACET curriculum offered by the CET Colleges did not offer skills training, limits chances of employment to the youth; hence, most of them opted to stay at home rather than enrol for the programme.

Based on the findings, the study made the following recommendations for stakeholders to improve the programmes, especially in the CET Colleges located in the Limpopo Province:

- There is a need to provide proper infrastructure for community colleges and their delivery sites in order to foster distinct institutional identity;
- The government should incorporate a practical aspect that focuses on imparting job skills in order to enhance employment chances for registered youth. This can reduce the social grant bill on the taxpayers;
- The Adult and Community Education and Training (ACET) programmes offered by the selected Community Learning Centres in Limpopo should emphasise on practical skills in order to equip the out-of-school youth with employment or self-employment skills; and
- The working conditions of the Community Education and Training Educators should be improved in order to increase their focus and commitment in the provision of skills.

In conclusion, this study contributes to the knowledge in the CET sector by revealing some of the major challenges hindering the effective implementation of curriculum that focus on skills training of unemployed youths in the countryside communities. Given that unemployment is a major problem facing the youth in rural communities, the study emphasised the need for transformation of the curriculum in Community College programmes so that it includes more practical job-related skills such as plumbing, welding, building, electrical and leather works.

The findings from the study could be used to ensure that programmes offered by the CET Colleges up-skill the youth so that their chances of finding employment are enhanced. However, as a case study, this investigation does not seek to over-generalise its findings bearing in mind that the conditions of the various community learning centres (CLCs) may differ from one another.

Key words: adult, adult and community education and training, adult learner, employability and employable skills, youth, unemployment.

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ACRONYMS AND ABBREVIATIONS

AABE	Alternative approaches to basic education
ABET	Adult Basic Education and Training
ACE	Adult and Community Education
ACET	Adult and community education and training
ADEA	Association for the Development of Education in Africa
AE	Adult Education
AET	Adult Education and Training
AIDS	Acquired Immune Deficiency Syndrome
ALE	Adult learning education
ALMP	Active labour-market programmes
ASC	Amended Senior Certificate
AU	African Union
BRAC	Bangladesh Rural Advancement Committee
BRICS	Brazil, Russia, China and South Africa
CBA	Centre-based assessment
CBOs	Community-Based Organisations
CET	Community Education and Training
CETC	Community Education and Training Colleges
CETCAC	Community Education and Training College Administrative Centres
CIEJA	Integrated Education Centre for Youth and Adults (translated from Brazil)
CIES	International Centre for Sports Studies (located in Switzerland)
CLC	Community Learning Centres
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EFA	Education for All
ELA	Empowerment and Livelihood for Adolescents
ESDP	Education Sector Development Programme
FAL	First Additional Language
FGD	Focus group discussion
GETC	General Education and Training Certificate

GETC ABET	General Education and Training Certificate for Adult Basic Education and Training
GETCA	General Education and Training Certificate for Adults
HIV	Human Immunodeficiency Virus
HL	Home Language
ICAE	International Council for Adult Education
ICT	Information Communication Technology
IFAE	Integrated Functional Adult Education
ILO	International Labour Organisation
ISCED	International Standard Classification of Education
IZA	Institute of Labour Economics
KAPET	Karlstads universitets Pedagogiska Tidskrift
KNBS	Kenya National Bureau of Statistics
LAC	Latin America and Caribbean
LCETC	Limpopo Community Education and Training College
LTSM	Learning and teaching support materials
MOE	Ministry of Education
MSE	Micro and small-scale enterprises
NASCA	National Senior Certificate for Adults
NCERT	National Council of Educational Research and Training
NCV	National Certificate Vocational
NDE	National Directorate for Employment
NDP	National Development Plan
NEEDS	National Economic Empowerment and Development Strategy
NEET	Not in education, employment or training
NEP	National Employment Programme
NFE	Non-formal education
NFEC	National Fundamental Education Centre (in India)
NGO	Non-government organisations
NIC	National Independent Certificate
NPC	National Planning Commission
NQF	National Qualifications Framework

NS	Natural Sciences
NSC	National Senior Certificate
NSDA	National Skills Development Act
OECD	Organisation for Economic Cooperation and Development
PALC	Public Adult Learning Centres
PSET	Post-School Education and Training
QCTO	Quality Council for Trades and Occupations
RDB	Rwanda Development Board
RDP	Reconstruction and Development Programme
RPL	Recognition of Prior Learning
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SBA	School-Based Assessment
SC	Senior Certificate
SDG	Sustainable Development Goals
SETAs	Sectoral Education and Training Authorities
TESOL	Teachers of English to Speakers of Other Languages
TVE	Technical and vocational education
TVET	Technical and Vocational Education and Training
Umalusi	Council for Quality Assurance in General and Further Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
US	United States
USAID	United States Agency for International Development
WWII	Second World War

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CHAPTER 1: GENERAL ORIENTATION

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Unemployment is a challenge that affects human beings all over the world however, the most affected are those in the developing world especially inhabitants of most countries in Africa. One of its causes is lack of education as some people have not had an opportunity to receive especially primary education due to cultural, economic and/or political issues (McKay, 2012; Quan-Baffour, 2012). In particular, researchers have identified that two of the most prominent barriers to education in low-income countries are related to culture and gender (Adesina, 1982; Gajraj & Schoemann, 1991; Mazonde, 2001) in that girls get married early during the puberty stage with an aim to pass the culture on to their children. Furthermore, some families are of the view that primary schooling takes longer and is therefore a foreign process that might change their daughters' ability to pass their culture to children. Without a doubt, these cultural practices deprive especially women opportunities to go to school. In South Africa in particular, most people of African, Coloured, Indian and Asian descent were deprived of formal education by policies of the apartheid government. The apartheid government deliberately designed a poor quality curriculum for the aforementioned populations partly to ensure that they would remain in servitude. The following statement is quoted from a prominent apartheid politician and affirms this:

"We should so conduct our schools that the native who attends those schools will know

that to a great extent he must be the labourer in the country".

(Christie and Collins, 1984: 160)

Apart from the low quality curriculum, the schools were few and far apart, and combined, these conditions led to many dropouts. As to be expected, even those who completed school would be unemployable because the schools did not teach them skills for employment. This legacy has resulted in many of adult South Africans today without employable skills. Intriguingly, this trend seems to have not changed significantly under the democratic government. For example, Stats SA (2021) acknowledges that the burden of unemployment is also prevalent amongst the youth as 32.8% of persons aged 15 - 24 years (approximately 3,3 million) were not attending school, training for jobs, or employed.

It should be noted, however, that the definition of youth varies from country to country (Mkandawire & Chigunta, 1999). For instance, most African countries consider a person to be an adult when they reach the age of 21 while in some, a person becomes an adult at the age of 18 years. Therefore, this means that the percentages of youth unemployment may differ between countries and/or regions. Whatever the case, in most African countries, the youth unemployment rate increases every year as most youth complete high school and become jobseekers.

For this study, the researcher deliberately conflates the two terms that is, *youth* and *adult* because of the difficulty in stating exactly when youth ends and when adulthood begins, especially in the South African context. In view of the fluid nature of the concepts, the two are used interchangeably in this research project. In general, youth unemployment is not a challenge unique to Africa, it makes up a large percentage of the population in most developing countries. For instance, in Malaysia, Latin America and the Caribbean countries, young people find it harder to access jobs compared to their older counterparts (ILO, 2018; Sazali, 2019).

Although the causes of the high rate of unemployment vary especially between African countries, in the main, the most common is poor planning and mismanagement of profits derived from the abundant natural resources. In addition to poor management of resources, some youth particularly those from families that cannot afford to pay school fees in South Africa have the opportunity to attend no-fee paying public schools. Intriguingly, if they do, some do not complete secondary schools and decide to look for jobs. The irony is that most among these drop-outs want jobs that offer better conditions of service despite having not engaged in further education and training. It should be noted though that there are youth who further their education and achieve tertiary education however, they receive poor quality of education which has negative effects on labour productivity (Filmer & Fox, 2014).

It is argued in this study that in particular the poor curriculum taught at the basic education level and the lack of interest shown by most youths to further their education and training might be the major causes of youth unemployment in South Africa. The poor and untransformed school curriculum condemns most youths to joblessness and/or inability to create jobs through opening businesses. This situation exacerbates youth unemployment because of a gap between what schools teach them and what the labour market requires. This researcher further argues that another contributing

factor that worsens the situation of youth unemployment in South Africa is the yearly increase in the pass rate in the National Senior Certificate Examinations (NSC) (Department of Basic Education [DBE], 2020; Oluwajodu, Greyling & Kleynans, 2015; OECD, 2009). Although it is good for the country to celebrate this success, it is sad to see most of these school leavers lack practical knowledge and requisite skills required by the labour market. Unfortunately, not all learners who pass the NSC get to enrol at higher education institutions (Equal Education, 2017). Interestingly, even those that study at tertiary institutions are not assured of jobs upon completion of their studies. This is partly because some institutions of higher learning do not offer programmes that prepare graduates for the job environment or self-employment. Also, South Africa is seemingly unable to create more jobs to employ as many of graduates that are looking for jobs largely due to a slow economic growth. Also, the labour climate is heavily regulated and subject to union actions and demands – this is not friendly to foreign investors however, the government could alleviate it through effecting policies that attract investors so they could train unemployed graduates through internship programmes. Such an initiative could ensure that unemployed graduates are equipped with skills that are required by employers in the Fourth Industrial Revolution (4IR) (Adams, 2007; Cloete, 2015).

In the Province of Limpopo, known as the poorest and most rural of the nine provinces in South Africa (Arenstein, 2002), many of the economically-active youth are either unemployed or unemployable. For example, one of the areas plagued by youth unemployment is Mashashane-Maraba where unemployed youth who passed Grade 12 roam the streets with no chance of being employed. This means that they are vulnerable and prone to substance abuse, contracting diseases such as HIV, and getting involved in criminal activities. Furthermore, their aimless idling could lure them into ant-social behaviours such as smoking and peddling of substances such as nyaope¹ (marijuana) and excessive drinking of alcohol.

¹ A highly-addictive street drug commonly found in South Africa. It is a mixture of low-grade heroin, cannabis products, antiretroviral drugs and other materials added as cutting agents.

In Mashashane-Maraba, it is common to see matriculated youth standing at street corners or at taverns and bar lounges hoping to occupy themselves with alcohol, perhaps, to distract their minds from their miserable situation of unemployment.

The researcher is a native of Mashashane-Maraba, got primary and secondary education in local schools and after getting a tertiary degree certificate, worked there as a school teacher for more than 30 years before leaving for employment in the urban areas. Her knowledge and experience of the area has made her aware of the plight of most residents such as their lack of employment. Experts believe that if most economically-active people were equipped with practical skills, they could be self-employed and thus the high unemployment rate would be reduced. Mashashane-Maraba is one of many rural areas where there is potential for people to be self-employed and therefore create employment opportunities for others. For example, if some residents were equipped with practical skills in agriculture, they could cultivate and/or process their produce which they could sell to individuals and supermarkets.

1.2 THE CONTEXT OF THE STUDY

Currently, the world experiences lack of requisite skills needed by the job market and this is one of the main causes of youth unemployment (Afeti, 2018: xi). Of many reasons that explain unemployment is lack of requisite skills for the labour market. In view of the worsening youth unemployment in South Africa and in order to mitigate it, the government established Community Education and Training (CET) colleges in 2015 (Department of Higher Education and Training [DHET], 2015). The sector operates separately as a subsector of and serves as an alternative entry point into Post-School Education and Training (PSET). Community Education and Training Colleges (CETCs) operate under the auspices of the DHET and emanate from the old Public Adult Learning Centres (PALCs) that were established by the Adult Basic Education and Training Act of 2000. The Act was later repealed and replaced by the Continuing Education and Training Act of 2006. The CET sector offer diverse programmes, ranging from vocational skills that promote employability to non-formal education (NFE) which is community-oriented and aims to promote social cohesion. Despite these initiatives, youth unemployment in Mashashane-Maraba has not abated. Hence, this study aims to evaluate if ACET could play a role in equipping the youth of Mashashane-Maraba with employable skills.

1.2.1 Overview of the Mashashane-Maraba Area

The study took place in Mashashane-Maraba, an area that falls under the Limpopo Province of South Africa. Limpopo is known as one of the most rural provinces and is marked by widespread poverty and unemployment. Mashashane-Maraba consists of a cluster of rural villages administered by the Polokwane Municipality and is located about 40 km north-west of the capital city of the Limpopo Province, Polokwane (Figure 1.1). It falls under the Polokwane educational cluster circuits which is composed of six active community learning centres (CLCs). The villages adjacent to Mashashane-Maraba are: Matlala, Moletji, and Mapela. The area is surrounded by mountains and is host to the Percy-Fyfe Game Reserve which is a source of income and pride to locals. Below is the map of Polokwane showing Mashashane-Maraba and surrounding areas.

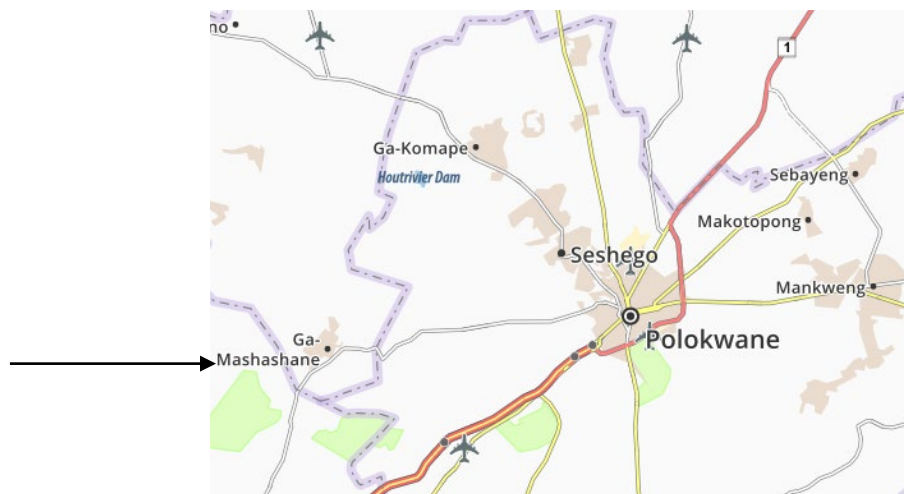


Figure 1.1: Map of Polokwane showing Mashashane-Maraba (Google maps, 2020)

1.3 RATIONALE FOR THE STUDY

This study was undertaken to assess whether ACET programmes equip youth of Mashashane-Maraba with skills for employment and if they did not, suggest strategies that can be adopted in order to transform the programmes so that they would suit the learning needs of most unemployed youths. Being a resident and a frequent visitor to the Mashashane-Maraba area, this researcher was motivated to evaluate how ACET programmes could equip local youth with relevant skills that could enhance their chances of employment. It is undisputed that most qualified youth would like to get employed in order to earn a living and boost the economy of the country. However,

when these qualified graduates do not get employed, it is mainly because they lack industry-relevant skills. Without such skills, it would be difficult, if not impossible, to secure employment nor establish businesses that would withstand competition. The South African government introduced ACET with an intention to equip the economically-active unemployed citizens but some of the youth have not heeded the call to learn the trades via ACET college programmes. Unemployment can hardly be successfully addressed by only the government, all stakeholders ought to partake in addressing it including community members. It was on this background that this researcher undertook this study.

1.4 STATEMENT OF THE PROBLEM

The ACET programmes offered by the DHET are aimed at equipping unemployed youth with skills that are relevant for employment unfortunately, some of the youth especially the males show no interest and ignore such opportunities (Molema and Quan-Baffour, 2019: 361). Such skills have equipped some unemployed youth with practical job skills and enabled them to start businesses which have led to the creation of employment. Therefore, it can be said that these programmes have a potential to contribute to the reduction of poverty, crime and helplessness especially in rural communities. Unemployment among economically-active citizens is a phenomenon that is common across the globe but it is most prevalent in the developing world. Clinton (2002) intimates that young citizens of developing countries are in desperate need of productive employment. They are searching for employment opportunities in order to improve their lives, that of their families and contribute to their communities. The researcher does not believe that South Africa can repair the basic fabric of society until people who are willing to work are trained properly and employed. A job enhances the organisation of an individual, and gives structure and discipline to life (Clinton, 2002). While the foregoing view point seems sound, this researcher argues that in especially developing countries found in the African continent, factors that contribute to unemployment are abound and include lack of job opportunities, absence of training schemes offering relevant job skills, corruption, poor school curriculum and the negative attitude of the youth. For almost twenty-eight years into democracy, most schools in South Africa still produce thousands of unskilled job seekers on an annual basis. This researcher contends that the challenge of unemployment can be addressed partly through transformation of the school curriculum so that it meets the

requirements of the current labour market. Also, that training opportunities be offered to unemployed graduates. Supporting this viewpoint is Quan-Baffour (2021) who suggests that the transformation of the school curriculum that was inherited from the colonialist and apartheid-era should ensure that schools equip learners with skills that would enable school-leavers or graduates to create job rather than seek employment. Thus, in order to contribute to the reduction of unemployment, the South African government established CET Colleges throughout the country (DHET, 2015). Intriguingly, despite these opportunities, this researcher has observed over the past years that the youth in the Mashashane-Maraba area of Limpopo do not patronise the ACET programmes. The seemingly paradox of lack of full patronage among the unemployed youth to seize the opportunity to learn employable skills at community learning centres prompted the researcher to investigate the actual role of the CET college in the area. This study therefore sought to answer the following;

What role can ACET play in equipping especially the youth of Mashashane-Maraba with employable skills?

1.5 AIMS AND OBJECTIVES OF THE STUDY

The main aim of the study was to assess whether ACET programmes were effective in equipping the unemployed youth of Mashashane-Maraba with relevant job skills.

This study was therefore specifically designed to:

- explore whether ACET play a role in equipping the unemployed youth in the Mashashane-Maraba area of Limpopo with practical skills for employment or job creation.
- investigate if ACET programmes are effective in equipping the unemployed youth of Mashashane-Maraba with practical job skills for employment or job creation.
- Determine reasons that explain why some of the unemployed youth in Mashashane-Maraba do not patronise or take advantage of the ACET programmes to study skills for employment.
- Identify the possible challenges that are faced with in the ACET programmes and suggest ways to address them.

In order to achieve the aim and objectives stated above, data was collected using empirical required instruments that included document analysis, face-to-face interviews, focus group discussions, as well as observations. The assumption was that this study could help in improving the role of ACET in equipping youth with employable skills.

1.6 RESEARCH QUESTIONS

In seeking answers to the central research problem in the light of the aim of the study, the researcher posed the following research questions:

The main research question

- What role can ACET play in equipping the youth of Mashashane-Maraba in Limpopo with employable skills?

The sub-research questions

- What capacity are there for ACET programmes to equip the unemployed youth in Mashashane-Maraba with practical job skills?
- How effective are the ACET programmes in equipping the youth of Mashashane-Maraba area of Limpopo with employable skills?
- What may cause the lack of patronage for ACET programmes among some of the unemployed youth in Mashashane-Maraba area?
- What major challenges are faced with in the ACET programmes in equipping the unemployed youth in Mashashane-Maraba with practical skills for employment?
- What needs to be done to address the challenges that are faced with in the ACET programmes?

1.7 SIGNIFICANCE OF THE STUDY

The unemployed [youths and adults] especially in South African rural areas need to be equipped with practical knowledge and skills that would enable them to create jobs and contribute to community and national development. The CET Colleges were therefore established to serve as vehicles for such a positive change. However, for the Colleges to bring about this transformation to the lives of the unemployed, they require

to design and deliver quality education programmes. Such an approach requires well-trained adult practitioners (McKay, 2007: 295) as well as infrastructure among other non-human resources.

This exploratory case study was conducted to explore possible challenges that hinder CET Colleges from achieving their mandate [i.e. provision of practical job skills] in the study area and thereby inform the need for policy reformulation in order to improve ACET programmes in rural communities. Thus, the findings of this study will contribute to the knowledge gap by unearthing challenges facing community colleges in the rural areas such as Mashashane-Maraba and how to capacitate them to equip unemployed youth with the relevant knowledge and skills for self-employment. Furthermore, it may assist policy makers avoid the 'one size fits all approach' to funding and prioritise CET Colleges in the rural areas especially with regard to allocation of resources meant for teaching and learning.

The study may identify strategies through which programmes of ACET can be designed in order to ensure that quality adult education is provided for especially the youth and adults residing in rural areas including that at Mashashane-Maraba.

This study also has the potential to offer knowledge to the department of Higher Education, ACET practitioners and managers to ensure the success of the community colleges system in rural areas. It can suggest solutions that require that ACET policy makers be realistic when creating policies that can practically address rural youth unemployment in South Africa. Overall, this study might be a useful guide to programme developers that stimulate a critically approach when designing programmes for youth and adult learners in the countryside communities.

1.8 DELIMITATION AND LIMITATIONS OF THE STUDY

1.8.1 Delimitation

The present study was concerned with youth unemployment and the role that ACET programmes could play in equipping the youth with practical skills for employment. It focused on the youth in Mashashane-Maraba because:

- It is in a rural area and is plagued with high unemployment

- Unemployment has forced most to engage in anti-social activities such as drug peddling, house breaking etc.
- The CET College began offering programmes in the Mashashane-Maraba area over 5 years ago however there is dearth of studies that assessed if the programmes impart the youth with practical job skills. It is therefore pertinent to undertake a study of this nature.

In order to achieve the reasons mentioned above, the researcher limited this study to the rural communities surrounding the Mashashane-Maraba area.

1.8.2 Limitations

Every research project has limitations and that of this study are described below:

First, the decision to focus on four out of 746 Community Learning Centres where CET College operated in Limpopo was because of limited logistics, time and funds. Second, findings made at Mashashane-Maraba may differ from that in other areas where CET College operates and therefore may not be applicable to all the clusters in the province. Third, the sample size used in this study was relatively small which could have been a limitation.

Fourth, some participants did not honour their appointments as the interviews and/or data collection coincided with the fall of heavy rains in the area.

In order to avoid conflict of interest and unreliable responses, participants who knew the researcher were not chosen to participate in the study.

1.9 DEFINITION OF KEY CONCEPTS

- ACET: In South Africa, ACET stands for Adult and Community Education and Training: In this study, ACET is adapted from the description of AE in the International Standard Classification of Education (UNESCO, 2011: 78). This study describes ACET as the type of education that prepares adult and youths for employment, to earn sustainable livelihoods through self-employment or to establish a company or cooperatives and contribute skills to a developing economy.
- Adult Education: AE is a broad field that includes basic and continuing education, vocational and technical education, higher education and professional

development offered through formal, non-formal and informal education means and by a variety of actors – the State, civil society organisations, business and industry, and private providers (Baatjes & Baatjes, 2008: 8).

- Adult learner: Throughout this study, adult learners refer to all those who attend at CLCs. Adult learners are known by a wide variety of names – including non-traditional students, adult students, returning adults, adult returners, mature learners among others – and they have an even wider variety of cultural and educational backgrounds, abilities, responsibilities and experiences (Busher & James, 2019).
- Adult: In this research project, the concept of adult is defined according to the South African context and refers to any person over 18 years of age.
- Community Education: In this study, community education is aligned to the description by Baatjes & Baatjes (2008: 15) who indicated that community education is about encouraging and engaging people throughout life in learning that is based on what they are interested in. Education ought to be relevant to the participating learners and be responsive to community priorities identified with people rather than for them.
- Employability skills: Employability skills in this study refer to what Overtoom (2000: 2) defined as transferable core skill groups that represent essential functional and enabling knowledge, skills and attitudes required by the twenty-first century workplace which are necessary for career success at all levels of employment and for all levels of education. Robinson (2006: 74) indicated that leadership skills, communication skills and conflict management skills are some of the employability skills desired by employers.
- Employability: In this study, employability is understood according to Brown, Hesketh and Williams (2003: 111) who defined employability as the relative chance of acquiring and maintaining different kinds of employment.
- Youth: For the purpose of this study, the concept 'youth' has been adopted from The South African National Youth Policy 2020 which defines young people as those falling within the age group of 14 to 35 years. This is consistent with the definition of youth contained in the African Youth Charter, which defines youth as those between the ages of 15 and 35 years. For the sake of this study, the words youth and adult are used together as youths and adults or youth and adult learners.

1.10 ORGANISATION OF THE STUDY

The current study is made up of seven chapters. Chapter 1 described its general orientation which focussed on the concept of “employable skills” and the role of ACET in providing skills in South Africa with focus to the unemployed youth of Mashashane-Maraba. Further, it presented a problem statement, its aim and objectives as well as the rationale for the study. Lastly, the chapter described the scope and limitations of the study.

Chapter 2 on the other hand focused on the theoretical aspect that underpinned the study. It described the following: adult learning theory, dependency theory, transformative learning theory and empowerment theory and their implications for the study.

In Chapter 3, the researcher reviewed largely published literature that was based on the title. The literature assessed the role played by ACET/AE in South Africa. Also, it described how the NFE can help achieve the United Nation’s Sustainable Development Goals (SDGs) especially in the context of South Africa.

Chapter 4 presented the research approach, design and methodology, all which investigated the role of ACET in equipping youth with employable skills.

Chapter 5 presented and analysed data using a thematic approach.

Chapter 6 discussed the findings and related them to the theoretical framework and literature review of this study.

Chapter 7 provided a summary, conclusions and recommendations which arose from the findings and analysis of data.

1.11 CHAPTER SUMMARY

This chapter described the background to the study, the problem statement, specific research questions, the rationale and its purpose. Under the orientation section, the chapter discussed the scope (delimitation) and limitations of the study, key concepts, and highlighted how the chapter was divided. The next chapter (2) focuses on the theories that underpin the study.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter described the background and orientation of the study. For this chapter, the theoretical underpinnings of the study were discussed including some theories that are of relevance to the study. A theoretical framework is defined by Anfara and Mertz (2015: 15) as any empirical or quasi-empirical theory of social and or psychological process, at a variety of levels (e.g., grand, mid-range, explanatory), that can be applied in order to understanding a phenomenon. Grant and Osanloo (2014: 15) maintain that a theoretical framework provides a common worldview or lens from which to support one's thinking about the problem and analysis of data. A theoretical framework is therefore important in research as it serves as the foundation stone upon which a study is built. It allows the researcher to determine how different philosophies can be used in a study in order to achieve its objectives. As to be expected, researchers tend to use relevant theories to clarify a set of data and this leads to successful achievement of research objectives. When two or more theories are used in a study, it is referred to as theoretical triangulation (Denzin, 1978: 297). In fact, this researcher applied the following theories which were considered relevant to the study: *adult learning (andragogy), transformative, dependency and empowerment.*

The concept of triangulation has its origins from the works of Norman K. Denzin (Nøkleby, 2011: 144), a sociologist who also coined and used the term in qualitative research studies in the 1970s. Ngulube, Mathipa and Gumbo (2015: 11) affirm that triangulating theories can enhance a researcher's understanding of a phenomenon under investigation and increase the validity of the explanations. Furthermore, theoretical triangulation helped the researcher of this study to gain a clear understanding and different perspectives on the current topic.

2.2 THE CONCEPT 'ADULT' IN PERSPECTIVE

The definitions of an adult and youth can be confusing because they overlap. For instance, in some countries, an adult is defined it in terms of social roles. Although some children become parents before they reach the legal age, they cannot be categorised as adults despite performing adult roles. In terms of South African legislation, any individual at the age of 18 is an adult. On the other hand, South African

legislation defines the term youth is anyone between the ages of 15 and 35. Due to the overlap between concepts, there is no clear demarcation that can be drawn between an adult and youth. However, it should be noted that the norm, by law, including South Africa, is that one becomes an adult at the age of 18 (National Youth Development Agency, 2015; UN, 2008).

Some researchers define the concept 'adult' in terms of biological and psychological changes that occur at different stages of human development. For instance, physical body changes and psychological changes from teen to adolescent stage help in distinguishing between a teenager and an adolescent. In South Africa, legislation approaches it from different angles such as the age of acquiring an identity book or card, being part of the labour force, getting a driving licence, eligibility to vote and consent to enter into contracts (Johnson, 2015). The major characteristics that help to identify someone as an adult in line with the views of Caffarella and Barnett (1994: 16-19) include the following: The individual should:

- be 25 years or older;
- have delayed entering tertiary institutions for a year or more after completing high school;
- be a full-time worker;
- have a family and dependants and
- be more mature, independent and motivated than traditional students.

For the sake of this study, all people (including both adults and youth) who participated in the (ACET) programmes at Community Learning Centres (CLCs) in Mashashane-Maraba area were referred to as young adults. Even though it was not easy to separate the concepts 'adult' and 'youth', it is worth noting that in this study, the researcher conflated the two concepts by referring to them as adults or adult learners.

2.3 JUSTIFICATION FOR THE USE OF SPECIFIC THEORIES IN THIS STUDY

It was important to use a number of theories in this study because they enabled the researcher to understand the problem that was studied from different perspectives. The ultimate aim of the study was to produce results and recommendations that could assist CET Colleges provide training that could equip unemployed early adults with requisite practical skills that would enable them to create jobs. Four theoretical

frameworks were used in order to search for sustainable solution to the problem under investigation.

Of the various theories that are used in educational research studies, the researcher chose the andragogy and transformative learning as the most relevant for use in the present study. These are relevant because they focus on adult learning. As mentioned in previous sections, the researcher used '*the youth*' to refer to the two concepts [youth and adult] because of these overlap. The transformative learning theory in particular is deemed applicable here particularly because of the fact that adult learners are expected to transform their challenges into pillars of achievements.

On the other hand, the other two theories - dependency and empowerment - were used in this study to justify the fact that unemployment is a burden on parents and communities. Therefore, there is a need to empower especially young adults with practical skills that would enable them to become economically independent citizens.

The following sections describe the four theories that underpins this study, including their relevance and implications for the study. To make the importance and the interconnectedness of the four theories vivid, the researcher provided the below schematic presentation that illustrates their interdependence.

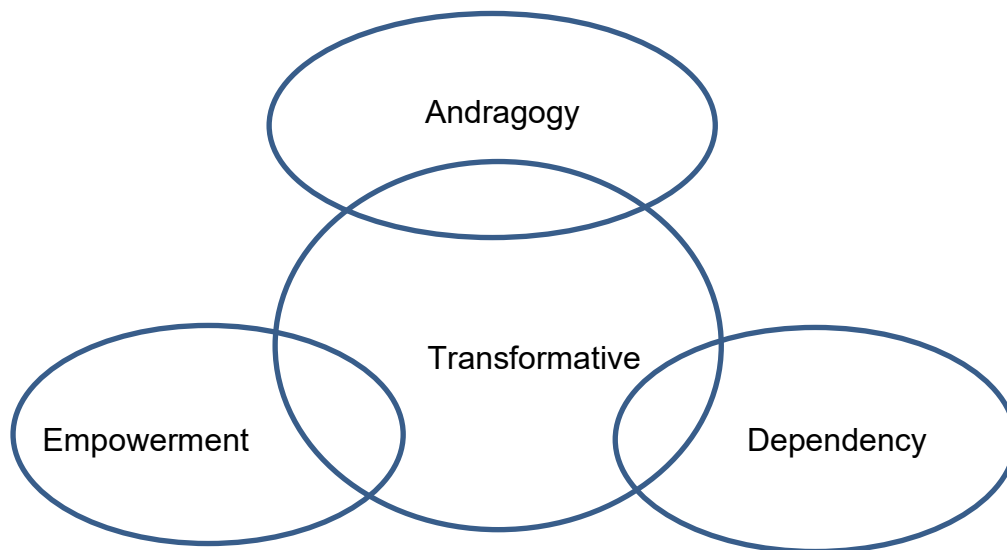


Figure 2.1: Schematic representation of the theories underpinning the study

The above illustration shows how the theory of andragogy and its principles for teaching can transform individuals to become employable and independent. It shows four theories that complement each other. Even Though all the four theories discussed below are relevant, interconnected and relate to the study, the need to empower the unemployed youth is the crucial focus of the study. In this regard the empowerment theory is the main theory that underpins the study.

2.3.1 Andragogy: The Theory of Adult Teaching and Learning

Theories related to adult education are abound in published literature however, for this study, the andragogy and transformative theories were selected. First, this section discusses the andragogy, also known as *the theory of adult learning*. Literature background (Maddalena, 2015; Henschke, 2016; Pratt & Ass., 1998) indicates that the term andragogy was coined in the 1800s by Alexander Kapp, a German educator, to refer to “methods or techniques used to teach adults” and was popularised in the 1960s by Malcolm Knowles, an American educator. Knowles (1984: 28), the main proponent of the theory, asserts that andragogy is a comprehensive adult learning theory that evolved in the last decades. Knowles describes andragogy as the theory which focuses on the science and art of helping adults to learn. Knowles (1980) opines that the theory, *andragogy*, focuses is concerned with how adults could be taught in order to learn while pedagogy relates to the science of teaching children. Pratt & Ass. (1998: 12) indicate that Knowles’ concept of andragogy ‘is centred around the conceptions of learners as self-directed and autonomous; and of the role of the teacher as facilitator of learning rather than presenter of content’. The theory postulates that adults bring with them a lot of experience to the learning situation and as such cannot be taught like children. Therefore, the teacher or educator should facilitate learning instead of spoon-feeding adult learners with knowledge and be aware that some of their learners might be more experienced and knowledgeable than them. They should avoid a situation where they overload learners with content without relating it to their experiences. Kearsley (2010) suggests that because experience forms the basis of instruction, adult learners should be involved in the planning and evaluation of their instruction. Adult learners are interested in learning that would have an immediate relevance and impact on their lives and for that matter learning must be problem-centred or task-oriented (Kearsley, 2010). In view of their urge to be taught content that can assist them to solve immediate socio-economic problems, adult learners

cannot afford to be taught out-dated information especially that contained in curriculum that are not relevant to their current socio-economic needs. They should be trained not merely to acquire knowledge but also skills to solve the ever-complex problems facing them now.

The theory and its allied assumptions serve as a good guide for adult educators and practitioners on how to facilitate and implement adult learning programmes at community learning centres (Maddalena, 2015). It (andragogy) informs adult educators to understand how adults learn and thus assists them to improve their teaching or facilitation practices for the achievement of learning goals. This theory did not only help the researcher in building a sound relationship with participants during the process of data collection but also informed the empirical research done in the field (Gouthro, 2019: 4). For example, the theory guided the researcher on how they had to approach and handle the selected research participants as adults and not children.

Knowles (1984) developed six principles that concern the *andragogy* theory. These form the guiding principles for teaching and organising learning programmes for adults. Knowles (1984) suggests that in order to make adult teaching more effective, educators should develop an informal learning contract with learners to ensure that learning becomes a social activity based on cooperation between the teacher and the learner. Knowles' six principles underlying the theory of andragogy are briefly discussed here below:

- Self-concept

In general, as an individual matures or enters into adulthood, their self-concept changes from being dependent to a more self-directed human being (Knowles, 1984). Thus, they become self-directed and do not need a rigid control but support and guidance to learn (Quan-Baffour, 2011). The development of self-concept may enable the individual to decide for themselves what they want to learn and enrol for programmes they think can improve their lives. Thus, in the case of adult learners at the Community Colleges, they enrol for programmes they deem relevant to their will and as such expect the Colleges to assist them to achieve their specific learning goals.

- Experience of the adult learner

Adult learners have accumulated a lot of experience during their life journey and as such educators should build on this knowledge in their teaching (Knowles, Holton & Swanson, 2012). Programme facilitators should take cognizance of the experiences of the adult learner and use such experiences as the foundation for learning new knowledge and skills. In other words, the knowledge and experiences of adult learners can be refined to become more useful in creating self-employment.

- Readiness to learn: Adult learners have gathered experiences and it is these experiences that make them interested in learning content that relate to and can help them in their practical situation. As in the case of this study, the youth or early adults who enrol at the Community Education and Training Colleges do so because they are ready to learn relevant skills which can empower them to initiate their own jobs.
- Orientation to learning: It is to be expected that adults would have learned a variety of theories which might have been of little or no help and leads to incompetency in dealing with daily life challenges. The relevance and the practicality of the programmes offered to adult learners should be their motivation to participate therein.
- Motivation to learn: Intrinsic factors such as being employed in a decent job, or being able to create jobs, the ability to provide for the family, and leading a quality life can boost both the morale and self-esteem of adult learners. These intrinsic factors are more important in adult learning than the extrinsic motivators. The onus is therefore on educators to nurture and manage the motivation of adults so they could achieve their learning goals. As self-motivated people, educators should make adult learners aware of the purpose of what they teach and match their instruction with learner motivation to ensure continued learning. In other words, adult education practitioners should explain to the participants the purpose of the programme offered to them.
- Self-directedness: Zmeyov (1998) describes andragogy as a new field of human sciences which deals with principles which can make adults learn effectively in their own terms and not as children. Given that adult learners know what they want to learn and can control themselves, they should be allowed to participate actively in the learning process alongside their teacher.

2.3.1.1 The Implications of Andragogy to Adult and Community Education and Training

The theory, andragogy, has implications for adult education in general and ACET teaching and learning in particular. Adults, unlike children, know what they want to learn and need support and guidance to enable them achieve their learning goals. The theory therefore encourages adult educators to devise appropriate ways and means of teaching adults instead of attempting to spoon-feed them with mere information.

ACET is a teaching and learning programme meant for out-of-school youth or early adults. Therefore, it should take cognizance of the six principles of Knowles' theory of andragogy. These principles serve as the basis for teaching ACET learners in community colleges which were established to equip the economically active early adults with practical job skills for self-employment (DHET, 2019). The youth and adults who enrol at Community Learning Centres do so because they are motivated and are responsible for their lives (Maddalena, 2015: 4; Muneja, 2015: 57; Gouthro, 2019: 72).

