

https://dspace.org/

The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners :a qualitative case study of a college in Johannesburg

Samy, Lerato

2019

https://hdl.handle.net/10539/29420

Samy, Lerato. (2019). The functioning of community adult education and training colleges to uplift the livelihoods of adult learners :a qualitative case study of a college in Johannesburg. University of the Witwatersrand, https://hdl.handle.net/10539/29420

Downloaded from a DSpace repository. https://dspace.org/



UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

MASTERS RESEARCH PROJECT

The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case study of a college in Johannesburg.

Name: Lerato Samy

Student Number: 911562

Research Supervisor: Dr Priscilla Gerrand

Course: Master of Arts in Social Development

Faculty: Humanities

Final Submission date: 30 October 2019

DECLARATION

I, Lerato Samy, declare that this is my own work and that all the sources I have used or quoted have been indicated and acknowledge by complete reference.

_____ _____

Lerato Samy **Date:**

ACKNOWLEDGEMENTS

This thesis would not have been possible without the endless support of my dearest husband Mathieu and our precious little boy Loic. Thank you for your patience and understanding as I worked towards completing this project. I dedicate this work to you both and I love you both very much.

I wish to thank my Research Supervisor Dr. Priscilla Gerrand for her support and assistance in this project.

TABLE OF CONTENTS

DECLARATION II
ACKNOWLEDGEMENTS III
ABSTRACT ..... **Error! Bookmark not defined.**
CHAPTER ONE 1
INTRODUCTION 1
1.1. BACKGROUND 1
1.2. PROBLEM STATETEMENT AND RATIONALE 4
1.3 THEORETICAL FRAMEWORK 6
1.3.1. Social development Theory 6
1.3.2. Economic Empowerment 7
1.3.3. The Socio-ecological Theory 8
1.4. DEFINITION AND DESCRIPTION OF KEY CONCEPTS 9
1.5. OVERVIEW OF RESEARCH METHODOLOGY 11
1.6. CONCLUSION AND STRUCTURE OF THE STUDY REPORT 12
CHAPTER TWO 13
LITERATURE REVIEW 13
2.1. Introduction 13
2.2. HISTORY OF ADULT EDUCATION IN SOUTH AFRICA 14
2.2.1. Adult education, community and social development 15
2.2.2. Adult Education and Social Inclusion 17
2.2.3. Challenges affecting adult learner experiences in developing countries 17
2.3. RESEARCH TRENDS 19
2.4. NATIONAL LEGISLATIVE FRAMEWORKS 21
2.5. GLOBAL EXPERIENCES OF ADULT LEARNERS IN COMMUNITY COLLEGES 22
2.5.1. Transitioning back to class and family responsibility 23
2.5.2. Technology challenges and Culture shock 24
2.5.3. Funding versus outcome 25
2.5.4. Psychological Student support 26
2.5.5. Early Intervention as Support 27
2.5.6. Teachers and teaching methods 27
2.5. CONCLUSION 29

CHAPTER THREE 30
RESEARCH METHODOLGY 30
3.1. Introduction 30
3.2. primary research question and research objectives 30
3.2.1. Main research question 30
3.2.2. Primary Aim 30
3.2.3. Secondary Objectives 30
3.2. Research approach and design 31
3.3.1 Population and Sample 32
3.3. Data collection, research tool and pre-testing of the tool 33
3.3.1 Data collection 33
3.3.2 Pre-testing of research tool 34
3.3.3 Data analysis 34
3.3. Trustworthiness of the study 36
3.4. Ethical Considerations 37
3.5. Limitations of the study 37
3.7 CONCLUSION 38
CHAPTER FOUR 39
PRESENTATION AND DISCUSSION OF FINDINGS 39
4.1. Introduction 39
4.1 THEMES EMERGING IN RELATION TO THE OBJECTIVES OF THE STUDY 40
Objective 1: Explore adult learner participants' perspectives on what motivates them to enroll at the CLC College. 40
Objective 2: Probe what challenges participants at the CLC are experiencing 42
Objective 3: Explore what strategies are being implemented by CLC to help adult learners develop their potential at the college. 44
CHAPTER FIVE 49
SUMMARY, CONCLUSION AND RECOMMENDATIONS 49
5.1. Summary 49
5.2 CONCLUSION 51
5.3. RECOMMENDATIONS 52
REFERENCES 54
APPENDICES 66
APPENDIX A 66
APPENDIX B 67

APPENDIX C 68
APPENDIX D 69
APPENDIX E 71
APPENDIX F 73
APPENDIX G 75
APPENDIX H 76
APPENDIX I 77
APPENDIX J 78
APPENDIX K 79

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND

It has been aptly stated that “education is indispensable for a country’s development and for the improvement of living conditions of the people” (Hunter, 2010, para.1). During South Africa’s Apartheid era, the education system was segregated and unequal in the sense that white schooling was free and well-resourced, whereas the Bantu education system was sorely neglected. Bantu education was underfunded; and there were insufficient schooling facilities, teachers (referred to as educators for this study) and educational materials (Botha, 2010 & Spaull, 2015; Southall, 2016). Furthermore, the unequal distribution of educational resources during the Apartheid era is argued to be one of the main reasons why many Black people still find it difficult to become economically self-sufficient and flourish.

This is the case hence the level of education is also directly related to social mobility (Botha, 2010 & Spaull, 2015; Southall, 2016). The Organisation for Economic Co-operation and Development (OECD) describes social mobility as “the extent to which individuals move up (or down) the social ladder compared with their parents” (2010, p. 184). Even though Blacks received a little education during apartheid, that education was not designed to alleviate them and their communities out of poverty but instead it was to service the White community. This further perpetuated the curbing of social mobility amongst the Black population (Thobejane, 2013).

At the dawn of democracy in 1994, one of the fundamental aims of the South African education system was to provide a pathway out of poverty for the poor (Van der Berg & Burger, 2011). This meant that the new educational system would be inclusive and accessible to everyone regardless of their race or creed. Although some of this has been achieved as Black South African people can access historically White schools and universities, the current high rates of poverty and unemployment in the country are an indication that there is still room for vast improvement, particularly in the implementation of our inclusive educational policies to improve skills development and access to labour market (Mummenthey, 2010).

Van der Berg (2018) points that some Black South Africans cannot secure employment because they have not received good quality education and or dropped out of school for one reason or another. In addition, Rudcliffe (2016) asserted that the economic stagnation that South Africa has experienced in the last decade is inextricably linked to the failure of its education system.

The 2013 White Paper for Post-School Education and Training states the need for community learning needs to be prioritised by government as they are currently not being met by our public institutions. This has led to a new institutional type called the Community Education and Training (CET) Colleges which would “primarily target youth and adults who for various reasons did not complete their schooling or who never attended school” (White Paper for Post-School Education and Training, 2013, p. 21). The learning takes place in Community Learning Centres (CLCs) and their satellites. (National Policy on Community Colleges, 2015).

CLCs play a vital role in bringing people, previously rejected by the Technical and Vocational Education and Training (TVET), universities and mainstream basic education system, back into the training space and equipping them with the necessary skills for self-employment and or employability (Land & Aitchison 2017). Therefore, community colleges have an “important role to play in helping to balance out the pressure on the TVET and higher education sub-system (Draft National Plan for Post-School Education and Training: Draft 2).

CLCs colleges are considered essential also in the economic and social development of adults who need interventions to achieve sustainable livelihoods (Türkkahraman 2012). Furthermore, the White Paper on Post-School Education and Training, which was released in 2013, proposed the development of community education and training colleges for adults to help address the injustices of the past and to develop individuals and the economy. Adult education is perceived by the government of South Africa as playing a fundamental role in helping individuals who are not well educated or trained, to learn what is needed to function as employees, employers and empowered individuals (Land & Aitchison 2017). As already highlighted, the consequences of lack of education in adults are dire and as such “community colleges were introduced to cater for the knowledge and skills needs of the large numbers of adults and youth with

low educational needs" (Draft National Plan for Post-School Education and Training: Draft 2, p. 41).