Adults in post-school learning centres have abundant experience on life and therefore expect these centres to enable them realise their expectations. In view of this, it becomes imperative for facilitators at CLCs to acquaint themselves with the expectations of their learners and try to meet them. Therefore, knowledge of the andragogy theory becomes very relevant for adult educators in that it assists them to teach adults to meet their learning expectations or goals.

In general, adult learners prefer to use the experience accumulated in life to achieve higher goals. Therefore, they should be treated with dignity and respect. The onus is therefore on the facilitators to create conducive environments that would enable adults to develop their underlying skills and sometimes hidden talents through self-direction. Instruction should take into account the wide range of different backgrounds of learners; learning materials and activities should allow for different levels/types of previous experience. DHET (2017: 21) confirms that community colleges should provide a number of and type of programmes and the modality of learning informed by local industry and community needs and linked to local labour-market demands. The theory therefore can play an important role in guiding college educators to create

an enabling learning environment with a variety of programmes which can meet the learning needs of the learners.

Community college adult learners are interested in learning that can help improve especially their poor socio-economic situation. For this reason, facilitators need to offer learning programmes that can help improve their lives. The DHET (2015: 14) supports the adoption of a holistic approach to education and training in order to offer learning options in which a variety of skills are developed. This should be within an integrated development framework that seeks to improve livelihoods, promotes inclusion into the world of work and supports community and individual needs (DHET, 2015). In other words, there ought to be task-oriented activities which can be aligned with learners' experience. For instance, teaching can be made more learner-centred through group discussions, using case studies, simulations and games and role playing are the most suitable techniques compared to conventional lecturing. Adult teaching approaches that do not take cognizance of the principle of andragogy can demotivate adult learners hence the need for educators to be guided by the theory of andragogy in their encounter with adult learners as espoused by (Knowles et al., 1984):

- Adults need to be involved in the planning and evaluation of their instruction. Young adults at CLCs are motivated both intrinsically and extrinsically to enrol for ACET programmes. The learners know the kind of skills they want to learn to enhance their livelihoods or boost their chances of employment and for this reason, educators should involve them in planning the curriculum and instructional activities.
- Experience enhances the learning of new techniques in adult education. Adults enrol in learning institutions with a wealth of experiences gained through life, some of may be joyful or bitter but may influence their current learning activities. With the experience and mistakes committed in their lifetime, unemployed young adults know what they want to learn and want to avoid repeating the mistakes. Their educators in such centres need to find out and use such lived experiences as catalyst for learning new knowledge and skills.
- Although they may not have been involved in active school activities, in general, adult learners are most interested in learning courses that would be of immediate relevance and have impact on their jobs or personal lives. They prefer programmes

that can have an immediate impact. Their learning in order to achieve immediate application should encourage educators not to waste the precious time and sacrifices made by adult learners but engage them in learning relevant skills for immediate use.

- Adult learning is problem-centred rather than content-based. Most of these young adults are out-of-school, may also be parents with children to look after. They therefore need the kind of skills or programmes that can help them generate income and improve their living standards.

Although research (Filmer & Fox, 2014: 10; Okada, 2012: 170; Derek, 2012: 7) indicates that educational attainment enhances and shapes employment opportunities, this does not appear to hold true as unemployment keeps on increasing especially among the youth. It seems there is a general mismatch between skills acquisition and the needs of the labour market. Masses of the youth in South Africa are without jobs, yet many are graduates (Cloete, 2015: 515; Mokgohloa, 2006: 1). There seems to be skills and knowledge gap that must be filled through alternative education and training programmes. The establishment of Community Education and Training Colleges was therefore a response to fill the knowledge and skills gap in many young adults (DHET, 2015).

The youth who enrol for ACET programmes can be equipped with employable skills, to reduce the evils of unemployment. This however may depend on the quality of instruction provided by the Community Colleges. Unemployment degrades one's dignity and reduces self-esteem. It also breeds social evils such as crime, substance abuse and domestic violence (Bushe, 2019: 20). It hinders economic development because it does not allow many economically-active people to contribute to a country's development. When teaching and learning activities are based on the principles of andragogy, they can enhance the acquisition of relevant job skills that unemployed persons require in order to lead better lives.

2.3.2 Transformative Learning Theory

Another important theory that relates to this study is the transformative learning theory. Some researchers (Dirkx, 1998: 4; Shri Uday & Pandya, 2016: 1) view it as a framework that provides insight on how people construct knowledge by reflecting on their experiences and challenges, strive to develop new knowledge, skills and the

ability to analyse, question, and act in order to improve their lives. A proponent of transformative theory was Jack Mezirow in the late twentieth century. Mezirow (2000: 7) defines the transformative learning theory as “the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind and mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove truer or justified to guide actions”. This implies that for transformative learning to take place, learners should unlearn what they shall have learnt, and relearn. Mezirow (2000) argues that people learn from their experience and hardships to open their minds and start to think in a developmental way. In other words, they learn from challenges or obstacles and use them as their stepping-stones towards self-empowerment and development (Mezirow, 2009).

In explaining his theory, Mezirow (1978) sets out the procedure for learning in a transformative way which includes the following:

- A disorienting dilemma: The experience accumulated during their lifetime causes adult learners to be in an imbalanced state and that makes some people seem as if what they are taught now does not relate to what they know. This, on its own, is confusing and leads to some doubts about their decision to embark on a new programme and creates fear of committing mistakes. This is normal because for transformative learning to take place, adult learners need to unlearn some of the things they know and learn new things (Mezirow, 1991);
- Self-examination with feelings of guilt or shame. As mature and responsible, adult learners self-reflect and start to have feelings of blaming themselves. To address these feelings, adult learners need to turn their mistakes and regrets into successes;
- A critical assessment of epistemic sociocultural or psychic assumptions, personal role assumptions and alienation created by new roles. Adult learners need to adapt to the new learning environment to allow transformative learning to take place;
- Recognition that one’s discontent and the process of transformation are shared and that others have negotiated similar changes. They should share and analyse personal discontent and similar experiences with others. It is imperative that adult learners realise that they are not the first to experience the disorienting dilemma

but that others share similar concerns. On this basis, they need to talk out their frustrations with others;

- Building of competence and self-confidence in new roles and relationships. Participating in group activities can boost their morale and make them feel confident and avoid being dormant.

2.3.2.1 The Implications of the Transformative Learning Theory to Adult and Community Education and Training

Transformative learning theory has some important implications for adult teaching and learning in that it fosters positive changes in adult learners to become emancipated (Mezirow, 1990) mentally, socially and economically. The importance of education as part of reconstruction, transformation, and a pre-condition for development is indicated by the National Policy on Community Colleges (DHET, 2015). This means, adults who enrol for Community College programmes should be able to transform their lives through the acquisition of practical job skills. Cranton (1994: 224) asserts that the goal of adult education is to help adult learners become more critical and reflective, to participate more fully and freely in rational discourse and action, and to advance developmentally by moving towards perspectives that are more inclusive, discriminating, permeable, and integrative of experience. This implies that learner empowerment can be achieved through critical reflection for a more participatory learning society. Adult learners as self-directing persons therefore need to undergo the transformative learning process in order to acquire relevant knowledge and skills to change their circumstances. Mezirow (1994: 226) posits that as transformative learning involves sociolinguistic perspectives, it results in learners becoming motivated to take collective social action to change social practices, institutions, or systems. Mangena (2018) suggests that the country needs a good, credible and productive education system that would enable young people to work effectively. In other words, CET Colleges among other institutions of higher learning ought to equip unemployed aspirant young students with practical knowledge and skills that could transform their lives. As aptly noted by Mangena (2018), when people have employable skills, they are less likely to queue for RDP houses or social grants because they would afford to build or buy their own homes. It is important to note that a country largely boost of sustainable development when most of its economically-active citizens are equipped with practical job skills that enable them to create

employment. Mezirow (1994: 223) affirm that often, adult learners are reluctant to learning content that does advance them or their lives. For this reason, ACET educators should design courses that cater for and meet the learning expectations and/or needs of adults such as knowledge and skills that are requisite for employment.

2.4. DEPENDENCY THEORY

One of the development theories used in this thesis is the dependency theory. It was introduced by Raul Prebisch in the late 1950s and was based on economic concept that focuses on the financial relationship between rich and poor nations (Prebisch, 1950, cited in Sunkel, 1969: 23). The dependency theory holds that richer nations increase their wealth at the expense of poorer nations partly due to an unequal relationship that exists between economic and other factors. Initially, Prebisch, as Director of the United Nations Economic Commission for Latin America, was concerned about the fact that industrialised countries were achieving economic growth without contributing to the growth of poor countries. Apart from the views of Prebisch, other researchers define the concept of dependency as follows:

- Sunkel (1969: 23) describes it as “an explanation of the economic development of a state in terms of the external influences of political, economic and cultural on national development policies”.
- It is seen as a historical condition which shapes the structure of the world economy such that it favours some countries to the detriment of others and limits the development possibilities of the subordinate economies. In other words, the economy of some countries is conditioned by the development and expansion of other economies to which their own is subjected (Dos Santos, 1971: 226); or
- As Ferraro (2008: 60) asserts, dependency is associated with the economic development of a nation in terms of political, economic and cultural influences on its policies. The theory attempts to explain the present underdeveloped state of many nations by examining the patterns of interactions among nations and by arguing that inequality among nations is an intrinsic part of those interactions (Ferraro, 2008).

Although the above researchers describe dependency in terms of nations and countries, it is also applicable to individuals or groups of people (Akoto, Mosley, Assad, Perkins, Thiagarajan & Stammerjohan, 2019: 99). They could be relatives or groups

of community members on whom some individuals or a group of people depend for necessities of life for example, food, clothing, shelter etc. In particular, some uneducated and/or unemployed youths who become parents prematurely tend to depend on social grants offered by the South African government in order to support their children. In the same way, unemployed early adults may depend on their parents, families and relatives for survival. This may create a dependency syndrome that can only be broken through their acquiring of practical job skills. The “dependency syndrome is an attitude and belief that an individual or group cannot solve their own problems without outside help and is therefore a weakness that is made worse by charity” (Bartle, 2012: para. 1).

2.4.1 The Implications of the Dependency Theory for Adult and Community Education and Training

Some developing countries initiated programmes that are aimed at alleviating poverty; for instance, countries in Latin America have conditional cash transfers and pensions while South Asian countries have employment guarantees for their citizens. These countries use social assistance as a means of poverty alleviation (Shepherd, Wadugodapitiya & Evans, 2011). The cycle of poverty can be broken through equipping the unemployed with practical knowledge and skills that could enable them to create their own jobs. In that way, they may become economically independent. Although programmes aimed at alleviating poverty are laudable, some researchers (Shepherd et al., 2011; Rafikov & Akhmetova, 2019) argue that beneficiaries tend to develop a ‘dependency syndrome’ and do not develop themselves. In general, people who receive grants tend to become permanently dependent on these and because they are given for ‘free’ without any services rendered, they are often misused on unnecessary purchases and increase the taxpayers’ burden.

The South African government helps some among the poor by administering social assistance in various forms of social grants. It faces a paradox that it is good that people in poverty should get social assistance, but this may breed a dependency syndrome. The Department of Higher Education and Training (2015) established ACET programmes as a strategy to keep the youth out of the dependency syndrome by empowering them with employable skills. This approach is in line with the wise saying that “we must teach the hungry how to fish instead of giving them fish”.

Therefore, the provision of grants and food parcels should be replaced with practical skills and tools for employment. In other words, the physically-abled youth who are recipients of social grants need to be taught that there is nothing such as free food parcels and grants forever. Although the parcels and grants are 'free', in actual fact it is largely taxpayers that pay for these. The question that may be posed is, for how long can economically-active people remain idle and depend on the state for social grants instead of equipping them with practical job skills? Practical job skills such as plumbing, mason, electrical works can empower the unemployed from being dependents to socio-economic independent beings.

2.5 EMPOWERMENT THEORY

This is an important theory that was adopted in this study and was propounded by Rappaport (1984). Empowerment is a term that has different meanings to different people. Zimmerman (1990) for example sees the term from an organisational level while others deem it applicable at community level. At organisational level, it comprises the ability to lead others, to create a good environment for skills development, and to have an impact on the community. Sadan (1997: 145) indicates that empowerment at the community level is concerned with collective action to improve the quality of life within the community through the active engagement of stakeholders. Thus, community empowerment is a process concerned with social change and involves organising and creating a more sustainable community. Sadan (1997: 137) opines that community empowerment is a collective action with a common critical characteristic that suffers from social stigmas and discrimination but acquires the ability to control its relevant environment better and influence its future. Community empowerment processes develop a sense of responsibility, commitment, and ability to care for collective survival, as well as skills in problem-solving, and political efficacy to influence changes in environments relevant to their quality of life (Sadan, 1997: 145).

This study focuses on empowerment at the individual level by investigating the role of ACET in equipping youth with skills that would make them employable. The ACET learning programmes are designed to impart skills that can be used practically in a job situation which enable graduates who are mainly unemployed youth and adults to be employable or create self-employment. Samah and Aref (2009: 46) construed

empowerment as a process whereby individuals or groups are able to exercise their capacity to understand and interpret problems and define needs, which are then translated into an action process by organising themselves in a manner that enables them to decide, influence, demand, negotiate and engage in carrying out activities. Empowerment at individual level refers to a process by which individuals gain mastery and control over their lives and a critical understanding of their environment (Rappaport, 1984, 1987; Swift & Levin, 1987; Zimmerman 1990). McClelland (1975: 48) suggests that for people to take power, they need to gain information about themselves and their situations. They also need to be willing to identify and work with others for change.

2.5.1 The Implications of the Empowerment Theory for Adult and Community Education and Training

With the dawn of democracy in 1994, some citizens of South Africa might have expected to live in a Promised Land, where “milk and honey” would be in abundance (Masenya & Ramantswana, 2015: 69) – a reference to the wealth of the land. It is heart breaking to see that twenty-eight years into democracy, most South Africans still live in poverty largely because of lack of relevant knowledge and skills that could benefit them. To be able to enjoy economic freedom, the youth in particular need to acquire relevant knowledge and skills because as Mandela (2003) appropriately opines, education is the most powerful weapon that one can use to change the world. These inspirational words seem to motivate many young adults to enrol at CLCs and they do so with the hope of acquiring skills that would help them secure or create employment and therefore live a better life. The democratic government in South Africa established Community Colleges in response to the shortage of job skills particularly in unemployed youth. Freire (1985:170) posits that it is not education that moulds society to certain standards, rather society that forms itself by its own standards and moulds education to conform to values that sustain it. The community colleges are a vehicle to empower the unemployed youth and enable them to contribute to the country’s development. Whitmore (1988:13) describes empowerment as an interactive process through which people experience personal and social change, enabling them to take action to achieve influence over organisations and institutions which affect their lives and the communities in which they live. It is argued that many of the unemployed youth may wish to experience change in their lives

through the acquisition of relevant skill needed to secure jobs. Sadan (1997:84) affirms that the empowerment of an individual is a process that involves personal development especially of skills and abilities and a more positive self-definition. Young adults who enrol for ACET programmes are motivated by the need to become equipped with skills that would render them employable. Rappaport (1987: 119) points out that empowerment should aim at enhancing the possibilities that would ensure that people are able to control their own lives. In his view, Sadan (1997: 144) states that empowerment is a process whereby a person transitions from being powerless to being in control over their life, destiny, and environment. This transition can manifest itself in an improvement in their perceived ability to control, as well as in an improvement in actual ability to control. Checkoway (1995: 4) views empowerment as a process in which a person or community gives or gets power from another. The notion is that power originates outside the person or community, who gives or gets it from another. The young adults studying in CLCs should seize the opportunity offered by ACET programmes and become empowered. There is always another person or community who can become empowered. However, the key is for people to recognise and act upon the power or potential power that they already have.

It is emphasised here that the theories used in this study complement each other in the sense that they relate to the desire to equip adult learners with practical skills that can make them move from dependency to socially and economically independent adults. By employing andragogy to the teaching of adults enrolled for ACET programmes, the unemployed can be transformed and empowered through acquisition of relevant practical skills for employment. In that case, the objectives of the youth who enrol on ACET programmes would have been achieved because of the assurance of better life.

2.6 CHAPTER SUMMARY

This chapter focused on relevant theories that underpinned the study. It discussed the following theories: adult learning theories and principles, transformative learning theory, dependency theory, and empowerment theory. The chapter also emphasised the implications of these theories to the instructional activities aimed at equipping the unemployed youth with employable skills. By empowering the youth with practical knowledge and skills for employment, they may be able to create their own jobs and

become independent individual citizens who can contribute to the economic development of their communities and the country at large. This may also reduce poverty and crime associated with the scourge of unemployment. The next chapter (3) reviews the relevant literature on adult education in general and ACET in particular.

CHAPTER 3: LITERATURE REVIEW

3.1 INTRODUCTION

The previous chapter presented theoretical underpinnings of this study. It focussed on the following theories: adult learning theories and principles, transformative learning theory, dependency theory, and empowerment theory. The chapter also emphasised the implications of these theories to the instructional activities aimed at equipping the unemployed youth with employable skills. The current chapter reviews published literature that describes the role of ACET in empowering unemployed youth and adults with skills for self-employment. It enabled the researcher to understand existing work that has been done on similar research areas and determine how such relates to the current study (McMillan & Schumacher, 2006). Also, reviewing relevant literature allowed the researcher to evaluate and identify gaps in existing research on the same subject area so that they could position this study.

Basically, the researcher explored literature that concern adult education and training (AET) in general and ACET in particular in order to understand the problem under investigation from diverse perspectives. She used global changes and growth in AET to explore the role that ACET can play in equipping enrolled youth and adults with skills needed for employment or self-employment. The reviewing of literature enables synthesis of views expressed in international and local academic journal articles and books on the role of AET/ACET in equipping youth and adults with employable skills through Non-Formal Education. Research shows that several studies have been undertaken concerning ACET in South Africa since the year 2000 (Aitchison, 2003; Baatjes & Mathe, 2004; Tawiah, 2017).

The researcher recognizes the breadth of the concept of Adult Education/ ACET hence in this project she conflates the two terms to refer to adult education, under which ACET falls. This is because ACET is a term commonly used in South Africa and falls under the broader global field of Adult Education. The researcher chose to conflate the two terms in order to make both her local and international audience understand that ACET is part of the broader field of adult education. Thus, in this thesis, the local term ACET may refer to adult education and training elsewhere. A number of studies (including Desjardins, 2015; Pandya & Maniar, 2014; Quan-Baffour, 2000; 2011) have explained Adult Education as an inclusive concept that covers formal education

programmes undertaken by adults, Non-Formal Education activities for adults that do not lead to a formal qualification and include open distance education, in-service training, seminars or conferences, and non-reported courses or training. Adult Education activities include but are not limited to the following:

- programmes that aim to offer education and training to the unemployed adults, and opportunities to those adults who want to improve their qualifications.
- NFE programmes that do not have formal qualifications. These can be undertaken through open distance learning to accommodate different schedules of individuals. In some cases, employers arrange for seminars, workshops or in-service training as a way of developing employees. This is required to meet the innovative requirements needed in today's world of work and companies allocate budgets for it. Such a budget also covers the costs of courses or workshops.

The researcher is aware that various concepts such as ACE, ACET, and NFE are used in other countries. For example, in Kenya, the concept ACE is preferred; in Brazil, the term 'adult and youth education' is used to refer to those who could not access basic education; and in India, the concept NFE refers to flexible learning programmes that target those who either did not attend or complete schooling and are provided specific education and training outside the formal education system (Ireland, 2007; Pandya & Maniar, 2014).

In this study, Adult Education covers ACET and NFE. ACET is the terminology used in South Africa for community education which falls under or is similar to the global concept, Adult Education. In South Africa, ACET combines Adult Education and Community Education and Training. This is to address the historical legacies of apartheid where many rural blacks were denied education and training. To date, most South African who reside in rural areas still live in poverty partly because they lack relevant education and skills that are required in the job market. To mitigate the challenge [unemployment and poverty], both formal and non-formal education should be offered to the unemployed to enable them to become employable or create self-employment. ACET therefore, is meant to equip unemployed youth and adults with practical skills through training for employment (DHET, 2012; 2015).

The DHET therefore established community colleges through which the ACET programmes are offered to these disadvantaged groups to equip them with practical job skills for economic emancipation.

In South Africa, education is a constitutional right and everyone should therefore have equal educational opportunities that would help in achieving the goal of being an equal society (Constitution of South Africa, 1996). This calls for a joint effort from all stakeholders in ensuring an appropriate environment for learning.

3.2 THE DEVELOPMENT OF ADULT [COMMUNITY] EDUCATION ON THE INTERNATIONAL SCENE

The history of Adult Education (AE) dates back to ancient Jewish and Greek education systems where Adult Education occupied a unique and important position in the socio-economic life of the people. Quan-Baffour (2000) attests that throughout the ages, the synagogue played an important role in Jewish education. From its inception in Babylonian captivity, and later in Palestine, the synagogue served as a house of instruction for adults (Schiff, 1978: 13). In the New Testament, Jesus Christ taught adults about the kingdom of God. He also educated and trained his twelve disciples in preparation for the Christian movement (Quan-Baffour, 2000). Adult education and training has therefore been part of human endeavour since time immemorial.

In the contemporary world, Adult Education has become an international concern which prompted the United Nations to conduct several seminars and workshops with the theme revolving around adult education for development in the developing countries. The value of AE was emphasised in the UNESCO conference, CONFINTEA V held in Hamburg (Germany) in July 1997. It was in this conference that the role of Adult Education in improving the living conditions of people in developing countries through skills training and literacy was stressed and promoted to about 135 countries through 1507 attendees (Quan-Baffour, 2000). The ensuing paragraphs describe some examples of Adult and Community Education activities in selected countries and the African continent.

3.2.1 Adult [Community] Education in Latin America

3.2.1.1 Brazil

The history of education in Latin America dates back to the period 1549–1759, which was dominated by the Movement of Jesus. This Movement was charged with the responsibility of establishing colonial schools which helped in evangelising most indigenous people and created a Catholic nation (Association for the Development of Education in Africa [ADEA], 2006; Bittar & Ferreira, 2016). The effects of colonisation were so severe that even after becoming independent, Brazil lacked a tradition of primary schools. After independence, the ruling elite established the monarchy (1822–1889) which preserved the structural trappings of the colonial past: landed estates, a monoculture and slavery. Brazil, which was predominantly agrarian, rural and marked by 300 years of slavery, entered the twentieth century with a seriously backward educational system (Romanelli, 1986: 64). For example, in 1900, there was an illiteracy rate of 65.3% among people over 15 years of age. The country started to implement adult and education policies in 1947 that gave rise to the Adult Education Service of the Ministry of Education together with the introduction of the Adolescent and AE Campaign (Di Pierro, 2009).

Baquero (2002: 1) stresses that the field of AE has changed and of late, it encompasses not only the adult population but also young people older than 15 years of age who did not attend regular school and had economic and social responsibilities. The changes became relevant to Brazil, where a growing participation of young people can be found in AE programmes. In line with this view point and the situation in the country much of the literature in Brazil uses the expression *Young and Adult Education* to refer to the field traditionally known as Adult Education. Calero et al. (2014) confirm that the programme Galpão Aplauso, a soft-skills training program, targeting at-risk youth (17–29 years old) resulted in a 19 percentage increase in chances of securing a job, and nearly twice the increases in earnings over the control group, that is \$130 versus \$70 monthly. Therefore, training programmes aimed at imparting soft-skills could be helpful to the unemployed youth in South Africa as they could get empowered and meet the demands of the labour market.

3.2.1.2 Argentina

The history of education in Argentina was extremely complex and difficult to follow hence it was referred to as the *Latin American docta* (Education in Argentina en.wikipedia.org [accessed 10 Oct 2021]). The country had no effective education plan until President Domingo_Sarmiento (1868–1874) placed emphasis on bringing Argentina up-to-date with practices in developed countries (Education in Argentina Wikipedia). Tedesco (1986) in Gvirtz & Narodowski (2007) indicates that basic education was made one of the priorities of the State in 1860. This was effected in the form of massification of enrolments that resulted in Argentina's population being ranked amongst that with high literacy rate across the world in 1930 (Tedesco, 1986). The strong participation of the state in educational matters was in response to political and social processes that took place between 1860 and 1905. During this period, it was agreed that educational policy should be aimed at bringing schools under the direct control of the state (Gvirtz & Narodowski, 2007: 1). Prior to these developments, Argentina had suffered historical legacies of illiteracy, unemployment and other social evils. In order to address current challenges, the country uses non-formal adult and youth education programmes known as Popular Education (Quan-Baffour, 2008: 26). The Non-Formal Education programme starts with literacy and proceeds to vocational programmes which offer entrepreneurial skills for self-employment. It was through this popular education that life conditions of every Argentine (rich or poor, native or immigrants, man or woman) improved as they were taught practical skills for job creation. This type of programmes can be helpful to the South African unemployed youth as they may become empowered in income-generating activities, and this may reduce poverty and unemployment.

3.2.2 Adult [Community] Education in India

The history of Adult Education in India can be traced back to the ancient world where oral transmission of knowledge, values and culture was practised (Rajput, 2004). This practice depended on the interest of those who were in power and their ability to support those who were actively involved in peace-making and bringing harmony into the society. The spread of temples served as a vehicle for delivering education as temples were turned into centres for social events in addition to teaching literacy to children (Ong, 2013; Rajput, 2004).

The driving force behind Adult Education in India was the teaching of literacy which included reading writing and numeracy to adults and as such night schools became adult learning centres. These night schools were established by missionaries who made sure that there was a night school in every province. This resulted in high numbers of night schools especially in the provinces of Bombay and Madras (Whitehead, 2004; Shah, 2018). Ranjan (2018: 5394) indicates that the need of adults for learning is based on current and practical information which is helpful in increasing their earning and daily life processes.

The East Indian Company that was established in 1612 focused on trade rather than education. The need for education was revealed through the results of the surveys conducted in the 1820s and 1830s (Basu, 1982; Preeti, 2016). The Directorate of Adult Education originated from National Fundamental Education Centre (NFEC), which was set up by Government of India in 1956. This Centre was renamed the Department of Adult Education and became part of the National Institute of Education under the National Council of Educational Research and Training (NCERT) in 1961. NCERT was given an independent identity in the year 1971. For some time, it was also known as Directorate of Non-Formal (Adult) Education and ultimately the Directorate of Adult Education. Over the years, the Directorate has considerably expanded both in size and coverage of activities in the field of Adult Education/literacy. At present, this Directorate enjoys the status of a subordinate office under the Department of School Education & Literacy, Ministry of Human Resource Development (Government of India, 2019). Although literacy could make the citizens read, write and access information, without practical skills component for employment creation it might be inadequate for many people. This weakness of producing mere literate citizens is what the current study seeks to address in South Africa.

3.2.3 Adult [Community] Education in Africa

The researcher learnt from her parents that AE in South Africa related to Catechism and Sunday Schools where adults were taught how to read and write so that they could be in the forefront of evangelising the so-called heathens. The Sunday schools during the colonial era were started by Robert Raikes in 1780 to teach children and young people reading, spelling, worship, study of the Bible and catechism (Mumo, 2016: 49). The core business of the missionaries in Africa in general was the

conversion of Africans into Christianity (Mumo, 2016: 49). Some African countries were colonised after missionaries whose intention was to spread Christianity had established mission stations. In their reports sent back to their home countries, missionaries could speak of the great wealth of the countries where these missions were established which then started the rush for gold and diamonds, among other things (Robert, 2008). The education started by the missionaries which was the foundation of formal education in the colonies did not include practical job skills, which is a major problem still facing most independent African countries. In the paragraphs that follow, the researcher briefly discusses adult [community] education activities in Nigeria, Kenya and Ethiopia.

3.2.3.1 Nigeria

Research (Garba, 2012; Mkpa, 2013; Joseph, 2007) indicates that in the preliterate era, Nigeria offered pre-colonial education which was comprehensive, progressive and relevant to Nigerians as it taught specialised skills or abilities in various fields of human endeavour. Formal education tradition began in Nigeria with the arrival of the Wesleyan Christian Missionaries at Badagry in 1842 (Enwo-Irem, 2013: 163). Adult Education was started by both colonial administration and the missionaries to instill in the colonised European culture instead of encouraging them to stick to their own culture. The aim of the missionary education was to teach people reading, writing, arithmetic and religion in order to obtain teachers, church evangelists or pastors, clerks and interpreters to spread the gospel and serve as clerks and messengers in the colonial administration. As Quan-Baffour (2018: 1) intimates, “in their hidden agenda, both the missionaries and the colonial administrators needed interpreters to spread the Gospel and to entrench colonial rule. The introduction of Western education was therefore not to assist the local people to raise their standard of living as such but to use them to achieve their goals”. Language and lack of acceptance of colonialism by the natives were serious challenges. These hindered the colonialists from the exploitation of the country’s natural resources and education became the surest weapon to achieve that agenda. However, the curriculum for both school and adult education programmes was not geared towards achieving the technological advancement and economic development needed in Nigeria (Enwo-Irem, 2013: 163). The reading and writing curriculum of the colonial and missionary education be it school or adult education programmes, did not include teaching of practical job skill

and that might have contributed immensely to the legacy of education that produces job seekers more than job creators. It is emphasized here in his discussion that, like in all the colonies, the motive behind the introduction of Western education was colonial exploitation of natural resources rather than enhancing the development of the country and its people.

3.2.3.2 Kenya

The History of ACET in Kenya can be traced back to the nineteenth and twentieth centuries with missionaries whose goal was to train converts how to read, write and do arithmetic (Mackatiani, Imbovah, Imbova & Gakungai, 2016: 56). The Fraser Commission of 1908 introduced education according to race. The African education that was offered in British colonies was guided by the Department of Education Policy that was implemented in 1909. The British Policies on African education that downplayed the mental capacity of the Africans led to the establishment of technical schools that concentrated on building and carpentry. At least in Kenya some sort of technical education was started by the colonial government but not on large scale to cover all schools in the colony to benefit every learner. In 1968, the Kenyan parliament enacted the Education Act which made the Minister for Education responsible for all national education policies. A conference of African countries was held in Addis Ababa in May 1961 and was sponsored by UNESCO focused on development of education and endorsed universal primary education to be achieved by 1980 by all (Mackatiani et al., 2016: 58). Kenya had been running adult learning education (ALE) programmes with focus on literacy for quite some time as it promoted missionary activities and provided labour for the white settlers to promote agricultural production. This enabled Missionaries to produce catechists who would assist them in their pastoral work in Kenya (Mackatiani et al., 2016: 56). It was only in 1979 that the national Adult Community Education programme, aiming at teaching literacy and skills, was introduced. It was envisaged that after completing the programme, adult learners would be able to use their skills in employment or self-employment. The programme was run in collaboration with other structures and that contributed towards its successful efforts of reducing adult illiteracy. From 1979, a declining trend in adult illiteracy could be observed and there was a tremendous improvement by 2017 (Macrotrends, 2020).

3.2.3.3 Ethiopia

Since the 1940s, Ethiopia has experienced three systems of political governance, each distinguished by a different education policy. The first system of governance was the Imperial system that started soon after the Second World War (WWII) and lasted until 1974; the second was the military/socialist system (the Derg) that lasted until 1991. The third and current federal system of governance became fully operational after 1994 (Negash, 2006: 12). The education system that prevailed in Ethiopia between 1940s and 1960s was the kind that could not be accessed by all. Only those who lived in urban areas, and very few in the rural areas, had an opportunity to be educated. It could be viewed as education for the elite. The Federal Ministry of Education in Ethiopia (2015: 38) stipulated that the goal for Adult Education (AE) and Non-Formal Education (NFE) is to create a learning society by providing AE and NFE linked to lifelong learning opportunities that meet the diverse learning needs of all and contribute to personal, societal and economic development. The National AE Strategy implemented through the Education Sector Development Programme (ESDP IV) put a special policy focus on Integrated Functional AE (IFAE). The two-year IFAE programme for 15 - 60-year-olds provides mother-tongue reading, writing and arithmetic skills development integrated with practical knowledge and skills. It is designed to make use of inputs from other development workers (such as agriculture and health) and builds on indigenous knowledge. It seeks to link numeracy and literacy skills to livelihoods and skills training in agriculture (including off-farm activities), health, civic and cultural education and requires delivery by various governmental and non-governmental service providers (Federal Ministry of Education in Ethiopia, 2015). The education and training policy stipulates the goal for AE and NFE as that of creating a learning society by providing AE and NFE linked to lifelong learning opportunities that meet the diverse learning needs of all and contribute to personal, societal and economic development. The integration of practical livelihood skills into literacy programmes is laudable and could serve as guide for other countries faced with huge unemployment among their economically active citizens. The unemployed actually need practical job skills for livelihood and not just reading and writing.

3.3 ADULT AND COMMUNITY EDUCATION AND TRAINING (ACET) IN SOUTH AFRICA

In South Africa, adult education started at the beginning of the twentieth century with the establishment of night schools. The night school system for black adults was established in 1948 by the South African Communist Party because of political intolerance for education of blacks in the country (Baatjes & Baatjes 2008: 2). The system was effective in teaching its members English, Arithmetic and History to empower them for political leadership. It was however not pleasing to the eye of the National Party and this prompted the introduction of apartheid which deemed it unlawful to attend school at an unregistered institution (Baatjes & Baatjes 2008: 2). The political controls, administrative and financial burdens resulted in the closure of nearly all night-schools by the early 1960s. Apartheid was entrenched in education by the promulgation of the Bantu Education Act of 1953. It was through this Act that the National Party government ensured complete control of the curriculum, which was different from National Christian Education that was offered to the whites (Baatjes & Baatjes 2008; Bird, 1984; Quan-Baffour, 2000; Moore, 2015). This was devastating as it crippled the development of black Africans. The new policy was orchestrated by the then Minister of Native Affairs, Hendrik Verwoerd, who opined that as there was no future for a black child, it was no point in offering academic education to them (Christie, 2006: 12). Hearing this statement, one could sense that indeed the type of education that was administered to black children did not hold any future for them. The apartheid policy on education (school and adult education) resulted in millions of unskilled youths and adults, something which has a devastating effect on blacks and the economy as whole. Over two decades into democracy this legacy of poor school curriculum still haunts South Africa resulting in high unemployment among the economically active citizens of the country. The situation needs a very pragmatic approach to make education relevant to the country's current socio-economic needs.

After 1994, the Department of Education developed a comprehensive national Adult Basic Education and Training (ABET) system to redress problem of illiteracy and the inequalities created by the successive apartheid governments. The adult basic education system was implemented by the ABET Act 52 of 2000 to eliminate illiteracy in South Africa and empower all citizens with basic education (Department of Education, 1997). This aimed at enabling previously disadvantaged people to become

actively involved in the country's transformation process. However, the ABET system seemed to have focused much on literacy and numeracy rather than practical job creation skills. To make basic education serve the needs of the current situation the Department of Higher Education and Training, in 2015, transformed ABET into Community Colleges which were regulated by the Continuing Education and Training Act, 16 of 2006 formerly known as the Further Education and Training Colleges Act, 2006 (The Presidency, 2006).

The community education sector, unlike the ABET, aims at playing a vital role in the lives of unemployed youth and adults by equipping them with practical skills for self-employment. The White Paper on Post School Education and Training (DHET, 2013: 20) indicates that many of those who have not completed school should be given a second chance to do so. Community Colleges are also meant to cater for those who might have lost their jobs and need to acquire skills required on the current job market.

The high unemployment rate in the country requires that alternative ways be adopted in order to earn sustainable livelihoods hence CET Colleges were to provide practical skills to ensure job creation among the economically active. They were established to offer job-related programmes to alleviate unemployment (DHET, 2012, 2013). However, the CETs are faced with challenges that hinder implementation of the ACET curriculum as envisaged by the National Policy on Community Colleges. The following weaknesses inter alia, of the CLCs were adapted from Land and Aitchison (2017: 30):

- Lack of interim plan to maintain, support, resource and improve CLCs
- Lack of understanding the concept of the Community College as organically grown support hub of a network of CLCs
- Weaknesses in conceptualising the dimensions of institution building and the resources required
- Weaknesses in relation to staffing
- Incomplete and accurate data
- Lack of imagination in relation to offerings

The afore-mentioned challenges are in line with the National Development Plan (NDP) 2030 (NPC, 2012) which acknowledges that the adult South African education sector faces many problems including: a limited curriculum and lack of appropriate formal

qualifications, small-scale with around 300 000 participants, lack of a clear institutional identity, high staff turnover due to lack of job security, limited resources, run on a part-time basis, not linked to the other parts of the education system, and few participants acquire the General Education Certificate. The CET sector has brought hope to many unemployed youths and adults who would regard it a safety net. Unfortunately, given the challenges and hindrances mentioned above, the Community Colleges cannot deliver on their mandate. This could also be attributed to various factors such as low budget allocations, underqualified staff, lack of infrastructure, and shortage of resources.

The lack of provisioning for community education by the DHET starts with the low and unspecified budget to community education. For instance, the 2021/2022 Budget Vote allocated a total of R2.422 billion for supporting the Community Education and Training (CET) branch. This is to meet the requirement of the National Development Plan, that the CET system significantly increase its enrolments in appreciation of the challenge of youth who are not in education, employment and training (DHET, 2021). The allocation should not only to increase the enrolment at Community Education and Training Colleges but also to offer vocationally-oriented skills and knowledge programmes leading to sustainable livelihoods outside the formal sector (DHET, 2015). Some researchers (Simkins, 2019; Rivombo & Motseke, 2021) indicate that community learning centres, serving as delivery sites are accommodated in other institutions and without adequate resources. Lack of accommodation and adequate resources hinders proper implementation of ACET programmes. This lack of own accommodation robs off CET College its institutional identity.

3.3.1 The Role of Adult and Community Education and Training in South Africa

The repercussions of unemployment in South Africa are seen in the widespread of poverty among the youth between the ages of 15 to 34. Most of these young people cannot access employment due to their lack of relevant skills required on the labour market. They need relevant education and training programmes as the intervention strategies (Van Aardt, 2012: 54) to enable them change their circumstances. Although DHET (2015) established community colleges throughout the country to equip the unemployed early adults with skills for job creation all stakeholders- parents,

unemployed youth, educators, communities and the government- must work together to ensure the successful implementation and sustainability of the CET project.

The essence of ACET is to enhance and reskill people or workers. Some people are unable to find jobs or are losing jobs because they do not meet the technological requirement of the contemporary job market. The unemployed who are mostly natives need to become technologically-savvy in this era of information technology in order to get employment or successfully create their own jobs. The community colleges should therefore provide youths and adults with opportunities for lifelong learning to enhance their chances of employment in a changing world of knowledge economy. In his inaugural lecture, Quan-Baffour (2011: 16) highlighted the value of Adult Education to an individual as follows:

- **Skills and knowledge:** ACET offer access to new skills and knowledge to people who need to enhance their work and avoid possible retrenchment. The 4IR for example involves latest technological approaches that people need in order to co-exist or cope with. For instance, computer skills are needed most as it they are used widely in employment. Through the provision of ACET, adults and youth can equip themselves with new skills and knowledge to enable them adjust to the socio-economic conditions of their environment. Although apartheid education policy put many blacks at disadvantage, they can take advantage of the current equal educational opportunities to change their circumstances instead of continuing to moan. Thus, people have to readjust themselves to the new socio-economic realities by attending ACET programmes to acquire new skills that can make them relevant to the job market. The unemployed (youths and adults) need to acknowledge the fact that the world keeps changing and brings new challenges and opportunities which must be embraced for better life.
- **Intellectual curiosity, freedom and leisure:** Interestingly, many people choose Adult Education (AE) as a hobby to keep busy while some attend AE programmes for leisure and at the same time improve their knowledge. ACET as an aspect of adult education has the ability to free youth and adults from loneliness (Quan-Baffour, 2011). By attending non-formal programmes, youth and adults are kept busy and meet other people. When people meet with others, they share their experiences and frustrations, and this removes isolation and brings social freedom.

Some activities start as leisure and gradually turn into a skill for self-employment. For example, if one can learn to play a piano, at first it could be for leisure and upon mastering the skill, people can start offering piano lessons at a fee. Shah (2018) affirms that education is an instrument for freeing people from bondage of ignorance and oppression especially when they can read and write, and keen to learn new things.

- **Retraining and change of career:** Sometimes people get employed in jobs they have little or no knowledge of and attending adult education programmes can equip them with relevant skills to cope and retain their jobs. Due to structural changes in the economy, some workers may face retrenchment and to avoid unemployment, they need retraining from adult education or ACET programmes to retain their positions. Globalisation has triggered competition in every aspect of the economies of the world that require highly developed skills to produce good quality products. This implies that every country that wants to operate in the global market should be competitive (Okada, 2012) and thus, provide relevant job-oriented skills for their citizens.
- **Provision for education and training opportunities:** Adult education/ACET can bridge the gap between formal education and expected practical aspects in the field of work. In South Africa, in order to emancipate those who have not been able to benefit from the democratic dispensation due to lack of relevant skills for employment, the DHET has introduced Community Education and Training Colleges which offer ACET programmes. The CETCs are supposed to play a pivotal role in educating and training adults and out-of-school youth for employment or self-employment.

3.3.2 Patronage and Non-Patronage of ACET Programmes Among the Youth and Adults in South Africa

Very often people describe the concept 'patronage' in terms of politics. For instance, Colonnelli, Teso and Prem (2018: 1) in referring to the situation in Brazil, defined patronage as the use of public sector jobs to reward supporters of the political party in power. This kind of political patronage is common in the developing countries especially in Africa. On the other hand, Toral (2019: 1) indicated that patronage is typically understood as rent-seeking: a strategy whereby politicians build and maintain

clientelistic networks and steer bureaucratic efforts towards political and/or private gain, which hurts development.

In this project, patronage is defined as the support, encouragement, privilege, or financial aid (Cambridge Dictionary, 2020); in this case, given to ACET programmes by all stakeholders such as the unemployed youths and adults, parents, community members, educators, CET and DHET. The unemployed youth and adults may support an educational programme which can assist them to address their socio-economic challenges. For instance, they are likely to patronise or participate in a programme that can earn them a qualification, help them find a job, and offer them skills to earn income (Kim, Hagedorn, Williamson & Chapman, 2004). Sometimes the unemployed youth and adults fail to participate in some adult learning programmes when they do not see such programmes beneficial. In the paragraphs that ensue, the researcher discusses some of the key problems and constraints regarding patronage which were adapted from a study undertaken by Desjardins (2015: 24).

3.3.2.1 Lack of the correct information and poor judgement regarding AE

Lack of information from policymakers on conditions under which adult learning programmes are offered can lead to poor organisation thereof and poor patronage. The CET project in South Africa is a case in point. The policies on CETCs are good and promise to offer skills development programmes that can empower youths and adults for employment or self-employment. However, due to budgetary constraints, the implementation thereof has not been up to expectation (Department of National Treasury, 2019). Lack of adequate budget may keep ACET programmes at the same levels and quality as the old ABET which was devoid of teaching of practical job skills.

3.3.2.2 Constrained resources

In South Africa, adult education/ACET programmes are meant for people who are not employed on account of lack of relevant job skills and as such the most vulnerable in society. The unemployed youth and adults do not have an income and might like to enrol in programmes that can equip them with practical knowledge and skills for employment. Lack of adequate ACET provisioning by the DHET in the country can deprive community colleges of their institutional identity and all the resources they might need to equip the unemployed with the relevant skills for employment. The

unemployed youth and adults know who enrol for ACET programmes know what they are looking for, that is; something that can empower them to deal with their daily struggle for livelihood. They need to be empowered through community action (Sadan, 1997) to transform from dependency (Sunkel, 1969) to become economically independent citizens who can contribute to community and national development. However, lack of resources in the CET colleges might constrain the achievement of these goals.

3.3.2.3 Lack of seriousness about Adult Education

It is noted with disappointment that in most countries across the world, Adult Education is not given the priority it deserves (Nesbit & Welton, 2013). It is possible that in developing countries, some of the funds allocated for adult education programmes remain unutilised or served as standby for shortfalls in other education budgets. Adult Education is marginalised in both developing and developed countries, yet it is regarded as a safety net for the unemployed (Nesbit & Welton, 2013). In an emerging economy such as that of South Africa, the DHET regards community education sector with high esteem but Treasury seems to give allocate insufficient funds to this education sector. This is evidenced by lack of resources in the community colleges which may hinder the provision of quality programmes and is likely to discourage the unemployed youth and adults from participating in the ACET programmes.

3.3.2.4 The practice of supporting those who have economic strength

Adult Education, including ACET, is used in filling in the gaps in formal schooling such as lack of skills component of the formal education or as a tool to redress the imbalances of the past. A lack of proper design and implementation of programmes can deviate from the needy to those already enjoying the benefits of AE (Desjardins & Rubenson, 2013). This is true with millions of citizens of South Africa who are jobless and as such live in poverty. The government therefore introduced community colleges to ensure equity and as such a strategy to close the skills gap among black and white citizens of the country (DHET, 2015). The CET colleges can serve the purpose only if the ACET programmes meet the needs of unemployed youth and adults in the communities. It is crucial therefore for the colleges to conduct a rigorous needs analysis, engage in proper consultation and carefully design their programmes for effective implementation and consistent monitoring and evaluation of the programmes

to ensure that they actually equip the unemployed with practical skills for job creation and self-employment.

3.3.2.5 No support for private investors

Desjardins (2015: 25) indicates that many countries around the world differ markedly in whether they have a strategy to ensure adequate resources for Adult Education (AE). This hinders their ability to organise funding for Adult Education (AE) programmes. Proper funding for Adult Education sector can improve the learning programmes offered by the CET Colleges. As a strategy to encourage private sector to invest in skills training, the South African government introduced the National Skills Development Act (NSDA) 97 of 1998 (Office of the President, 1998: 11). The purposes of the NSDA are to encourage employers:

- to use the workplace as an active learning environment: this is seldom practised in most industries because of challenges faced in terms of incentives that are misaligned. Implementation of skills development is coupled with corruption and this spoils the good intention of using working environments as places of learning.
- to provide employees with the opportunities to acquire new skills: in some cases, employers are reluctant if the skills to be gained are general because employees may then become more employable at a competing firm, and the sponsoring firm may lose its investment.
- to provide opportunities for new entrants to the labour market to gain work experience. The skills development levy encourages firms to offer experiential learning to the newly qualified. This enables firms to offer training to prospective employees.
- to employ persons who find it difficult to be employed: in most cases, there are no job opportunities, and this is due to low economic growth.

Many organisations like to employ people with experience but this is not easy for all prospective job seekers who have never worked. Organisations should therefore provide internship or on the job opportunities for the unemployed to enable them gain experience. Bukaliya (2012) describes internship as “any carefully monitored piece of work or service experience in which an individual has intentional learning goals and reflects actively on what she or he is learning throughout the experience or duration of

attachment.” This helps to alleviate the unemployment rate temporarily since no employment is guaranteed after training. De Villiers (2020) affirms that training programmes do not constitute employment as they are only temporary contracts for skills development and these are referred to as learnerships.

3.3.2.6 The lack of targeted incentive strategies worsens inequalities.

The researcher’s experience is that corruption and nepotism can contribute to inequalities. The Sectoral Education and Training Authorities (SETAs) seem to be plagued with corruption of listing unregistered businesses to receive money for learnerships resulting in funds that are supposed to benefit the trainees/learners being misappropriated (De Villiers, 2020). It is disappointing that learners training under services SETA sometimes struggle to get their stipends. This may discourage many unemployed youth and adults from applying for learnerships/skills development programmes. It is sad to realise that policies are in place but the people to implement those policies appear to be less serious and shift the responsibility to the private sector.

3.3.2.7 The complexity of market failures.

Research can recommend structural reform to correct market failures. There might also be hindrances emanating from inherent imperfections devoid of intervention strategies, such as education that is not aligned to market demands, which might result in over-production of poor-quality skills (Nesbit & Welton, 2013). To overcome such challenges, the DHET should prioritise Adult Education. The support given to Adult Education sector will encourage everyone to start seeing it as useful and give it the respect it deserves. This may also help to reduce the unemployment rate among South African graduates. For instance, the alarming unemployment figures of 30 000 released by the South African Council for Graduates Cooperative, comprised 3 580 university graduates, 7 890 coming from universities of technology while 20 008 were from TVET colleges (Bangani, 2019). This huge number of unemployed graduates might have many reasons. It could be a general lack of employment opportunities in the country or perhaps the courses they studied might not be relevant to the needs of the current job market.

3.3.2.8 The labour-market equilibrium

The labour-market equilibrium is problematic because of over-production of irrelevant skills by higher learning institutions. This has resulted in an oversupply of labour and structural unemployment. This also indicates a gap in the formal education system which necessitates the intervention by NFE to reskill these unemployed graduates. It was indicated earlier in this thesis that there is a lack of correlation between skills acquisition and business needs in the SADC region (OECD, 2009: 3). This means that students should undertake courses that can equip them with the skills required on the labour market or enable them to engage in self-employment activities.

The presentations on CETCs to the National Assembly on 2 May and 15 August 2018 by the DHET indicated that enrolment was erratic, declining overall and rapidly declining in literacy programmes. The decline in the enrolment might be due to the inability of the CET Colleges to offer the programmes that can be patronised by the unemployed youth. To address the problem of non-patronage, the higher education sector must ensure that the more practical skills are taught by the colleges. This is only possible if the community education sector is given priority by the department of higher education and training. Table 3.1 below shows learner enrolment in CETCs by programmes between the years 2011 and 2017.

Table 3.1: Learner enrolment in CETCs by programmes, between 2011 and 2017

Year	ACET Levels 1- 3	GETC: ACET Level 4	Grades 10 & 11	Grade 12	Non- formal programm es	Occupation al programme s
2011	93 784	115 858	356	70 262	9 103	0
2012	93 936	134 276	471	71 037	6 658	0
2013	62 183	109 352	1 172	70 536	6 264	0
2014	61 355	114 780	1 031	80 214	5 300	0
2015	67 468	126 307	1 294	84 526	4 007	0
2016	60 448	122 619	1 633	85 625	3 106	0
2017	50 072	115 913	376	85 148	5 672	1 018

The information in the above table was adapted from Statistics on PSET in South Africa, 2017 (DHET, 2017:42)

CLC_Annual_2017_20190205, data extracted in February 2019.

Note 1: Occupational Qualifications were offered for the first time in 2017.

Note 2: Non-formal programmes were previously referred to as other/skills programmes.

Note 3: The enrolment numbers in this figure excludes enrolment for private AET centres which were reported for the respective years as follows: 2011 (8 271); 2012 (8 690); 2013 (8 316) and 2014 (12 588).

From Table 3.1 above, it is evident that many young adults seem to prefer to participate in GETC ACET Level 4 than Grades 10 and 11. This is an indication that learners are not interested in the mainstream curriculum that they have dropped out of, in any event, leading to low enrolment. The occupational programmes were only introduced in 2017 but were able to attract 1 018 adult learners (DHET, 2017). Contrary to the decline in progression of learners to Grades 10 and 11, an increase of 14 886 enrolments in Grade 12 was recorded in the same period. This could be an indication that many of the out-of-school youth do not have a Grade 12 qualification and are more desirous to get it either for further studies or boost their chances of employment. The fact that most of the ACET learners enrolled for Grade 12 shows that there are many dropouts from the mainstream schools, and some are yearning for non-formal programmes. Inadequate budget however might put great pressure on the proper implementation of ACET programmes (DHET, 2017).

3.3.3 The Effectiveness of ACET Programmes in Equipping Youth and Adults in South Africa with Employable Skills

The Ministerial Task Team report (DHET, 2012: 20) indicated that young people globally in particular those in South Africa, have an unemployment rate that is three times higher than the rate for adults. When economic growth is low, it does not create enough jobs to absorb the existing cohort of the unemployed, let alone new entrants into the labour market. In addition, many young people lack relevant knowledge, experience and the skills that underpin employability as well as the mobility, resources and networks to look for jobs. Employing young adults who do not have the necessary skills and experience is viewed a risky investment by employers since they must start

training from scratch (Mtembu & Govender, 2015: 3). It is for this reason that the unemployed youth need to learn practical job skills through relevant ACET programmes for employment or livelihoods.

The mandate of CET colleges is to empower the marginalised group of people with skills for employment or self-employment. Similar studies on the role of ACET in equipping youth and adults with employable skills were undertaken elsewhere. For instance, a study undertaken by Tawiah (2017: 95) aimed at exploring the effect of ACET on the economic development of women in the Lusikisiki district of South Africa. The study found that the anticipated developmental effect of ACET on rural women in that district was not achieved because the curriculum did not include practical employment skills. Another study conducted by Baatjes & Baatjes (2008: 3) indicated that the programmes offered at CLCs centres failed to meet the needs of the individuals they intended to educate. As a result, the participants, mostly women, were not equipped with relevant job-creating skills. Furthermore, they failed to engage in economic activities to improve their living conditions. The above studies focused on women and were conducted in different provinces of South Africa while the current study focuses on youth and adults in the Mashashane-Maraba area of Limpopo Province with the hope that the situation may not be the same hence the main research question is: **What role can ACET play in equipping the youth of Mashashane-Maraba, in Limpopo, with employable skills?** The researcher has observed that unemployment in South Africa affects both youth and adults including women. Since the dawn of democracy in 1994, many young people have joined the ranks of the unemployed, and many years have gone by without any improvement. One of the major causes of unemployment among the early adults in South Africa might be the lack of relevant skills. The introduction of ACET programmes by DHET (2015) was seen by many as a right intervention into the skill shortage but despite the opportunities brought by the community colleges many of the youth still lack skills to create their own jobs or become employable. On the other hand, the Community Education and Training Colleges which are supposed to be the delivery vehicle for ACET programmes, are seem to not delivering on their mandate. Literature (Land & Aitchison, 2017; NPC, 2012) indicates the challenges below that are hindrance to the CET sector. Limited curriculum and lack of appropriate formal qualifications

- Small scale with around 300 000 participants

- Lack of a clear institutional identity
- High staff turnover due to lack of job security
- Limited resources
- Run on a part time basis
- Not linked to the other parts of the education system
- Few participants acquire the General Education Certificate.

This study seeks to investigate the situation in order to provide relevant suggestions to ameliorate any possible challenges.

Currently, there are nine Community Education and Training Colleges in this country, with one in each Province. Each of the nine colleges has several Community Learning Centres (CLCs) for which it is responsible. The Report on Statistics on PSET (DHET, 2017: 46) indicates that Limpopo has 730 Community Learning Centres. These CLCs serve as delivery sites for the Provincial College of which centres recorded 21 257 enrolments in 2017. Table 3.2 below shows enrolment in CETCs by programmes in the year:

Table 3.2 Enrolment in CET colleges, by programme in 2017

College	ACET Level 1	ACET Level 2	ACET Level 3	GETC: ACET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
Eastern Cape CETC	2284	3906	4246	19733	27	14	2 228	1804	-	34 242
Free State CETC	339	724	1841	7155	3	3	7 914	174	40	18 193
Gauteng CETC	1480	1641	3003	19960	0	77	58549	2.355	782	87 847
KwaZulu-Natal CETC	2435	3125	4585	24445	108	0	8 395	391	-	43 484
Limpopo CETC	709	1346	1035	18161	6	0	0	0	-	21 257
Mpumalanga CETC	928	3516	3381	9361	16	13	371	74	106	17 766
Northern Cape CETC	369	396	407	2419	22	26	62	-	-	3 791

North West CETC	619	1528	1693	8782	-	-	-	512	90	13 224
Western Cape CETC	1287	1443	1806	5897	39	22	7 629	362	-	18 485
National	10450	17625	21997	115913	221	155	85 148	5672	1 018	258 199
Percentage	4.0%	6.8%	8.5%	44.9%	0.1%	0.1%	33.0%	2.2%	0.4%	100%

Source: CLC_Annual_2017_20190205, data extracted in February 2019

Note 1: Dash (-) means that data is not available.

Note 2: Occupational Qualifications were offered for the first time in 2017.

Note 3: Non-formal programmes were previously referred to as other/skills programmes.

The statistics in Limpopo show enrolment in the following programmes:

- ACET Level 1 (709)
- ACET Level 2 (1 346)
- ACET Level 3 (1 035)
- GETC: ACET Level 4 (18 161)
- Grade 10 (6)
- Grade 11 (0)
- Grade 12 (0)
- Non-formal programmes (0)
- Occupational Qualifications (-)

A significant number of enrolments (18 161) for GETC: ACET Level 4 in the Limpopo CETC as compared to other provinces. Limpopo CETC and other colleges in the provinces such as Eastern Cape, KwaZulu-Natal, Northern Cape and Western Cape, had not started offering Occupational Qualifications and did not enrol anyone in the non-formal programmes in 2017. The mandate of community colleges is to offer formal programmes, non-formal programmes as well as occupational programmes to the unemployed youth and adults (DHET, 2015). The enrolment figures above show that Limpopo CLCs are still offering the old AET curriculum that is similar to the one offered in schools as per the National Curriculum Statement as follows: ACET Levels 1, 2 and 3 offering Literacy, Numeracy and Life Skills (DHET, 2002: 17). These ACET Levels (1, 2 and 3) are equivalent to the foundation phase in schools. ACET Level 4 which is equivalent to Grade 9 Senior Phase in schools, offers the Learning Areas as per the Table 3.3 below. Learners enrolling for ACET programmes are expected to meet the requirements stipulated in the below table, in order for them to be awarded a GETC-ACET qualification.

Table 3.3 RULES OF COMBINATION FOR THE GETC-ACET QUALIFICATION:
120 CREDITS

FUNDAMENTALS COMPONENT: COMPULSORY

39 OR 37 CREDITS

1. One Official Language: 23 Credits
2. Mathematical Literacy: 16 Credits **OR**
3. Mathematics and Mathematical Sciences: 14 Credits **NOT BOTH**

CORE COMPONENT: COMPULSORY

32 CREDITS

1. Life Orientation: 32 Credits

ELECTIVES COMPONENT: OPTIONAL

49 OR 51 CREDITS

Academic Learning Areas:

1. Human and Social Sciences: 23 Credits
2. Natural Sciences: 15 Credits
3. Economic and Management Sciences: 21 Credits
4. Arts and Culture: 17 Credits
5. Technology: 11 Credits
6. One Additional Official Language (Excluding the language chosen as a Fundamental): 23 Credits

Vocational Learning Areas:

7. Applied Agriculture and Agricultural Technology: 20 Credits
8. Ancillary Health Care: 45 Credits
9. Small, Medium and Micro Enterprises: 17 Credits
10. Travel and Tourism: 38 Credits
11. Information Communication Technology: 23 Credits
12. Early Childhood Development: 26 Credits

13. Wholesale and Retail: 30 Credits		
OPTION 1 (5 Learning Areas)	OPTION 2 (6 Learning Areas)	OPTION 3 (7 or more Learning Areas)
TWO Fundamentals ONE Core and TWO Electives	TWO Fundamentals ONE Core and THREE Electives	TWO Fundamentals ONE Core and FOUR Electives
If you choose mathematics and mathematical sciences in the fundamentals component, then you must have a minimum total of 51 credits in the electives component.		

Source: DHET 2013 (adapted)

The electives that seem popular are Ancillary Health Care and the Early Childhood Development, because they bring some hope to adult learners to become health workers and assistants in early childhood centres (Aitchison & Land, 2019: 146). The Adult and Community Education and Training programmes should also focus on the training of learners with practical skills. Ignoring vocational learning areas such as Applied Agriculture and Agricultural Technology as well as Small Medium and Micro Enterprises amongst others is an indication that ACET programmes are not linked to skills training. The curriculum shown in the table 3.3 above, is a clear indication that the college has not yet started delivering on its mandate and this might affect the patronage of its programmes by the very people who need to acquire skills for employment. The mandate of the college is to equip those who are not in education, employment or training with employable skills which should be made possible through non-formal and occupational programmes. The researcher agrees with Land & Aitchison's (2017: 71) suggestion that Community Colleges should offer face to face and open and distant learning related to options such as inter alia:

- citizen and public education programmes,

- community organisation, including training for ward committees, school governing bodies, and community policing;
- voter education and political tolerance;
- resolving conflict in homes and communities without resort to violence;
- useful skills for home making and managing a household;
- optimal use of social grants;
- driver training and road safety;
- skills development such as plumbing, hairdressing, sewing, carpentry etc;
- community health care, and home-based care for the aged; care for those with HIV/AIDS and other chronic diseases;
- living with alcoholism, drug abuse or other addictions;
- para-legal issues, and understanding the law;
- support for SMMEs and cooperatives, and self-employed people, including small-scale manufacture, how to market crafts and produce, use of current technology to keep track of income and expenditure etc.
- ICT skills, especially in relation to smart phones and all the ways they make life easier, such as through cell phone banking;
- parenting and childcare; early childhood development;
- making effective use of new technologies for various purposes such as seeking information or marketing local products;
- practical subjects, gardening and market gardening, and cooperative crop growing or animal health and management, or other communal ventures;
- how to live in drought conditions;
- training to keep pace with ever faster technological change, both for individuals and to employers who need retraining for their work force;

- general interest classes on world politics, history, music, and so on.

The above suggested non-formal education programmes can be of great help to the communities since community education concerned with meeting the needs of the people in the community. The researcher turns to support Land & Aitchison (2017: 21) that in order to keep a growing population employed, we need extremely rapid development in training in both basic and current technology (how to use cell phones, tablets, and the internet), and a shift from exporting raw materials towards processing our own raw materials. Processing our own materials coupled with training can help creating jobs as well as sustaining them.

3.3.4 Strategies to make ACET Programmes Effective

The object of Adult Education as understood by International Institution for German Adult Education (DVV) is to afford marginalised people a chance to become educated and equipped with skills that can help them enhance their livelihood (Samlowski, 2011). The use of technology has shaped the nature of work differently and requires young adults who are well equipped with the necessary skills for the world of work. For young adults to fit in the labour market, they need soft skills such as flexibility, creativity, adaptability, collaboration and many others that can help them achieve the objectives set (Ignatowski, 2017).

In the contemporary world of knowledge economy employers seek to employ people who possess the needed skills and those who are unskilled might remain unemployed. It is therefore imperative that people engage in lifelong learning to acquire new skills required on the labour market. This would help in narrowing the skills gap that faces many emerging economies in Africa. The shortage of skills has already brought unbearable consequences to many developing countries (International Commission on Financing Global Education Opportunity, 2016). To curb further consequences, perhaps countries of the world, especially South Africa, need to improve on ACET programmes by offering practical skills for employment. Several studies might have been done on skills development as important part of adult education programmes but this researcher specifically draws examples from three countries below because of how the programmes equipped citizens with specific skills.

3.3.4.1 Brazil

In Brazil, a study conducted by Calero, Corseuil, Gonzales, Kluve and Soares (2014: 24) investigated the adult education programmes that targeted the disadvantaged, *favela* youths (i.e., those who live in the slums) and was designed to teach socio-emotional skills using expressive arts. The expressive arts assisted the participants to not only manage their emotional stress but above all provided them with some income. The evidence in that study can provide guidance for ACET programme organizers in South Africa to ensure that participants acquire relevant skills for employment or change their socio-economic circumstances. ACET programmes could incorporate arts-based courses to teach crucial economic skills such as sewing, knitting, weaving, beading, catering, electrical works, plumbing and good leadership and management skills.

3.3.4.2 Uganda

Research that was undertaken by Bandiera, Buehren, Burgess, Goldstein, Gulesci, Rasul & Sulaiman (2018: 8) indicates that in Uganda, the NGO, Bangladesh Rural Advanced Committee (BRAC) is running Empowerment and Livelihood for Adolescents (ELA) programme that is aiming at equipping young adults, especially women with skills. This programme is not school-based instead, it operates through clubs that are in a fixed place in communities. The ELA programme is empowering since it implements improvement strategies such as offering vocational and life skills that can better the situation of the unemployed young women. Vocational skills training focusses on income generating activities such as computing, hairdressing, agriculture, poultry rearing, small trades operations. To motivate and encourage the participants to establish their own enterprises, vocational training modules are taught by entrepreneurs who are engaged in respective activities. The entrepreneurs supplement the modules with financial literacy covering budgeting, financial services and accounting skills. The ELA programme could be useful if imported, adapted to the South African economic environment, and incorporated in the ACET programmes as it could deliver practical life skills that lead to self-employment.

3.3.4.3 Rwanda

The study that was undertaken by Alcid (2014) on evaluating the Akazi Kanoze Youth Livelihoods Project's impact on youth employability indicates that the project was supportive. The Akazi Kanoze youth were more likely to be employed after graduation than a young person who did not participate in the programme. The project was established by the Education Development Centre in Rwanda in 2009. skills programme was established by the Education Development Centre in Rwanda in 2009. Akazi Kanoze, a five-year (2009-2014) project aimed to empower youths and adults who are between 14 and 35 years of age with practical skills such as hairdressing, hospitality, masonry, carpentry and welding. This programme is relevant to the labour market in Rwanda because it equips the young adults with the necessary skills. In 2014, Rwanda established the National Employment Programme (NEP) with the vision 2050 to equip the workforce with employability skills, creating jobs that are adequately remunerative and sustainable with special focus on youth, women and people with disability, and provide a national framework for coordinating the planning and the implementation of employment interventions (Rwanda Development Board, 2019: 16). Since the implementation of the NEP, Rwanda managed to train over 23,500 youth and women across various skilling programmes that have offered different types of short-term and industry-based training. Furthermore, over 60,000 micro enterprises have been supported to access business advisory services and 10,000 Micro, Small and Medium-Sized Enterprises projects supported to access finance mainly through guarantee collateral support and start-up toolkit loan facility (Rwanda Development Board, 2019: 16). Gray, Twesigye-Bakwatsa, Muganwa, and Umubyeyi (2017: 54) highlight that at the level of national and local government there was clear evidence that NEP has achieved a great deal in terms of providing a national framework for coordinating all skills training and access to finance initiatives. South Africa could emulate this NEP of Rwanda, and include it in ACET programmes to improve the chances of employability of youths and adults in the country especially in rural areas.

3.3.4.4 South Africa

In South Africa different Youth Initiatives and skills development programmes are offered to empower youth for employment. Below is a list of a few of such initiatives by the private sector at a fee:

- Amy Foundation Youth Skills Development,
- JumpStart skills development programme that is offered by Mr Price Foundation aims to bridge the gap between school and the world of work by providing school-leavers between the ages of 18-33 with life skills and experiential training to help them enter the job market more prepared.
- Harambee Youth Employment Accelerator (Youth Job Seekers) in South Africa attributes its youth job placement success in part to its use of a tool it calls Shadowmatch. The tool matches youth (based on qualifications and behavioural habits) to a task within a context (i.e., working conditions). With Shadowmatch, Harambee examines youth's habits, including their propensities to simplify, adapt and handle frustration, as well as their resilience, responsiveness, self-motivation, self-confidence and attitude. This careful attention to matching the right youth to the right job dramatically reduces the cost of turnover and re-training.
- GirlCode (Female Coders) is a social enterprise that empowers young women by offering workshops and vacation work where they teach coding skills to unemployed women and university/college female students.
- Digify Africa (Digital Marketing Mavericks) is a digital skills training initiative that aims to create meaningful opportunities for young disadvantaged individuals in South Africa and Africa as a whole.
- eKasi Entrepreneurs (Kasi Hustlers) This organisation works as a catalyst for youth entrepreneurship in townships. The non-profit company develops township entrepreneurs through training and development, access to resources, information, finance and business tools and other integrated programmes.
- Youth Economic Alliance (YEA) (Youth Mavericks) YEA is an organisation that aims to drive the development and advancement of youth entrepreneurship in

South Africa. They do this through programmes that aim to address youth unemployment and granting the youth opportunities to develop businesses.

These are the few inter alia skills development initiatives that target and aim to empower the youth in the country with employable and entrepreneurial skills. The sad fact is that most of the marginalised population, for instance, youth in Mashashane-Maraba area cannot access them as they might have hidden costs. The programmes would benefit many people who are not in education, employment or training (NEET) if they could be incorporated into ACET and be offered through community colleges. The DHET has given hope to most of the unemployed when acknowledging the importance and the potential of the CET sector to offer training for practical skills. The onus is therefore on the DHET to incorporate the courses offered by the private sector into CET College programmes to make them accessible to those who need them the most but cannot pay. The 2019/2020 Budget Vote 15 cemented the hope by targeting, inter alia, skills development training opportunities (National Treasury, 2019). This move can be helpful to the CET sector in reaching the NDP target of 1 million enrolments by the year 2030 (National Planning Commission [NPC], 2012). This would be possible if all the stakeholders would start realising the importance and potential of the CET sector. The realisation could only be seen in the implementation of the policies rather than lip service.

3.4 NON-FORMAL EDUCATION AS PART OF ADULT EDUCATION

Non-Formal Education (NFE) is an aspect of Adult Education and fills the gap of formal education. Seda (2015: 39) indicates that NFE is an organised and structured way of teaching and learning which aims at achieving a specified set of learning objectives. NFE is for specific target group, outcome-based to equip its patrons with practical skills for job creation and employment. Many developing countries including South Africa are faced with a challenge of formal education system which does not equip learners with practical job skills. This gap in education devoid with job skills is the cause of youth unemployment in many developing countries hence NFE seeks to rectify the situation by providing training programmes to enhance employment opportunities for the unemployed. In other words, NFE bridges the gap that is created by the formal system and provides the opportunity for the out-of-school youth to learn new skills to enhance their chances of employment. NFE started in the 1960s with the debate on it

continuing during the 1970s (Rogers, 2004: 13). This was confirmed by LaBelle and Ward (1994: 4141) in stating that in the early 1970s, international development agencies announced a concerted effort to address the plight of the 'poorest of the poor' in less developed countries. These agencies chose the term NFE to refer to local-level programmes for the adult poor to equip them with skills for livelihoods.

NFE as part of Adult Education and is an integral component of poverty reduction strategies that can be applied in a developing country like South Africa where unemployment is very high among the economically active citizens. In addition to equipping people with skills for employment, can empower the poor and make them confident to voice out their frustrations as responsible citizens (Hussain & Haladu, 2013). The role of NFE is to reduce unemployment and poverty which is why it teaches the unemployed with practical skills for job creation. International agencies such as the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP) and the UNESCO have recognised the contribution that AE and NFE can make in alleviating poverty and reducing the scourge of unemployment in the countries of the world. Organisations such as UNESCO, UNICEF, UNDP, Global campaign for Education and Action Aid and DVV in Germany are among those who promote Non-Formal Education in the developing world. These international agencies facilitate the international agenda of Adult Education including NFE as reflected in Hussain and Haladu (2013):

- UNESCO provides working materials that are needed in AE and NFE programmes. This empowers staff and makes their job easier;
 - UNICEF enhances staff performance by helping with the development and distribution of AE and NFE teaching and learning materials;
 - The UNDP gives technical and financial support for AE and NFE programmes;
 - The Global Campaign for Education and Action Aid International Agencies are responsible for preparing benchmark statements for adult literacy programmes which serve as criteria for funding;
 - The DVV in Germany promotes and supports adult and NFE worldwide especially its institutions in the developing countries;
- European Association for Education of Adults and International Council for AE (ICAE) offers help with regard to AE programmes in the developing countries.

The South African Qualifications Authority (SAQA) (2019: 6) recognises the important contribution that NFE can make towards improving workplace practices. The South African Qualifications Authority (2019) describes NFE as those learning activities that are undertaken without any certification but improve performance in the workplace. In realising the important contribution and the knowledge and experience that can be accrued through NFE, SAQA introduced the Recognition of Prior Learning (RPL) Policy in South Africa and defined RPL as:

Recognition of prior learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specific qualification, and the acceptance for purposes of qualification of that which meets the requirements (SAQA, 2012: 7). Thus, the learning experiences and skills obtained from non-formal education programmes are recognised by the South African Qualifications Authority as important part of education and training.

As much as the RPL policy acknowledges that learning can occur in all kinds of situations (formally, informally and non-formally), credits need to be awarded for the knowledge and skills gained informally and non-formally. Because of the high unemployment rate among the youth, especially those who are not in education, employment or training (NEET), the point is no longer whether they have a qualification but whether they have the necessary skills that can help them become employable or self-employable. In South Africa, there are cases where skills matter more than a qualification, hence non-formal education has a role in empowering the unemployed with skills for employment. It is a fact that not everyone can afford university education or be admitted and interestingly, not all university qualifications may enhance employment opportunities for the unemployed youth. It is for this reason that non-formal education should be used to address the gaps created by formal education. With high unemployment rates all over the world, and especially in Africa (World Population Review, 2020), governments should use NFE as a tool for job creation.

3.4.1 The Contribution of Non-Formal Education to Socio-Economic Development of Countries

Research (Carron & Carr-Hill, 1991; Latchem, 2018; Vermaak, 1985) indicates that, almost every nation especially in developing countries, seems to attach value to Non-

Formal Education (NFE) because of the inability of the formal education to bring about total development of the individuals as well as the society. NFE is an indispensable supplement to formal education in the sense that it is able to cater for everybody in society because it is life-centred. UNESCO (1987) as one of the international agencies that facilitates the international agenda on Adult Education, has been cited in Pandya and Maniar (2014: 4) pronouncing the following objectives of NFE programmes:

- 1) To promote awareness through literacy education programmes and acceptance of learning as a means to individual and national development;
- 2) To establish national infrastructural needs and provide for manpower requirements;
- 3) To provide equal educational opportunities to all, and through them more equitable distribution of national income and employment avenues;
- 4) To mobilise existing and potential local resources in the community;
- 5) To facilitate transfer of appropriate technology to more need-based areas of activity;
- 6) To make social and community education programmes meet demands of rapidly industrialising societies;
- 7) To promote non-formal programmes as direct links to productive skills and tangible (definite or real) gains.

The above objectives revolve around NFE promoting development and improvement in the living conditions of individuals in developing countries. Smith (2001) affirmed what other researchers realised about the importance of NFE by indicating the contrasts inter alia between NFE and formal education as summarised in the Table 3.4 below.

Table 3.4 Contrasts between formal education and NFE

Key Points	Formal Education	Non-Formal Education
Purpose	Long-term and general purpose	Short-term and specific purpose
Credential	Credential-based	Non-credential-based
Environment	Institution-based and isolated from environment	Environment-based and community-related

Flexibility	Rigidly structured, teacher-centred and resource-intensive	Flexible, learner-centred and resource-saving
Entry requirements	Entry requirements determine who can access the programme	Practical with clientele determining entry requirements

NFE is important in that it fosters the development of individuals, communities, countries and for the whole world. Research (Lewin, 2015; Seda, 2015; Labena, 2003) indicates that in every society, the primary indicators of the level of development are the literacy rate and the level of education. This implies that the development of a given community is the reflection of the performance of the educational system in the country. The better the performance of educational programmes, the better the development of that community. This aligns with Labena's (2003: 73) statement that education is used to solve the development problems of that society or community. Labena further lists the following indicators for societal development as a result of education and adult education in particular: reduced birth rates and death rates; improved sanitation and health problems; improved housing; improved percentage of population on agriculture; improved per capita income; improved food intake; improved literacy and enrolment rates in schools; improved status of women in society; improved savings; improved yield on land; and decreased soil depletion. In the sections below the discussion focuses on some developing countries that have employed NFE successfully for national development.