In order to achieve the above obligation, community colleges have been mandated to become community orientated institutions that are charged with the mandate to socially develop their communities (Land & Aitchison 2017. Hence, by establishing 9 CET Administration Centres; each based in a province in South Africa. Hence, in March of 2015, the Minister of Higher Education and Training meant to bring the colleges closer to the communities that they should serve and to ensure that each community college is locally driven to meet the relevant needs of that community (Land & Aitchison, 2017). Indeed, because "…community colleges have a real and vital connection to the local community" (Land & Aitchison 2017, p. 20).

Yet, the challenge of community colleges currently face is that although they are present in all nine provinces with the aim of being closer to communities, "this model, is premised on a head-office and expert driven approach with very little room provided for community participation in college governance" (National Plan for Post-School Education and Training: Draft 2).

However, community colleges must not only provide education to their adult learners, but also become aware of their communities where they are located (Land & Aitchison 2017). They should be able to provide platforms that promote the unification of communities though participation and voicing out of community needs by the community members (Land & Aitchison 2017).

Adult education cannot be worthy of acknowledgement without including the positive mark they make in the overall development of the communities in which individuals live (Galadima, 2012). Therefore, community colleges need to function on the level of empowerment and development of adult learners (Veen & Preece 2005). This may require that the experiences of adult learners be prioritised so as to make the right decisions when improving the provision of services (Macdonald, 2018). For example, adult experiences on the current high unemployment rates within the country may show to affect them differently when it comes to entering the formal labour market as compared to a normal student from the mainstream (White Paper for Post-School

Education and Training, 2013). Such experiences may require prioritisation and solutions offered with the aim to inform practice.

In influencing practice, the sector itself will need to consider adopting a developmental approach which speaks to all kinds of learning that persuades individuals to pursue better livelihoods with better choices provided for them to choose from (Guo & Abdi, 2008). This approach may be crucial in dealing directly with the experiences of the adult learner in the college by influencing their confidence to move into potential that were previously not explored and thus expand their human capital further (Krantz, 2001) through active participation which may expand the adult learner to gaining better skills.

1.2. PROBLEM STATETEMENT AND RATIONALE

The modern era requires constant learning because, constant learning is not only about active citizenship, sense of belonging or personal development, it is also about the ability to get employed and keep employment. It is also about being competitive in the labour market (Ates and Alsal, 2012). Furthermore, the National Development Plan (2012, p. 277), specifies that "… lifelong learning initiatives ensure that citizens have ample opportunities to develop and gain deeper understanding of ever-changing environment in which they live." This places a demand on those who have been previously left out of the training space to pursue a higher level of knowledge and skill in order to participate effectively in the economy (Maclean & Ordonez, 2007).

In this context, previously disadvantaged individuals, the researcher refers to women, elderly, Black people and people living with disabilities, as the previously disadvantaged and needing to be assisted in attaining skills development and training to allow them to compete in the economy. They will therefore, require (in the college space) empowerment or "a sense of ownership, excitement, and pride that enables the adult learner to meet with new levels of success, productivity, and effectiveness" (Thornton & Thornton, 2000, p. 2). This is also because community colleges in South Africa act as the only public institutions in the country that can and should be able to accommodate unemployed youth and adults (White Paper for Post-School Education and Training, 2013).

Therefore, over and above community colleges serving as a “human right and a form of redress for the legacy of disadvantage that resulted from apartheid era educational policies” (Land & Aitchison 2017, p. 24), community colleges should also serve as provision of a skilled and capable workforce to support an inclusive growth path (Department of Higher Education and Training, 2019). Owing to the nature of the adult learner population as a unique group of people that often re-enter the schooling system at a much older age, a demand is often placed on colleges. The demand is not only to provide but to possess within their core mandate, special skills that can captivate adult learners in a way that make them motivated and empowered to continue (MacDonald, 2018).

Teachers that teach in community colleges also need to ensure that they adopt a teaching approach that empowers learners to take ownership and take full responsibility of their work and become independent (Thornton & Thornton, 2000). This way adult learners are encouraged to persist in their learning journeys while minimizing the risks of dropping out. Unfortunately, the identified weaknesses that persist within the current state of community colleges make empowerment of adult learners an almost impossible mission to attain. Weaknesses identified in community colleges are, amongst many, lack of understanding of the concept and mandate of community colleges as well as lack of training of adult and community educators (Land & Aitchison 2017).

Therefore, this research study is launching a direct investigation into the experiences of adult learners in community colleges and how they perceive adult education and the challenges they face. This research investigates how community colleges can act as the necessary vehicles and the much-required interventions to enhance the process of empowering adult learners and reactivating the previously disengaged learners into the bigger economic space. It is further envisaged that findings from this research will influence policy and practice in the community colleges sector by encouraging policymakers in the sector to generate new interventions that will leave the adult learner population empowered.

1.3 THEORETICAL FRAMEWORK

In this study three theoretical framework were used. These are; the social development approach, economic empowerment and the socio-ecological theory. These theoretical frameworks are discussed in this section. They are relevant because they help with insights into the broad field researched, namely facilitation of programmes in South African community colleges.

1.3.1. Social development Theory

Under this theory, Midgley and Tang (2001) proposed the adoption of three primary axioms regarding social development. Social development refers to “a process of planned social change designed to promote the well-being of the population as a whole within the context of a dynamic multifaceted development process” (Midgley, 2013, p. 13).

Firstly, they urged the creation of organizational arrangement at the national level that harmonise economic and social policies within a comprehensive commitment to sustainable and people-centered development (Midgley & Tang, 2001). They argued that the implementation of the social development approach requires that economic development and social service agencies work more closely together within a unified development framework.

Secondly, Midgley and Tang (2001) argued that the advocates of the social development approach urge the adoption of macroeconomic policies that promote employment and attain people-centered, economic development outcomes. The economic growth should not benefit only a few, but rather the whole population.

Thirdly, Midgley and Tang (2001) argue that the proponents of social development approach urge social programmes to be investment oriented or productive promoting economic participation and generating positive rates of return to the economy. According to them, a social programme is productively if it focuses on material needs, invests in human capabilities, promotes effective participation in the economy and contributes positively to economic development.

Considering the social development theoretical framework, in this CET colleges are considered an important source of social development. Therefore, makes a demand

on adult learners to experience it as a tool that has the potential to alleviate individual out of poverty and into a self-empowered life. Through making adult education accessible to community members that have been disadvantaged in the past, the colleges enhance the social functioning of these individuals and facilitates the achievability of sustainable development. Adult experience should therefore inform the functioning of colleges in order for them to fully function as social development instruments.

1.3.2. Economic Empowerment

In 2012, the United Nations Department of Economic and Social Affairs Division for Social Policy and Development (UN-DESA) conducted a worldwide survey on 'Promoting Empowerment of People in achieving poverty eradication, social integration and full employment integration and full employment and decent work for all'. A key theme coming to the fore in this survey, and particularly relevant to this study, was that education is an empowering tool might help people to change the conditions of their lives, especially eradicating poverty.

Disadvantaged people need to be made aware of their rights and entitlements, equipped with skills to make informed choice and negotiate for their rights and have access to resources for their development. In general terms, a good and sound educational system represents the first step to a good and satisfying job; people can have the chance to achieve a better life through a better education system, that gives them the knowledge they want and/or need to have, and a better job system, that gives them the means to find the place of work that better fits to their studies or abilities (UN-DESA, 2013, pp. 6-26).

Economic empowerment focuses on empowering previously disadvantaged sections of the population, for example, in many previously colonized African countries (such as South Africa). It has been reiterated in South Africa that empowerment should be broader and based on education and skills (South African Institute of Race Relations, 2018).

In this study, economic empowerment through the establishment of CETs is a fundamental concept because it is through appropriate education and skills

development that disadvantaged adults in South Africa are given the opportunity to become self-reliant by being employed.

1.3.3. The Socio-ecological Theory

The community colleges sector needs to take further step in its teaching approach to ensure that it manages its operations both effectively and inclusively. The socio-ecological approach emphasizes that people are integrated within a lager social system and are connected by similar characteristics of their environments (Golden & Earp, 2012, citing Sallis, Owen, & Fisher, 2008; Stokols, 1992). South Africa's educational history speaks much of the implementation of inclusion and exclusion in important institutions especially in the social and economic including that of education sectors and its effects on society in the future. The old South Africa's educational curriculum in its effort to exclude learners of color (Indians, Colored and Blacks) access to proper education has caused major setbacks for the majority of people in the country.