3.4.1.1 Brazil

The literature (Fiszbein, Cosentino & Cumsille, 2016; ILO, 2018) indicates that secondary schools in Latin American countries offer out-dated curricula that were meant for the import substitution model which fell into disuse a long time ago. This is seriously impacting the chances of the youth finding employment in the countries of the region which is a threat to the current and future labour force.

It is noted from the literature (Yasunaga, 2014; Fiszbein et al., 2016) that soft skills that are indispensable for employment creation can be acquired in multiple settings. This calls for adoption of national policies that address NFE, in alignment with broader education and development policies that are conducive to effective non-formal

provision. Hanemann (2017) indicated that the Ministry of Education in Brazil established the Integrated Centre for Adult and Youth Education in 1999 in the city of São Paulo. The centre began offering educational activities dedicated to young people and adults in 2001, the aim being to provide inclusive education to minority groups and immigrants, as well as to learners with indigenous backgrounds who had become aware of how their heritage affected their lives. The programme also aims to improve awareness and understanding of gender and intergenerational biases and challenges. The target groups benefitting from the programme include out-of-school young people and adults who have not completed school and seek to improve their literacy and basic skills for better work opportunities and living conditions, as well as for personal development. Training programmes can be considered the most popular active labour-market programmes (ALMPs) in LAC countries that are offered to improve employability of unemployed people and vulnerable groups. These training programmes appear to be more effective than other types of interventions. The chances of participants' employment prospects are raised, especially in public works schemes (Escudero, Kluve, López, Mourello, & Pignatti, 2017).

3.4.1.2 Argentina

Youth unemployment remains a challenge in Argentina as young people have become more vulnerable like in many countries. Lack of job skills makes it difficult for many youths to enter the labour market and this problem experienced by Argentina is not different from other developing economies of the world (Auguste, Bricker, Luquez, Ravioli, Seffino, 2015: 9). Various training programmes for youth have been tried by government but showed less success in solving the problem of youth unemployment because of lack of practical skills. A job training programme in the name of *entra21*, was implemented by NGOs in 2010 and targeted low-income youth (Alzúa, Cruces, and Lopez, 2016: 6). These are young high school graduates but because of lack of job opportunities they are poor and vulnerable. The non-formal training programme offers practical skills as well as labour-market-related skills. These include life-skills and vocational training such as cooking and catering, sales and administration, and factory workers as well as internships in collaboration with private sector employers. The success of the programme can be attributed to the fact that it helped people to maintain their jobs once they are employed (Alzua et al., 2016: 3). A similar programme can be helpful in other countries who are faced with huge unemployment

among the youth because it can empower people with practical job skills. Skills such as cooking, catering, plumbing, painting, building, electrical and leather works can assist the youth in South Africa to create their own jobs. In Argentina the unemployment rate amongst people between the ages of 18 and 24 years in 2020 was estimated at 26.8%, and can be owed to Covid-19 pandemic (**Statista, 2021**). The pandemic has worsened the situations in developing countries.

3.4.1.3 India

India falls into the category of less developed countries and the level of education in this country calls for augmentation to formal education so that development can take place. Pillai (1990: 165) defines development as a total process, in which all aspects of human life aspirations – such as education, health and nutrition – are involved and evaluated on the basis of economic growth targets and living standards. Pillai (1990) further indicated that the main aim of NFE is to improve the living conditions of people especially the downtrodden and depressed sectors of society. A major part of NFE in India is therefore geared towards the provision of literacy and numeracy. An example of the contribution made by NFE is a programme that offers practical skills to semi-literate and illiterate women such as assembling, installing, repairing and maintenance of solar energy systems (Baatje & Baatje, 2008: 21). The programme is able to respond to the needs of individuals as well as that of the community. On completion, these women can apply the acquired skills in their communities and create employment. Although this programme responds to some of the needs of the people, it seems narrow and might assist more people find jobs if it is broadened to cover more practical skills. Pandya and Maniar (2014: 8) indicated that the importance of NFE has also been recognised by the Government of India and it now forms an essential part of its revised educational planning. Its views on NFE are as follows:

- NFE is flexible and so it would prevent the rate of dropouts.
- Being inexpensive, it would meet the needs of rural areas and even lightly populated areas.
- Being linked with general development, it helps its students to learn various skills besides numeracy and literacy.

Some research (Belete, 2011; Filmer & Fox, 2014; Kazeem, 2017) indicates that in many African countries, the larger part of the population comprises young people;

hence, Africa is termed the youngest continent. These young people are from different backgrounds and have high expectations but minimal job opportunities in their countries. Lack of job opportunities may encourage the youth to engage in illegal migration with all the dangers associated with it. The spread of poverty in developing countries impacts negatively on the young population and this hampers economic development. For economic development to take place, African countries need to learn from NFE projects from other regions to stem the tide of unemployment. They must consider offering skills training to young people that matches the needs for development in each country (Belete, 2011; Filmer & Fox, 2014; Kazeem, 2017).

3.4.1.4 Nigeria

Research (Adewale, 2009; Ewelum, Madu & Adebola, 2010; Ukwuaba, 2015). indicates that Nigeria uses formal education to help school-going children while NFE focuses on those people who never attended school, and the dropouts. The country is concerned about youth unemployment hence the introduction of NFE. The main aim of providing NFE is to afford a second opportunity to this disadvantaged group of people to obtain education. NFE can help in empowering unemployed people and enable them to become employable or create self-employment. This can result in the improvement in people's lives and the eradication of poverty that hits young adults hard. However, the implementation of NFE is marked by challenges such as lack of provisioning, inadequate structure, lack of infrastructure etc. (Adewale, 2009; Ewelum, Madu & Adebola, 2010; Ukwuaba, 2015).

3.4.1.5 Kenya

The Department of Adult Education provides basic literacy, post-literacy and NFE programmes which target unskilled school graduates, as well as the out-of-school youths and those who may never attended formal school. The NFE programme offers dropouts an opportunity to continue with education and there are no limitations to doing this (KNBS, 2008). Thompson (2001: 3) indicated that the NFE and alternative approaches to basic education (AABE) in Africa have gained prominence on the change agenda due in part to the inadequacies and problems of the formal education system which manifest themselves in low levels of both the internal and external efficiency of the system, high dropout rates, low rates of persistence, didactic methodology and questionable learning achievement. The inadequacies of formal

education relative to the needs and circumstances of the country's citizens provide a source of justification for NFE and AABE.

3.4.1.6 Ethiopia

In the continent of Africa, a country such as Ethiopia has a population that is marked by a high level of illiteracy (Gebremariam, 2017). This illiteracy rate hampers the country from achieving its goal of becoming a middle-income economy. It is for this reason that Ethiopia started seeing the usefulness of Adult Education and NFE and implemented the National Adult Education Strategy. The strategy was implemented through the Integrated Functional Adult Education two-year programme which targets people between the ages of 15 and 60 years. (What does it target them for? What are they taught and what are the results of that? Any Weaknesses? What can be learnt by RSA?) The NFE with a variety of training programmes can help in changing the way people see and understand things in life (Federal Ministry of Education, 2015; Katy, 2007; Seda, 2015). Gebremariam (2017: 1) stated that the Ethiopian government invests heavily in micro-and small-scale enterprises to address the urban youth unemployment challenge. The driving narrative is that youth unemployment can be tackled if young people have opportunities to become self-employed and entrepreneurs and such initiatives can be learnt by other countries facing same challenges. Policy interventions focus on providing soft skills and behavioural change training as well as financial support. However, the long-term impact of focusing on entrepreneurship is incompatible with the developmentalist orientation of the government. The huge financial and technical investment by the Ethiopian government is contributing more to the expansion of informal employment than formal employment. In fact, economic growth for more than a decade has had minimal impact on expanding formal employment.

3.4.2 The Contribution of Non-Formal Education to the Achievement of SDGs in South Africa

The National Development Plan (NPC, 2012) was adopted in 2012 as South Africa's development lodestar and roadmap. It predated the 2015 adoption of the United Nations' 2030 Agenda for Sustainable Development and the AU Agenda 2063 - "The Africa We Want". The NDP has a 74% convergence with the SDGs, and prioritises job

creation, the elimination of poverty, the reduction of inequality and growing an inclusive economy by 2030 (NPC, 2019: i).

Despite this, in South Africa, the unemployment rate continues to escalate instead of slowing down due to lack of skills and job opportunities for the youth. People need to work and earn a living hence they must be equipped with job skills. NFE therefore has a major role in organizing practical training programmes to equip the unemployed with the most sought for skills on the job market – plumbing, electrical works, leather works, building etc. In this case it would have filled the skills gap created by formal education. The value of NFE cannot be over-emphasised as it is needed to supplement the inadequacies of the formal education. In view of the strong relationship between skills development and the Sustainable Development Goals (SDGs), this study discusses five (5) of the 17 goals that speak to the South Africa's National Development Programme (NDP, 2030).

3.4.2.1 SDG 1: Eradication of poverty

The SDG number one (1) focuses on the eradication of poverty. Poverty is rife in South Africa among the rural poor and one way of eradicating it is through skills training for the unemployed. The data from StatsSA (2017) indicates that the poverty is so widespread that it impacts negatively on the majority group of the population including women, children, black Africans and those who are not in education, employment or training (NEET). Lammy (2015) opines that the good practices of night schools that transformed the labour force and the evening classes that once gave people the chance to progress in jobs must be resurrected, so that the South African labour market or firms do not have to look elsewhere for skilled workers. The resurrection can only be achieved through proper implementation of ACET programmes. The strengthened ACET programmes could be a good intervention for poverty reduction in the rural communities of South Africa. People who remain victims of poverty need to be educated about how to get out of their poverty status. Through ACET programmes, people living in poverty could be offered practical skills that enhance employability.

3.4.2.2 SDG 2: Stop hunger and ensure food self-sufficiency

In general, poverty is caused by unemployment or inability to trade in skills and all these cause hunger which affects millions of the world's population. It is for this reason

that goal number two (2) encourages nations to stop hunger by ensuring food sufficiency. Food sufficiency can be attained if people were taught both indigenous and scientific approaches of producing and preserving food and this can only be done through education. People experience hunger because there is not enough food and to address hunger, South Africa needs to ensure that its population is able to produce sufficient food sustainably. Several factors contribute towards sufficient and sustainable food production. Factors such as access to croplands, good agricultural practices and, innovations can promote increased food production and food security (UN, 2019). Food security is not only about the availability but also covers accessibility, affordability and sustainability. Food security is a constitutional mandate as per section 27 (1b) of the Bill of Rights (Republic of South Africa, 1996).

In order to ensure availability and sustainability of food, people need to stand up and become responsible for the food supply. Through NFE, people could be skilled on how to produce food and ensure stability of food supply. Some of the people in rural areas have knowledge of farming, but they need to be reskilled especially to can cultivate food crops under the unpredictable weather events associated with climate change. Agriculture is the source of food and people need to be taught the importance thereof. The indigenous knowledge of farming could be revived through ACET programmes.

3.4.2.3 SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Development can be achieved through equitable quality education and promotion of lifelong learning among the citizens of every country. As South Africa strives to grow its economy, one of the best tools is to ensure that most of its citizens contribute to the nation's development and that they are given equal opportunity to access quality education. Relevant adult education programmes can equip people with skills for employment and for that matter poverty alleviation and economic growth. A negative growth and an increasing unemployment rate are bad economic indicators for this country. ACET programmes should aim at equipping the economically-active people with relevant skills to create their own jobs so that they can contribute to the development of the country.

South African graduates are faced with structural unemployment which implies that the lack of the necessary skills is the main reason for chronic unemployment.

Researchers including (Adams, 2007; Cloete, 2015) affirm that the development of a country's labour force, depends, inter alia, on non-formal training programmes and for this reason the government of South Africa must acknowledge the importance of NFE in supplementing formal education through skills training for the unemployed. The policy on RPL (SAQA, 2002) is in good direction but need be managed and implemented by professionals and not party activists. The RPL policy should recognise non-formal and informal learning because it compares the previous learning and the experience of a learner with current requirements (Blom, Parker & Keevy, 2007). The RPL policy (SAQA, 2002: 14) targets three groups of people:

- (1) Access group: underqualified adult learners wanting to up-skill and improve their qualifications, as well as candidates lacking minimum requirements for entry into a formal learning programme. These are the 'not-qualified' adult learners and those who do not meet the entry requirements for formal education programmes;
- (2) Redress group: workers on the shop floor or in the workplace who may be semi-skilled and even unemployed – they may have worked for many years but were prevented from developing due to restrictive past policies. These are semi-skilled workers;
- (3) Candidates: who exit formal education prematurely and who have, over several years, built up learning through short learning programmes. These could be people who dropped out early and accumulated knowledge through other means. Most RPL people are in categories of levels 2, 3 and 4.

3.4.2.4 SDG 5: Achieve gender equality and empower all women and girls

In many developing countries the population of women out-numbers that of men but the former seems marginalized and to achieve equality, women must be educated and skilled. South Africa is still lagging behind with gender equality and women empowerment because of patriarchal attitudes that are still rife in communities. Achieving gender equality and women-girl empowerment is in harmony with the country's Constitution as well as the NDP. In order to achieve this goal, more effort has to be made with regard to including women and girl-children in development activities such as education, freedom, human rights and employment opportunities. Women have the capability of managing their homes and, in the same way, they can manage successfully at different levels in the workplace if afforded the opportunity

(StatsSA, 2017; UN, 2019). A crucial factor that hinders gender equality and women empowerment is gender-based violence to which women and children often fall victim. The government has taken an initiative by launching the '16 Days of Activism against Gender Violence Campaign', an annual campaign which started in 2005; however, these initiatives have not been able to reduce violence against women in the country. The campaign runs from the International Day No Violence Against Women on 25 November to the International Human Rights Day on 10 December, thereby symbolically linking violence against women to violations of human rights (UN, 2019). At the end of the campaign on 10 December 2019, the South African government officially launched the 365 Days Behavioural Change Campaign (Parliament, 2019) People need to change their attitude towards each other and this can be done through public education via various platforms including but not limited to television, radio, newspaper, drama, seminars etc. Through non-formal programmes the youth could be taught to have positive attitude towards women and to ensure gender equality and women empowerment. It is through NFE programmes that communities can be made aware of and become educated on gender-based violence.

3.4.2.5 SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal eight (8) of the SDGs seeks to promote sustained, inclusive and sustainable growth as well as productive decent work in UN member states. South Africa as a member of the UN should strive to achieve these laudable levels through education.

South Africa needs to have sustainable economic growth coupled with full productive employment. This can only be achieved by accelerating labour productivity, and making young people become employable or self-employable through adult and non-formal education activities (UN, 2019). Effecting the NFE through ACET programmes can play a role in equipping young people with relevant skills to create their own jobs. South Africa, with a larger part of the population being youth, stands a good chance of increasing economic growth, by equipping the youth with practical job skills for self-employment. All the evils of forced labour, human trafficking and child labour could be reduced significantly or eliminated by tackling the root cause, namely, the problem of poverty (Dujardin & Heylen, 2018). The community colleges through ACET

programmes especially NFE programmes could provide opportunities for educating and making the young adults aware of 'economic evils' and for skills development.

3.4.2.6 SDG 10: Reduce inequality within and among countries

An important issue stressed by goal number 10 is the reduction of inequalities within and among nations. In view of the apartheid policy of discrimination South Africa has huge challenge with inequalities between whites and black citizens.

A crucial inequality could be seen in the differences in the income that are received by workers as this determines the standard of living of people in a country. The proper implementation of ACET especially NFE programmes could help in the reduction of inequality because people would be able to acquire job skills to work and earn income. The programmes could address issues of inequality as well as measures to overcome them. South Africa with an emerging economy, and a member of BRICS could emulate other member countries to eradicate poverty and reduce inequalities from within. This will enable the country to achieve the target of reducing Gini coefficient from 0.70 in 2010 to 0.60 by 2030 (NPC, 2012). making it to be on the same level with other countries whose economies are better. The CETCs could help in narrowing the gap of inequality through the offering of NFE programmes such as life skills and SMME training. These people could be empowered to start their small businesses and overcome the problem of unemployment.

3.5 CHAPTER SUMMARY

This chapter discussed the development of Adult Education (ACE) on the global scene. The discussion highlighted NFE activities in developing countries such as Brazil, Argentina, Ethiopia, India, Ethiopia, Kenya, and Nigeria and pointed out some of the lessons South Africa can learn from them to address the huge unemployment situation among the youth. The next chapter focusses on the research design and methodology.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapter reviewed the relevant literature on development of adult education in general on the global scene. The relevance of adult education, (including non-formal education and adult community education) and its contribution to the socio-economic development efforts in developing countries were discussed. The current chapter discusses the research paradigm, approach, design and methodology, the population, sampling techniques and instruments for data collection. The chapter also discusses ethical considerations, problems with the data collection processes, trustworthiness, and procedures for data analysis.

4.2 RESEARCH PARADIGM

An empirical research must be located in a particular worldview, philosophy or paradigm. This researcher sees a research paradigm as a philosophical perspective that guides scholars in their research endeavours. Savin-Baden and Major (2013: 3) describe the concept, paradigm, as a belief system or a worldview that guides the researcher and the entire research process. Rehman and Alharthi (2016: 51) add that a paradigm is both a basic belief system and a theoretical framework with assumptions about epistemology, ontology, methodology and methods or axiology. Epistemology is concerned with “the nature and forms [of knowledge], how it can be acquired and how it is communicated to other human beings” (Cohen, Manion & Morrison, 2007: 7). Ontology is described by Richards (2003: 33) as “the nature of our beliefs about reality”.

Axiology on the other hand involves defining, evaluating and understanding concepts of right and wrong behaviour relating to the research. It considers what value we attribute to the different aspects of our research, the participants, the data and the audience to which we report the results of our research (Kivunja & Kuyini, 2017: 28). In other words, a paradigm determines the type of research methods to be employed in a particular empirical investigation. The interpretive paradigm places emphasis on values and context hence it follows a set of procedures in data collection. McMillan and Schumacher (2014) attest that interpretive researchers follow systematic procedures but maintain that there are multiple socially constructed realities. This

study adopted the qualitative interpretive paradigm where the researcher collected data direct from the participants and interpreted them using words.

4.3 RESEARCH APPROACH

In order to understand a specific social problem under investigation, researchers may employ different research approaches depending on the nature of the study. A research approach therefore involves a plan and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2014: 31). This study is an empirical investigation into the operations of selected community learning centres hence the researcher used a qualitative approach to collect data. This was an in-depth study that collected data through face-to-face interviews and observations from information rich participants in their natural settings (McMillan & Schumacher, 2014) as well as the analysis of relevant documents related to the study. The study aimed at investigating the role ACET colleges can play in equipping the unemployed youth and adults in Mashashane-Maraba with practical skills for employment. In view of this nature of the investigation, the researcher sought information on the experiences of the important stakeholders of the community colleges [learning centres] i.e. adult educators, learning centre managers and learners. Given (2008) affirms that qualitative research is designed to explore the human elements on a given topic where specific methods are used to examine how individuals see and experience the world. The study was therefore conducted in the natural setting of the participants i.e. community learning centres, without any attempt by the researcher to manipulate them. McMillan and Schumacher (2014: 345) aptly point out that in qualitative research behaviour is studied as it occurs naturally and the situation is approached with the view that nothing is trivial. Every detail that is recorded is thought to contribute to a better understanding of behaviour (McMillan and Schumacher, 2014). In line with Addae's (2016: 134) views, the researcher did not have any pre-set ideas about the intended outcomes of the study hence she began with a research design. The research design unfolded as the study proceeded through the various phases.

4.4 RESEARCH DESIGN

One of the various research designs is a qualitative research approach which uses several designs, e.g., case study, phenomenology and grounded theory, among

others (Creswell and Poth, 2016: 35). Of these, this study used the case study design in order to investigate ACET programmes offered by Limpopo Community Education and Training College through CLCs in the Mashashane-Maraba area of Limpopo. According to Crossman (2020: 2), a case study is unique within the social sciences in that it focuses on a single entity and this can be a person, a group or an organization, an event, action, or a situation.

Research (Hayes, Kyer, and Weber, 2015; Creswell, 2016) indicates that a case study may take four different forms:

- Illustrative Case Studies are used to describe a situation, a set of circumstances or a phenomenon, what is happening with it, and why it is happening.
- Exploratory Case Studies are typically used when a researcher wants to identify research questions and methods of study for a large, complex study.
- Cumulative Case Studies can focus on case studies that have been completed and help researchers to make generalizations from studies that have something in common.
- Critical Instance Case Studies are ideal for examining a specific event or situation, focusing on only one or very few sites. Because of the focus on a specific event or situation, these studies are used to thoroughly investigate that single instance rather than attempting to generalize. Hayes et al. (2015: 12) describe the critical instance case study as a form of enquiry that is ideal for examining a specific event or situation, focusing on only one or few sites. A critical instance case study was therefore deemed suitable for this study to thoroughly examine the critical role of ACET in empowering the unemployed youth and adults in Mashashane-Maraba with the necessary skills needed on the labour market. The advantages and disadvantages of a critical instance case study influenced the choice of the research design for this study. The Table 4.1 below displays some of advantages and disadvantages of a critical instance case study design [adapted from Hayes et al, 2015: 12].

Table 4.1 Advantages and Disadvantages of a Critical Instance Case Study

Advantages	Disadvantages
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<p>Allows for a thorough investigation of a specific instance of a phenomenon, rather than a generalisation</p> <p>Convenience sampling is acceptable</p> <p>The type of data collected is dependent on the phenomenon being studied and loosely dependent on the researcher</p> <p>The researcher should present a complete description of the phenomenon being studied</p> <p>All of the data collected during the investigation should be clearly described and explained in the report</p> <p>If any collected data is excluded from the report or results, the researcher should provide a detailed explanation as to why that choice was made</p>	<p>This type of study cannot be used for generalisation, as any evidence collected from a single instance is not guaranteed to exist in another instance</p> <p>A researcher must make sure to thoroughly collect data from all of the available resources</p> <p>It may be tempting for a researcher to prematurely conclude the investigation due to the collection of a seemingly sufficient amount of data, even if there are still data sources that have gone unexamined</p> <p>A researcher must be absolutely sure about the research goals of a study before conducting a Critical Instance Case Study</p>
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Source: Adapted from: Hayes, Kyer, and Weber (2015: 12)

Schumacher and McMillan (1989) affirm that a case study does not necessarily have to be conducted in one site hence the researcher chose more sites to ensure that the findings cover broader and more perspectives and can thus yield valuable results. This case study therefore involved four community learning centres where adult learners, facilitators of the programmes, centre managers and the officials at the community college, who, through their narrative explanations enabled this study to yield thick descriptions of their contextualised behaviour (Cohen, Manion & Morrison, 2010). The participants in this case study were deemed to be information-rich in that they had the potential to yield relevant data through interviews as they were involved in the ACET programmes. To succeed in this form of case study, and to avoid generalisation of the results to the entire population, the researcher focused only on the four selected CLCs in the Mashashane-Maraba area (Hayes, Kyer & Weber, 2015).

4.5 RESEARCH METHODS

A research methodology may be defined as the overall collection of methods and procedures or rules that guide the research within a well-defined epistemology such as questionnaires and open-ended interviews (Lichtman, 2013; Rehman & Alharti, 2016).

Qualitative research consists of a set of interpretive, material practices that make the world visible. Denzin & Lincoln (2011: 3) point out that these practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. This means that qualitative researchers study certain targets in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. This empirical investigation involved the use of face-to-face interviews, focus group discussions, observations and document analysis which served as instruments for data collection.

4.5.1 Individual Interviews and Focus Group Interviews

For this study, participants were interviewed through face-to-face and open-ended interviews because these allowed respondents to provide the facts of a matter as well as their opinions about events (Yin, 2009). Also, semi-structured individual and focus group interviews were run on different days at different centres. The researcher used semi-structured interview because it allowed the participants to talk broadly about the issue put before them. Nieuwenhuis (2012) affirms that open-ended interview often takes the form of a conversation with the intention that the researcher explores with the participants her or his views, ideas, beliefs and attitudes about certain events or phenomena.

4.5.1.1 Interview guides

Davies and Dwyer (2007: 102) posits that the aim of research interview is to create a climate in which the respondent can talk freely and be able to offer the full range of responses that apply to the investigation. The researcher used semi-structured interviews through which she listed items down to ensure that the participants [i.e. Managers, officials, facilitators, and learners] remained focused and free to discuss issues put on the table instead of wavering. She deliberately made all centre

managers, facilitators, and officials at LCETC to answer the similar questions as a strategy to get in-depth information and different perspectives of the problem under investigation. As the interview questions were open-ended, the researcher was able to use follow-up questions where a question was not answered clearly.

4.5.1.2 Individual interviews

In general, the purpose of a research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. It is also particularly appropriate for exploring sensitive topics including where participants may not want to talk about such issues in a group environment (Gill, Stewart, Treasure & Chadwick, 2008: 292). The researcher conducted face-to-face interviews with two officials (Principal and his Deputy) at Limpopo Community Education and Training College who work directly with CLCs, four centre managers and three facilitators at CLCs. Nieuwenhuis (2012: 87) describes face-to-face interview as “a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant”. The two officials interviewed were responsible for running the college and ensuring the implementation of the curriculum as per the policies. Centre managers oversee the programmes as well as the implementation of the curriculum. In other words, they work as both managers and facilitators. The participants were able to voice out their experiences and challenges regarding the programmes. Each individual interview lasted for 30 minutes.

The researcher also used probing questions to get full information until saturation point was reached. Saturation point was reached after six interviews had been completed but she continued with the interviews with other participants with the hope of getting some new information.

4.5.1.3 Focus group interviews

According to Denscombe (2007: 115), a focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic. In each centre, the researcher conducted one focus group discussion, comprising five learners. These learners were mostly young adults who are not in

education, employment or training and are able to read and write. A focus group interview provides a setting for a relatively homogeneous group to reflect on questions that are asked by an interviewer. The purpose of this discussion is to use the social dynamics of the group, with the help of a moderator/ facilitator, to stimulate participants to reveal underlying opinions, attitudes, and reasons for their behaviour (Kabir, 2016: 221). The researcher used focus groups in order to determine participants' feelings, perceptions and opinions about the topic under discussion. Kabir (2016) argues that focus groups or group discussions are useful to further explore a topic, providing a broader understanding of why the target group may behave or think in a particular way, and assist in determining the reason for attitudes and beliefs. Kabir (2016: 221) affirms that focus group discussions are conducted with a small sample of the target group and are used to stimulate discussion and gain greater insights.

It was during the focus group discussion that the researcher realised that the participants were free when among themselves and this allowed them to talk freely and more deeply about their situation and challenges. This helped the researcher to understand and have a real sense of their situation because the conversation was natural (McCleod, 2014). The focus group interviews lasted for about 60 minutes per session as they turned into fruitful discussions. Where the responses were inadequate or superficial the researcher asked follow up questions and probed the respondents for more information.

4.5.1.4 Field notes

The researcher made copious notes during data collection because the participants did not allow her to do audio-recordings of the proceedings. The researcher compiled field notes to capture anything she deemed useful data during and after observations. The field notes were of vital importance by helping the researcher during the process of data presentation, analysis and interpretation for re-storying the experiences, emotions expressed during the process of observations (Slabon, Richards & Dennon, 2014).

4.5.2 Observations

For the data collection to be holistic and comprehensive, observations were done at the four centres to enable the researcher to understand the environment in which the unemployed youth and adults learn employable skills. Observations were not allocated

special days; instead, the researcher used the opportunity to observe classroom activities i.e. how teaching and learning occurred. Conducting the observations and interviews at each centre on the same day saved time and costs because the researcher did not need to make many trips between her duty place and the study sites. The observation of participant while in classrooms was important because it offered the researcher an opportunity to get first-hand information about the environment in which teaching and learning took place. It also made her aware of the resources available for teaching and learning, how the educators conducted their lessons, materials used for lessons and the extent to which the lessons could lead to acquisition of practical skills. This was to make her understand some of the challenges encountered with the implementation of ACET programmes. The observation focused on the daily activities such as starting and knock-off time, attendance, demography, how teaching and learning took place, resources for teaching and learning and the duration of the sessions. The researcher wanted to know how these contributed or hindered the acquisition of practical knowledge and skills. The centres in Mashashane-Maraba area were opened from Mondays to Wednesdays. Each centre had its own starting time and knock-off time, and this was due to availability or non-availability of accommodation lent out by the local primary school. For instance, Centre A, operated between 10h00 to 13h00. Centres B and C operated from 12h00 to 15h00 while Centre D started at 14h00 and closed at 17h00.

The researcher adopted the Casual and Scientific Observation Method and this helped in picking up the data that was not specified in the measuring tool. According to Kabir (2016: 240), an observation can be sometimes casual in nature or it may be purposeful and planned. "An observation with a casual approach involves observing the right thing at the right place and at the right time by a matter of chance or by luck whereas a scientific observation involves the use of the tools of the measurement" (Kabir, 2016: 240). The information obtained from the observation was used to triangulate or confirm the data the participants provided during the interviews.

4.5.2.1 Observation Guide

The researcher prepared an observation guide (Appendix G) which was designed to address the main research question: *What role can ACET play in equipping the youth of Mashashane-Maraba, in Limpopo, with employable skills?* The observation guide

was pre-planned with various points to be noted, being decided before going to the field (Kabir, 2016). The guide focused on the infrastructure, daily activities, curriculum, enrolment and the challenges encountered in the programmes.

4.5.3 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and internet-transmitted) material (Bowen, 2009: 27). Documents related to Adult Education/ACET such as the National Policy on Community Colleges (DHET, 2015), the National Policy on Curriculum Development and Implementation in CETCs (DHET, 2017) the Post-School Education and Training Monitor (DHET, 2021) and the UMALUSI Policy on General Education and Training for Adults (DHET, 2015) were read, compared and analysed by the researcher to find out the mandate of ACET colleges, curriculum, operations, management and how these sought to achieve the aims of the colleges. The above documents were analysed in line with the objectives of the study as outlined below:

- explore whether ACET play a role in equipping the unemployed youth in the Mashashane-Maraba area of the Limpopo province with practical skills for employment or job creation.
- investigate the effectiveness of ACET programmes in Mashashane-Maraba area in equipping the unemployed youth with practical job skills for employment or job creation.
- find out why some of the unemployed youth in Mashashane-Maraba do not patronise or take advantage of the ACET programmes to study skills for employment.
- Identify the possible challenges that are faced with in the ACET programmes and suggest ways to address them.

The aim of analysing the National Policy on Community Colleges was to confirm programmes and qualification offerings, infrastructure for CETCs and quality assurance measures. The perusal of the National Policy (DHET, 2017) aimed at understanding how curriculum is developed as well as the implementation of programme and qualification mix in CETs. This necessitated attention to the details of

the following: programmes and qualifications; infrastructure for CETCs; quality assurance; admission policy; lecturer development and support; learner academic support and performance improvement; assessment and examination; learning and teaching support material; teaching and learning spaces; and the use of technology for learning and teaching. The Post-School Education and Training Monitor (DHET, 2021) and the UMALUSI Policy on General Education and Training for Adults helped the researcher understand the level of patronising ACET colleges from both the government and the target group (unemployed youth and adults). The data from documents was triangulated with data from interviews, observations and field notes.

4.6. POPULATION

In the discourse of research, the concept population refers to the total number of individuals or groups from which the sample might be drawn (Bryman and Bell, 2014: 16). Welman, Kruger and Mitchell (2006) affirm that population consists of individuals, groups, and organisations from which a sample is taken. Lumadi (2015) also describes population as a group of persons, objects or items from which samples are taken for measurement. The total population for this research project comprised the six CLCs (made up of 131 Learners and twelve (12) educators) situated in Mashashane-Maraba. Out of six (6) CLCs, only four centres in the Mashashane-Maraba area (with student population of hundred and ten (110) and eight (8) educators) were chosen as the sites for this study. The table 4.2 below was compiled by the researcher from the information given by the officials at the Limpopo Community Education and Training College. The table shows the CLCs in Mashashane-Maraba with their location and the number of learners for the year 2017.

Table 4.2: CLCs in Mashashane-Maraba with learner Enrolment in 2017

No.	Name of CLC	Location	Enrolment
1.	John Nrimba	Kalkspruit (Maraba)	33
2.	Makgwareng	Ga-Mamadila (Mashashane)	11
3.	Malopeng	Jupiter Village (Mashashane)	27
4.	Tutwane	Ga Matlapa (Mashashane)	20
5.	Hosea Ntsoane	Chebeng Village (Maraba)	10
6.	NgwanaMphahlele	Lepotlako (Maraba)	30

TOTAL		131
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4.7 SAMPLING TECHNIQUES AND SAMPLE

McLeod (2014) argued that in all forms of research, it would be ideal to test the entire population, but in most cases, the population is just too large that it is impossible to include every individual in the study. Sampling is the process of selecting a representative group from the population under study (McLeod, 2019). There are various types of sampling that were used in case study research which include random sampling, snowball, convenience and purposive sampling. This study adopted convenience and purposive sampling techniques because the two were deemed appropriate for the investigation.

Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (McLeod, 2014). The researcher chose convenience sampling because of the proximity of the centres to each other. Unlike the others which are scattered and far apart, the four CLCs were less than 15-20 kilometres apart. The geographical location made the four research sites convenient to the researcher. Lumadi (2015) attests that convenience sampling is where some elements of the population have no chance of selection. The use of convenience sampling enabled the researcher to access the multiple sites for data collection because it was less expensive and easy to reach the research subjects who were readily available.

The researcher also used purposive sampling in the study to choose the participants who would give rich information regarding the problem under investigation (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). The participants were chosen to participate in the study because of being directly involved with the ACET programmes as well as their willingness to participate. Her criteria for inclusion were:

- Officials (Principal and Deputy Principal) at community college who work directly with CLCs;
- Managers of centres where unemployed youth attend as adult learners;
- Individuals (facilitators) who teach at adult learning centres; and

- Unemployed (people who are not in education, employment or training) youth who attend as learners at CLCs.

4.7.1 Sampling of Centres

Mashashane-Maraba is part of the Polokwane Cluster and consists of six CLCs with 131 learners, nine facilitators and six centre managers. For convenience, the researcher purposively chose four out of the six CLCs in Mashashane-Maraba for this study. She chose the 4 learning centres because of their geographical advantages. That is, they were within an accessible radius of 65 km from the home of the researcher (Polokwane city) which is reasonable in terms of travelling costs and time constraints. The researcher also considered that the significant enrolment at these centres afforded a wide choice of participants. The four chosen centres' enrolment figures were higher than the other two centres. The high enrolment numbers made the selection of participants easier for the researcher. As Cohen, Manion & Morrison, 2007: 15) affirm, "often researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought". Table 4.2 below shows the CLCs in Mashashane-Maraba that participated in this study in the year 2017. It also shows the location of each centre, learner enrolment as well as operating times.

Table 4.3: Participating CLCs in Mashashane-Maraba, 2017

No.	Name	Location	Enrolment	Times
1.	John Nrimba	Kalkspruit (Maraba)	33	Mon-Wed 13h30-17h00
2.	Malopeng	Jupitor (Mashashane)	27	Mon-Wed 12h00-15h00
3.	Tutwane	Ga- Matlapa (Mashashane)	20	Mon-Wed 10h00-13h00
4.	Ngwanamphahlele	Lepotlako (Maraba)	30	Mon-Wed 12h00-15h00
TOTAL			110	

4.7.2 Sampling of Participants

Twenty-nine (29) people were purposively selected to participate in the study. The sample comprised four centre (4) managers, three (3) facilitators and twenty (20) adult learners and two (2) officials (1 Principal and 1 Deputy Principal) from the Limpopo Community Education and Training College. Only three facilitators were interviewed as, in one centre, the manager also served as the facilitator. A total of 20 learners were interviewed in four focus group interviews. Each centre presented five learners with mostly being women. Table 4.3 indicates number of participants and the data collection methods used with each group.

Table 4.4: Number of participants in various data collection methods

Centres	Individual Interviews	Focus Group Interviews	Observations
Centre A	1 Centre Manager (F)	1 Group of 5 (F) Learners	2 Classrooms
Centre B	1 Centre Manager (F) 1 Facilitator (F)	1 Group of 5 learners (4F + 1M)	1 Classroom
Centre C	1 Centre Manager (F) 1 Facilitator (F)	1 Group of 5 learners (3F + 2M)	1 Classroom
Centre D	1 Centre Manager (M) 1 Facilitator (F)	1 Group of 5 learners (4F + 1M)	1 Classroom
LCETC	1 Principal (M) 1 Deputy Principal (M)	None	1 Office

Key: LCETC is Limpopo Community Education and Training College

F = Female

M = Male

4.8 PROBLEMS WITH THE DATA COLLECTION PROCESS

The process of collecting data was not easy as it involved challenges. Below are few challenges that were encountered during the process:

- Participants not honouring appointments. Appointments for conducting interviews were postponed because of a tight schedule of the officials at the LCETC.

- Long physical distance between the selected centres. The centres are quite far apart from one another which meant that the researcher could not visit more than one centre per day. This was taxing for the researcher.
- Poor attendance by learners. The researcher had to visit each centre more than twice to ensure that most participants took part especially in the focus group interviews and this was caused by poor attendance.
- Late coming by learners. Interview sessions could not start on time as learners would come late in dribs and drabs, and would want to leave on time in order to arrive home before dusk. Their attention would be divided especially during the time they had to go home and this had a negative impact on the quality of the data.
- Operating times. Each centre had its own starting and knock-off times, and this posed a problem in visiting more than one centre per day especially because learners usually came late to the centres.
- Lack of accommodation. The fact that CLCs do not have their own premises posed a problem. Interviews could not proceed smoothly without interruption. For instance, there were times when trucks came to centres to deliver building material and the interviews had to be moved to another classroom.
- Shortage of resources. Due to lack of own accommodation and institutional identity, CLCs use the resources of the DBE. All equipment and stationery used at the centres belong to the host schools (primary schools).

4.9 MEASURES TAKEN TO ENSURE TRUSTWORTHINESS

When conducting qualitative research, trustworthiness refers to validity and reliability; the two factors which a researcher should be concerned about while designing a study, analysing results and judging the quality of the study (De Vos & Strydom, 1998; Patton, 2002). According to Joppe (2000: 1), reliability refers to “the extent to which results are consistent over time and accurate”. It means that if the results of a study can be reproduced under a similar methodology, similar results can be obtained. Reliability essentially deals with repeatability of results. Trustworthiness of research should answer the question, “*How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?*” (Lincoln and Guba, 1985: 290). For a qualitative research to answer the above question, measures must be taken by the researcher to ensure that the processes of data collection and the

data collected were credible (i.e. believable or convincing), confirmable (i.e. supports truth), consistent, (i.e. dependable), and transferable (i.e. can be generalised) (Lincoln and Guba, 1985). The researcher took a number of steps to ensure that the results of the study were trustworthy- credible, consistent, dependable and transferable.

4.9.1 Triangulation

Triangulation may be described as the use of more than one data collection methods or sources in a research project in order to cross-check information at the researcher's disposal. Creswell (2014) opines that triangulation is the collection of information from multiple sources e.g. diverse individuals and settings through a variety of methods. To achieve triangulation in this study the researcher used multiple data collection tools namely; individual interviews, focus group discussions and the analysis of relevant DHET documents on ACET. She adopted this strategy to reduce possible biases and weaknesses associated with the use of a single data collection tool. Bricki and Green (2007: 27) affirm that triangulation is one method of increasing validity of findings, through deliberately seeking evidence from a wide range of sources and comparing findings from those different sources. To ensure that the data collected in this study was credible and reliable, the researcher compared or triangulated the results of the individual interviews with those of the focus group and the observation. Patton (2002) intimates that triangulation strengthens a study by combining different data collection methods. It is a way of ensuring trustworthiness in qualitative research (O'Connor & Gibson, 2003). To ensure triangulation of the data collected from the field through interviews and observations, the researcher also reviewed literature and recent documents from DHET such as Statistics on PSET in South Africa, 2017, PSET Monitor, 2019, and Budget Vote 15 of 2019 also helped in triangulating the data gathered from field work through interviews, focus group discussions and observations. She visited and observed the academic activities of each of the study sites more than twice to ensure credibility of the data.

In addition to triangulation as a strategy to improve reliability and validity in this study, the researcher employed an open-ended perspective and adhered to the notion of valuing multiple realities the participants have in their minds which could be tapped to improve the reliability and validity of the qualitative research. As Creswell and Miller, (2000: 126) attest, "a validity is a procedure where researchers search for

convergence among multiple and different sources of information to form themes or categories in a study". Golafshani, (2003) adds that to acquire valid and reliable research results multiple and diverse realities, multiple methods of searching or gathering data are in order. In keeping with the above, the researcher employed focus group interviews, face to face interviews, observation and document analysis to ensure trustworthiness of the data. The researcher was of the view that by engaging multiple methods, such as, observation, interviews, and document analysis can lead to more valid, reliable and diverse construction of realities in this study.

Furthermore, the researcher ensured that the instruments were standardized for all respondents so as to yield similar results. In doing that, she engaged three senior colleagues in her department (two senior Lecturers and a Professor) who critically evaluated the research instruments and provided suggestions for improvement. Their recommendations which helped to remove inconsistencies from the instruments were incorporated into the interview items before the researcher used them for data collection. In a nutshell, all the above measures were taken by the researcher to ensure that the results of the investigation are consistent with the data collected.

4.10 ETHICAL CONSIDERATIONS

Research ethics requires a researcher to consider some important ethical values for the research participants (Chaska, 2008: 57). As Creswell, Klassen and Plano Clark (2011: 201) opine, ethical consideration requires the researcher to consider the rights, needs, values and desires of the participants in a study. One of the aims of the UNISA Policy on Research Ethics (2016: 1) is to ensure that all research activities are conducted with scholarly integrity, excellence, social responsibility and ethical behaviour. It was against this background that the researcher subjected the study to originality software (Appendix J) and sought the assistance of a professional editor (Appendix K). It is in this Policy on Research Ethics that the rights and responsibility of both the participants and the researcher are clearly stated. These rights and responsibility are based on the principles of confidentiality, anonymity, voluntary participation, and the right to withdraw. In line with ethical considerations the researcher took the following steps:

4.10.1 Permission

The UNISA Policy on Research Ethics (2016) requires that a research may only be undertaken upon the approval and issuing of Ethical Clearance Certificate by the Ethics Research Committee (Appendix A). The researcher's application for ethical clearance was approved in time by UNISA Research Ethics Review Committee. The process of data collection was delayed due to some protocols that had to be observed in the DHET. At first, the application for permission to conduct the research in Limpopo was directed to the LCETC which referred the researcher to the DHET in Pretoria. After two weeks the DHET responded by referring the researcher back to LCETC, with the attachment of the Policy Standard on Approval to Conduct Research in Public Colleges of 2015. The attached document highlighted Clauses 5.3 and 5.4 of the Policy Standard which stipulate clearly the conditions under which the DHET and the community college grant approval to conduct research at public colleges. It was only after acquainting themselves with the clauses that the approval to conduct this study was granted by the LCETC. The copy of Approval to Conduct Research at LCETC is attached to this study as Appendix B.

4.10.2 Informed consent

The researcher informed the participants about the purpose of the research study (Nijhawan, Janodia, Muddukrishna, Bhat, Bairy, Udupa, & Musmade, 2013: 134) and requested them to voluntarily sign consent forms. The participants were also informed about the way in which the research would be conducted and its duration. This information given to the participants was relevant in that it made them aware of the time that they might spend in participating and to see whether their schedule allowed participation (Chaska, 2008: 57). The researcher did not in any way attempt to oblige the participants to participate in the study. She informed them that their willingness to participate in the study was voluntary and they were free to withdraw from it at any time they wished to do so.

4.10.3 Invitation to participate in the study

Invitation to participants and Informed Consent (Appendix H) were handed out to prospective participants. In the letters the researcher introduced herself and explained the purpose of the research, the reason why they were being invited to participate, the

nature of their participation, both potential benefits and any potential risks of taking part in the research. The letters further explained anonymity, confidentiality and the right to participate as well as the right to withdraw. The researcher explained all these items by taking the participants through the invitation letters, consent forms as well as focus group agreement (Appendix H).

4.10.4 Right to anonymity and confidentiality

The researcher ensured that the participants remained anonymous, consequently withholding their identities throughout the research project (Gajjar, 2013: 14). To ensure anonymity, she assigned codes to the participants as identifying markers. Any responses given by the research participants were treated as confidential. Participants were assured that their privacy and identity would be anonymous and safeguarded from public exposure during and after the research, and, providing participants with these rights shows that the research project cannot be identified with individual responses and identities (Wiles, Crow, Heath, & Charles, 2008: 417). This study therefore did not expose any of the participants or identified the information provided with them. The researcher ensured that the participants' rights and identities remained anonymous and confidential throughout the study. The confidential information about participants was not shared with others as per ethics protocol. All the research participants' information or records were maintained and kept in a secure place to be destroyed after a period of five years.

4.11 DATA ANALYSIS AND INTERPRETATION

The researcher adopted a thematic data analysis approach from Bricki and Green (2007: 24) which describes the approach as a method that looks across all the data to identify the common issues that recur and identify the main themes that summarise all the views the researcher shall have collected. She adapted this method and did a step by step analysis of the data obtained from the field. The following steps were used to analyse the data:

Step 1: Reading, annotating and pruning the raw data. The researcher read through the raw data, added notes and cut off the unnecessary information.

Step 2: Coding the data. Coding here refers to the use of symbols, letters, or numbers to transmit information or message. Henning, Van Rensburg, & Smit (2013: 105) describe coding as the process of identifying substantive connections and building a picture which is clearer and more complex than initial impressions. The process assisted the researcher to separate the data and try to get sense out of each chunk before putting them together in a meaningful way (Creswell, 2015). The following codes were used arrange the data under different units:

Code 1- Aims/Purpose/Mandate

Code 2 – Types of programmes

Code 3 – Challenges facing the youth

Code 4 – Skills

Code 5 – Supporting the programmes

Code 6 – Not supporting the programmes

Code 7 - Programmes not useful/ not meeting the needs

Code 8 – Lack of resources

Code 9 – Economic role

Code 10 – Social role/ Community development

Step 3: Identifying themes and grouping the coded data into themes

To arrive at specific themes under which the data were presented and analysed, the researcher grouped the data into various categories. These categories enabled the researcher to develop interpretations of the answers to the research questions (Groenland, 2014: 4). Here, the purpose was to search for themes that emerge as being important to the description of the phenomenon and formed patterns within the data, where emerging themes became the categories for analysis (Vohra, 2014: 59).

Step 4: Data Matrix. The researcher used data matrix as the final step in data presentation and analysis. Data Matrix is described by Groenland (2014: 4) as an adaptable method used for cross-sectional, qualitative data analysis, which is based

on the coding and interpretation of transcripts originating from in- depth interviews or focus groups. The data matrix is versatile and as such, it blended well when comparing the different data sources i.e. focus group discussion, in-depth interviews, observation and relevant ACET documents. This step by step process enabled the researcher to arrange the data under specific themes which made the analysis logical, doable and manageable. Figure 4.1 below shows a schematic representation of step-by-step thematic data analysis adopted by the researcher.

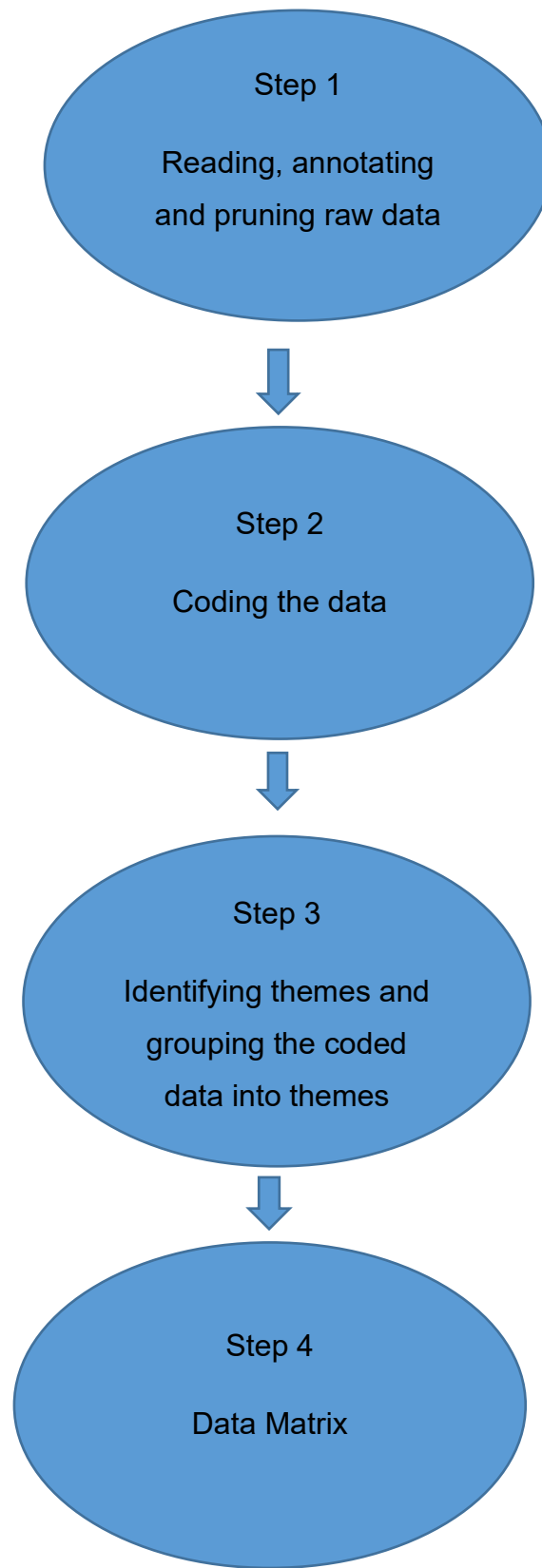


Figure 4.1 Schematic Representation of Data Analysis Process (adapted from Bricki and Green, 2007: 24)

As mentioned under step 4 above, table 4.5 is an example of data matrix. The details of data matrix used in this study is in chapter 5.

Table 4.5 Example of Data Matrix (Comparison of Summary of Findings from Focus Group Discussion, Individual Interviews, Observations and ACET Documents).

Themes					
The capacity for ACET programmes to equip the unemployed youths and adults in Mashashane-Maraba with practical job skills	Major responses from focus group discussions	Major Responses from Interviews	Major Observations	Major issues from Document Analysis	Analytical Commentary
The effectiveness of ACET programmes in equipping the youth of Mashashane-Maraba area of Limpopo with employable skills					
Patronage/Non-Patronage for ACET programmes among some of the unemployed youth in Mashashane-Maraba area					
Challenges that are faced with in the ACET programmes in equipping the unemployed youth in Mashashane-Maraba with practical skills for employment					
Strategies to improve the ACET programmes					

4.12 CHAPTER SUMMARY

This chapter discussed the methodology and research design that were used in this research project. The discussion included data collection instruments and methods

such as interview guides, document analysis, and observations. Open coding, a data matrix and cross-case analysis were discussed as processes of data analysis. The chapter also discussed how data were checked for trustworthiness, and how the ethical issues related to the research project were addressed. The next chapter is focuses on the presentation of data, analysis and discussion of the findings.

CHAPTER 5: PRESENTATION AND ANALYSIS OF DATA

5.1 INTRODUCTION

The aim of this study was to investigate what ACET can do to equip the youth in Mashashane-Maraba of Limpopo Province with employable skills. This chapter presents and analyses the data collected from the field. The presentation of results particularly aimed at addressing the research questions below:

The main research question was:

- What role can ACET play in equipping the youth of Mashashane-Maraba, in Limpopo, with employable skills?

The sub-research questions were:

- What capacity is there for ACET programmes to equip the unemployed youth in Mashashane-Maraba with job skills?
- How effective are the ACET programmes in equipping the youth of Mashashane-Maraba with employable skills?
- What may be the possible cause of lack of patronage for ACET programmes among some of the unemployed youth Mashashane-Maraba area?
- What major challenges are faced with in the ACET programmes in equipping the unemployed youth in Mashashane-Maraba area with practical skills for employment?
- What needs to be done to address the challenges that are faced with in the ACET programmes?

5.2 THE PROCESS FOLLOWED IN PRESENTING AND ANALYSING THE DATA

The researcher used the themes approach in presenting and analysing the data. In doing so, she followed a step-by-step analysis adopted from Bricki and Green (2007). The first step was reading, annotating and pruning the raw data. This was followed by coding of data. The researcher continued and in step three, identified themes and grouped the coded data into themes. In the final step four, data matrix was used in the presentation and analysis of data.

5.3 THE BIOGRAPHICAL PROFILE OF THE PARTICIPANTS

The participants in the study were people involved in the ACET programme and therefore regarded by the researcher as information-rich (Saunders & Townsend, 2018: 5). As information-rich individuals, their views were important to the study. Data was gathered from the participants through the use of open-ended questions. The use of open-ended questions allowed the participants to provide relevant information without any attempt to limit their answers.

5.3.1 Focus group Participants (Learners)

A total of 20 learners participated in the focus group discussion comprising a group of five learners from each of the four centres selected as sites for this study. In all the centres, learners are enrolled for ACET Level 4 as they are mostly young adults who are not in education, employment or training and are able to read and write. On average, the participants were between the ages of 18 and 40 years. The majority of them were females with one or two children and were burdened with dependents. One could spot one or two male learners in the discussion groups. This emanates from the demographic enrolment at the centres. The fact that these learners have dependents might be one of the reasons why they enrolled for ACET programmes. However, the interview discussions revealed that the ACET programmes offered at CLCs in Mashashane-Maraba do not meet the needs of these learners.

5.3.2 Participants of the Individual interviews

Individual interviews were conducted with Centre managers, facilitators and officials working at the Limpopo Provincial Community Education and Training College. These are the people responsible for implementing and managing the ACET programmes and in the province and were therefore assumed to have rich information about the programmes.

5.3.2.1 Centre managers

Four Centre managers (3 females and 1 male) participated in the individual interviews and their average age was 48 years except one old woman who was above 60 years. All the participants in this category were all married with children; three of them hold Higher Certificate in ACET and one has the Primary Teachers Course. Their duty is to

manage (see to it that community learning centres are open on the working days, do administrative work, attend meetings at the college etc.) their centres. Due to shortage of staff, these Centre managers also sometimes work as facilitators. It was revealed by the interviews that the managers did not possess any managerial skills or qualification in skills training. This is an indication that in order to manage and implement ACET curriculum as envisaged by the DHET, they need support.

5.3.2.2 Facilitators

Three female facilitators whose ages were in the average of 47 years were interviewed individually. Due to shortage of staff, at one Centre, the manager works alone as both Centre manager and a facilitator hence three facilitators participated in this study. One of them holds a Postgraduate Certificate in Education while the other two have Higher Certificate in ACET. At the time of the study, these facilitators had not acquired knowledge that allowed them to train learners so that they acquire practical skills that could them for employment or self-employment. This might be one of the reasons why the centres only offered Ancillary Health Care and Early Childhood Development as electives.

5.3.2.3 Officials at Limpopo Community Education and Training College

The Principal and the Deputy Principal agreed to participate in this study. The interview sessions were held separately for each of them. The principal was the head of the college; a middle-aged man, married with three children and holds a Bachelor's degree in Education. As the College serves as the head office of all the delivery sites in Limpopo, the principal ensures implementation and management of the ACET programmes in the province. Unfortunately, he did not have any control on how the National Budget was allocated to community education sector hence he seemed frustrated by lack of provisioning for ACET programmes.

The Deputy Principal was also a middle-aged man, married with two dependents who holds a doctoral degree in philosophy. His duty was to ensure implementation and management of ACET programmes in the province. He was devastated by the lack of adequate provisioning for ACET programmes by the DHET.

The biographical information above assisted the researcher to understand where the participants were coming from in terms of their background, motivation, aspirations,

expectations and frustrations. The sections below present, and analyse the data collected through focus groups, individual interviews, observations and document examining.

5.4 PRESENTATION AND ANALYSIS OF DATA FROM FOCUS GROUP

This section presents and analyses data from the focus group interviews. The researcher engaged the 20 learners in focus group discussions as a strategy to obtain their candid views as beneficiaries of the ACET programme. These were people involved in the ACET programme and therefore regarded by the researcher as information-rich (Saunders & Townsend, 2018: 5). The views of the above-mentioned participants were therefore important to the study. Data were gathered from the participants through the use of open-ended questions. The use of open-ended questions allowed the participants to provide relevant information without any attempt to limit their answers as affirmed by Yin (2009). Four centres participated in the study and the focus groups from these centres were given codes as centres A, B, C and D.

5.4.1 The capacity for the ACET programmes to equip unemployed youth in Mashashane-Maraba with job skills

As it was noted from the profile of the learner participants, many of them, apart from being unemployed have children and thus need to learn some practical job skills that could help them find work or generate income to care for their children. This was confirmed during the focus group discussions where their expectations were made clear to the researcher. The following were what three of the participants from the different groups had to say about their expectations in addition to the group discussions. These are reproduced verbatim below:

Participant from Group A: *“We have children that have to be looked after and therefore want to learn something that would give us money.”*

Participant from Group B: *‘We expect CLCs centres to have the capacity to teach us practical skills for job creation’*

Participant from Group C also shared similar sentiments when she said:

“Yes, we receive child grants, but they are not enough to maintain our families hence we want to learn skills to create our own jobs.”

As young adults without practical skills that could help them to earn a living, they are unable to take care of their families. These unskilled youth and adults would have liked to be empowered, as indicated in the responses above, that is, to become economically independent. The expectations from the youth and adults on the ACET programmes point out to the fact that even the child grant provided by the government would not be adequate to meet their needs or sustain them hence the desire to acquire self-employment skills. They therefore looked up to the CET colleges as institutions with the capacity to equip them with practical skills to create their own jobs in order to earn some income.

5.4.2 The Effectiveness of ACET programmes in Equipping the Youth of Mashashane-Maraba with Employable Skills

The interviews with the focus groups revealed that some of the youths and adults who were previously attending ACET programmes had graduated with certificates but had not found employment. This indicates that having the certificate but without having acquired practical skills did not empower the youth and adults to move from dependency to transformed individuals with employment skills.

A participant from Group **A** confirmed this when she said;

“We need to be taught something different, something that can help us with jobs. We do not want to write tests because tests cannot give us jobs.”

Another participant from Group D shared this in the Focus Group Discussion:

“I went for a job interview and was told that candidates with ACET certificate do not qualify. Maybe if it had included computer literacy, one might have had a chance.”

Hearing the participants' frustrations from their voices above, one gets convinced that the ACET programmes in Mashashane-Maraba were less effective. The responses above indicate that acquiring the ACET certificate alone with no skills did not help those who enrolled for the programme to move away from dependency to economically independent life.

5.4.3 Patronage and Non-Patronage for ACET Programmes among some of the unemployed Youths in Mashashane-Maraba area

Some learners had dropped out of high school and were still looking forward to further their studies at tertiary institutions for better job opportunities. One of the participants from Group A made the following statement which seems to epitomize the views held by her fellow learners:

“Here is better than high school; there are no children here. Our educators treat us as adults. There is no punishment here.”

Two participants (from Groups B and D) agreed that they had a desire to achieve a higher qualification. They concurred that like their family members, they also wanted to be educated because most of their family members had obtained degrees. They felt they need GETC to further their studies.

A participant from Group C agreed with the views above when she said:

“In my family, I am the only one without a degree and they refer to me as a dropout. I want to pass, further my studies at university and become a social worker”.

The responses above confirm the fact that some adult learners were happy with the learning centres especially because there were no children participating in the ACET programme. They found the learning centres to be the appropriate place for them to study the formal curriculum that is offered in high schools. This is because they wanted to see themselves studying towards a degree despite some graduates staying at home without employment.

Thus as revealed by the study, there are two groups of ACET patrons who do not have the same reasons for enrolling on the ACET programmes. For example, the researcher learnt from the focus group interviews that those who need practical skills for job creation feel that they were wasting their time attending courses which would not equip them with skills for employment but make people ridicule them. One participant in Group A shared this in the following words:

“They stand at street corners and mock us saying, now you have become granny and you go to night school.”

The discussions of the groups made it clear that some learners felt demotivated for attending ACET programmes since other youths laughed at them and labelled them as grannies. Some of their friends who had passed the GETC for Adults were at home without employment. During the discussion, a participant from Group D said:

“The programme is not appealing because here, they teach us what we learned in secondary school. Since the centre is for adults, teachers must teach us adult stuff. Right now, our brothers and sisters already have GETC for Adults Certificate and still are at home without jobs.”

A participant from Group C also added:

“We are also feeling discouraged by this programme. Obviously after completing, we will be joining the masses of unemployed.”

The above responses indicate that the ACET programmes do not meet the expectation of many youths in Mashashane- Maraba.

5.4.4 The Challenges that are faced with in the ACET programmes in equipping the unemployed youth in Mashashane-Maraba with Practical Skills for employment

The data from the adult learner-participants revealed that the CET College and its learning centres face a number of challenges ranging from shortage of resources to lack of qualified teachers. This was confirmed by some participants from different groups.

One Participant from Group B said:

“There is a shortage of learners’ books and we share one book”.

Another Participant from Group D confirmed this challenge and said:

“Here, our teacher makes copies for each one of us. Otherwise, we cannot do homework.”

Another participant from Group A had this to say:

“When I came here I wanted to learn needle work and computer but teachers advised us to go and learn those skills in town.”

The responses indicate a serious shortage of resources at Community Learning Centres in Mashashane-Maraba. The CET College does not seem to have the capacity to meet the learning needs of many of the adult learners in Mashashane-Maraba and this might disappoint many of them.

5.4.5 Strategies to Improve ACET Programmes in Mashashane-Maraba

The interviews revealed that adult learners wished that the CLCs was offering skills training related to the needs of their communities e.g., catering during funerals, wedding etc. There were members of the groups who strongly supported the idea of self-employment but concerned about the lack of skills in the programmes that were offered at the centres.

A participant in Group D affirmed the views of the groups when she said:

“We can form catering groups and start rendering services during funerals and weddings. But the challenge is how do we start with our services with no training?”

When the researcher asked the participants how ACET programmes could be improved, the five of them who wanted to further their studies at TVET Colleges and universities were of the view that the CLCs should introduce Grades 10, 11 and 12 to enable them acquire matric certificates. This was confirmed by another participant in Group **A** in the following words:

“After passing Level 4, I will continue with Grade 10 because I want to see myself holding Grade 12 Certificate. Then I go to university to become a lawyer.”

In sharing the same view, one participant in Group **C** had this to say:

“If they can offer Grades 10 to 12 here, I can pass Grade 12 because we do not attend with children who used to laugh at us in high school.”

The researcher asked participants to explain how the skills they mentioned would be of help to them and to the community. As this was a discussion group, a participant would start talking about a skill and other members of the group would make additions.

Below are some suggestions of the participants which they felt could improve ACET teaching and learning programmes:

A participant in Group **A**: *“With computer skills, we can open small internet cafés and help people in drafting CVs, printing, photocopying, scanning documents, sending emails and many other computer-related services. Small internet cafés are needed in our community just like in townships where people do not walk long distances to go to one café.”*

One participant from Group **C** added: *“We want to see internet cafés at every corner of our streets.”*

This sounds positive from the learners and would benefit both the learner and the community. The learner would create self-employment at the same time bring the service to the community.

Another participant in Group said **A**: *“I want to learn different hair products so that I open a salon. People in our community do their hair in town. My salon will earn me income and the community will also benefit by no longer having to travel to town.”*

One participant in Group **D** added: *“We have seen in townships, usually they form hair and beauty salons. To cut costs, we can form partnerships.”*

Another participant Group **C**: *“If they teach us bricklaying, we can help in erecting walls, fences and backrooms for individual households.”*

One participant in Group **D**: *“People in our communities are renovating their houses, bathrooms and kitchens. The tiling skill can be of great help to us as well as our community.”*

A participant in Group **A** added: *“Bricklaying goes together with tiling. Here, we can also form partnership”.*

One participant in Group **C**: *“I want to become a plumber. Community members drill their own water, install flushing toilets with septic tanks. All these need the service of a plumber.”*

Another participant in **Group C**: *“I would like to become an electrician in order to help our community with tubing of houses, installing electric fences and gates.”*

A participant in **Group D** agreed and added: *“We can form a partnership of three members. Because tiling, plumbing and electrical work go together.”*

The contributions from participants concur with Mezirow’s (2000) transformative learning theory that people learn from experiences and turn their hardships into stepping-stones for self-empowerment and development. This can help unemployed youth and adults to move away from being depend on grants.

A participant in **Group C** indicated sports as an important aspect in the community:

“I want to remove the teenagers from the street by opening a sport academy. but I need sport related skills.”

The information from the interviews confirmed that for the ACET programmes to be effective, they must respond to the needs of the learners and the communities. For the ACET programmes to be responsive to these needs, there must be some improvements which could be made by offering practical skills training.

5.5 PRESENTATION AND ANALYSIS OF DATA FROM INDIVIDUAL INTERVIEWS

Individual interviews were held with three facilitators, four Centre Managers and two officials who work at Limpopo Community Education and Training College. The facilitators and Centre Managers are the people who do the spade work with learners. The officials are responsible for running the college as well as ensuring the implementation of the curriculum according to the policies.

5.5.1 The Capacity of the ACET programmes to equip the unemployed youth in Mashashane-Maraba with practical job skills

Lack of capacity for the ACET programmes to equip the unemployed with job skills was revealed by the responses of the individual participants. With the experience and loss of opportunities in life, adult learners want to learn new things that can change their circumstances.

The interview response from Participant A (Centre Manager) affirmed the learners' expectations in the following words:

“They do tell us that maybe we should teach them needlework, beads, cooking, baking, arts and crafts, something that can help uplift their socio-economic status but do not have these skills and resources to teach them.”

The above response from the centre manager affirms the learners' responses that they expect the CLCs to teach them practical skills for employment creation as highlighted by Quan-Baffour (2011: 16). Unfortunately, the CLCs are less capacitated to do what most of their learners expect them to do.

Participant C (Facilitator), voiced her concern about lack of capacity when he said:

“At meetings and workshops, they tell us to teach practical skills to the learners and we do not have those skills.”

One participant E (an official at Limpopo Community Education and Training College) voiced out his frustrations and said:

“Due to lack of infrastructure, we are not capacitated to run our own examination, instead, the Department of Basic Education is doing it on our behalf”.

The above responses bear testimony to the fact that the CET College (including its learning centres) is not capacitated to deliver on its mandate and this is frustrating to all who are involved with the ACET programmes.

5.5.2 The Effectiveness of ACET Programmes in Equipping the Youth of Mashashane-Maraba area of Limpopo with Employable Skills

At the time of data collection for this study, the Centre managers told the researcher that they were still planning to recruit learners for NSC and the NSC for Adults. As the interviewees have already indicated under section 5.3 above, the recruitment for these programmes might only help those who are still yearning to further their studies at tertiary institutions but not those who are in dire need of practical skills to create their own jobs.

When asked about the success rate and career options for youth and adult learners, Participant C (Facilitator) responded thus:

“The painful truth is that our current ACET programmes only prepare youth and adult learners to become labourers.”

The above response seems offensive, but it is the current reality.

5.5.3 Patronage and Non-Patronage for ACET Programmes among some of the unemployed Youth in Mashashane- Maraba area

The data from the interviews revealed that the facilitators and the Centre Managers are aware of the non-patronage of ACET programmes among many of the unemployed youths and adults in the Mashashane-Maraba area. The following responses affirm what the learners said earlier on in the chapter:

A participant (Centre manager),

“Some learners tell me they are not happy with our curriculum”.

Facilitator from Centre B said,

“At the beginning of the year many youths enroll but as the semester unfolds many of them disappear”

Facilitator from Centre C

“When you ask why most of the youth are not attending, they say we do not teach them what they want to learn. Only the few who want matric feel happy with our programmes”.

The responses above corroborate the views of the adult learners who feel that the CLCs do not have the capacity to address their learning needs. Indeed, most of the unemployed youths are school dropouts who desire practical skills to enable them to create their own jobs. Therefore, when their learning needs are not addressed, they are not likely to patronize the ACET programmes.

5.5.4 The Challenges that are faced with in the ACET programmes in equipping the unemployed youth in Mashashane-Maraba with Practical Skills for employment

The department of Higher Education and Training (DHET, 2017) points out that the community education and training sector can be relevant in equipping the youth with skills for employment. This sounds good and encouraging but it appears there is little provisioning for ACET programmes by the same department which set up the CET College and its Community Learning Centres. This is evident in the lack of infrastructure and resources. One participant working alone as both centre manager and facilitator affirmed this lack of support from the DHET in the following words;

“The department has forgotten us; right now, I manage the centre and teach both levels 3 and 4 as level 4 learners. They do not want to employ a facilitator for this centre.”

The above response is relevant to this investigation because as the researcher learnt from the participants, the Limpopo Community College has inherited everything from the old Public Adult Learning Centres (PALCs). This includes venues, curriculum, staff and challenges.

One facilitator had this to say:

“Because I am working alone, I house both levels 3 and 4 in one classroom and teach them as level 4 learners”.

The researcher learnt from the interviews that most of the unemployed youth and adults want to learn practical employable skills for their livelihoods and not school or academic subjects they have abandoned from the formal school system.

This was confirmed by one participant (a facilitator) who said (reproduced verbatim):

“They usually stop attending when they are given assessment tasks. Most of them do not submit the tasks, and they never return”.

One Participant (an Official at the CET College) shared the frustrations thus:

“Someone just woke up in his dream and established Community Colleges. There was no thorough plan, hence no provision”.

Being accommodated in primary schools poses many challenges and inconveniences. A participant (Centre manager) confirmed this:

“Sometimes the centre is not accessible especially, when the school is not open for the day, the principal locks the gates”.

It can be inferred from the above responses that the challenges and conditions prevailing at the CET College seem to devastate everyone involved with the programmes and most learners might ‘vote with their feet’ (i.e., leave the programme) since the College is unable to offer them job-related skills for employment.

5.5.5 Strategies to Improve ACET Programmes in Mashashane-Maraba

DHET opened the community learning centres (CLCs) with the aim of giving every unemployed youth and adult the opportunity to access education and training which would create an economically active population and improve participation in community activities (DHET, 2015). Unfortunately, this noble idea is yet not come to fruition. This was confirmed by one participant (Centre manager) when saying:

“In order to keep the centres open, and beneficial to the community, the College should introduce skills in the curriculum. For now, we teach only the GETC curriculum with only two electives (Ancillary Health Care and Early Childhood Development)”.

5.6 PRESENTATION AND ANALYSIS OF DATA FROM OBSERVATIONS

This section focuses on the observations conducted in line with the observation guide, Appendix G.

5.6.1 Infrastructure

The observation of infrastructure focused mainly on accommodation. This included the number of classrooms allocated for ACET programme, and the type of furniture in the classrooms. The community college itself is accommodated by the Provincial Department of Basic Education (DBE). The principal, his deputy, and all other administrative staff were accommodated in one room which was packed with all other materials used for teaching and learning. The resources that are used by the college

belong to the DBE. There is no capacity to run their examinations, in fact, the May-June 2018 examinations produced no results. It was observed that since the CLCs are accommodated in primary schools, they relied on their hosts schools for everything. In most cases, they are allocated one or two classrooms or a hall with furniture suitable for children. Equipment such as printers, computers and stationery belong to the primary school. The centres did not have their own facilities and relied on the schools where they were based. This was not conducive for the ACET programmes and made the work of the facilitators extremely difficult. The above information clearly points to the fact that all is not well with the community college sector.

5.6.2 Daily Activities

Of daily activities that were observed by the researcher, these included the start and knock-off time. The researcher observed that the duration allocated for a session per Learning Area was one hour, which translated into three Learning Areas per day. The centres could work for a maximum of eight hours per week. Where time stretched beyond eight hours, it was deemed voluntary. However, in all the Centres, the lesson observations were minimal because teaching was confined to the completion of exam entry forms and as such learners were given long tasks to complete at home. At the time of the data collection, learners were coming to the centre just to complete exam entries with the assistance of the facilitators. It was observed that the learning centres had different operating times. Some centres operated from 10h00 to 13h00, while others opened from 12h00 to 15h00, and others ran from 14h00 to 17h00. It was observed that the centres operated from Mondays to Wednesdays for teaching and learning. They were not always open because of school activities or because the schools closed early, and the premises were thus not available for the ACET programmes.

5.6.3 Curriculum

The observation regarding the curriculum focused on the type of ACET programmes offered at CLCs in Mashashane-Maraba. Also, whether the centres offered similar curriculum offered in the mainstream schools, or skills development and non-formal programmes. Table 5.1 below shows the curriculum offered as per community learning centre in Mashashane-Maraba and it was adapted from DHET (2017).

Table 5.1: Curriculum offered at CLCs in Mashashane-Maraba.

Centre A	Centre B	Centre C	Centre D
Sepedi HL	Sepedi HL	Sepedi HL	Sepedi HL
English FAL	English FAL	English FAL	English FAL
Maths Literacy	Maths Literacy	Maths Literacy	Maths Literacy
Life Orientation	Life Orientation	Life Orientation	Life Orientation
Early Childhood Development	Early Childhood Development	Early Childhood Development	Early Child Development
Ancillary Health Care	Ancillary Health Care	Ancillary Health Care	Ancillary Health Care

Source: DHET, 2017

Key: HL- Home Language FAL- First Additional Language

As indicated on the table above, the four centres offered four core Learning Areas: Sepedi, English, Maths Literacy and Life Orientation plus a minimum of two electives. The CLCs in Mashashane-Maraba offered two electives namely, Ancillary Health Care and Early Childhood Development. The centres had chosen to offer these electives with the hope that after attaining GETCA, some learners would follow nursing as a career, and some would open day-care centres.

As observed by the researcher, the educators taught learners as they would teach children. Most of them conducted lessons as if they were in a formal school environment. The informal conversation that the researcher had with the educators, it was revealed that the educators had not been trained to teach adults. The educators' teaching approach is teacher-centred which was contrary to adult teaching principles. As Knowles (1980) suggests, adult learning is problem-centred rather than content-based. The participants were adults who required practical knowledge and skills and as such they ought to have been involved in the lessons in order to own what they learned.

The researcher observed that some youth and adult learners might not be happy about the old PALC curriculum that was still offered at CLCs in Mashashane-Maraba area. This could have been one of the main reasons that caused youths and adults not to patronise the ACET programmes in the area. Other factors such as poverty, long

distances, lack of transport and cultural factors could have also contributed to non-patronage of the programme by the youth and adults.