As a result, many of the people, particularly those observed within the community colleges, were left behind in education owing to the segregated education system which "was maintained institutionally by having a different departments of education for each of the four racial and ethnic groups in other words, namely Blacks, Indians, Coloreds, and Whites "(Thobejane, 2013, p. 2).

Furthermore, owing to the fact that they belong to a larger system, they are unable to participate ultimately in the modern economy. This leaves them with no other option but to enter or re-enter the educational stream now (at a much older age) through the adoption of an inclusive educational approach.

Although the adult learner returns to their schooling, other problems may have arisen in between their non-school attendance and their returning back to school. These problems include financial issues and overall wellness challenges such mental/psychological, physical health (*Draft National Policy on Student Support Services for Community Education and Training Colleges,* 2017). These matters may create stumbling blocks in their ability to grasp information. Thus, the socio-ecological approach ensures that the learner receives support from all sides of the ecological

system allowing a shift in the teaching model that enhances the elimination of those problems in society that cause them to stumble (Florian, 2015).

Furthermore, the socio-ecological model allows for variances amongst learners including their learning abilities and learning needs to be acknowledged and addressed in a way that promotes social justice and equity (Howell, 2007 cited in Engelbrecht & Green p. 99). The socio-ecological approach promotes social justice, which is one of the things that an adult learner in a community college may have rarely encountered in their lives or community. However, by promoting social justice in an environment such as a community college, a learner-centered approach is adopted. A learner-centered approach, is an approach that honours students' wisdom and contributions and teachers create a learning environment that encourages students to actively engage in their learning experiences (Moate & Cox, 2015)

This is an environment that inspires adult learners to think deeply about how they might apply what they are learning to their future practice (Moate & Cox, 2015). The learner is also encouraged to bring to the classroom what they have already learnt prior to coming to class. They are motivated to thrive in their abilities that they may have accumulated throughout the years of experience as adults in a given community and they are able to strengthen their weaknesses through engagements with other learners who share similar experiences. The socio-ecological model is more inclusive and less segregating, it considers the whole person instead of segments of the learner (Nel, et al. 2016). It takes a holistic approach which incorporates notions of the student as a 'self' and 'knowledge' as an emancipatory aspect in the development and support of the learner (Patel, 2003).

1.4. DEFINITION AND DESCRIPTION OF KEY CONCEPTS

The following concepts are key to this study, thus briefly defined and discussed.

Community Education and Training Colleges (CET) are what were formerly referred to as night schools offering a second chance to former Grade 12 pupils. This view alone is not enough as it generates despondency in the thought of CET Colleges amongst community members. Rather, they should be understood as "… places where all kinds of learning can be offered to people at all stages of life" Furthermore, they "offer support and training directly to people's daily life, particularly in relation to

ensuring the safety and sustainable livelihoods of families" (Land & Aitchison 2017, p. 20).

Community Learning Centres or 'community colleges' will be used interchangeably in this study. They are the delivery sites of community education (National Policy on Community Colleges, 2015).

Poverty is widely understood as the absence of economic growth. While economic growth may contribute to the reduction of poverty, poverty is mainly the incapability of individuals to take advantage of opportunities that may be presented even within a growing economy (Krantz, 2001).

Sustainable livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stress and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base (Kadozo, 2009, p. 43, citing Carney 1998).

Empowerment refers to a progression where people view the relationship between their goals and how to go about attaining them and also the correspondence between their inputs and life outputs (Mechanic, 1991). In another definition, empowerment is defined as "an emancipation process in which the disadvantaged are empowered to exercise their rights, obtain access to resources and participate actively in the process of shaping society and making decisions" (Luttrell, Quiroz, Scrutton & Bird, 2009, p. 2).

Adult Basic Education and Training (ABET) supplies the foundational knowledge, skills, understanding, and abilities that are required for improved social and economic life. When programs bring education and training together, individuals can acquire the full range of knowledge, skills, understanding, and abilities. These kinds of programs also provide learners with a platform for further learning, should they so choose, and with the capacity to bring this foundation to bear on the improvement and development of their own lives and the lives of those around them. ABET provides the foundation of fundamental skills, knowledge, and understanding that gives people a basis from

which they can progress along a chosen career and life path (Department of Education, 1997).

McKay (2007, p. 291) points out that it is important to note that the T in ABET refers to more than technical or employment skills. The T refers to a wide range of skills and expertise including technical skills such as plumbing, dressmaking, beadwork, and other crafts, together with specialized skills such as conflict management and negotiation, and also creative skills such as dance and praise poetry or ritual chanting and singing verses of praise for esteemed people.

Social development: is a process of planned social change/transformation designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development (Midgley, 2014).

1.5. OVERVIEW OF RESEARCH METHODOLOGY

Information related to the research methodology is comprehensively discussed in Chapter 3. However, in summary, the researcher adopted a qualitative research approach because she wanted to explore and describe, in-depth, the perspectives of participants regarding the research question. A case study design was implemented in this regard. Non-probability, purposive sampling was employed in this study. Based on the selection criteria, the researcher recruited the centre manager of the CLC, four educators and 10 adult learners. Typical of case study research, triangulation of data sources came into play when gathering data. In this study, data were gathered by conducting one-on-one, semi-structured interviews with the Centre manager and four educators at the college. The researcher conducted a focus group with adult learners completing community college programmes. In this study, the research tool used to gather data was semi-structured interview schedule (See Appendix D).

The pre-testing of the interview schedules was used to enhance the understanding and relevance of the questions to be asked during data collection. The data collected in this study were analyzed manually through the process of identifying reoccurring predominant themes in the data and organizing such themes into categories and sub-categories; a process referred to as thematic analysis. The six steps suggested by Braun and Clarke (2006) were applied.

1.6. CONCLUSION AND STRUCTURE OF THE STUDY REPORT

The importance of adult education cannot be over-emphasized. It is a life-changer and a way to empower adults who missed an opportunity to attend school or those who want a second chance to improve their career prospects. Adult education when used appropriately can change many lives and place people on the correct path to a better life.

The theoretical concepts underpinning this study, namely social development, empowerment and socio-ecological approaches were described as relevant to the study. A brief overview of the methodology was presented; highlighting why a case study design was selected to achieve the main aim of the study.

The approaches and models mentioned in this chapter (if properly implemented) have the power to transform the community education sector by applying holistic approaches that not only retain students but assist learners in reaching academic success and furthermore, prospering careers. This is vital as learners can take this success back to their communities and because they are empowered, they will have the power to empower other people.

The research report comprises five chapters. Chapter 1 set out the problem-situation related to social development and highlighted the purpose of the study as well as the theoretical frameworks underpinning the study. The primary aim and objectives were also presented, as well as an overview of the research methodology.

Chapter 2 describes and contextualises the different issues related to the research topic.

Chapter 3 details the research methodology adopted in the study.

In Chapter 4, findings related to data analysis are presented and discussed in relation to the research questions and objectives and overall purpose of the study.

Chapter 5 presents the main findings, deliberates the conclusions, indicates limitations of the study, and offers some recommendations and further research directions.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter discusses the experiences of the adult learners in a CLC located in Johannesburg. It also discusses how communities are utilized through best practices as multi-disciplinary tools to holistically empower adult learners. The chapter will provide a brief historical context of adult education in South Africa and its purpose when it was provided. The chapter will also discuss the important role played by community colleges in local communities and the contribution of adult education on both community and social development. This chapter is presented in form of the following headings respectively: the history of adult education in the South Africa, research trends; adult education, community and social development; challenges facing developing countries in adult education; global experiences of adult Learners In community colleges; and conclusion.

According to UNESCO (2011) adult education is a vehicle of human rights which is essential in the achievement of equity and inclusion, alleviation of poverty as well as in building equitable, tolerant, sustainable and knowledge-based societies. Furthermore, adult education has shown to have an impact in the removal of passivity in adults by offering them a second chance to attaining knowledge that will not only benefit them but also their communities (Türkkahraman, 2012). The definition provided by UNESCO above on adult education indicate adult education according to Van der Veen & Preece (2005) as, also, an intervention that equips adult learners by providing skills and knowledge to assist them in entering the labour market and perform efficiently.