5.6.4 Enrolment

The researcher was interested in seeing the enrolment and attendance figures. This helped in seeing the participation in the ACET programmes in general and by gender. The enrolment and attendance figures also helped in showing the trend and patronage for the community colleges.

It was also observed that in general, the centres experience low enrolment, poor attendance and high absenteeism of learners. The centres had two groups: enrolled learners and attending learners. A Centre Manager explained to the researcher that, enrolled learners were those who had registered but did not attend classes while attending learners were those who attend although not regularly. In all the centres that participated in this study, female learners outnumbered their male counterparts. As affirmed by both educators and the Managers, most male youth roamed the streets while some stood at street corners, instead of attending ACET lessons.

The Table 5.2 below, affirms the fact that the enrolment at the beginning of the year at ACET centres in the Mashashane-Maraba area seems good but as the year unfolds it dwindles.

Table 5.2: Learners' statistics from January to September 2018.

CENTRE	ENROLMENT			ATTENDANCE		
	Female	Male	Total	Female	Male	Total
A	10	3	13	6	2	8
B	4	1	5	2	1	3
C	13	2	15	7	1	8
D	14	2	16	8	1	9
Total	40	9	49	23	5	28

Source: CLCs Attendance Registers, 2018.

The above figures reflect what is taking place at different centres and were taken from the daily attendance registers at the sites of the investigation.

5.6.5 Challenges

The researcher observed that the CLCs under study were facing very serious challenges which hindered the implementation of ACET programmes. These challenges emanated from low budgetary allocations. The learning centres lacked institutional identity since they were accommodated in primary schools and used all the physical resources found in the schools. These ranged from furniture to equipment such as computers and printers. However, the furniture was what the primary school children used and as such unsuitable for youth or adults. The lack of qualified staff to teach practical skills such as plumbing, painting, leather and electrical works coupled with poor infrastructure meant that the community college sector started on a bad foot.

As it was learnt from observations and the responses from both group discussions and individual interviews, the environment in which the CLCs in Mashashane-Maraba operated was not suitable for effective implementation of the ACET teaching and learning programmes. Everything that the centre manager did was at the mercy of the principal of the host school. For instance, it was revealed to the researcher that the starting time and knock-off time depended on the school programme. Morning hours were given to the host school and afternoon hours to the CLCs. As to be expected, the host school was always afforded the upper hand. Any assistance that the CLC needed had to be requested from the host school, be it photocopying, printing, stapling or the school stamp, which had to be requested before the host school closed for the day.

As the researcher learned from the managers, facilitators and learners, the school yard was sometimes not accessible to them because at times the gates of the host school would be locked especially on days when the school closed early. If the school had an event during the afternoon, the programme in the learning centre was disturbed. Another challenge experienced by the centres was understaffing in that the centre manager in one centre worked alone as manager and facilitator teaching both NQF Levels 3 and 4 learners. Whenever there was a meeting or workshop for managers or facilitators, the centres were closed for that day. Teaching and learning materials were not adequate and, in most cases, only one copy of the learner's book per Learning Area was supplied without the facilitator's guide. This meant that the facilitator used the learner's guide to teach.

5.7 PRESENTATION AND ANALYSIS OF DATA FROM RELEVANT ACET DOCUMENTS

The researcher examined some important documents related to ACET programmes as presented below.

5.7.1 The National Policy on Community Colleges of 2015

Community College was established as a new type of institution that could offer a diverse range of possibilities to people for whom attending vocational and technical colleges and universities was not possible (DHET, 2015). This would cater for people who were not in education, employment or training (NEET). Therefore, the following set of principles as adapted from DHET (2015: 8) underpin the establishment and declaration of Community Education and Training Colleges:

- a) Expansion of access to education and training to all youth and adults, especially those who have limited opportunities for structured learning, including learners with disabilities;
- b) Provision of good quality formal and non - formal education and training programmes;
- c) Provision of vocational training that prepares people for participation in both the formal and informal economy;
- d) Close partnerships with local communities, including local government, civil Society Organisations, employers' and workers' organisations and alignment of programmes with their needs;
- e) Partnerships with government's community development projects;
- f) Local community participation in governance; and
- g) Collaboration and articulation with other sections of the post- school system.

The above-mentioned information is good and gives hope for the type of the new institution that would cater the needs of those people who are out of school but not in employment or training including those with disability. The current Community College in Limpopo, which serves among others, CLCs in Mashashane-Maraba is less capable to address the above important issues listed by the DHET.

5.7.2 National Policy on Curriculum Development and Implementation of 2017

The National Policy on Curriculum Development and Implementation indicates that the college would be expected to incrementally establish student support systems and structures (DHET, 2017: 22). This would entail the selection and placement of students and establishment of academic support programmes. The facilitators and Centre managers are responsible for the selection and placement of learners but as the participants indicated to the researcher, there were no student support systems and structures at the selected centres. It seemed that the staff did not know what was entailed in learner academic support and performance improvement and perhaps needed training and workshops to that effect. These important structures should be established in future to help learners.

ACET programmes are supposed to include formal, non-formal and occupational programmes (DHET, 2017). Formal ACET programmes are supposed to be offered by the Department of Higher Education and Training and to be certified by the Quality Assurance body appointed by DHET as UMALUSI. The formal programmes include:

- the General Education and Training Certificate for Adults (GETCA);
- the Senior Certificate and
- the NSC for Adults (NASCA)

As Community Education and Training Colleges are mandated to include Non-formal programmes in their offerings such as School Governing Body Training; Civic and Citizenship Education; Small Medium and Micro Enterprise Training; Co-operative Training; Learner Driver's Licence; Life Skills; Voter Education; and Consumer Education.

When offering occupational programmes the Community Education and Training College should collaborate with local authorities, SETAS, community organisations and other Government Departments. As needs vary from person to person, the above-mentioned qualifications might help those who yearn for formal programmes and for those who need occupational programmes can choose from the list below.

- Early Childhood Development;
- Community Development Works Programmes;

- Worker Education;
 - Cooperative and Entrepreneurship Education and Training;
 - Plumbing, Construction, Carpentry, Electricity, Welding and Auto Body Repair;
 - Motor Mechanics;
 - Home-Based Care;
 - Parenting and Childcare;
 - Civic Education, Community Mobilisation and Organisation;
 - Expanded Public Works Programme;
 - Community Health Workers Programme, Including HIV/AIDS Education;
 - Information and Communication Technology; and
 - Arts and Crafts.
- Small Medium and Micro Enterprise Training

The CLCs in Mashashane-Maraba offered ACET programmes which did not include the skills mentioned in the policy document. The reason for not being able to teach the above listed programmes could be because of improper implementation of ACET by the DHET.

5.7.3 Post-School Education and Training Monitor 2021

The Post-School Education and Training Monitor (DHET, 2021: 13) reports the following findings, among others, on Community Education and Training for the progress made between the period 2010 – 2019:

- **Public Spending on PSET**

In the 2019/20 budget, the South African government allocated more funds to public universities (70 percent) than it did to TVET (10.9 percent) and CET (1.8 percent) colleges. This disparity is expected, since universities currently have the largest enrolment among these institution types, while CET colleges have the lowest enrolment, and student per capita costs at universities are generally higher than those at other PSET institutions (DHET 2021: 16). This lower spending on CET Colleges indicates lack of seriousness on the side of DHET about Community Colleges. One might be tempted to think that maybe Community Colleges are waiting stations while

the government is trying to address the challenge of people who are not in education, employment or training (NEET).

- **Accessibility to PSET**

CET enrolment numbers are still far below the target indicated in the NDP 2030 and will have to more than triple in the remaining nine years for the target to be met (p14). The target of the NDP is to reach one million enrolments of youth and adults by the year 2030.

- **Responsiveness of PSET**

The report observes that the extent of mismatches between education and the labour market in South Africa is higher than in many other countries. Although this problem can only be partly attributed to the PSET system not providing programmes that are responsive to the needs of the labour market, it remains imperative that the PSET system continuously identifies, develops, and delivers programmes that are flexible and relevant to the ever-changing needs of the economy and the labour market. (p26).

The document analysis indicated that in South Africa, some of the contributors towards poverty are low economic growth, lack of jobs and policy uncertainty. The unemployment rate keeps on increasing and the likelihood of staying without a job for many years has increased by 10% (Stats SA, 2017). This situation hits young adults harder as they graduate from poverty as children into being unemployed youths, despite attending tertiary education institutions to acquire relevant qualifications. To reduce the poverty levels to the SDG target of 20% by the year 2030, special attention and focus should be on the unemployed youth and adults (StatsSA, 2017: 24) (s 3.4.2). To alleviate poverty, unemployed youth and adult learners need to be taught skills that help them earn a living. Implementation of improved ACET programmes would benefit individuals, communities and the nation at large if teaching and learning programme can be made relevant to the socio-economic needs of the youths.

5.7.4 The UMALUSI Policy on General Education and Training for Adults of 2015

“The GETCA aims to equip adult learners with a sufficiently substantial basis of knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for continuing education and training and/or more specialist learning, and to enhance the likelihood of employment and/or career development. In these respects, the GETCA promotes the holistic development of

adult learners. The intention is also that the quality of learning offered by the GETCA will reinvigorate an interest in learning for many who have had negative experiences in schools or were denied such opportunities in the past”.

The ACET programmes have to be quality-assured and certified by Umalusi (DHET, 2015: 16). This was evident by Umalusi letterhead on the GETC for Adult Learners' certificates which had not been collected by the learners and were lying at the centres. Table 5.3 on the next page shows the matrix of Umalusi quality-assured certified qualifications. Of the four qualifications, displayed in the Table 5.3 below, only GETC: ACET was offered by the selected learning centres at the time of data collection. The GETC for Adults which is equivalent to Grade 9 is offered by the CLCs under the study without practical skills to empower them to create their own jobs.

Table 5.3: Quality-assured and certified qualifications by Umalusi

	NSC	ASC	NCV Level 4	GETC: Adults
On which NQF level is the Qualification?	NQF Level 4	NQF Level 4	NQF Level 4	NQF Level 1
What kind of qualification is this?	Academic qualification	Academic qualification	Vocational qualification	General qualification with academic and vocational subjects
Which Grade is equivalent to this qualification?	Grade 12	Grade 12	Vocational qualification	General qualification with academic and vocational subjects
Who can study for the qualification?	School learners who are between the ages of 16 and 19 years old and who have passed Grade 9	Adult learners who are over the age of 21 years old who have *a GETC: ABET or passed Grade 9 or have an equivalent NQF Level 1 qualification that has two official languages *an incomplete Senior Certificate post 2014	School learners who are between the ages of 16 and 19 years old and who have passed Grade 9 or another NQF Level 1 qualification	Learners who are 16 years or older who have not passed Grade 9 or another NQF Level 1 qualification

	NSC	ASC	NCV Level 4	GETC: Adults
		*an incomplete NSC and an expired School-Based Assessment component Out-of-school youth 18-21 years old who could not complete their school education and due to special circumstances could not be accommodated longer in the school system as verified by Head of Department		
How long does it take to complete the qualification?	A minimum of three years, from Grade 10, then Grade 11 and finally Grade 12	It takes a minimum of one year to complete the qualification	A minimum of three years, since NC (V) Level 2 and 3 must be completed before entry into NC (V) Level 4. Each of the NC(V) qualifications lasts a minimum of 1 year	Minimum of one year to complete AET Level 4 which is the point of certification The one year does not include AET Levels 1-3

	NSC	ASC	NCV Level 4	GETC: Adults
How many subjects are required to successfully complete the qualification?	Register for seven subjects *1 Official language at Home Language (HL) Level *1 Official Language at First Additional Language (FAL) Level * Maths/Mathematical Literacy *Life Orientation *3 subjects from the list of approved NSC subjects	Register for six subjects New SC applicants *2 Official languages *Maths/Maths Literacy * Subjects selected from the list of newly approved SC subjects Learners with SC credits obtained before July 2014 *Select the remaining subjects from the list of approved SC subjects *Mathematics is a requirement for certification purposes	Register for seven subjects *1 Official language at HL or FAL level *Life Orientation *Maths/Maths Literacy *4 subjects chosen from the vocational programmes	Register for a minimum of five subjects which must add up to 120 credits *Language, Literacy and Communication *Mathematical Literacy/Mathematical Sciences *Life Orientation *A minimum of two electives from the Academic or vocational specialisations which must make 51 credits
What are the pass requirements for the qualification?	*Minimum 40% in three subjects, one of which must be an	*Minimum 40% in a minimum of five subjects which must include two	*Minimum of 40% in the required official language	Minimum 50% in a minimum of five subjects

	NSC	ASC	NCV Level 4	GETC: Adults
	official language at HL level *Minimum 30% in three subjects *Submit the SBA component in the failed subject	languages, one at HL and one at FAL level *Obtain a minimum aggregate of 720 marks *A sub-minimum of 20% in the failed subject	*Minimum 40% in Life Orientation *Minimum 30% in Maths/Mathematical Literacy *Minimum 50% in each of the four vocational subjects	which must add up to 120 credits
Where can one study for this qualification?	At public schools or independent schools accredited by Umalusi	At PALCs or private adult learning Centres accredited by Umalusi	At public TVET colleges or Umalusi accredited private TVET colleges	At PALCs or private adult learning Centres accredited by Umalusi

Source: Umalusi.org.za

As learnt from the ACET documents, in order to enrol for the GETC for Adults, a learner should be 16 years or over and should not be in possession of Grade 9 or equivalent qualification.

The vision of NDP 2030 is to reach one million in the year 2030. The Plan (NPC, 2012: 322) indicates that the Community Education and Training Centres will help expand opportunities for graduates of the adult literacy campaign as well as other adult learners. The existing programmes and qualifications for adult learners should be restructured to ensure they are appropriate for their target audience.

The DHET mandated community colleges to teach programme offerings that include formal, non-formal and occupational courses (DHET, 2015: 14). This calls for reconsidering the budgetary allocation by the National Treasury. The intention of the department was to provide proper infrastructure for CETCs to distinguish them from the old ABET centres (DHET, 2015). However, the current situation deprives the colleges of their independence and identity formation. The lack of institutional identity makes it difficult to distinguish between CLCs and the old PALCs. In other words, 'Community Learning Centre' is a new name for 'Public Adult Learning Centre' and they inherited everything, including the programmes offered and the challenges from the PALCs. This means that the ACET programmes are still the same as the old ABET programmes which does not make any improvements in the living conditions of the youth and adult learners who attended the programme.

5.8 DATA MATRIX: COMPARISON OF SUMMARY OF FINDINGS FROM FOCUS GROUP DISCUSSION, INDIVIDUAL INTERVIEWS, OBSERVATIONS AND ACET DOCUMENTS.

The data matrix was the last part of the process of analysing the data for this study. The information on the Table 5.4 below presents the synopsis of the major responses from focus group interviews, individual interviews, observations, and major issues from ACET documents for the purpose of comparison. After comparing the data from the various tools, the researcher provided some comments in the last column.

Table 5.4: DATA MATRIX

Themes	Major responses from Group Interview Discussions	Major responses from individual interviews	Major observations	Major issues from ACET documents	Analytical commentary
The capacity for ACET Programmes in Equipping the youth of Mashashane-Maraba with practical job skills	<i>“We want to learn something that would bring money” “hence we want to learn skills to create our own jobs.”</i>	“We do not have anything of our own. Everything belongs to the DBE”. “Our exams are run by DBE”.	Accommodation: College housed in one room at the DBE building CLCs at primary schools with furniture suitable for primary school children	The mandate of the DHET is to equip the unemployed youths and adults with employable skills CET Colleges to offer formal, Non-	Learners’ expectations are not met because CET College lacks capacity to implement ACET programmes. This is because of non-provisioning of the

	<p><i>“I want to pass, further my studies at university and become a social worker.”</i></p> <p><i>“to see myself holding Grade 12 Certificate. Then I go to university to become a lawyer.”</i></p>			formal and Occupational programmes	CET College by the DHET
<p>The effectiveness of ACET programmes in equipping the youth of Mashashane-Maraba with employable skills</p>	<p><i>“We need to be taught something different, something that can help us with jobs”.</i></p> <p><i>“We do not want to write tests because tests</i></p>	<p>“They do tell us that maybe we should teach them needlework, beads, cooking, baking, arts and crafts”</p> <p>“At meetings and workshops, they tell us to teach</p>	<p>Daily Activities:</p> <p>Centre A: Mon – Wed 10h00-13h00</p> <p>Centre B: Mon –Wed 12h00 -15h00</p> <p>Centre C: 12h00 – 15h00</p> <p>Centre D:</p>	<p>To adopt a holistic approach to education and training</p> <p>Offer learning options in which both soft and hard skills are developed</p>	<p>The out-of-school young adults are still unemployed despite having completed the ACET programmes because the college lacks the capacity to teach them employable skills.</p>

	<p><i>cannot give us jobs.”</i></p> <p><i>“I went for a job interview and was told that candidates with ACET certificate do not qualify”</i></p> <p><i>“How do we start with our services with no training?”</i></p> <p><i>“Therefore, we want to learn something that would give us money.”</i></p>	<p>practical skills to the learners”</p> <p>“Our ACET programmes only prepare youth and adult learners to become labourers.”</p> <p>“They usually stop attending when they are given assessment tasks. Most of them do not submit the tasks, and they never return.”</p> <p>“Someone just woke up in his dream and established</p>	<p>Mon – Wed 14h00 – 17h00</p> <p>Teaching and learning:</p> <p>Completing exam entry forms</p> <p>Long homework</p> <p>Old GETC</p> <p>With ECD and Ancillary</p> <p>Health Care as electives Code 2/4</p>	<p>ACET programmes to be quality-assured by UMALUSI</p>	
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	<p><i>“We want to learn skills to create our own jobs.”</i></p> <p><i>We do not want to write tests because tests cannot give us jobs.”</i></p> <p><i>“How do we start with our services with no training?”</i></p> <p><i>“With computer skills, we can open internet café”</i></p>	<p>Community Colleges.”</p> <p><i>“we teach only the GETC curriculum with only two electives (Ancillary Health Care and Early Childhood Development)”.</i></p>			
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	<p><i>“When I came here, I wanted to learn needle work and computer”</i></p> <p><i>“I want to become a plumber”.</i></p> <p><i>“But I need sport related skills.”</i></p> <p><i>“I would like to become an electrician”</i></p> <p><i>“Maybe if it had included</i></p>				
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	<p><i>computer literacy”,</i></p> <p><i>“If they teach us bricklaying, we can help in erecting walls, fences and backrooms for individual households.”</i></p> <p><i>“The tiling skill can be helpful”</i></p> <p><i>“Bricklaying goes together with tiling”.</i></p>				
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	<p><i>“Right now, our brothers and sisters already have GETC for Adults Certificate and still are at home without jobs.”</i></p> <p><i>“We are also feeling discouraged by this programme”</i></p> <p><i>“Obviously after completing, we will be joining the</i></p>				
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	<i>masses of unemployed.”</i>				
Patronage/ Non-patronage for ACET programmes among some of the unemployed youth in Mashashane-Maraba area	<p>“Here is better than high school; there are no children here”.</p> <p>“If they can offer Grades 10 to 12 here,</p> <p>I can pass Grade 12 because we do not attend with children</p> <p>“Here is better than high school; there are no children here.</p> <p>“If they can offer Grades 10 to 12 here,</p> <p>I can pass Grade 12 because we do not attend with children</p>	<p>“The department has forgotten us; right now, I manage the centre and teach both levels 3 and 4 as level 4 learners.”</p> <p>“We are working under severe conditions, allowed a maximum of eight working hours per week and we only</p> <p>have visitors during examinations.”</p>	<p>Enrolment and demography:</p> <p>Centre A: 10 female 3 male Code 6/7</p> <p>Centre B: 4 female 1 male</p> <p>Centre C: 13 female 2 male</p> <p>Centre D: 14 female 2 male</p>	<p>Low public spending on CET Colleges</p> <p>Teaching of practical skills to the unemployed youths and adults</p> <p>Create a conducive environment for teaching and learning</p> <p>Provision of physical and human resource</p>	<p>The current programmes offered by the college are not different from what they learned in high school. The learning centres under study are therefore not delivering on their mandate.</p>

	<p>“They stand at street corners and mock us saying, now you have become granny and you go to night school.”</p> <p>“The programme is not appealing because here, they teach us what we learned in secondary school”.</p> <p>“After passing Level 4, I will continue with Grade 10</p>	<p>“I refuse to be addressed as lecturer because the conditions under which we work are ridiculous.”</p> <p><i>“The youth around this area do come at the beginning of the year but stop as the year goes by”.</i></p> <p><i>“They do not want to employ a facilitator for this Centre.”</i></p> <p><i>“There was no thorough plan, hence no provision”.</i></p>			
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<p>The Challenges that are faced with in the ACET programmes in Equipping the unemployed youth in Mashashane-Maraba with practical skills for employment</p>	<p>“Here, our teacher makes copies for each one of us. Otherwise we cannot do homework”.</p> <p>“teachers advised us to go and learn those skills in town”.</p>	<p>“we do not have those skills.”</p> <p>“They better go and enrol for computer in town”</p> <p>“Due to lack of infrastructure, we are not capacitated to run our own examination”</p> <p>“Because I am working alone, I house both levels 3 and 4 in one Classroom”.</p> <p>“Sometimes the centre is not accessible especially, when</p>	<p>Lack of:</p> <p>Teaching and learning material</p> <p>Resources</p> <p>Furniture</p> <p>Qualified staff</p> <p>Infrastructure</p>	<p>Expansion of access to education and training to all youth and adults</p> <p>Community colleges to be flexible in their programme offerings and include programmes that:</p> <ul style="list-style-type: none"> • are driven by the community developmental priorities • as well as the priorities of the state 	<p>Community colleges are offered low budget and as such do not respond to the immediate needs of the community</p>

		the school is not open for the day, the principal locks the gates”.		<ul style="list-style-type: none"> • Programmes to be responsive to the needs of the community 	
Strategies to improve ACET programmes in Mashashane-Maraba	<p>“We can form catering groups and start rendering services during funerals and weddings”</p> <p>“I want to learn different hair products so that I open a salon”.</p> <p>“We have seen in townships, usually they form hair and beauty salons. To</p>	<p>“something that can help uplift their socio-economic status.”</p> <p>“In order to keep the centres open, and beneficial to the community, the College should introduce skills in the curriculum.”</p>		<p>CET sector should be prioritised as per NDP 2030 community colleges should offer:</p> <ul style="list-style-type: none"> • Formal programmes • Collaborative programmes • Non-formal programmes 	<p>Programmes should be responsive to the needs of individuals and community The DHET should provide funds, infrastructure and other resources for community colleges to ensure that its mandate of offering skill development programmes is carried out.</p>

	<p>cut costs, we can form partnerships.”</p> <p>“Here, we can also form partnership”.</p> <p>“We can form a partnership of three members. Because tiling, plumbing and electrical work go together.”</p> <p>“Small internet cafés are needed in our community”</p> <p>“We want to see internet cafés at every corner of our streets.”</p>				
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	<p>“community will also benefit by no longer having to travel to town.”</p> <p>“I want to remove the teenagers from the street by opening a sport academy”.</p>				
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The main themes reflected in Table 5.4 above which emerged from the data and are linked to the research questions are presented below:

- **The capacity for ACET programmes to equipping the youth of Mashashane-Maraba with practical job skills**

CET College lacks the capacity to implement ACET programmes. This is because of non-provisioning for the CET College by the DHET. This could be seen in the fact that learners' expectations are not met. As unemployed school dropouts, adult learners expected to be taught skills that could enhance their chances of employment. Lack of enthusiasm among learners could be observed in their late coming, low enrolment and high absenteeism. This is an indication that the mandate of DHET to equip the unemployed youth with practical skills was not fulfilled.

- **The effectiveness of ACET programmes in equipping the youth of Mashashane-Maraba area of Limpopo with employable skills**

The out-of-school young adults find themselves still without jobs despite holding the ACET certificate. Due to lack of practical skills in the programmes, adult learners cannot compete successfully on the labour market or create their own jobs. The old PALC curriculum without practical skills does not meet the needs of the unemployed youths and adults, and therefore it is not effective.

- **Patronage/Non-patronage for ACET programmes among some of the unemployed youth in Mashashane-Maraba area**

The current programmes offered by the colleges are similar to that learnt in high school. Some of the unemployed youths and adults support and enrol for the programmes at CLCs with the hope of obtaining matric certificate in order to further their studies while majority of them want to acquire practical skills for employment. For those who like to further their studies, the adult-learning environment can allow them to pass and get a certificate so that they would be able to further their studies at institutions of higher education. On the other hand, the majority of the youth and adults do not show an interest in the programmes that are offered at CLCs because they need job skills for employment and not academic programmes. They see attending these classes as a waste of time which does not address their learning needs. Although it is the mandate of DHET (2015) for the college to equip adult

learners with practical skills, the lack of physical and human resources prevent this noble idea from coming to fruition.

- **Challenges that are faced in the ACET programmes in equipping the unemployed youth in Mashashane-Maraba with practical skills for employment.**

The low budget and lack of provisioning for the community colleges prevent them from responding to the immediate needs of both individuals and the communities. Community colleges and learning centres are still accommodated in the primary schools. This makes the colleges lack institutional identity and thus demoralises the learners as these centres simply inherited the challenges of the old PALCs, without any real attempt at transformation. Because of the challenges faced by community colleges, the programmes are not flexible to be related to the community developmental priorities. The challenges hinder DHET's mandate to equip the young adults with skills for employment.

- **Strategies to improve ACET programmes in Mashashane-Maraba**

To bring ACET programmes to where they are supposed to be, the DHET must prioritise community education to ensure that its mandate of offering skills development programmes is carried out as per the NDP 2030. Adult learning programmes that include formal, non-formal, and collaborative programmes could attract more young adults and assist in equipping them with the necessary skills to earn a living when its curriculum is transformed to include job skills.

5.9 CHAPTER SUMMARY

This chapter presented and analysed the data collected from the field through face-to-face and focus group interviews, observations and important ACET documents. The major findings that emerged from the data are: that; the community colleges in Mashashane-Maraba are not able to deliver on their mandate because they lack capacity, funding and other resources for teaching and learning. The next chapter (6) is a discussion of the findings from the data obtained from focus group discussions, individual interviews, observations and document analysis.

CHAPTER 6: DISCUSSION OF THE FINDINGS

6.1 INTRODUCTION

The previous chapter presented and analysed data that was obtained from the focus group discussions, individual interviews, observations and some relevant documents to the study. The current chapter discusses the findings and relates them to the theoretical framework and literature review of this study. The findings are confined and discussed under the following themes which emerged from the data:

- The capacity of the ACET programmes to equip the youth in Mashashane-Maraba with practical job skills.
- The effectiveness of the ACET programmes in equipping the youth of Mashashane-Maraba area of Limpopo with employable skills.
- Patronage/Non-Patronage for ACET programmes among some of the unemployed youth in Mashashane-Maraba area.
- Challenges that are faced with in the ACET programmes in equipping the unemployed youth in Mashashane-Maraba with practical skills for employment.
- Strategies to improve ACET programmes in Mashashane-Maraba.

These above-mentioned themes were formulated on the following research questions:

The main research question was:

- What role can ACET play in equipping the youth of Mashashane-Maraba, in Limpopo, with employable skills?

The sub-research questions were:

- What capacity is there for the ACET programmes to equip the unemployed youth in Mashashane-Maraba with job skills?
- How effective are the ACET programmes in equipping the youth of Mashashane-Maraba area of Limpopo with employable skills?
- What may be the possible cause of lack of patronage for ACET programmes among some of the unemployed youth Mashashane-Maraba area?

- What major challenges are faced with in the ACET programmes in equipping the unemployed youth in Mashashane-Maraba area with practical skills for employment?
- What needs to be done to address the challenges that are faced with in the ACET programmes to equip the youth in Mashashane-Maraba area employable skills?

The sections below discuss the findings from the responses from the focus group interviews, individual interviews, observations, and document analysis.

6.2 FOCUS GROUP DISCUSSION

6.2.1 The Capacity of ACET Programmes to Equip the unemployed Youth of Mashashane-Maraba with practical Job Skills

Lack of capacity for the ACET programmes to equip the unemployed in Mashashane-Maraba with practical job skills was revealed in the responses from the participants of the four (4) focus groups as they discussed their expectations from the College programmes. The ACET programmes were established to offer opportunities to equip the unemployed youths and adults with relevant knowledge and skills to enable them to create their own jobs and even employ others. Most unemployed youths and adults are dropouts from the formal school system and do not have National Senior Certificates. They enrol in Community Learning Centres with huge expectations of acquiring practical skills that would enable them to engage in self-employment activities. Contrary to their expectations, the Community colleges in Mashashane-Maraba mostly teach learners content that is taught at the school level or subjects and obviously it does not meet the needs of most of the unemployed youths in the area. The inability of the Community Learning Centres in the area to offer programmes that most of the unemployed need could be a recipe for dropout and non-patronage of the ACET offerings. Knowles' (1980) theory of andragogy confirms that adult learners are self-directed, have life experiences and therefore know what they need or want to learn. These youth or adult learners approach CLCs with the hope of getting programmes that can help them to engage in self-employment activities and could 'vote with their feet' when they fail to get what they want. This concurs with Mezirow's (2000) transformative

learning theory which postulates that people learn from their experiences and challenges to sharpen their minds to turn their challenges into stepping-stones towards development and self-empowerment. It is argued that the life experiences of this group has taught them that social grants are not enough to support their families and therefore, they need learning programmes that can empower them with knowledge and skills for job creation. This is confirmed by the following extracts from the interviews:

“Bricklaying goes together with tiling. Here, we can also form partnership”.

: “I want to become a plumber. Community members drill their own water, Install flushing toilets with septic tanks. All these need the service of a plumber.”

: “I would like to become an electrician in order to help our community with tubing of houses, installing electric fences and gates.”

The above extracts indicate the need for empowerment among the unemployed youth to transform them from dependent to socio-economically independent individuals. Samah and Aref (2009) point out that empowerment is a process that enables individuals or groups to exercise their ability and capacity to understanding, interpreting, and knowing their needs and translating them into activities. The researcher, therefore, views ACET programmes as a tool that should empower the unemployed youth and adults become economically, independent and to lessen the burden of dependency on the government. The lack of capacity by the CLCs in Mashashane-Maraba to provide the unemployed with practical skills seems to be contrary to the mandate of DHET (2015) to empower the unemployed with job skills.

The unemployed youth and adult learners who are beneficiaries of social grants and have developed dependency syndrome should take advantage of the free learning opportunities to change their circumstances. Bartle (2012) stresses that dependency syndrome is an attitude and belief that a group cannot solve its own problems without outside help. This attitude of the unemployed youth which is made worse by charity can be corrected by relevant ACET programmes to transform their thinking through the learning of practical skills for job creation.

As the results of the study indicate, the participants of the ACET programmes needed education that could transform their lives from being dependent to independent

citizens of their respective communities (Ferraro, 2008; Cranton, 1994; Mezirow, 2009). It can also be deduced from the responses that their lack of skills increased their expectations that CET colleges were places they could learn practical job skills that would enable them to change their circumstances hence they might be disappointed when their learning needs are not met. This affirms one of Knowles' principles (Carney, 1986: 79) that

“Adults are the richest sources of experience for one another: there's great variety of experience among 30+ year-olds (as there isn't among 5-year-olds). But they can be locked into routinised ways of thinking, so they may need help in becoming more open minded”.

This means that, with their experiences and problems encountered in life, the unemployed adults want programmes that can help them find solutions to their socio-economic problems and not necessarily certificates without practical job skills.

6.2.2 The Effectiveness of the ACET Programmes in Equipping the Youth of Mashashane-Maraba area of Limpopo with Employable Skills

The findings from the study indicate that there were two groups of adult learners enrolled at the CLCs. The two groups consisted of few youths who wanted to obtain matric certificates to enable them further their studies and a larger number of the unemployed youth and adults who wanted to acquire job skills for self-employment.

This suggests that there was an urgent need for a more practical curriculum that could address the needs of most of the unemployed youths/adults. This need, if satisfied, would dispute what Bartle (2012) describes as 'dependency syndrome'- an attitude and belief that an individual or group cannot solve their own problems without outside help and is therefore a weakness that is made worse by charity (c/f. 2.4). This was affirmed by a centre manager:

“In order to keep the centres open, and beneficial to the community, the College should introduce skills in the curriculum.”

As the views of the various participants indicate, most of the unemployed youth hoped to learn job related skills such as welding, plumbing, sewing, computer, and hair dressing skills for self-employment. This group of youth/adult learners regarded the CET college programmes as ineffective because the educators did not have trade

skills which could be imparted to them. This affirms Knowles' (1984) principle that adults need programmes that are responsive to their immediate needs. As unemployed youths and adults with social and economic responsibilities, they enrolled on CET programmes with some expectations, unfortunately the CET Colleges in Mashashane-Maraba lacked the capacity to meet their learning needs. The lack of capacity by the CLCs to address the needs of most of the unemployed youth in the area might demotivate most of them from remaining on the ACET programmes.

6.2.3 Patronage/Non-Patronage for ACET programmes among some of the Unemployed Youth in Mashashane-Maraba area

As shown by responses of the interviews, some of the unemployed youths seemed to contend with the current ACET programme without job skills even though some of their community members were in possession of ACET academic certificates without work opportunities. It is possible that family pressure is contributing to their patronage of the old ACET programme. Their intrinsic motivation to follow their career of choice could be intensified by various Senior Certificates that are supposed to be offered and followed at CLCs. The learners in this category could have been hopeful that the centres could empower them to transform their current situation into more useful and productive future where they might become independent adults with better knowledge and skills/qualifications for self-employment. This is affirmed by Sadan (1997: 84) (c/f 2.5.1) that the empowerment of an individual is a process that involves personal development especially of skills and abilities and a more positive self-definition. The results of this study showed that the youth who wanted to obtain matric certificates felt comfortable learning school subjects while the rest who needed job skills regarded such a venture as waste of time.

The participants therefore gave several reasons why many of the unemployed youths and adults did not patronise the ACET programmes in Mashashane-Maraba. The focus group discussions revealed that their fellow learners who had graduated from the same ACET programme were unemployed. Their responses therefore indicated that the current CLCs centres at Mashashane-Maraba did not meet the learning needs of most of the unemployed youth and adults hence the general lack of patronage. The CLCs still offered ACET level 4 courses which many of the unemployed had passed but could not get any job. This explains why the youths thought that attending ACET

programmes would be a waste of time. The out-of-school youths and adults wanted to learn practical skills for employment creation. They did not like to learn content which could not offer them employment opportunities. They therefore dropped out of especially programmes that did not address their socio-economic needs. This confirms Knowles' (1984) principle that adult learners are most interested in learning things that have immediate relevance and impact to their job or personal life. As unemployed adults with family responsibilities, many of them do not need the academic courses they had already dropped out of, but they need practical skills for employment. Many of the youth are school dropouts and lack skills for employment. The respondents mentioned that they were laughed at for attending ACET programmes which some regarded as night schools for the illiterate. Many of the participants (15 out of 20 learners) informed the researcher that many youths and adults did not have interest in the ACET programmes offered by the CLCs in Mashashane-Maraba because they do not address their learning needs. In order to appeal to all categories of learners, the community colleges should transform their curriculum to cater for both skills training and matric courses. This concurs with views of Rappaport (1984); Swift & Levin (1987) and Zimmerman, 1990) (c/f 2.5) who agree that empowerment at individual level is a process by which individuals gain mastery and control over their lives and a critical understanding of their environment.

6.2.4 Challenges that are faced with in the ACET programmes in Equipping the Unemployed Youth in Mashashane-Maraba with Practical Skills for employment

Both learners and educators reported that the DHET had not supplied them with facilitators' guides and learner workbooks, and this made teaching and learning very difficult for them. Again, the facilitators conceded that they did not have knowledge of practical subjects which most of the unemployed wanted to learn. In addition to that, there were no workshop facilities to teach practical subjects such as welding, plumbing, electrical works, sewing and masonry. These challenges could compromise quality teaching and learning and demotivate both learners and the educators. The lack of resources (human and material) is a major challenge to the CET Colleges because it hinders the achievement of DHET (2015) objective of using ACET to equip the unemployed with job creation skills. Sharing one book with other learners might be inconveniencing and demotivating. Adult learners are not children and therefore cannot come to the learning Centre to while away time. Mezirow (2000) affirms that

(c/f 2.3.2) adults' painful experiences and hardships have taught them to think in a developmental way. They want to learn something that can help them to meet their socio-economic needs now because their future is now. The researcher views this as lack of commitment of the department of higher education in equipping the unemployed youth and adults with employable skills.

6.2.5 Strategies to Improve the ACET programmes in Mashashane-Maraba area

Most of the youths in the Mashashane-Maraba area live in dire poverty and seem to be frustrated because of lack of skills for employment. Their only hope might be the CLCs where they expect to learn practical skills for self-employment in line with skills development programmes advocated by the National Policy on Community Colleges (DHET, 2015: 15). The data generated through the interviews suggest that there is a need for skills acquisition programmes. The following extracts confirms the desire of the adult learners *"We need to be taught something different, something that can help us with jobs. We do not want to write tests because tests cannot give us jobs"*. These adult learners agree with McClelland (1975: 48) (c/f 2.5) that for people to take power, they need to gain information about themselves and their situations. For example, training in trades such as plumbing, carpentry, hospitality, electrical works, sewing, building, painting, entrepreneurship, financial literacy, and establishment of small medium and micro enterprises can equip the unemployed in Mashashane- Maraba area with self- employment skills. Such programmes could help adult learners to create their own jobs and become self-employed instead of jobseekers. Allied to the skills in the trades is training in basic financial management skills to increase the sustainability of their small businesses. It is important, therefore, for the centres to teach employable skills or skills that can enhance livelihoods among the unemployed.

As indicated by Samlowski, (2011: 4), the object of Adult Education as understood by DVV and its partners throughout the world is: helping people and giving them opportunities to learn and practice the skills they need to improve the conditions under which they live and shape their own lives. Without the acquisition of practical skills for self-employment, poverty and crime are not likely to be abated in the rural communities of Mashashane-Maraba and even Limpopo province as a whole.

The findings also revealed that the participants were enthusiastic about income-generating skills as they explained repeatedly how practical skills could benefit them

in their communities. Although some researchers (Shepherd et al., 2011; Rafikov & Akhmetova, 2019) (c/f 2.4.1) argue that beneficiaries of social grants tend to develop a 'dependency syndrome', the findings of this study have revealed that some beneficiaries of social grant want to move out of the dependency syndrome through acquisition of relevant job skills. The response from one adult learner below affirms the urgent need for income generation skills: *"We can form a partnership of three members. Because tiling, plumbing and electrical work go together"*. It is clear from the suggestions by the participants that various skills training in line with NDP 2030 agenda could benefit individual youths and their communities. The vision of the NDP 2030 is fundamentally geared towards the elimination of poverty and the reduction of inequality through job creation programmes, as well as creating conducive conditions for entrepreneurship for most of the people to be in employment and other economic activity.

Both learner and educator participants reported that the DHET has not supplied them with facilitator guides and learner workbooks and this made teaching and learning very difficult for them. Again, the facilitators conceded that they did not possess the knowledge of practical subjects which most of the unemployed wanted to learn. The following extract from the interviews with the facilitators sums it all;

"When you ask why most of the youth are not attending, they say we do not teach them what they want to learn. Only the few who want matric feel happy with our programmes".

The unemployed adults know what they want to learn and where their learning needs are not met, they are more likely to stop attending ACET lessons because it might waste their time. In addition to the fact that facilitators lacked trade knowledge and skills, the CLCs did not have workshop facilities to teach practical subjects such as welding, plumbing, electrical works and sewing. These challenges could compromise quality teaching and learning and demotivate both learners and the educators. The lack of resources (human and material) is a major challenge to the CET Colleges. Sharing one book with other learners might be inconveniencing and demotivating to adult learners who would not like to come to the learning Centre to while away their precious time. Mezirow (2000) affirms (c/f 2.3.2) that the painful experiences and

hardships of the adults have taught them to think in a developmental way hence they want to learn things that meet their needs now because their future is now. It can be deduced from the views of the participants that there is a general lack of commitment on the part of the department of education to equip the unemployed youth and adults with employable skills.

Participants at CLCs are youths and adults who know what they are looking for and as such they cannot accept being taught reading and writing like school children. As adults, they had directed themselves to CLCs which are regarded as a safety net to out-of-school youths and adults for acquisition of job skills. It is therefore imperative for the CLCs to transform both their curriculum and teaching practices to enable learners achieve their learning goals. The teaching approach of the facilitators should take cognizance of andragogic principles espoused by Knowles (1980). The teaching practices used by the educators and what they taught must be improved in order to meet the immediate needs of the unemployed and empower them to generate income. As emphasised by the learner participants, the introduction of practical skills programmes such as computer training, hairdressing, bricklaying, plumbing, electrical work, cultivation of vegetables, cooking, beading, weaving and sports could help them to use these skills to earn an income. The CLCs should adapt to the needs of the communities in which they are located in order to merit the name Community College. For example, in the rural communities, the colleges could request for land from the local traditional authorities and use it to teach the youth how they could cultivate vegetables because community members need fresh vegetables on a daily basis for a balanced and healthy diet. The training in vegetable gardening could bring some income to some of the unemployed adults and youth in Mashashane-Maraba area. What came out repeatedly from this discussion was the urgent need for acquisition of practical skills for job creation and not so much of academic courses.

6.3 INDIVIDUAL INTERVIEWS

6.3.1 The Capacity of ACET College Programmes in Equipping the Youth of Mashashane-Maraba with Job Skills

The findings from individual interviews confirm that although the centre managers were aware of the expectations of the learners. That is, the centres were unable to address the learning needs of the adult learners through the introduction of skills

training for job creation. It was clear from the findings that the centres did not have capacity to meet the expectations of the learners because of their inability to offer skills training which may empower the early adults to start their own income-generating businesses. This was affirmed by the following extract from a facilitator;

“They do tell us that we should teach them needlework, beads, cooking, baking, arts and crafts, something that can help uplift their socio-economic status but do not have these skills and resources to teach them”.

The above extract confirms the lack of capacity (human and material resources) by the CLCs to meet the expectations of the adult learners. The findings from the facilitators and the learner participants agree that the Community Colleges did not have the capacity to meet the learning needs of the adult learners. As the findings indicated, the facilitators did not have the knowledge and skills to teach practical courses such as sewing, dress making, needle work, beads, cooking, baking, cobbling, plumbing, welding and computer skills. The researcher aligns with Checkoway (1995: 4) (c/f 2.5.1) that empowerment is a process in which a person or community gives or gets power from another. The facilitators should therefore learn practical job skills and to teach such skills to learners to empower them instead of only teaching them what they (facilitators) are comfortable with; things which do not solve the unemployment problems faced by the youth and adults in the Mashashane-Maraba area. To a very extent, the community colleges in the Mashashane-Maraba area are unable to fulfill the DHET (2015) mandate of equipping the unemployed youths/adults with knowledge and skills for self-employment.

6.3.2 The Effectiveness of the ACET College Programmes in Equipping the Unemployed Youth of Mashashane-Maraba area of Limpopo with Employable Skills.

The CLCs in Mashashane-Maraba have exhausted the usefulness of the GETC as most of the youths in the area have attained this certificate. The GETC is equivalent to Grade 9, and the CLCs are only capable of teaching school subjects. It has been emphasised by the findings from the focus group and the individual interviews that only a few of the adult learners would like to further their studies beyond ACET and for that, the emphasis on GETC is counter-productive to the reason the youths and adults enrol to these centres. Most of the unemployed youths and adults did not see

the ACET programmes as effective because they were not skills-oriented and might not lead to employment. As the findings indicate, those who completed the GETC programmes could not find jobs and this was a clear indication that the current programmes offered by the CLCs in the Mashashane-Maraba area did not serve the needs of the unemployed as they produced jobseekers instead of job creators. The situation calls for urgent transformation in the ACET curriculum to enable the adult learners to overcome their challenges. Mezirow (2009) acknowledges that transformative theory encourages adults to learn from challenges or obstacles and use them as their stepping-stones towards self-empowerment and development. The CLCs therefore need to transform their learning programmes and courses in line with the current socio-economic needs and situation in the Mashashane-Maraba area in order to empower the unemployed to become economically independent community members. When equipped with relevant job skills, the unemployed can move from the state of dependency to independent individuals who might not depend on government grant for survival.

6.3.3. Patronage/Non-Patronage for ACET Programmes among some of the Unemployed Youth in Mashashane-Maraba area

To ensure the proper implementation of the curriculum at the community colleges, there should be professional development of the lecturers. The focus of workshops should be on the deep content knowledge, appropriate pedagogy and didactics, and work placement (DHET, 2017). This would deepen practical teaching, depending on the nature of the programme offered. The training of ACET lecturers could be done in collaboration with relevant agencies such as SETAs. As the participants reported, the Limpopo Community Education and Training College often conducts workshops for Centre managers and facilitators to enhance their teaching skills and content knowledge relevant to GETC. However, the workshops, as indicated by the findings, did not equip them with skills and knowledge for teaching practical job-related subjects. This situation mostly contributes non-patronage of the ACET programmes by those who see enrolling on ACET courses as waste of time. Knowles (1984) attests that adults are not likely to patronise learning programmes that cannot assist them to solve their current social and economic needs.

The individual interviews revealed that there was little support for ACET programmes and that frustrates everyone involved in the programme. For the College to operate smoothly and fully, it needs a full support from the DHET. This support should be backed by adequate budget to cater for proper accommodation, proper infrastructure, resources, human resource development, good conditions of work, adequate teaching and learning materials.

6.3.4 Challenges facing the ACET College in Equipping the Unemployed Youth in Mashashane-Maraba with Practical Skills

The findings from the interviews and the observation conducted by the researcher indicate that the DHET did not make adequate provision for the new college and its Learning Centres in terms of resources such as physical infrastructure and qualified teaching staff. It was a mere change of name from PALC to community college hence the Provincial college itself is accommodated in one of the buildings of the DBE while CLCs are accommodated at local primary schools. This robs the college and its centres in the community off their institutional identity. The educators reported that the DHET had not supplied them with facilitators' guides and learner's workbooks and this made teaching and learning very difficult for them. It might also compromise quality teaching and learning and demotivate both learners and the educators. The CLCs seemed to have inherited the challenges of the former PALCs and this confirmed the findings that the institution's newness was only in the name change. The following extracts from the interviews attest to this fact.

"We do not have the capacity to run our own examinations"

"The department has forgotten us; right now, I manage the centre and teach both levels 3 and 4 as level 4 learners. They do not want to employ a facilitator for this centre".

It can be deduced from the findings that the material resources used for ACET programmes belonged to the Department of Basic Education and this forced the college to continue offering the old ABET programmes without practical skills that were needed by the unemployed youth and adult learners. This seemingly lack of institutional identity and resources for the CLCs to operate optimally could be a source of frustration for facilitators, managers and adult learners.

An important finding which adds to challenges of the CLCs in Mashashane-Maraba is the obsolete curriculum. As much as the community colleges were mandated to vary their offerings, they still recycle the formal school curriculum. Section 15 of the National Policy on CETCs (DHET, 2015: 14) mandates the Community Education and Training Colleges to include courses that are important to the development of the local communities. The learning programmes, as envisaged by DHET (2015) must address the current socio-economic situation of adult learners, which is joblessness. Despite this provision, the Community Colleges in Mashashane-Maraba continue to offer the old ABET programmes with a curriculum similar to the mainstream schools which do not include practical employable skills.

The individual interviews confirmed the information from the focus group discussion that the unemployed youths and adults in Mashashane-Maraba area are mainly dropouts from school and yet the community colleges still subject them to the same curriculum and assessment practices they dropped out from. The recycling of school curriculum might frustrate them and lead to dropout and non-patronage of the ACET programmes in the area of. It did not equip them with practical knowledge and skills to create their own jobs to reduce poverty. The mandate of the DHET is that community colleges must be flexible in their programme offerings. This was confirmed by the learner participants who lamented that the community college still subjected them to pencil-and-paper assessments referred to as CBA instead of equipping them with practical skills for job-creation. The youth and adult learners at these centres did not seem interested in curriculum of the mainstream schools because they may not assist them to create their own jobs.

6.3.5 Strategies to Improve the ACET College in Mashashane-Maraba area

It has been made clear by the findings that the CLCs in Mashashane-Maraba area did not teach their learners practical skills for job creation and this could have resulted in non-patronage of the ACET courses. The findings indicate that including practical skills training in ACET would benefit the unemployed youths and adults as well as the community of Mashashane-Maraba. On the other hand, introducing practical skills without properly trained educators would be a futile exercise. The general consensus of the participants is that the learning programmes offered by the CLCs must include little formal and more non-formal offerings in a collaborative way in order to attract

more unemployed young adults and equip them with the necessary skills to earn a living. The CLCs must not be an extension of high schools if they are to break the back of unemployment and its concomitant socio-economic challenges in the rural communities.

The participants also suggested that to improve the situation in the community colleges, the DHET should employ qualified instructors i.e. artisans or tradesmen and women and provide workshop sites where practical skills could be taught to the unemployed youth and adults.

Another strategy to improve the ACET programmes is the provision of a specific admission policy for CET Colleges. As noted from the findings, the development of the admission policy is the responsibility of the CET Colleges but it seems the current policy is for the mainstream schools. The admission policy should spell out issues which specifically address CET programmes but not a replication of what is used by schools because community college is a different kind of institution.

It seems that most learners admitted by the CET Colleges were those that had failed grade 12 and this was done in order to increase their enrolment figures. As observed from the colleges and the focus group discussions, some of the youths who failed grade 12 were enrolled on GETC programmes which are equivalent to grade 9. This could be due to the lack of admission policy and proper brochures which would indicate clearly the type of courses offered by the community Colleges. These learners from Grade 12 might have enrolled for ACET programmes with the hope that they would be empowered with employable skills. They would later dropout when it becomes clear that the programme were similar to what they did at school and would therefore not equip them with practical skills for job creation. Knowles (1984) affirms that adults come to the learning situation with the expectation and desire to learn new things that can address their immediate needs and would *vote with their feet* when the learning programme does not serve their interests or needs. The findings indicate that CLCs in Mashashane-Maraba did not offer programmes that responded to the current needs of the learners and this served as a recipe for dropout. Since the educators were aware that most of the unemployed youths and adults in the study area did not need academic courses, it is imperative for them to be innovative by transforming the curriculum to meet the socio-economic needs of the learners i.e. the desire to acquire

practical job skills. The educators at CLCs needed support in the form of improvement in knowledge and skills in line with what learners want to learn in order to deliver on their mandate. This is confirmed by Whitmore (1988: 13) (c/f 2.5.1) when describing empowerment as an interactive process through which people experience personal and social change, enabling them to take action to achieve influence over organisations and institutions which affect their lives and the communities in which they live. To be able to address the urgent learning needs of the learners, the college should employ qualified trade teachers such as bead-makers, plumbers, electricians, carpenters, mechanics and fashion designers to teach the unemployed out-of-school learners' economic skills. Without these job-oriented courses and programmes, the colleges would not be delivering on what they were set up to do- provision of skills training for the unemployed. They may continue to be an extension of high schools and fail to address the skills shortage and unemployment in the rural communities.

6.4 OBSERVATIONS

The researcher conducted observations on infrastructure, daily activities, curriculum, and enrolment.

6.4.1 Infrastructure

Overall, this study revealed a lack of capacity in the selected ACET programmes. In particular, the results show that the community learning centres were allocated one or two classrooms by the host school and this depended on the availability of accommodation. There was no office for the centre manager. In some cases, where there was a shortage of classrooms, a hall could be allocated for ACET programmes. This posed a challenge especially on the days when school events were held in the hall, the ACET programmes could be disrupted. It was also observed that the furniture at the learning centres was not suitable for adult learners. The CLCs had no resources and depended wholly on the host primary schools. This lack of infrastructure and resources hindered effective teaching and learning. Knowles (1984) acknowledges that organisations are set up to assist people meet human needs and achieve human goals but the observation of the physical environment of the CLCs gives a contrary view to this noble idea.

6.4.2 Daily Activities

It was observed that the adult learners did not attend punctually and regularly and that could impact teaching and learning negatively because sometimes lessons either started late or were not offered at all. The time for teaching and learning, as observed by the researcher, was not adequate for the achievement of the learning goals of the unemployed youth and adults. There is therefore an urgent need for positive changes initiated by DHET to improve the teaching and learning in the community colleges.

The researcher observed a general lack of enthusiasm by most learners and this might be attributed to the fact that their expectations were not met. The DHET (2015) established the CET colleges to provide vocational education and training that prepares the unemployed to participate in both the formal and informal economy and when this is not available participants might drop out of the programmes.

Knowles' theory of Andragogy (1984) attests that adults are motivated to learn things that would satisfy their current needs and as such might withdraw from programmes that do not meet their expectations. The loss of motivation could be seen in their daily activities where learners came late to classes in dribs and drabs and did not show interest in class activities. Perhaps the inability of the learning programme to meet their needs makes many learners arrive late at the centres apart from lack of regular transport in their villages. The researcher observed that on arrival at the Learning Centres, the learners appeared tired, displaying disappointment and lack of enthusiasm. In some cases, learners would start by dropping their bags, and going out for lunch before starting with learning activities. Through informal conversations, the learner-participants indicated several factors contributing to their lack of enthusiasm. For example, dealing with the burden of unpaid domestic work, long distance travelling and programmes that did not meet their expectations could demoralise them.

6.4.3 Enrolment

Community colleges are mandated to teach practical skills to the youth and adults who are not employed (DHET, 2015) but this seems far-fetched at the CLCs under this study. The researcher's observation revealed that most learners showed interest in the programme at the beginning of the year and enrolled but drop out during the year.

This was confirmed by registers which showed that the enrolment figures were higher at the beginning of the year and decreased as the year progressed. As already alluded to in the previous sections, the dropout from the programme can be attributed to the fact that the centres did not meet the expectations of the learners. Although some other factors might play a role in the high drop-out rate, the lack of provision of practical skills by the programme was paramount. The participants were youths and adults who had been taught a similar curriculum in secondary schools, wrote and failed tests, and dropped out. They came to the CLCs with the hope of getting practical skills that might help them create self-employment to generate some income and yet they are confronted with the same high school programme.

As the interviews with both learners and educators indicated, the drop out was due to the inability of the colleges to teach what the youth and adults wanted to learn. Adults, unlike children, know what they want to learn and may not like to be taught or learn things which cannot solve their pressing life problems (Knowles, 1984). It is important therefore for the colleges to transform their curriculum in order to receive continuous patronage and remain relevant to the communities and the nation at large.

6.4.4 Curriculum

It was found that the selected centres still followed the old ABET curriculum that was for the mainstream school curriculum. In fact, the observation by the researcher revealed that there was little or no skills training. The DHET (2015) established the community colleges to equip the unemployed youth and adults with practical job skills for self-employment. The inability of the colleges to teach their learners practical skills for employment is an indication that they are not capable to deliver on their mandate set by the DHET.

The researcher observed that the only formal programme that was offered at the CLCs in Mashashane-Maraba was the GETC for Adults. The GETC qualifications do not include skills training or development and are similar to high school programmes. There were no non-formal programmes at the centres at the time of this study. Thus, only few youths who would like to rewrite matric and perhaps further their studies seem to contend with the CLCs teaching programme. Many of the participants regarded this as fruitless since their colleagues who passed the GETCA were at home without employment. Another reason for choosing these electives was a lack of qualified

educators and as it was revealed to the researcher, the facilitators offered courses they were comfortable with and for this reason the learning needs of most participants were not met. The maximum electives that can be offered at these centres is determined by the capacity of both human and non-human resources e.g., qualified educators and facilities.

The observation made the researcher aware that the curriculum offered at the target learning centres does not have skills training which would empower learners for employment. The curriculum was purely academic and did not equip learners with practical skills for work. The skills development programmes spelt out in the ACET documents by the DHET (2015) were not being implemented although as the learner participants indicated there was a dire need for beading, cooking, flower arrangement, baking, agriculture and computer skills in the rural areas of Mashashane-Maraba. The need for skills training programmes was evident in the registration by the youth of Mashashane-Maraba for such skills when they responded to the call by the Limpopo CET to attend skills development programmes.

6.4.5 Challenges

The challenges of the CLCs observed by the researcher were acknowledged by Land and Aitchison (2017: 30) and NPC (2012: 322). They indicate the following challenges which hinder the ACET sector:

- Limited curriculum and lack of appropriate formal qualifications
- Small scale with around 300 000 participants
- Lack of a clear institutional identity
- High staff turnover due to lack of job security
- Limited resources
- Run on a part time basis
- Not linked to the other parts of the education system
- Few participants acquire the General Education Certificate.

The researcher's observations affirmed the above in that there were many challenges that are faced by the Community Education and Training Colleges. The transfer of ACET from DBE to DHET raised high expectations about infrastructure and other resources but this was never to be. Stakeholders such as learners, community

members and educators might have expected qualified lecturers, facilities and systems that would assist with the implementation and smooth running of ACET programmes at the CLCs. For instance, accommodation with appropriate furniture is essential for adult learners at CLCs. The learning environment does not seem conducive to effective learning among adults Knowles (1984) affirms that education environment is the one that exemplifies democratic values- warmth, caring, informal and safe. Adults have the right to study in a conducive environment with suitable chairs and tables. Unfortunately, as the findings indicated, the learning centres in Mashashane-Maraba are unsuitable for adult learners as they lack suitable tables and chairs, and learning materials. Although the DHET (2017) is expected to provide appropriate learning and teaching support materials (LTSMs) for the selected programmes, this has not happened in the area under study. As observed by the researcher, in view of lack of resources, the Limpopo Community Education and Training College is only able to supply one copy of a learner's workbook per Learning Area in each Centre.

The poor teaching and learning conditions might make the learners feel that they are wasting their time by sharing one learner's book with the rest of the class. The researcher also learnt from the participants that there was inadequate supply of stationary at the learning centres. The lack of learning and teaching materials might demotivate facilitators from doing their work.

The DHET (2015) has mandated the Community Colleges to adopt a holistic approach to educate unemployed youths and adults. According to the National Policy on Curriculum Development (DHET, 2017: 22), such colleges must develop annual assessment plans for conducting internal and external assessment. The college is able to supply CBA tasks to the centres although they are done late, and this puts much pressure on learners and the facilitators. The pressure on learners by the Centre Based Assessment tasks is often cited by facilitators as one of the causes of learner dropout.

The interviews and observations revealed that in order for learners to qualify for examination entry, they had to pass Centre Based Assessment tasks which are often difficult due to shortage of learner support material. The pass requirement for the GETC for Adults qualification is 50% in a minimum of five Learning Areas. The

examination is also administered and monitored by the college but with the resources of DBE. Due to lack of adequate funds, the community colleges do not have their own systems and capacity to run the examination.

The conditions described above mostly contribute to the inability of the CLCs in Mashashane-Maraba area to deliver on their mandate- equipping the unemployed youth with practical job skills. Without adequate infrastructure and qualified educators, the learning centres might remain the extension of poorly resourced rural high schools. This might demoralise the learners who are not taught job skills.

The responses from the participants confirmed the researcher's observation that the CLCs in the study area –Mashashane-Maraba - do not respond to the DHET mandate to equip the unemployed youth with practical job skills (DHET, 2015) because of lack of infrastructure and qualified staff. The researcher concurs with other researchers (Simkins, 2019; Rivombo & Motseke, 2021) (c/f 3.3) that lack of infrastructure and adequate resources prohibit proper implementation of ACET programmes. Lack of infrastructure and resources robs CET colleges off their institutional identity. The proper institutional identity of CET colleges on its own may attract and boost the morale of prospective adult learners.

6.5 DOCUMENT ANALYSIS

The researcher examined important documents that are related to ACET and the information from the documents are discussed below.

6.5.1 The National Policy on Community Colleges of 2015

The set of principles that underpin the establishment and declaration of Community Education and Training Colleges as adapted from the DHET (2015) seem to be less considered by the Limpopo Community Education and Training College and its CLCs:

- a) The expansion of education and training to all youth and adults, especially those with limited opportunities for structured learning, including learners with disability is minimal if any. In all the CLCs where this study was conducted, there were no people with disability enrolled for the ACET programmes.
- b) The DHET is not able to provide good formal and non-formal education and training programmes. The CLCs are offering the GETC for adults as the only

formal programme. This programme does not include any skills training. The out-of-school youth and adults need practical skills and non-formal programmes that can meet their immediate needs.

- c) Vocational training that would prepare the people who are not in education, employment or training to participate in the formal or informal economy is not provided for. Some unemployed youth and adults decide to stay away from CLCs centres because the programmes offered do not empower them for livelihood.
- d) The issue of youth unemployment affects everyone in the society and therefore, the CET College should be in close partnership with local communities, including local government, civil Society Organisations, employers' and workers' organisations. The CET College should ensure that ACET programmes are aligned with the needs of the learners and of the communities.
- e) Partnership with government's community development projects is crucial for ACET programmes because these can open opportunities for putting theory into practice.
- f) Collaboration and articulation with other sections of the post-school system can help the CET College not to work in isolation.

The findings from both interviews and observation revealed that the CLCs in Mashashane-Maraba are unable to adhere to any of the requirements above due to lack of adequate resources and proper management. The envisaged Community Education and Training College by DHET should be like that higher education institution with an impressive track record of success around the world (Wolhuter, 2012: 249). These CET Colleges should prove themselves to be a vehicle in promoting social justice in higher education -in making higher education accessible to all categories of people in society who are grossly underrepresented, marginalized or excluded from other institutions of higher education. The researcher agrees with other researchers (Land & Aitchison, 2017; Simkins, 2019) that the envisaged CET College has proved to be far-fetched because of lack of properly qualified lecturers with DHET having no clear plans for lecturer development.

6.5.2 The National Policy on Curriculum Development and Implementation

The DHET (2017: 16) indicates that the objectives of ACET programmes are to improve the livelihoods, promote inclusion in the world of work and to support community and individual needs.

The core business of CET College is curriculum implementation that would be beneficial to adults and out-of-school youth (DHET, 2017). The mandate of the DHET is to equip unemployed youths and adults with skills for employment or self-employment (DHET, 2015). The findings from the study indicate that, to a very large extent, the CLCs do not have the capacity to teach most of the courses listed in their brochures, particularly skills-based courses. This is worrying because they are unable to equip learners with practical skills that can reduce unemployment. The practical courses listed in the brochures are not taught at the centres hence those who enroll for such courses drop out when they see that their needs were not met. This should be disappointing to the unemployed youth and adults. The CLCs were established to help equip the youth and adults who are not in education, employment or training (NEET) with skills for employment or self-employment (DHET, 2015: 17). It is imperative that DHET should ensure that community colleges carry out its mandate by providing for ACET programmes and giving full support to CLCs.

6.5.3 Post-School Education and Training Monitor 2021

The findings made on the progress made on Community Education and Training (for the period 2010 - 2019) by the DHET (2021: 13) revealed the following inter alia:

- **Lower Public Spending on PSET**

The government support on PSET is more on public universities as it spends about 70 percent and only 10.9 percent and 1.8 percent on TVET and CET colleges respectively for the budget year 2019/20. Despite the low enrolment at CET Colleges, this is an indication of lack of support to the CET sector on the side of government (DHET 2021: 16). The findings from the study indicate that the challenges that are facing the Community Colleges emanate from lack of provisioning for CET Colleges by the DHET. This lower spending on CET Colleges is seen in denying the CET Colleges institutional identity by being accommodated in primary schools. CET Colleges inherited everything including challenges from old public adult learning centres. The

findings from the interviews and the observations done at the CET College and at the CLCs in Mashashane-Maraba confirmed lack of provisioning for the CET sector.

- **Accessibility to PSET**

The CET enrolment numbers are not satisfactory considering the NDP 2030 target of reaching one million enrolments of youth and adults by the year 2030. The CLCs in rural areas are far apart and in the radius of 20 kilometers especially where this study was conducted. Accommodating CET Colleges in the DBE and CLCs in primary schools deny them autonomy. This is evident in the following words by one facilitator when expressing her frustrations:

“Sometimes the centre is not accessible especially, when the school is not open for the day, the principal locks the gates”.

The above narratives indicate that despite serving as delivery sites for ACET programmes, Community Learning Centres are inaccessible. Adults are not children and due to their experience in life, they cannot keep on coming to the Centre only to find the gate locked. This is time-wasting on the side of adult learners.

- **Responsiveness of PSET**

The report indicates a need for the PSET system to continuously identify, develop, and deliver programmes that are flexible and relevant to the ever-changing needs of the economy and the labour market. (p26). This is due to the observations made by the report that the mismatches between education and the labour market is high in South Africa than in many other countries. These mismatches leave the youth and adults with no employment. Adams (2007) and Cloete (2015) affirm that skills training for the unemployed could help equip them with the necessary skills needed in the fourth industrial revolution.

6.5.4 UMALUSI Policy on General Education and Training Certificate for Adults

The Policy on General Education and Training Certificate for Adults (GETCA) of 2015: 15 clearly indicates that

“The GETCA aims to equip adult learners with a sufficiently substantial basis of knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for continuing education and training and/or more specialist learning, and to enhance the likelihood of employment and/or career development. In these respects, the GETCA promotes the holistic development of adult learners. The intention is also that the quality of learning offered by the GETCA will reinvigorate an interest in learning for many who have had negative experiences in schools or were denied such opportunities in the past”.

Table 5.3 in chapter 5 of this research report, indicates that the General Education and Training Certificate for Adults can be completed within one year with a minimum of five Learning Areas which should add to a total of 120 NQF credits. It is disappointing that the GETCA offered in Mashashane-Maraba does not include skills training. This means that some young adults in this area might be disappointed as the programme is not able to meet their needs.

Adults are not children and they know what they want to learn. In line with Knowles (1980) principles, adult learners are self-motivated and ready to learn. As people who are self-motivated and ready to learn they know what they want to learn and educators cannot impose courses on them. Instead, ACET Educators should transform their offerings and programmes to suit the learning needs of the unemployed youth and adults. Thus, the programmes which do not have any skills to empower the unemployed may not receive patronage from the youth and adults. It can be inferred from the information above that the current state of the community college system is not sustainable and useful to the economic needs of the unemployed youth and the nation in general. There is therefore an urgent need for the government to assist the colleges to transform their programmes to ensure that the colleges address their mandate, namely, the provision of job skills for the unemployed.

6.6 CHAPTER SUMMARY

The chapter discussed the findings from the data presented in the previous chapter of this study. The findings indicated that the community colleges in the study area lack the capacity to teach practical skills hence they recycle school subjects. It was clear from the discussion of the findings that many unemployed youths do not patronize the high school programmes because they fail to address their learning needs. The next

chapter provides the summary of the study, draws conclusions, highlights some recommendations arising from the study and suggests recommendations for further study.

CHAPTER 7: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter comprises of two sections which summarise the main findings of the study in their entirety. The summary of the research project is given in the first section while the main findings, the conclusion and the recommendations made, are outlined in the second section. The conclusions and recommendations focus on the findings from the study on the implementation of ACET programmes in Mashashane-Maraba area of the Limpopo Province.

7.2 SUMMARY OF THE RESEARCH PROJECT

There is no doubt that the high unemployment rate among young adults in South Africa is getting out of hand. This is an interesting fact because the future of this country lies in the hands of the youth. In view of this situation, the South African government, through the DHET, established CETCs with many learning centres in most rural communities to offer programmes that can empower the unemployed youth and adults with practical skills for self-employment.

This study was guided by the research questions and the assumptions made by the researcher about the role and capacity of ACET programmes in equipping the youth with employable skills. The researcher followed the advice given by Mouton (2001) that, in order to validate their findings, researchers need to demonstrate scholarship in their final arguments. This research project comprising seven chapters are summarised as follows:

The background of the study was laid out in the first chapter. This chapter provided an understanding of the concept 'employable skills' and the role ACET plays in equipping the unemployed youth in Mashashane-Maraba area of Limpopo Province with employable skills. The chapter discussed the aims and rationale for the study, the problem statement, the scope (delimitation) and limitations as well as the key concepts used in the study and the chapter divisions. Also, it established that unemployment among the economically active citizens in the rural communities is very serious hence DHE (2015) started Community Colleges to equip the youth/adults with employable skills to enable them create their own jobs.

Chapter 2 began by laying out the theoretical dimensions which were the basis of this study. The following theories were presented and discussed: adult learning theory, dependency theory, transformative learning theory and empowerment theory. The chapter also emphasised the implications of these theories and the relevant instructional activities aimed at equipping the unemployed youth with employable skills. The chapter revealed that for the unemployed to be transformed [from dependency] into socio-economically independent adults CET colleges should teach [empower] them with job oriented skills through andragogy- relevant curriculum and instruction for adults.

In Chapter 3, literature was reviewed. This chapter discussed the development of ACET [Adult Education] on the global scene. The discussion highlighted NFE activities as part of Adult Education in equipping the unemployed with job skills in developing countries such as Brazil, Argentina, Ethiopia, India, Kenya and Nigeria. The review of the literature revealed some important lessons that a developing country like South Africa could adopt in order to tackle its huge unemployment situation among the youth.

Chapter 4 discussed the methodology and research design used in this research project. The discussion included description of the data collection instruments and methods such as focus group and individual interviews, observations and documents analysis. Open coding and data matrix were discussed as processes of data analysis in order to achieve triangulation among the different data collection methods. The chapter also discussed how data were checked for trustworthiness, and how the ethical issues related to the research project were addressed. The chapter revealed the importance of using multi data collection methods in one study to increase validity and reliability of data rather than a single data collection method.

The researcher employed the thematic approach in data presentation and analysis in Chapter 5. The section 5.3 of the chapter presented the biographical profile of the participants which found that there were more women than men on the ACET programmes in Mashashane-Maraba. Presentation and analysis of data collected from the focus group interviews were done in section 5.4 while individual interviews were done in section 5.5. The data from the observations and document analysis were presented and analysed in sections 5.6 and 5.7 respectively. The data from the different themes were presented under section 5.8 where all the responses were

compared. The data comparison indicated a general feeling of the participants that the CLCs in Mashashane-Maraba are unable to equip the unemployed youth with employable skills.

Chapter 6 discussed the findings presented and analysed in the previous chapter (5). The following sections (7.3 and 7.4), present a summary of the main findings from relevant literature and the empirical investigations of this study.

7.3 SUMMARY OF THE MAIN FINDINGS FROM RELEVANT LITERATURE

The study assumed that most youth are not employed because they have no employable skills. This is suggested by Oluwajodu et al. (2015: 636) (s 1.1) when they indicated the causes of unemployment in South Africa as a lack of skills provided by the educational institutions and differences in expectations from employers and job seekers. The DHET introduced the ACET programmes with the aim of skilling the unemployed youths and adults to enable them engage in self-employment activities. ACET programme should focus on the teaching and learning of practical skills for the unemployed out-of-school youth. It is therefore bound to andragogic principles espoused by Knowles and Associates (1984). These principles serve as basis for AE programmes in community adult learning centres. The aims and objectives of this study were as follows:

- To investigate the role of ACET in equipping Limpopo youth with employable skills
- To investigate the effectiveness of ACET programmes in equipping the youth with employable skills.

Below are the findings from the literature review based on the above aims and objectives, and also linked to the research questions.

7.3.1 The Capacity of ACET College Programmes in Equipping the Youth of Mashashane-Maraba with practical Job Skills

The ACET programmes in Mashashane-Maraba lack the capacity to equip the unemployed youth with job skills. Land and Aitchison (2017) affirm that the incapacity CET Colleges emanates from the fact that they started on a weak note - lack of human and material resources. These weaknesses hinder ACET's ability to equip the unemployed youth with practical job skills, adjustment to socio-economic conditions;

intellectual curiosity; freedom; and leisure; retraining and change of career; and provision of training opportunities (Sec 3.3.3). The DHET (2017) indicated the need and relevance of the community education and training sector in enrolling the dropouts with the aim of skilling them (5.4.1) but under current circumstance the CLCs in Mashashane-Maraba have failed to deliver on their mandate. For the poverty levels to drop to the SDG target of 20% by the year 2030, there needs to be special attention and focus on the unemployed youth and adults (StatsSA, 2017). CET should therefore diversify its programmes to address the learning needs of most of the unemployed youth in the rural communities to keep them out of the dependency syndrome. The unemployed youths in the rural communities of Mashashane-Maraba need to be taught 'how to fish' as a strategy to enable them help themselves instead of being dependent on their families and the nation at large.

7.3.2 The Effectiveness of ACET Programmes in Equipping the Unemployed Youth of Mashashane-Maraba area of Limpopo with Employable Skills

The ACET programmes offered by the CLCs in Mashashane-Maraba were not effective and there was a lack of correlation between skills needed and the college offerings in the area under study. That is, what the unemployed wanted to learn was not what was offered by the CLCs. This means that for these programmes to be effective, the CET College should offer programmes that included skills required on the labour market or that which could empower the ACET graduates to engage in self-employment activities. It is the mandate of the DHET to offer flexible programmes and to include programmes that are driven by the community developmental priorities, as well as the priorities of the State but these are not happening at the CLCs (section 5.6). Many developing countries use non-formal education to train the unemployed in practical job skills such as electrical works, plumbing, building, sewing and practical agriculture to reduce unemployment. It has been emphasised that NFE has important contribution towards the socio-economic development of emerging countries including South Africa (c/f 3.4.1). The CET sector needs to be prioritised as per NDP 2030 policy to enable community colleges to offer a variety of corroborative job-related programmes for the unemployed (c/f 5.6).

The literature confirmed that skills training has assisted many developing countries to equip the unemployed with skills for job creation and the CET sector can emulate such

practices to empower the unemployed as a strategy to reduce unemployment in the rural South Africa. In South Africa, there is a variety of skills development programmes that are offered by the private sector, but most of the youth and adults are not able to access these programmes because they are not offered for free. For the ACET programmes to become more attractive and useful to adult learners, practical skills should be incorporated their programmes (c/f 3.3.4.4). Social assistance is critical to counter the insecurity and vulnerability experienced by chronically poor people (Shepherd et al., 2011) however this must be in the form of practical skills training rather than financial grants. Social assistance in the form of training the poor in practical job- related skills can support human development, help people to access opportunities to exit poverty, and interrupts the intergenerational transmission of poverty. Recipients of skills training can create their own jobs and move away from dependency to independent economically useful to themselves and their communities. Thus, transformative learning for emancipation education is the business of all Adult Education (Mezirow, 1990) and education is an essential component of reconstruction, development and transformation of any society (DHET, 2015). ACET sector should empower and transform the unemployed youth to take control of their socio-economic life. The goal of transformative learning theory is learner empowerment through critical reflection for a more participatory learning society (Cranton, 1994: 224).