According to the 2016 Labour Force Survey, 21.8% of South Africans aged between 18-64 years old did not complete their Grade 9 levels or lower secondary education. This number is equivalent to about 7.5 million adults living in the country. Although the unemployment rate in South Africa rose to 27.6% during the first quarter of 2019 (Trading Economics, 2019, par 1), Galadima (2012) emphasizes that education, including adult education, is still a fundamental factor of social development in any

country because it is assumed that sustainable economic development cannot be achieved without substantial investment in human capital (Ozturk, 2001). This is emphasized further by Türkkahraman (2012), who states that the sustenance and preservation of individuals is fully dependent on education.

2.2. HISTORY OF ADULT EDUCATION IN SOUTH AFRICA

Baaitjies and Baaitjies (2008), record the earliest experiences with adult education in South Africa as dating back to the 8th and 9th centuries when Christian European missionaries arrived in South Africa where the missionaries taught adult education to Black people which focused mainly on literacy and numeracy in order for Black South Africans to understand the scriptures (Baatjies & Baatjies, 2008). However, as society started to change in the 1920s and 1930s, the South African Communist Party (SACP) began to organize night schools, which was mainly concerned with teaching English and politics for workers around Johannesburg (Baatjies & Baatjies, 2008).

Yet, because of the mandate of the apartheid government of providing inferior education to Black people and keeping them in a servitude state, granting this learning experience to Black people, became a crime and this subsequently led to the closure of almost all-night schools that were used by Black people by the early 1960s (Baatjies & Baatjies, 2006). Yet, the Black Consciousness Movement in partnerships with other community groups, including faith-based organisations continued providing adult education to the masses of Black people (Baatjies & Baatjies, 2006) which empowered many Black people who experienced adult learning as a core component of lifelong learning, but also a mechanism that support real social transformation; and leads to a significant improvement in the quality of life (Thobejane, 2013).

Even though in 2017, The Ideal Institutional Model for Community colleges in South Africa report, emphasised that community colleges need to be rooted firmly within the local community so that they serve the needs of the local people (Land & Aitchison (2017), during the apartheid era, the schools that were located in the townships and villages, were not necessarily designed to serve the needs of the local Black communities (Thobejane, 2013). Education was granted in Black communities and to Blacks for the service of White people (Thobejane, 2013). In essence, the government had complete control of what was being taught at schools and dictated on how schools were to be conducted in perpetuating the ethos of Apartheid (Moore, 2015, p. 1).

Yet, despite the control apartheid had on the education of the masses, in the past, adult education was still used as a tool for social justice. Baatjies and Baatjies (2008) emphasizes that the notion of using adult education as a tool for social transformation has long been influential in South Africa's liberation movement. Steve Biko, in his 1976 court testimony, made a direct link between Black consciousness and ideas about 'conscientization'. Speaking on the experience of the adult literacy project pursued by himself (Biko) and his colleagues in the South African Students' Organization, as helping Black people get a clear understanding of their problems, having an awareness of their situation, being able to make sense of it, answering their own questions and restoring hope (Arnold, 1978).

2.2.1. Adult education, community and social development

Development is described as a course that involves economic, social, political and cultural alterations that are aimed at improving lives in societies with everyone working together towards that common change (Jinna & Maikano, 2014). Although adult education and community development are not the same thing, the collabouration of the two concepts has created a platform where people in a local community not only attain skills and training but create opportunities for employment and generate income and infrastructure development (Cavaye, 2015). The collabouration of adult education and community development removes passivity and allows active citizen participatory (Knipe & van der Walt, 2006).

This is supported by the sociological approach to development that emphasizes the fact that, works should not be separated from the societies in which they are enshrined in and should not be isolated from the social context in which they are entrenched (Mendoza, 2013, Brooks, 2019, par 1, Ingerso & Merrill, 2011).

At the dawn of democracy, McKay (2007) explains that based on its vision of providing a better life for all South Africans, the new government’s Reconstruction and Development Programme placed substantial emphasis on community development, in which adult literacy and community development were linked. It helps community members to a formal schooling system that will help them acquire knowledge and vocational skills so as to make them more productive in the society (Moyo, 2014, cited in Ogwo, 2000).

Adult education is an indispensable component for social and political progress in any society, and in particular in Africa, the least developed part of the world. In this regard, the developmental potential of adult education has been well summarized by Rao, that the function of basic education is to empower its recipients through the opening of communication skills and abilities while expanding personal choice where otherwise would have been non-existent and also providing a level of control over their environment (Rao, 2007). Galadima (2012) further discusses how economic activities in certain communities are pluralistic and require certain levels of knowledge and skill development for success. Pluralistic economic activities in a community involves many diverse skilled jobs for driving wealth for a living by individuals.

Yet, it is now widely recognised that economic growth alone will not reduce poverty unless poor people are able to actively participate and access the economic benefits in it (Kunze, Boehm & Bruch, 2013). This makes access to education and training an important action for adults who are seeking to improve their income, for a better life (Kazis, Callahan, Davidson, McLeod, Bosworth, Choitz, & Hoops 2007). Furthermore, the main asset of the poor is human capital and human capital development, particularly education and training is a critical ingredient for a country's sustainable socioeconomic development and poverty eradication (Mtey & Sulle, 2013).

Although there are not so many reports on the experiences of adult learners on the impact of adult education as a possible national poverty reduction strategy (Veen & Preece, 2005), some reports have been generated from the experiences of the learners that lifelong learning is a key to achieving international development targets designed to reduce poverty levels around the world (Chisholm & Hasan, 2010). Some adults experience community colleges and adult learning as a way of breaking the vicious cycle that illiteracy creates on community underdevelopment. These adults go back to school not only to achieve a qualification in order to get a better job and provide a better life for their families, but also to act as better role models for their children than the ones they had while growing up (Strang, 2014).

Research conducted by the Kazis, et.al, 2007, revealed that many working adults indicated that economic goals are amongst their top reasons for attaining an education and training. The need to socially develop and this being amongst the top reasons why adults go back to school and experience adult learning, requires that the impact that

the deprivation of adult education has on communities also be prioritized because educational system and economic system are closely linked to social institutions (Ominiyi, 2013, Türkkahraman, 2012).

The *Getting Skills Right: Community Education and Training in South Africa OECD 2018* report revealed that South Africa has an illiterate rate of around 5 million and 19 million adults without an upper secondary degree or Matric (OECD, 2018). Yet, in the reduction of poverty, Van der Veen & Preece still emphasize that, adult education should go beyond literacy and numeracy if it is to make a difference in poverty reduction (Van der Veen & Preece, 2005).

2.2.2. Adult Education and Social Inclusion

According to Silver (2015), social inclusion is, a process that encourages social cohesion through interaction between people with different socially relevant attributes. Social inclusion therefore, is an important aspect in adult education as it speaks directly to the concept called inclusive education in adult education. Inclusive education is a type of education that encompasses different learning needs, socio-economic backgrounds, and social pressures that originates from homes and communities (Nel Nel, Nel & Hugo, 2016). Inclusive education therefore, is important to adult education as it not only involves the classroom, but also the school, family community and the government (Nel, et. al 2016).

Therefore, due to the nature of the learners that attend at community colleges, a holistic system such inclusive education is seemingly appropriate as adult learners require support they can get from members of their communities, government and schools. Also as a result of the fact that the adult learner comes to school with their own characteristics and identities that will influence their academic progression (Sapon-Shevin, 2007).

2.2.3. Challenges affecting adult learner experiences in developing countries

Although the Global Partnership for Education is on the front lines of working to increase access to education in developing countries, The Global Citizen (2019 par 1), points out that learners in developing countries are still facing many barriers. For example, global donor support for education is decreasing at an alarming rate with not

enough teachers that are trained which leads to high learner failure rates. This influences the learning experience of adult learners due to lack of motivation. South African adult learners also experience a number of challenges in the colleges such as "inequalities based on gender, class, race, disability, geographic location…" (National Policy on Community colleges, 2015, p. 14).