Transformative learning most likely motivates learners to take collective social action to change social practices, institutions, or systems (Mezirow, 1994). There is a need to build a credible and productive education system that will give as many young people as possible a good education to enable them to function effectively in the world of work (Mangena (2018). Indeed, people with employable skills are less likely to queue for reconstruction and development (RDP) houses or social grants because they would be able to build or buy their own homes. A nation should therefore invest more resources in building a versatile and sustainable economic development programme as it would be counterproductive to produce skilled technocrats if they have no economy to operate in. It is not education that moulds society to certain standards, but society that forms itself by its own standards and moulds education to conform to those values that sustain it (Freire, 1985).

7.3.3 Patronage/Non-Patronage for ACET Programmes among some of the unemployed Youth in Mashashane-Maraba area

The unemployed youth and adults may only support educational programmes which can assist them to address their socio-economic challenges and might reject any programme which does not address their needs (Kim, Hagedorn, Wiilamson & Chapman, 2004). The CET Colleges were established specifically to equip the unemployed with practical skills for employment and once the learners do not see current programmes as beneficial to their socio-economic needs they would drop out of the studies. There is therefore a general lack of patronage for ACET programmes among many of the youths in Mashashane-Maraba because of the following constrains: poor curriculum, lack of qualified educators for most of the important courses and material resources (Desjardins, 2015).

7.3.4 Challenges that are faced with in the ACET programmes in Equipping the Unemployed Youth in Mashashane-Maraba with Practical Skills for employment

The CET College in Limpopo and its CLCs in Mashashane-Maraba cannot deliver on their mandate because of many challenges that are experienced in the ACET education sector. These challenges emanate from factors such as low budget allocations, underqualified staff, lack of infrastructure, and shortage of resources. Lack of adequate resources hinders proper implementation of the ACET programmes (Simkins, 2019; Rivombo & Motseke, year).

7.3.5 Strategies to improve the ACET programmes in Mashashane-Maraba area

The Covid-19 pandemic and the use of technology have shaped the nature of work differently and require young adults who are well equipped with the necessary skills for the world of work. For young adults to fit in the labour market, they need skills such as flexibility, creativity, adaptability, collaboration and many others that can help them achieve their learning objectives. To keep a growing population employed, we need extremely rapid development in training in both basic and current technology and a shift from exporting raw materials towards processing our own raw materials. This could help in creating jobs and empowering our people. (Land & Aitchison, 2017)

7.4 SUMMARY OF THE MAIN FINDINGS FROM THE FOCUS GROUP DISCUSSIONS, INDIVIDUAL INTERVIEWS, OBSERVATIONS AND IMPORTANT ACET DOCUMENTS

The data collected from focus group discussions, individual interviews, observations and important ACET documents were presented and analysed in Chapter 5. The following is a summary of the major findings that were discussed in chapter 6:

7.4.1 The Capacity of ACET Programmes in Equipping the Youth of Mashashane-Maraba with Job Skills

CET College and its CLCs in Mashashane-Maraba lack the capacity to implement programmes espoused by DHET (2015) of inadequate human and material resources. This could be seen in the fact that learners' expectations are not met. As unemployed school dropouts, adult learners expect to be taught skills that can enhance their chances of employment. Their disappointment is shown in the lack of enthusiasm, e.g. late coming, low enrolment, high absenteeism and huge dropout.

The expectation to be taught skills is raised in ACET policy documents is not met because the CLCs. The DHET (2015) mandated the community colleges to offer formal and non-formal occupation related programmes to the unemployed but the clients are disappointed because they only offer the old GETC Certificate by following only the main school curriculum without job skills.

7.4.2 The Effectiveness of the ACET College Programmes in Equipping the Unemployed Youth of Mashashane-Maraba area of Limpopo with Employable Skills

The out-of-school young adults find themselves still without jobs despite holding the ACET certificate. Due to lack of practical skills in the programmes, adult learners cannot compete on the labour market or create their own jobs. The old PALC curriculum without practical skills does not meet the needs of the unemployed youths and adults, and therefore it is not effective.

For ACET to be effective, the programme should be able to transform the youth from being dependent to being independent.

The youth need practical skills to help them change from being dependent on government for social grants, to being independent. The ACET programmes are, to a

very large extent, ineffective, thus encouraging most of the youth to continue to depend on the government for social grants. In all four centres, learners had the tendency of gradually dropping out especially after writing CBA. Due to lack of adequate learning and teaching materials, learners did not perform well on the CBA. Poor performance also discouraged them from attending the programme. These learners are adults and know what they need. If the programme does not meet their needs, they will stay at home. This shows the ineffectiveness of the current ACET programmes.

7.4.3 Patronage/Non-Patronage of ACET Programmes among some of the Unemployed Youths and Adults in the Mashashane-Maraba area

The current programmes offered by the colleges were similar to what adult learners had learned in high school. Some of the unemployed youths and adults support and enrol for the programmes at CLCs in Mashashane-Maraba with the hope of obtaining matric certificate for further studies while majority of them want to acquire practical skills for employment. For those who wished to further their studies, the adult-learning environment could allow them to pass and get a certificate to further their studies at higher learning institutions. Majority of the unemployed youth and adults did not show interest in the programmes that were offered at the CLCs because they needed job skills for employment and not academic programme because it was not beneficial to them.

Although it is the mandate of DHET (2015) for the college to equip adult learners with practical skills, the lack of physical and human resources prevent this noble idea from coming to fruition. The ACET programmes were not adequately patronised because they did not empower them with employable skills. The old PALC programme has proven ineffective since their peers who studied it were still unemployed.

7.4.4 Challenges that are faced with in the ACET programmes in Equipping the Unemployed Youth in Mashashane-Maraba with Practical Skills for employment

The inadequate budget and lack of provisioning for the community colleges prevent them from responding to the immediate learning needs of both individuals and the communities. Community colleges and learning centres are still accommodated in the primary schools. This makes the colleges lack institutional identity and thus

demoralises both educators and the learners as these centres simply inherited the challenges of the old PALCs, without any real attempt at transformation. Because of the challenges faced by community colleges, the programmes are neither flexible nor related to the community developmental priorities. The challenges hinder DHET's mandate to equip the young adults with skills for employment. The DHET (2015) expect ACET programmes to be planned in collaboration with local authorities, SETAs, community organisations and other government departments, as well as industry. The ACET programme in Mashashane-Maraba has not yet been properly implemented to serve the real needs of the unemployed hence there is a huge learner dropout. The CLCs lack teaching resources and qualified teaching staff to teach practical job skills hence they regurgitate high school programmes which they feel comfortable to teach. The poor conditions under which the teaching staff work also encourage them to seek greener pastures elsewhere in other fields rather than teaching.

7.4.5 Strategies to Improve ACET Programmes in Mashashane-Maraba

To bring ACET programmes to where they are supposed to be, the DHET must prioritise community education to ensure that its mandate of offering skills development programmes is carried out as per the NDP 2030. Adult learning programmes that include formal, non-formal, and collaborative programmes could attract more young adults and assist in equipping them with the necessary skills to earn a living when its curriculum is transformed to include job skills.

Unemployment makes the youth more dependent on social grants for income which is a huge financial burden on the government as a larger part of the population consists of the unemployed youth who have developed a dependency syndrome- an attitude that people cannot solve their own problems without outside assistance (Bartle, 2012).

One strategy to make community colleges deliver on their mandate is for the sector to employ qualified teaching staff who can equip learners with employable skills. This may not only make learners stay on the courses but, most importantly, would equip them with employable skills to reduce poverty. Thus, the colleges must transform their current staff and curriculum to address the needs of the learners and their communities. This can help individual learners become empowered i.e. gain mastery and control over their lives and a critical understanding of their environment

(Rappaport, 1984, 1987; Swift & Levin, 1987; Zimmerman 1990). The ACET programmes should be transformed to include practical skills that can equip youth for employment or self-employment.

The implementation challenges emanated from lack of provisioning by the DHET. The poor working conditions and low qualifications for skills training cause teacher migration to better places. Educators viewed ACET as 'while-away-the-time' programmes because the DHET did not make provision for this important education sector. Educators need to work in a conducive environment where community colleges and learning centres have institutional identity, necessary tools and equipment for their work. For the DHET to be able to curb teacher migration, it must outsource the practical skills training to specialists to workshop and properly train ACET educators on the envisaged skills. This would make educators at community colleges more competent and confident.

7.5 CHALLENGES IN COMMUNITY COLLEGES

A very serious challenge is that the community college idea has not been properly implemented, and this includes a series of challenges within the ACET programmes such as lack of infrastructure, lack of skills training programmes and lack of qualified educators.

7.5.1 Lack of Infrastructure

The community college itself was still accommodated by the DBE. The principal, his deputy, and all other administrative staff were in one room which was packed with the primary school materials for teaching and learning. The resources that were used by the college belonged to the DBE. There was no capacity to run their examinations. It was demoralising for the learners to wait to get their certificates that could serve as a key to the doors of employment. CLCs in Mashashane-Maraba are still accommodated in primary schools. The resources such as furniture, printers, duplicating papers, computers and stationery, used by the centre, belonged to the host school. Lack of accommodation robbed the learning centres of their autonomy.

7.5.2 Lack of Skills Training Programmes

The National Policy on Community Colleges (DHET, 2015) states that access to education and training must be made available through viable institutions to the unemployed, young and old to encourage active population and community participation. The implementation of skills training programmes needs a conducive environment which should be created by the DHET. ACET programmes are still the same as ABET programmes with no skills training and this contributes largely to the low enrolment at CLCs. Adult learners know their educational needs and it is therefore imperative that any ACET programme are discussed and designed in consultation with the target group.

7.5.3 Lack of Qualified Educators

The poor conditions of service at CLCs and poor qualifications caused educators to migrate to greener pastures. Most of the ACET educators were not qualified to teach trade skills such as plumbing, electrical works, fitting, fashion and design, or sewing and the very few qualified educators were demotivated by working under poor and humiliating conditions. The situation allowed any educator to teach any Learning Area since there is no specialisation and in so doing, the most relevant courses were ignored since no one could teach them.

7.6 LIMITATIONS OF THE STUDY

This study was conducted in the Mashashane-Maraba area of Polokwane Cluster in the Capricorn District of Limpopo Province. Polokwane Cluster has 20 CLCs of which six are located in Mashashane-Maraba. The researcher used convenience sampling to select four of them for an in-depth study. These centres were chosen due to their geographical location. The findings from the study may therefore be limited to the few centres studied and may not be applicable to other centres in the Limpopo Province. Other centres in the Province may have unique challenges which this study may not have covered. There were several factors that limited the study to one area of Mashashane-Maraba; for instance, this study was not funded by any organisation; all costs were borne by the researcher and so she could not cover all the CLCs in the province. Again, she was a full-time employee who had to take short research leave to conduct the study. More so, she had very limited time to collect data to complete

her studies. All these forced her to limit the current study to one area with only six CLCs.

The researcher also considered that the significant enrolment at these centres afforded a wider choice of participants. The purposive sampling technique was used to select two officials at the community college, four centre managers, three adult facilitators and 20 adult learners to participate in the study. The criteria for inclusion were:

- Officials at community college who work directly with CLCs;
- Managers of centres where unemployed youth attend as adult learners;
- Individuals who teach at adult learning centres; and
- Unemployed young adults who attend as learners at CLCs.

The National Policy on Community Colleges in conjunction with other policies and legislations give direction as to programmes and qualification offerings, infrastructure and quality assurance. There might be some ACET colleges elsewhere which deliver on the DHET (2015) mandate hence the findings from this case study may not be applicable to all CLCs in Limpopo or other provinces of South Africa.

Conducting research in community colleges is a tedious process that requires patience. The ethical issues of applying for a permission from the Provincial Department, while the colleges have been transferred to DHET, was stressful and long-winded. This inadvertently might have affected the trustworthiness of the data as only three methods, namely observations, interviews and document analysis, could be triangulated. Ethical issues within the non-conducive environment could have affected the trustworthiness of the data to some extent and compromised authenticity of responses, because some interviews were conducted in a noisy environment. Some were interrupted and relocated to other classrooms. Care has been taken to not over-generalise the findings as they might not be applicable in other learning centres that were not studied. Some conclusions and recommendations in this study might not be applicable in other community colleges within the Limpopo province and the country at large.

7.7 RECOMMENDATIONS

This study investigated the role of ACET in equipping the youth with employable skills. The presentation of the findings in Chapter 5 revealed that ACET plays a minimal role if any in equipping the youths and adults with employable skills. The following is a summary of recommendations arising from the findings:

- There is a need to provide proper infrastructure for community colleges and their delivery sites in order to foster distinct institutional identity;
- There is an urgent need for the DHET to employ people who can teach the unemployed practical skills for self-employment. It should also upgrade the current teaching staff to ensure that they are able to teach critical courses e.g. Plumber, sewing, electrical works, computer skills and others.
- Beneficiaries of social grants should lend a hand in community services for example: cleaning streets, cutting shrubs that obscure roads in rural areas, assist in burials, and other community services. The government should organise training in job-related programmes for the unemployed youth to make them employable. This can reduce the social grant bill on the taxpayers;
- There is a need to offer practical skills in the ACET programmes in order to equip the out-of-school youth for employment or self-employment; and
- There is a need to improve working conditions of employees at community colleges and CLCs.

7.8 RECOMMENDATIONS FOR FURTHER STUDY

It is recommended that the following areas be further investigated:

- Implementation of employable skills in ACET programmes;
- The reasons for patronage and non-patronage of ACET programmes by unemployed youths and adults;
- Improving ACET programmes for sustainable development;
- Creating a distinct institutional identity for community colleges; and
- The working conditions of employees at community colleges.

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APPENDIX A: ETHICAL CLEARANCE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/09/13

Ref: **2017/09/13/35231963/25/MC**

Dear Ms Molema

Name: Ms TM Molema

Decision: Ethics Approval from
2017/09/16 to 2022/09/13

Student: 35231963

Researcher:

Name: Ms TM Molema

Email: molemtm@unisa.ac.za

Telephone: 012 4812702 / 0846082955

Supervisor:

Name: Prof KP Quan-Baffour

Email: quanbkp@unisa.ac.za

Telephone: 012 4842808

Title of research:

The role of adult and community education and training in equipping youth with employable skills: The case of Mashashane area of Limpopo

Qualification: PhD in Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/09/13 to 2022/09/13.

The low risk application was reviewed by the Ethics Review Committee on 2017/09/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and



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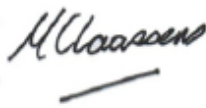
principles expressed in the UNISA Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2022/09/13. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

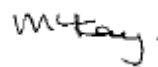
Note:

The reference number 2017/09/13/35231963/25/MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,




Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof V McKay
EXECUTIVE DEAN

Approved - decision template – updated 16 Feb 2017



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: PERMISSION FROM DEPARTMENT OF HIGHER EDUCATION AND TRAINING



5th Floor
Rentmeeste Building
58 Schoeman Street
POLOKWANE
SOUTH AFRICA
Tel: (015) 291 2711

Dear Ms Molema Tiou

SUBJECT: APPROVAL TO CONDUCT RESEARCH IN OUR COMMUNITY EDUCATION LEARNING CENTRES

1. The matter above refers
2. Kindly note that your request to conduct research at the Limpopo Community Education and Training College is hereby approved.
3. Permission is granted for you to visit the following Centres:
 - Malopeng
 - Doornfontein
 - Ngwana – Mphahlele
 - John Nrimba
4. Hoping that the research will help in the implementation of community education and training programme.

Kind regards



Mr. Nudzanani N.S
Acting Principal

29/05/2018
Date

APPENDIX C: INTERVIEW GUIDE: CENTRE MANAGERS AND FACILITATORS

1. What is your age group? (20-30, 31-35, 36-45, 46+)
2. When did you start working for Adult and Community Education and Training (ACET)?
3. What is the aim of enrolling youth for Adult and Community Education and Training Programmes?
4. Which age group do you enrol for your programmes?
5. What challenges are facing the unemployed youth in Mashashane?
6. What do you think could be done to address these challenges?
7. Which skills do you think are needed to help youth to become employable?
8. Which skills development programmes are offered at this centre?
9. What are the requirements for enrolling in the programme?
10. Do you track your learners after they completed the programme and where are they?
11. Which challenges do you experience with regard to the ACET programmes?
12. What do you think could be done to address these challenges?
13. Which educational role does ACET play in empowering unemployed youth in Mashashane?
14. Which social role does ACET play to empower unemployed youth?
15. Which economic role does ACET play to empower unemployed youth?

APPENDIX D: INTERVIEW GUIDE: OFFICIALS AT LCETC

1. What is your age group? (20-30, 31-35, 36-45, 46+)
2. When did you start working for Limpopo Community Education and Training College?
3. What position do you hold in the Limpopo Community Education and Training College?
4. What is the aim of Adult and Community Education and Training (ACET) Programmes?
5. Which age group do you target for your programmes?
6. What challenges are facing the unemployed youth in Limpopo?
7. What do you think the College could do in order to address these challenges?
8. Which skills are needed to help youth to become employable?
9. Which skills development programmes are offered by the Limpopo Community College?
10. What are the requirements for enrolling in the programme?
11. How does the College ensure that it carries out the mandate of the DHET?
12. How does the qualification offered by the College address the needs of the unemployed youth?
13. Which challenges does the College experience with regard to the implementation of ACET programmes?
14. What do you think could be done to address the challenges?

APPENDIX E: FOCUS GROUP INTERVIEW GUIDE: LEARNERS

1. In which age group are you? (15-20, 21-30, 31-35)
2. What do you do for a living?
3. In what type of relationship are you (married or co-habitation)?
4. How many dependants do you have?
5. What socio-economic challenges face the unemployed youth in Mashashane-Maraba?
6. What should the unemployed youth in Mashashane-Maraba do to address their socio-economic challenges?
7. What role can ACET play in empowering the youth of Mashashane-Maraba to become economically independent?
8. What are the expectations of the youth and adults in Mashashane-Maraba who enrol for ACET courses?
9. How do the learning programmes offered at the CLCs in Mashashane-Maraba empower the unemployed with employable skills?
10. What capacity does ACET have in equipping the unemployed youth in Mashashane-Maraba with employable skills?
11. What kind of skills can make the youth self-employed?
12. What learning programmes can ACET initiate to empower unemployed youth in Mashashane-Maraba?

APPENDIX F: FOCUS GROUP CONSENT/ASSENT AND CONFIDENTIALITY AGREEMENT

I _____ grant consent that the information I share during the focus group may be used by Tlou Molema for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): _____

Participant Signature: _____

Researcher's Name: (Please print): Tlou Molema

Researcher's Signature: _____

Date: _____

If you are an adult who gives permission, you **consent** then delete assent

If you are a learner who gives permission, you **assent** and then delete consent

APPENDIX G: OBSERVATION SCHEDULE

	Items observed	Centre A	Centre B	Centre C	Centre D
1	Infrastructure (accommodation, classrooms and furniture				
2.	Day-to-day activities (Starting and knock- off time, Week days, teaching and learning, duration of session)				
3.	Curriculum (skills programmes)				
4.	Enrolment (Number and Demography)				
5.	Challenges experienced at the centre				

APPENDIX H: AN INVITATION TO PARTICIPATE: CENTRE MANAGER, FACILITATORS AND OFFICIALS

Date

Title: **THE ROLE OF ADULT AND COMMUNITY EDUCATION AND TRAINING IN EQUIPPING THE YOUTH WITH EMPLOYABLE SKILLS: THE CASE OF MASHASHANE-MARABA AREA IN LIMPOPO.**

DEAR PROSPECTIVE PARTICIPANT

My name is **TLOU MOLEMA**, I am doing research under the supervision of **Kofi Poku Quan-Baffour**, a professor in the **Department of ABET and Youth Development**, towards a **Ph.D.** at the University of South Africa. I am inviting you to participate in a study entitled **THE ROLE OF ADULT AND COMMUNITY EDUCATION AND TRAINING IN EQUIPPING THE YOUTH WITH EMPLOYABLE SKILLS: THE CASE OF MASHASHANE-MARABA AREA IN LIMPOPO.**

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could help in understanding the role that is played by Adult and Community Education and Training (ACET) in equipping Limpopo youth with employable skills. The information could also be used to understand the effectiveness of ACET in equipping these youth with employable skills. The study could help in improving the role of ACET in equipping youth with employable skills.

WHY AM I BEING INVITED TO PARTICIPATE?

You have been purposefully identified as a possible participant because of your valuable experience and expertise related to my research topic. I obtained your contact details from the Limpopo Provincial Office. Four centres have been selected and one manager from each centre is invited to participate in the study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves open-ended semi-structured interviews. The questions will cover the biographical data, aim of the programmes, types of programmes offered, the role that is played by the programmes in equipping youth with employable skills, the duration of the programmes, and the challenges that are faced in running the programmes. Interview session is expected to last for a maximum of 30 minutes.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There will be no individual benefits in monetary form for participating in this research however your participation will help in identifying the successes and challenges in the implementation of Adult and Community Education and Trainings and suggest possible strategies for improvement.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

Please also note that your name will not be recorded anywhere, and you will not be held accountable for findings that will be generated from this study. Apart from the editors of the dissertation no other person will have access to the information. If there are people who would like to have access to the data, such people will be made to sign the confidentiality agreement with the researcher.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Members of the research team are to sign a confidentiality agreement. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet for future research or academic purposes; electronic

information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Beyond five years, hard copies will be shredded, and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no individual benefits in monetary form for participating in this research and there are no risks anticipated in this study therefore there is no need for arrangement of insurance coverage.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the CEDU, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Tlou Molema on 0124812702 or email molemtm@unisa.ac.za. The findings are accessible for a period of five years.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Tlou Molema at 0124812702 or molemtm@unisa.ac.za or fax 0124841059.

Should you have concerns about the way in which the research has been conducted, you may contact Prof K.P Quan-Baffour at 012 484 2808 or quanbkp@unisa.ac.za or Fax at 012 484 1059.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Tlou Molema

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interviews.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print):

Participant Signature

Date

Researcher's Name & Surname (please print) **TLOU MOLEMA**

Researcher's signature

Date

APPENDIX I: DATA ANALYSIS OF FOCUS GROUP DISCUSSION, INDIVIDUAL INTERVIEWS, OBSERVATIONS AND ACET DOCUMENTS USING A THEMATIC APPROACH

DATA ANALYSIS OF FOCUS GROUP DISCUSSION (See Section 5.4)

<p><i>“We have children that have to be looked after and therefore want to learn something that would give us money.”</i></p>	<p>Code 3 Challenges facing youth Code 1 Aim Code 4 skills</p>
<p><i>“Yes, we receive child grants, but they are not enough to maintain our families hence we want to learn skills to create our own jobs.”</i></p>	<p>Code 3 Challenges facing youth Code 1 Aim Code 4 skills</p>
<p><i>“We need to be taught something different, something that can help us with jobs. We do not want to write tests because tests cannot give us jobs.”</i></p>	<p>Code 2 Types of Programmes Code 4 skills Code 2 Types of Programmes</p>
<p><i>“I went for a job interview and was told that candidates with ACET certificate do not qualify. Maybe if it had included computer literacy, one might have had a chance.”</i></p>	<p>Code 2 Types of programme Code 4 Skills</p>
<p><i>“Here is better than high school; there are no children here. Our educators treat us as adults. There is no punishment here.”</i></p>	<p>Code 5 supporting the programme</p>
<p><i>“In my family, I am the only one without a degree and they refer to me as a dropout. I want to pass, further my studies at university and become a social worker.”</i></p>	<p>Code 1 Aim</p>

<p><i>“They stand at street corners and mock us saying, now you have become granny and you go to night school.”</i></p>	<p>Code 6 Not supporting the programme</p> <p>Code 6 Not supporting the programme</p>
<p><i>“The programme is not appealing because here, they teach us what we learned in secondary school. Since the centre is for adults, teachers must teach us adult stuff. Right now, our brothers and sisters already have GETC for Adults Certificate and still are at home without jobs.”</i></p>	<p>Code 6 Not supporting the programme</p> <p>Code 7 Programme not useful</p>
<p><i>“We are also feeling discouraged by this programme. Obviously after completing, we will be joining the masses of unemployed.”</i></p>	<p>Code 7 Programme not useful</p>
<p><i>“There is a shortage of learners’ books and we share one book”.</i></p>	<p>Code 8 Lack of Resources</p>
<p><i>“Here, our teacher makes copies for each one of us. Otherwise we cannot do homework”.</i></p>	<p>Code 8 Lack of Resources</p>
<p><i>“When I came here I wanted to learn needle work and computer but teachers advised us to go and learn those skills in town”.</i></p>	<p>Code 4 Skills</p> <p>Code 8 Lack of resource</p>
<p><i>“We can form catering groups and start rendering services during funerals and weddings. But the challenge is how do we start with our services with no training?”</i></p>	<p>Code 9 Economic role</p> <p>Code 2 Types of programmes</p>

	Code 4 Skills
<i>“After passing Level 4, I will continue with Grade 10 because I want to see myself holding Grade 12 Certificate. Then I go to university to become a lawyer.”</i>	Code 2 Types of programmes Code 1 Aim of enrolling Code 1 Aim of enrolling
<i>“If they can offer Grades 10 to 12 here, I can pass Grade 12 because we do not attend with children who used to laugh at us in high school.”</i>	Code 2 Types of programmes Code 5 Supporting the programme
<i>“With computer skills, we can open small internet cafés and help people in drafting CVs, printing, photocopying, scanning documents, sending emails and many other computer-related services. Small internet cafés are needed in our community just like in townships where people do not walk long distances to go to one café.”</i>	Code 4 Skills Code 10 Social role/Community development
<i>We want to see internet cafés at every corner of our streets.”</i>	Code 9 Economic role
<i>“I want to learn different hair products so that I open a salon. People in our community do their hair in town. My salon will earn me income and the community will also benefit by no longer having to travel to town.”</i>	Code 9 Economic role Code 10 Social role/community development

<i>"We have seen in townships, usually they form hair and beauty salons. To cut costs, we can form partnerships."</i>	Code 9 Economic role
<i>"If they teach us bricklaying, we can help in erecting walls, fences and backrooms for individual households."</i>	Code 4 Skills
<i>"People in our communities are renovating their houses, bathrooms and kitchens. The tiling skill can be of great help to us as well as our community."</i>	Code 4 Skills
<i>"Bricklaying goes together with tiling. Here, we can also form partnership".</i>	Code 4 Skills Code 9 Economic role
<i>"I want to become a plumber. Community members drill their own water, Install flushing toilets with septic tanks. All these need the service of a plumber."</i>	Code 4 Skills Code 9 Economic role
<i>"I would like to become an electrician in order to help our community with tubing of houses, installing electric fences and gates."</i>	Code 4 Skills Code 9 Economic role
<i>"We can form a partnership of three members. Because tiling, plumbing and electrical work go together."</i>	Code 9 Economic role
<i>"I want to remove the teenagers from the street by opening a sport academy. But I need sport related skills."</i>	Code 10 Social role/community development Code 9 Economic role Code 4 Skills

GROUPING THE DATA FROM FOCUS GROUP DISCUSSION IN DIFFERENT CODES TO FORM THEMES

Codes	Emerging themes/Final themes
<p>Code 1 Aim</p> <p><i>Therefore, want to learn something that would give us money.”</i></p> <p><i>hence we want to learn skills to create our own jobs.”</i></p> <p><i>I want to pass, further my studies at university and become a social worker.”</i></p> <p><i>to see myself holding Grade 12 Certificate. Then I go to university to become a lawyer.”</i></p> <p>Code 3 Challenges facing unemployed youth and adults</p> <p><i>“We have children that have to be looked after</i></p> <p><i>“Yes, we receive child grants, but they are not enough to maintain our families</i></p>	<p>Expectations/ capacity of college</p>
<p>Code 2 Types of programmes</p> <p><i>“We need to be taught something different, something that can help us with jobs.</i></p> <p><i>We do not want to write tests because tests cannot give us jobs.”</i></p>	<p>Meeting the needs/ Effectiveness</p>

"I went for a job interview and was told that candidates with ACET certificate do not qualify

how do we start with our services with no training?"

Code 4 skills

Therefore, want to learn something that would give us money."

hence we want to learn skills to create our own jobs."

We do not want to write tests because tests cannot give us jobs."

how do we start with our services with no training?"

"With computer skills, we can open

"When I came here I wanted to learn needle work and computer

"I want to become a plumber.

But I need sport related skills."

"I would like to become an electrician

Maybe if it had included computer literacy,

"If they teach us bricklaying, we can help in erecting walls, fences and backrooms for individual households."

The tiling skill can be

"Bricklaying goes together with tiling.

<p>Code7 Programme not meeting the needs</p> <p><i>Right now, our brothers and sisters already have GETC for Adults Certificate and still are at home without jobs.”</i></p> <p><i>“We are also feeling discouraged by this programme. Obviously after completing, we will be joining the masses of unemployed.”</i></p>	
<p>Code 5 Supporting</p> <p><i>“Here is better than high school; there are no children here.</i></p> <p><i>“If they can offer Grades 10 to 12 here, I can pass Grade 12 because we do not attend with children</i></p> <p>Code 6 Not supporting</p> <p><i>“They stand at street corners and mock us saying, now you have become granny and you go to night school.”</i></p> <p><i>“The programme is not appealing because here, they teach us what we learned in secondary school.</i></p> <p><i>“After passing Level 4, I will continue with Grade 10</i></p>	<p>Support and Not-support/ Patronage and Non-Patronage</p>
<p>Code 8 Lack of resources</p> <p><i>“Here, our teacher makes copies for each one of us. Otherwise we cannot do homework”.</i></p> <p><i>but teachers advised us to go and learn those skills in town”.</i></p>	<p>Problems/Challenges</p>

<p>Code 9 Economic role</p> <p><i>“We can form catering groups and start rendering services during funerals and weddings</i></p> <p><i>“I want to learn different hair products so that I open a salon.</i></p> <p><i>“We have seen in townships, usually they form hair and beauty salons. To cut costs, we can form partnerships.”</i></p> <p><i>Here, we can also form partnership”.</i></p> <p><i>“We can form a partnership of three members. Because tiling, plumbing and electrical work go together.”</i></p> <p>Code 10 social role/ community development</p> <p><i>Small internet cafés are needed in our community</i></p> <p><i>We want to see internet cafés at every corner of our streets.”</i></p> <p><i>community will also benefit by no longer having to travel to town.”</i></p> <p><i>“I want to remove the teenagers from the street by opening a sport academy.</i></p>	<p>How to improve/ Strategies</p>

DATA ANALYSIS OF INDIVIDUAL INTERVIEWS (See Section 5.5)

<i>“They do tell us that maybe we should teach them needlework, beads, cooking, baking, arts and crafts,</i>	Code 4 Skills
<i>something that can help uplift their socio-economic status.”</i>	Code 9 Economic role
<i>“At meetings and workshops, they tell us to teach practical skills to the learners and we do not have those skills.”</i>	Code 4 Skills Code 8 Lack of resources
<i>“Due to lack of infrastructure, we are not capacitated to run our own examination, instead, the Department of Basic Education is doing it on our behalf “.</i>	Code 8 Lack of resources
<i>“Our ACET programmes only prepare youth and adult learners to become labourers.”</i>	Code 2 Types of programme
<i>“We are working under severe conditions, allowed a maximum of eight working hours per week and we only have visitors during examinations.”</i>	Code 6 Not supporting Code 6 Not supporting Code 6 Not supporting
<i>“I refuse to be addressed as lecturer because the conditions under which we work are ridiculous.”</i>	Code 6 Not supporting
<i>“The youth around this area do come at the beginning of the year but stop as the year goes by”.</i>	Code 7 Programme no useful
<i>“We do not have anything of our own. Everything belongs to the DBE. Our exams are run by DBE”.</i>	Code 8 Lack of resources
<i>“The department has forgotten us; right now,</i>	Code 6 Not supporting

<p><i>I manage the centre and teach both levels 3 and 4. They do not want to employ a facilitator for this centre.</i></p>	<p>Code 8 Lack of resources (human)</p>
<p><i>“Because I am working alone, I house both levels 3 and 4 in one Classroom”.</i></p>	<p>Code 8 Lack of resources (accommodation)</p>
<p><i>“They usually stop attending when they are given assessment tasks. Most of them do not submit the tasks, and they never return.”</i></p>	<p>Code 2 Types of programme</p>
<p><i>“Someone just woke up in his dream and established Community Colleges. There was no thorough plan, hence no provision”.</i></p>	<p>Code 7 Programme not useful</p> <p>Code 6 Not supporting</p>
<p><i>“Sometimes the centre is not accessible especially, when the school is not open for the day, the principal locks the gates”.</i></p>	<p>Code 8 Lack of resources (accommodation)</p>
<p><i>“In order to keep the centres open, and beneficial to the community, the College should introduce skills in the curriculum. For now, we teach only the GETC curriculum with only two electives (Ancillary Health Care and Early Childhood Development)”.</i></p>	<p>Code 2 Types of programme</p> <p>Code 2 Type of programmes</p>

Key: Code 1 – Aim/Purpose

Code 6 – Not supporting

2 – Type of programmes

7 – Programmes not useful

3 – Challenges facing the youth and adults

8 - Resources

4 – Skills

9 - Economic

role

5 – Supporting programmes

10 - Social/Community

development

DATA ANALYSIS OBSERVATIONS (SEC. 5.6)

	Items observed	Centre A	Centre B	Centre C	Centre D
1	Infrastructure (accommodation, classrooms and furniture	In primary schools 2 classrooms Tables and chairs for primary school children Code 8	In primary schools 2 classrooms Tables and chairs for primary school children Code 8	In primary schools 2 classrooms Tables and chairs for primary school children Code 8	In primary schools 2 classrooms Tables and chairs for primary school children Code 8
2.	Day-to-day activities (Starting and knock-off time, Week days, teaching and learning, duration of session)	Mon – Wed 10h00- 13h00 Code 2/Code 8 Completing exam entry forms Long homework Code 2/7	Mon –Wed 12h00 - 15h00 Code 2/Code 8 Completing exam entry forms Long homework Code 2/7	Mon – Wed 12h00 - 15h00 Code 2/Code 8 Completing exam entry forms Long homework Code 2/7	Mon – Wed 14h00 – 17h00 Code 2/Code 8 Completing exam entry forms Long homework Code 2/7

3.	Curriculum (skills programmes)	Old GETC With ECD and Ancillary Health Care as electives Code 2/4	Old GETC With ECD and Ancillary Health Care as electives Code 2/4	Old GETC With ECD and Ancillary Health Care as electives Code 2/4	Old GETC with ECD and Ancillary Health Care as electives Code 2/4
4.	Enrolment (Number and Demography)	10 female 3 male Code 6/7	4 female 1 male Code 6/7	13 female 2 male Code 6/7	14 female 2 male Code 6/7
5.	Challenges experienced at the centre	Lack of: Teaching and learning material Resources Furniture Qualified staff Infrastructure Code 8	Lack of: Teaching and learning material Resources Furniture Qualified staff Infrastructure Code 8	Lack of: Teaching and learning material Resources Furniture Qualified staff Infrastructure Code 8	Lack of: Teaching and learning material Resources Furniture Qualified staff Infrastructure Code 8

Key: Code 2 Types of programme

Code 4 Skills

Code 6 Not supporting

Code 8 Resources

Data Analysis of Important ACET documents (See Section 5.7)

Access to education and training to all youth and adults	Code 1 Aim/purpose (Mandate)
Provision of good quality education and training programmes	Code 1 Aim/purpose (Mandate)
Provision of vocational training for participation in both formal and informal economy	Code 2 Types of programmes

Public spending on CET sector	Code 5 Supporting programmes Code 6 Not supporting programmes
Responsiveness to the needs of the labour market	Code 7 Programmes not useful

Key: Code 1 Aim/Purpose/Mandate

Code 2 Types of programmes

Code 5 Supporting the programmes

Code 6 Not supporting the programme

Code 7 Programmes not useful

APPENDIX J: ORIGINALITY CHECK SOFTWARE REPORT

Turnitin Originality Report

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Word Count: 67300

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Submitted on Behalf of Student Molema3523196... By Molema Tlou

Similarity Index

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The screenshot displays the Turnitin Feedback Studio interface. The main content area shows a document titled "THE ROLE OF ADULT AND COMMUNITY EDUCATION AND TRAINING IN EQUIPPING THE YOUTH WITH EMPLOYABLE SKILLS: THE CASE OF MASHASHANE-MARABA AREA OF LIMPOPO" by TLOU MARGARET MOLEMA. The document is submitted in accordance with the requirements for the degree of DOCTOR OF PHILOSOPHY in the subject ADULT EDUCATION at the UNIVERSITY OF SOUTH AFRICA. The promoter is Prof K.B. Qwan-Balfour, and the submission date is MARCH 2022. The similarity index is 30%. The matches list includes:

Match	Source	Percentage
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3	docplayer.net Internet Source	1%
4	aa-rf.org Internet Source	1%
5	www.dhet.gov.za Internet Source	1%
6	www.dut.ac.za	1%

APPENDIX K: LANGUAGE AND TECHNICAL EDITOR'S REPORT



STMbondvo editing services (Pty) Ltd
148 Aramburg (Mpumalanga) Cell: 060 346 7091
email:mhlekazist@gmail.com

Proof of editing

STMbondvo editing services
148 Aramburg
Mpumalanga
South Africa
Cell: 0603467091

This is to certify that I have edited the draft thesis of the following candidate:

Date: 31 March 2022

Names and Surname: Tlou Margaret Molema

Student number: 35231963

Title: The role of adult and community education and training in equipping the youth with employable skills: the case of Mashashane-Maraba area of Limpopo.



Dr ST Maseko
Director
STMbondvo editing services

Confidentiality: *In editing academic documents, I understand that I have access to confidential data, that information contained in documents is confidential and for that, I agree not to divulge, publish, make known to unauthorized persons or to the public the data in documents.*