Furthermore, access into community colleges as not the only challenge, but also the success rate and the quality of qualifications are also questionable (The National Policy on Community colleges, 2015). The quality of adult education is assumed to have a direct link to development of any country's economy as it is widely recognised that education systems in developed countries are more successful than those in developing countries and this further contributes to the economic differences and learner experience between these countries (Van Hiel, Van Assche, De Cremer, Onraet, Bostyn, Haesevoets, & Roets, 2018). Previous research has also pointed out that African countries' allocation of low amounts of their budgets to adult education also reflected in the ever-decreasing donors from developed countries Seya (2005).

Seya (2005) stresses that if this trend continues, the ensuing social, economic and political consequences would be catastrophic for a continent that already represents the most impoverished part of the world. These experiences are assumed to have drawbacks consequences for those learners who are coming from poor socio-economic backgrounds such as the Not in Education, Employment, or Training (NEET) Youth, people living with disabilities and Black women as these groups of people are mostly already outside the formal economy and workplaces and already have very few chances to second chance learning (National Policy on Community colleges, 2015). For this reason, adult education should be granted top priority in national and global efforts for reducing poverty and meeting the Sustainable Development Goals (SDGs) especially in developing countries (UNDP, 2018).

The *Getting Skills Right: Community Education and Training in South Africa 2018* OECD report therefore, emphasized the improvement of training at community colleges as crucial to achieving better livelihoods and empowerment (OECD, 2018).

2.3. RESEARCH TRENDS

A study conducted by Snyder, Tan, & Hoffman, (2004) in the National Centre for Education Statistics defined the characteristics of an adult learner as: “delayed enrolment, in post-secondary education, part-time attendance, financial independence from parents, full time work, having dependents (other than a spouse), being a single parent; and no high school qualification” (Kazis, et. al 2007). Adult education on the other hand is an education system practiced worldwide. Another report conducted on adult education trends in the United States, revealed that adult education is driven by the needs of the workforce (Academy Administration Practice, 2014).

The ability to find a better job is one of the primary motivators for students who enrol in adult education (Academy Administration Practice, 2014). Furthermore, developing a qualified workforce is also important to states and local employers. For that reason, a considerable number of institutions offering adult education work to connect their programs to specific employment aims (Kazis, et al. 2007). It is also noted that despite the benefits that education can provide, participation in adult educational services can be sporadic. Many adults who are eligible to enrol in these services fail to do so, and those who do often fail to complete their course of study (Kazis, et al. 2007). The most commonly cited explanation for this trend above is that it is difficult for students with busy work and family schedules to access educational programs (Macdonald, 2018).

Other commonly cited barriers include programs being overly long and students losing motivation after failing to see concrete economic gains Rios-Gonzalez (2017). However, adult education providers have sought to prevent these problems in numerous ways. Sometimes the fix can be as straightforward as offering programs on nights or weekends which has seen some institutions developing more complex curricular innovations Rios-Gonzalez (2017). Rios-Gonzalez (2017) also pointed out how adult education can strengthen adults’ skills, in particular, those required in the current knowledge society (information and communication technologies, problem solving, foreign languages, etc.). Simultaneously, some investigations focus in depth on the role that adult education can play in overcoming social exclusion for the most underserved groups.

In Sub-Saharan Africa the impacts and cost-effectiveness of adult basic education have also been explored. World Bank (2001) found that after developing literacy skills,

women were better able to support their children (Lauglo, 2001). It also reported that participants were empowered to move from being passive subjects to active citizen which is vital to obtaining meaningful and sustainable development (Knipe & van der Walt, 2006). The World Bank report furthermore emphasized that participants developed more effective oral and written communication skills, while those with new literacy skills were healthier and raised healthier children (Lauglo, 2001).

The above World Bank report also pointed out that many participants found more productive livelihoods (Lauglo, 2001) which confirmed the validity of the proposition that many of the region's new-generation Adult Basic Education (ABE) programs have been able to successfully address challenges such as weak internal efficiency, poor retention of literacy skills, costs that are too high in relation to outcomes; and the issue of adults being too old to learn (Lauglo, 2001). Evidence validating the proposition that ABE programs in Sub-Saharan Africa deserve strong support from the international community (Lauglo, 2001).

Research in the South African context has also focused on challenges being experienced in the rendering of adult education and training services. A national study conducted by the Human Sciences Research Council (HSRC) in 2017, identified many challenges as far as adult basic education is concerned such as absenteeism and dropping-out as a result of personal social challenges that range from behavioural traits, such as heavy drinking, to personal matters such as health and marital problems (HSRC, 2017). Furthermore, the report found that teacher/facilitator absenteeism and turnover. When teachers/facilitators are absent from class, no replacement is sent resulting in cancellation of the class.

Furthermore, upon resignation teachers/facilitators are not replaced on time and classes can be postponed till a replacement is found (HSRC, 2017). The socio-economic issues of learners were also highlighted in the report around issues of transport where learners miss classes or dropout because of transport costs associated with attending classes at the training centres (HSRC, 2017). Lack of incentives where learners would rather attend learnerships, which offer stipends or even food during class was also highlighted within the report (HSRC, 2017) going further to highlighting the socio-economic challenges of adult learners which makes

them choose programmes that assist with the pressing issues they are experiencing such as poverty, unemployment (HSRC, 2017).

2.4. NATIONAL LEGISLATIVE FRAMEWORKS

The United Nations Global Report on adult learning and education states that "adult learning and education (ALE) can help tackle pressing economic, social and environmental challenges" (UNESCO, 2009).

In terms of the *Presidential Proclamation No. 44 of 2009,* states that the full establishment, responsibility and functioning of Community Education and Training was assigned to the Minister of Higher Education and Training in April 2015.

According to *The Service Delivery Framework for Community Education and Training*, "The Department of Higher Education and Training was established to advance the national vision of coherent, comprehensive and differentiated post-school and education training (PSET) system which is capable of contributing positively to the lives of individuals." (The Service Delivery Framework for Community Education and Training, 2017, p. 6).

The Continuing Education and Training Act, 2006 (Act No. 16 of 2006) states that the intention behind the establishment of CET Colleges is to have them as another institutional type within the Post -School Education and Training (PSET) system (The Continuing Education and Training Act, 2006).

The Department of Higher Education Ministerial Task Team Report of 2012, defines community as "as being located within and contributing to local needs and local development, building social agency and social cohesion (Ministerial Task Team Report: 2012).

The Continuing Education and Training Act (Act No. 16 of 2006) states that community colleges are meant to cater for local youth and adults who did not complete their schooling or never attended school and therefore do not qualify to attend TVET colleges or register at universities. Upon completion, these youths and adults have the capacity to later participate in the development of their local communities.

Therefore, *The White Paper for Post-School Education and Training* states that, the function of Community colleges is to "cater to the needs of the millions of adults and

youth who are unemployed, poorly educated and not studying and needing a second chance to do so" (The White Paper for Post-School Education and Training, 2013, p. 20).

The White Paper for Post-School Education and Training advocates clearly for the establishment of a well-coordinated PSET system with a vision to

> "…build a post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa; a single, coordinated post-school education and training system; expanded access, improved quality and increased diversity of provision; a stronger and more cooperative relationship between education and training institutions and the workplace; a post-school education and training system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives…"

(The White Paper for Post-School Education and Training, 2013, p. 5).

2.5. GLOBAL EXPERIENCES OF ADULT LEARNERS IN COMMUNITY COLLEGES

The different adult learners' experiences has brought about the realization of a more interconnectedness of nations which has also become more complex. That also means that challenges and issues experienced in other regions of the world end up becoming concerns of every other region (Engelbrecht, 2005). Community colleges have previously been emphasised as promoting individual and social development by helping community members to a formal schooling system that will help them acquire knowledge and vocational skills so as to make them more productive in the society (Moyo, 2014, cited in Ogwo, 2000). This allowed community colleges stand out as institutions where adult learners can go to when they seek opportunities to improve their skills and training.

A research study conducted by the National Centre for Education Statistics report, states that "while some students seek an associate degree, others are looking for job skills so they can enter the workforce…still others seek basic skills such as English language proficiency..." (Snyder, 2004, p. 2). Furthermore, more adults enrolling in colleges seeking ways to improve or protect their economic positions in the workplaces and communities (Kazis et al., 2007). There are many reasons that motivate adult learners to go back to school and these reasons have later on shown in previous studies to have an impact on their overall experience in the college. (Chao, 2009).

While for some their motivation stems from achieving a better career and earning a bigger income (Chao, 2009), others are, “no longer satisfied depending on the same social connections that have sustained them in the past and so they seek meaning to their individual lives rather than solely financial gain” (Townsend, 2008, p. 74). Regardless of the motivations for going back to school, the experience of an adult learner can either leave them feeling enthusiastic to carry on or feeling overwhelmed enough to drop out because of the many responsibilities they have to deal with such as taking care of families, aging parents, children and day jobs (Panacci, 2016).

2.5.1. Transitioning back to class and family responsibility

Adults who are re-entering the education system often come in different profiles ranging from age, socio-economic backgrounds, educational level, family and work commitments (Szelenyi, 2001). Their backgrounds have shown overtime to have a direct impact on their studies due to lack of time available to them to devote to school work (Kazis, et al 2007). When transitioning back to class, some adult learners have reported experiencing a struggle between managing time and finding an accurate and workable balance between families, work and studies while being weighed down by financial burdens (Macdonal, 2018). In fact, adult learners at colleges have indicated that family and work responsibilities are right at the top of their challenges list and having a direct impact on their overall college experience (Erisman & Steele, 2012).

Due to the length of time they have been out of school, some adult learners experience challenges such as difficulty in grasping skills such as notetaking, reading from text books, teacher expectations and even time management (Higgins, 2010 & Ross-Gordon, 2011). Unlike their younger learner counterparts who transitioned easily from mainstream schooling to community colleges, many adult learners struggle with understanding syllabus and creating an academic structure which assists them in structuring their work in a way that allows them to thrive and to better understand their work (Bidwell, 2014; Peters, Hyun, Taylor &Varney, 2010).

Previous research indicate that course and programme flexibility is assumed to have a positive impact on the experience of adult learners in community colleges owing to other responsibilities that adult learners already have (Berling, 2013). Schools that offer programmes on weekends or in the evenings, courses which are shorter and offering necessary courses that leads the adult learner into the workforce quicker

(Berling, 2013) recognition of prior learning, closer proximity of the student and community may come across as more appealing for the adult learner (Berling, 2013). Macdonald, 2018 emphasized that because adult learners cannot change their lives in order to accommodate a fixed school schedule, schools must adopt a flexible operation model to support them by offerings of programmes and services that can adjust to their lives (Macdonald, 2018, p. 161).

Furthermore, the flexibility of community colleges will respond directly to the immediate needs of the community and make an even bigger impact (Draft Policy on Staffing Norms for Community Education and Training Colleges, 2016). Furthermore, it is also shown in previous research that, assistance with child-care programs and even transportation assistance for adult learners that live far away from the school eases the external pressure from adult learners (Erisman & Steele, 2012) and makes it easier to transit back to class.

2.5.2. Technology challenges and Culture shock

Given the fact that, especially in our South African communities, most people who did not have an opportunity to go to school are mainly from disadvantaged backgrounds and Black, the intimidating effects of technology on adults is not avoided especially if technology does not feature much in their everyday lives (Bell, 2012; Reigier, 2014). Technology may also be viewed as a foreign object which has the potential to intimidate a previously disadvantaged adult learner who may experience it as a Western object instead of a globalized tool (Reigier, 2014). This culture shock may require that the exploration of educational models, including that of using technology in the community education space, be explored to adequately adapt to the environmental, social and economic context of one's country (Hoppers, 2001).

This requires that technological facilities be not exempted from the community education space but adapted to the individuals as it is essential for keeping learners up to date with both social and economic conditions in their communities Reigier, 2014. Furthermore technology may also develop community through the maintenance of community relations (Türkkahraman, 2012). This begs the question of the "Africanisation of the curriculum which will also present an opportunity to offer programmes on African practices" (Land & Aitchison 2017, p. 36). This is supported by previous research reports that have shown that adult learners can also to become

teachers as they will learn better by combining their learning materials with their beliefs, and making the learning materials practical and applicable to everyday life (NHI, n.d).

Learning experiences of adult learners while allowing the adult learner to also become the teacher has been reported to contribute toward the adult learner becoming more interested in the work and motivated to work better (NHI, n.d). Therefore, adult education in any given community, has to adhere to the cultural and environmental context in order for it to be effective. According to Biesta, "the socialization function of education, makes people learn about existing cultural, social and political practices, which in turn contributes to the continuation of traditions and cultures" (Biesta, 2013, p. 21). Therefore, "adults need a holistic approach to adult education that helps to enhance capabilities so as to enable them to critically analyse their day to day problems and find solutions through local means" (Regmi, 2015, p. 272).

2.5.3. Funding versus outcome

According to research done by Kazis, et al (2007, p. 3), there is a "mismatch between adult learners' needs and the organizational, funding and accountability systems in the higher education which must be addressed." The mismatch seemingly occurs as a result of institutions lack of knowledge on what and how to treat adult learners' needs and the type of support adult learners require in order to produce goof outcomes. This is despite the college costs and the amount of money being put into colleges which produces weak students' outcomes (Kazis, et al, 2007). The Ideal Institutional Model for Community colleges 2007, report states that, the current South African budget allocated to community colleges in South Africa is roughly R1.7 billion (Land & Aitchison, 2017).

Yet the system remains ineffective and of low quality while upgrading it would require an even bigger budget (Land & Aitchison, 2017). This ineffectiveness in producing the required outcomes has had adverse effects in other areas such as morale which affects performance of adult learners (Land & Aitchison, 2017). The unavailability of resources such as learning materials, proper infrastructure and constantly having to deal with absent teachers (Land & Aitchison, 2017) also has a negative impact on the outcome. This further increases the level of inequalities that the government shows as it continues to contribute bigger amounts of funding towards much more 'attractive'

institutions such as universities which seem to be producing the desired outcomes, and also owing to “the lobbying power of university students” (Land & Aitchison, 2017, p. 37).

2.5.4. Psychological Student support

Previous research shows that even though adult learners continue to face many challenges in their normal day to day life experiences at community colleges, adult learners continue not to receive much support (Canadian Council on Learning, 2007; Chao, De Rocco & Flynn, 2007; Council for Adult and Experiential, 2000; Fairchild, 2003; Gilardi & Guglielmetti, 2011; Kasworm, 2010, UNESCO, 1997). They are often underserved and marginalised (Canadian Council on Learning, 2007; Chao, De Rocco & Flynn, 2007; Council for Adult and Experiential, 2000; Fairchild, 2003; Gilardi & Guglielmetti, 2011; Kasworm, 2010, UNESCO, 1997). Furthermore, the education system is not designed to accommodate the adult learner who is expected to study the same curriculum designed to accommodate only a traditional young 18-22-year-old learner is expected to study (Kazis et al., 2007).

Undoubtedly, adult learners require much guidance and support not only from their inner circle or people in their private lives, but from the colleges themselves (Macdonald, 2018). Therefore, “it is imperative that as populations shift, so do pedagogical institutions and supportive approaches in order to retain these students and ensure their academic success" (Macdonald, 2018, p. 159). A previous research conducted on the experiences of adult learners by the Lumina Foundation, shows that, adult learners tend to lose interest in school much faster than a mainstream young learners. This is regardless of how small the setback they may experience owing to negative past experiences (Lawrence, 2000).

Previous research has also revealed that anxiety levels in adult learners can play a big role in negatively impacting the experience of adult learners in colleges. It can go as far as preventing them from returning to school (Macdonald, 2018). The age gap between adult learners and the last time they sat in class, the guilt of missing out on time with family affects many adult learners as they develop feelings of selfishness and even low self-esteem (Erisman & Steele, 2012; Perna, 2016). Other research reports have shown that first-generation students (FGSs) feel the burden coming largely from relatives who may not necessarily understand what the learner is going

through at school, they may not be sure how to balance school, family life and work and as a result end up feeling like they have no one to turn to for support (Perna, 2016).

This is usually evident in families where not much education has taken place. Researchers have indicated that these experienced challenges often lead to a large drop out of about 70% of adult learners, especially within a period of four months (Deming, Goldin, & Katz, 2013; New, 2014).

2.5.5. Early Intervention as Support

According to previous research, early intervention upon arrival of the adult learner in the college is expected to reduce feelings of fear, anxieties and chances of dropping out (Bigger, 2005; Oudenhoven, 2002). It is envisaged that, early interventions such as new entrants' seminars, foundational skills in writing and technology may have a positive impact on the experiences of adult learners by increasing their self-esteem (Keup, 2012). However, although new college entrants may take up the opportunity to partake in these interventions, adult learners may still not ask questions or ask for help (Metzer & Bean, 1987). Hence it is imperative to give adult learners much psychosocial support at the very early levels of entry and go even further into academic advising (Erisman & Steele, 2012).

The importance of academic advising is that it also responds to the already existing skills need in the country by assisting adult learners to make informed career, training and academic decisions before they go deeper into their syllabus (OECD, 2018). As claimed by the Draft National Policy on Student Support Services for Community Education and Training Colleges (2017) these services when extended even to those previously disadvantaged learners, may leave a positive imprint on the learning experience of adult learners in community colleges.

2.5.6. Teachers and teaching methods

The socio-ecological model places the teacher at the centre of the adult learner's learning experience. This is vital in our country particularly at a time such as this where we are faced with catastrophic teacher situation affecting our education to greater length (Armstrong, 2015). Previous research has shown that the teacher is given the central and important role of supporting, motivating and taking a developmental

approach in the learner's development (Nel et al, 2016). Therefore, for administrators and teachers in the colleges to pay close attention to the unique needs of adult learners is important as this has an impact on adult learner overall experience (Macdonald, 2018).

It is also reported that adult learners prefer knowledgeable teachers who are well-prepared because the more theoretical knowledge they possess, the better they can understand the needs of their learners (Nel et al. 2016). Thus, "more varied teachings and supportive strategies can be applied, frustrations can be overcome, and more learners can succeed" (Nel et al. 2016, p. 16). As mentioned previously, it is alleged that some of the learning barriers experienced by adult learners may be extrinsic or external, which may involve poor teacher training (Nel et al, 2016). Therefore, in order for teachers to assist with adult learner experiences, (Nel et al, 2016, p. 16), suggest a "learner- active learning approach which is suited for adults and out of youth because as they are able to build upon the previous knowledge and experiences of students and continue a bedrock recognition of students' prior learning."

An adult learner's experience in bonding with their teacher is also believed to be responsible for the learner's success (Erisman & Steele, 2012). Teachers play a crucial role in how the adult learner experiences learning at the college. Although learners may be motivated by different things to come to school, it is worth noting according to Chao, 2009, that some of the learners may still experience moments of lack of motivation for school yet, the bond and trust relationship they share with their teachers may make the adult learner feel more comfortable with their limitations and vulnerable enough to speak about them (Chao, 2009) thus receiving assistance to succeed.

It's also reported previously that adult learners experience more motivation to want to stay in school by teachers who constantly give positive and constructive feedback to their learners while always going the extra mile to show care and to encourage the learner to succeed, build a learner's motivation which reduces their level of anxiety (Lawrence 2000, O'Neill &Thomson, 2013). Furthermore, positive reinforcement and regular involvement from teachers has a positive impact on the adult learner's self-concept, motivation and experience and overall retention (Burt, Young-Jones, Yadon

& Carr, 2013). Furthermore, care in the overall performance and success of the adult learners increased the performance of the learner in the classroom (Burt, et al., 2013).

Regarding teacher methods, research conducted by Isler showed that, adult learners respond experience better learning when teaching methods move away from the rigid, non-flexible traditional way (Isler, 2003). The adult learner must be empowered in the class and allowed to make decisions in conjunction with reflective writing and changing the way the classroom is designed (Isler, 2003). This is achieved through the teacher enabling the adult learners to not only see themselves as learners but also as teachers in the classrooms because of the different experiences that they will have gained before arriving in class. This creates positive attention to their learning experiences at the college (Donney-Smith, 2011), which in turn will increase their self-esteem, learning experience and confidence towards their studies.

One of the crucial jobs teachers and schools have when admitting adult learners into the school is not to make them only succeed academically, but also to make them gain a greater understanding of themselves (their limitations and strength) (Isler, 2003). To be able to provide the learners with proper tools and means for them to become skilled and active participants of the economy and workforce (Macdonlad, 2018). This requires the view on the development and success of an adult learner as depending on a good teacher-learner relationship that is constantly available and improving (O'Neill & Thomson, 2013).

2.5. CONCLUSION

The aim of this chapter was to bring light literature that has been captured previously on the experiences of adult learners in colleges and what motivates them to come back to class. Adult education forms a very important part of the adult who is partaking in it as it is a stream takes in order to obtain better credentials for the work-force and development of their communities. Adult education therefore, is a second chance giving instrument that gives adult learners better chances in life to carve a different path, take advantage of opportunities and improve their lives for the better.

CHAPTER THREE

RESEARCH METHODOLGY

3.1. INTRODUCTION

This chapter presents the research methodology that was used in the study. It begins with the research question, aim and objectives of the study. It also describes the research approach, design, population and sampling procedures, the research instrument and pretesting of the instrument. In addition, explanations are made of how the data was collected and analysed. The chapter concludes by stating the limitations as well as the ethical considerations that were made during the study.

3.2. PRIMARY RESEARCH QUESTION AND RESEARCH OBJECTIVES

3.2.1. Main research question

How do the participants of the CLC based in Johannesburg perceive the functioning of the college that has the purpose of empowering disadvantaged adult learners?

3.2.2. Primary Aim

Based on the perspectives of participants at the college, explore the functioning of a CLC in Johannesburg that has the purpose of empowering disadvantaged adult learners.

Important Note: The key role players at the college in this study refers to the college manager and teachers.

3.2.3. Secondary Objectives

The secondary objectives of the study were:

- Explore participants' perspectives on what motivates adult learners to enroll at the CLC college:
- Probe what challenges adult learners and teachers are experiencing at the college; and

- Explore what strategies are being implemented to help adult learners develop their potential at the college.

3.2. RESEARCH APPROACH AND DESIGN

Qualitative research methodology is a reflective, humanistic, holistic, interpretive, naturalistic and flexible research method (Kielmann, Cataldo & Seeley, 2012). The above definition means that, it is an approach that takes into consideration personal experience and emphasises that people may interpret situations differently. It also seeks to explain instead of merely describing situations. It is able to adopt methods to examine different situations (Kielmann, Cataldo & Seeley, 2012).

The researcher adopted a qualitative research approach because she wanted to explore and describe, in depth, the perspectives of participants regarding the research question. The choice of qualitative approach in this study is suitable as it is often observed that people and groups tend to look and experience realities differently. This tends to often be the case in psycho-social contexts (Hancock, Ockleford & Windridge, 2009).

Qualitative research was suitable for this study because through qualitative techniques, the researcher is able to explore various dimensions in the social context and explain them from different angels (Mason, 2002). Qualitative techniques further assisted the researcher in increasing access for a wide variety of information on how people experience everyday life and their understanding of their daily experiences (Mason, 2002). Qualitative research expanded both participant and the researcher's understanding of the experiences projected by the participants and how they came to be the way they are (Hancock, Ockleford & Windridge, 2009).

Choosing a qualitative approach gave the researcher a chance to explore an area that, although has been minimally explored before, the data collected has the potential to bring in a new understanding of what is being explored (Hancock, Ockleford & Windridge, 2009). Furthermore, provide recommendations on whether "a new service is implementable" (Hancock, Ockleford & Windridge, 2009, p. 4). The study employed a case study design. Case study designs are one of the most frequently used qualitative methods. In this report, a case study design was used because firstly, the focus of the study was to answer "how" and "why" questions.

Secondly, the researcher could not manipulate the behaviour of those involved in the study. Thirdly, the researcher wanted to cover contextual conditions because they are relevant to the phenomenon under study and lastly, the boundaries are not clear between the variables Baxter and Jack (2008, citing Stake, 1995 & Yin, 2003). Furthermore, a constructivist paradigm was used in this report. Baxter and Jack (2008, citing Stake, 1995 & Yin, 2003) explain that a case study can be based on a constructivist paradigm. Constructivists claim that truth is relative and that it is dependent on one's perspective.

This paradigm also "recognizes the importance of the subjective human creation of meaning but does not outright reject some notion of objectivity" (Baxter & Jack, 2008, p. 545). When collecting data for this study, the researcher asked learner participants open-ended questions that allowed them the freedom to express their experiences and opinions about adult education and the college that they are currently based.

3.3.1 Population and Sample

A population "consists of individuals, groups, organisations, human products and events, or conditions that the researcher is interested in studying" (Welman, Kruger & Mitchell, 2005, p.52). The population for this study were adult learners, the center manager of the Community Learning Centre (CLC) and educators at the CLC in the process of completing CET college programmes.

Non-probability purposive sampling was employed in this study. Walliman (2006) states that purposive sampling occurs where the researcher selects what he or she thinks is a "typical" sample based on specialist knowledge of selection criteria. The sample of participants was purposively selected from one particular community college in Johannesburg. The following selection criteria was implemented:

- Adult learners at the Community Learning Centre;
- Centre manager of the Community Learning Centre;
- Educators of the Community Learning Centre;
- Eighteen years or older; and
- Male and female; and

Based on the above selection criteria, the researcher recruited 10 adult learners, the centre manager of the CLC and four educators.

3.3. DATA COLLECTION, RESEARCH TOOL AND PRE-TESTING OF THE TOOL

3.3.1 Data collection

Case Study

Typical of case study research, triangulation of data sources came into play when gathering data. Guion (2002, p. 1) explains that data triangulation involves the use of different sources of data. In this study, data were gathered by conducting one-on-one, semi-structured interviews with the Centre manager of the CLC and four educators at the college.

Focus Group

The researcher conducted one focus group with 10 adult learners completing community college programmes. The duration of the focus group session lasted approximately 60-90 minutes. According to Al-Rub and Hasan, 2017, focus groups are useful for a number of reasons. Group dialogue tends to generate rich information, as participants' insights tend to encourage the sharing of information on the experiences of people and the meaning they attach to those experiences in a way that can remove existing complexities and tensions that surround the subject. In study, the focus group was able to provide information directly from the subjects who were involved in the issue or possess expert knowledge on the subject which may be unfamiliar to the researcher. Focus groups can provide information from those individuals who are directly impacted by the situation and condition. They are able to provide a comprehensive representation of different opinions and insights.

Individual interviews

The duration of individual interviews was between 45 minutes to 60 minutes. The interviews and focus group were audio-taped with permission from participants. Babbie and Mouton (2001) state that the use of audio recording ensures credibility of data. The interviews were scheduled at a time and place that suited the participant, during after official working hours if needs be.

3.3.2 Pre-testing of research tool

In qualitative research approach, the researcher is frequently referred to as the research instrument (Xu & Storr, 2012) and the method used to gather data as the research tool. In this study, the research tool used to gather data was semi-structured research guide (See Appendix D). The reason for pre-testing the tool was to ascertain if the techniques and procedures to be followed would be effective during the process of data gathering, and whether questions were appropriate and unambiguous. The pre-testing of the interview schedule enhanced the reliability of the questions as during data collection the pre-test interaction allowed for self-correction (Morse, Barrett, Mayan, Olson, & Spiers, 2002) were necessary and allowed the researcher to make changes that enhanced the effectiveness of the tool.

Pre-testing of the semi-structured interview guide was done with one adult learner and one educator at the college. These participants were not invited to participate further in the study once the pre-testing of the tool was conducted with them.

3.3.3 Data analysis

Thematic analysis was used to analyze the data collected through the identification of reoccurring predominant themes in the data. Themes were then organized such into categories and sub-categories.

The six steps suggested by Braun and Clarke (2006) were applied:

- *Familiarizing myself with the data*

This process involved, “the searching for meanings, patterns” (Baxter & Clarke, 2006, p. 16). After conducting interviews, the researcher transcribed all interviews and went through all the transcribed interviews thoroughly. The researcher went back and forth in reading the transcribed interviews and listening to the audio data collected in order to gain deeper insight into the collected data. The researcher did this repeatedly so as to ensure that they did not miss any important codes or interesting remarks that could offer better understanding of the situation being explored. Therefore, by transcribing all the interviews, the researcher was able to engage with the data easily with the aim of gaining more understanding.

- *Generating initial codes*

The researcher generated multiple codes from the data presented. Coding of raw data refers to “the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon” (Boyatzis, 1998: 63). The researcher found certain segments in the data that were interesting and coded them for later expansion into themes. Codes such as how adult learners felt about their communities and how going to school might bring change into the community, some challenges they were experiencing such as financial, teacher absenteeism, were collected. These codes would later form the broader themes for the report (Boyatzis, 1998).

- *Searching for themes*

The searching of themes in this report assisted the researcher to “capture something important about the data in relation to the research question.” (Baxter & Clarke, 2006, p. 10). In searching for themes, the researcher searched for the relation between the codes generated. (Baxter & Clarke, 2006).

- *Reviewing the themes*

During this stage, the researcher refined searched themes. Three themes emerged as the ones the researcher will in the analysis. For example, after studying the relationship between the codes such as teacher absenteeism, lack of studying materials, the researcher would generate a much broader theme that encompassed and sought to speak directly to the codes as some of the challenges experienced by learners.

- *Defining and naming the themes*

Once the researcher was finished reviewing the themes, three themes were defined and named as: CLCs as a space to attain survival fundamentals; Hopes for empowering the community and; Challenges in the CLC.

- *Producing a report from the themes*

According to Baxter and Clarke (2006, p. 23), this phase starts “when you have a set of fully worked-out themes and involves the final analysis and write-up of the report.” The production of a report from the themes is presented and discussed in Chapter Four of this report.

3.3. TRUSTWORTHINESS OF THE STUDY

Trustworthiness of qualitative studies is an area of concern and one that needs to be safeguarded through following proper qualitative research steps. To address trustworthiness of this research study, De Vos et al 2012, citing Lincoln & Guba, 2000, highlight four elements of qualitative research which underscore validity of qualitative research approach. The first element is credibility, which is the ability to demonstrate that the research was conducted in a way that has accurately identified the participants as well as highlighting the objectiveness of the study through the problem statement. For this reason, the researcher has stated which selection criteria was used to purposively recruit participants. The research study was also conducted at a specific CLC in Johannesburg and there was a triangulation of data sources.

De Vos et al. (2012) explain that the second construct is, and this is the ability of the findings to be related to other specific situation in other areas. The researcher has thus provided a comprehensive problem-statement and literature review to gain an in-depth knowledge of the topic and problem-statement.

The third construct is dependability and refers to the extent to which the research document is logical, and highlights all other factors influencing the findings and the topic being researched. It is where the researcher attempted to account for changing conditions in the phenomenon chosen for study. A comprehensive literature review was conducted in this regard to gain an in-depth understanding of the topic and various dynamics at place which could influence the findings. If the findings from different studies tend to confirm one another then we conclude that there is more objective 'truth' in them (Barnham, 2015, citing Ereaut 2002; Flick 2002). The literature review was an ongoing process until the research study had been completed.

Data were collected through interviews that had been recorded on an audio tape with the consent of all participants (See Appendix C). Once the data had been audio-recorded, data were transcribed and analyzed. The audio records ensured an accurate and detailed account which assisted in producing a comprehensive analysis and allowed the researcher to refer to the interview. Furthermore, the transcribed data allowed the researcher to have access to textual data and therefore pick some of the relevant quotations for analysis.

3.4. ETHICAL CONSIDERATIONS

There are three basic principles of ethical research; the principle of respect for persons to give consent to participate in the study, the principle of beneficence ensuring that the research does not harm the participants. Furthermore, to minimize risks and maximize possible benefits (Gravetter & Forzano, 2009, citing Gillespie, 1999). In terms of these basic principles of ethical research, this study aimed to uphold all these principles through getting the researcher getting ethical clearance from the University of Witwatersrand. Secondly the researcher received consent from the college principal to conduct the research at the college. The selecting of a safe environment to conduct interviews and informing the participants of the nature of the study so they take informed decisions.

Beyond that the researcher informed the participants about the true purpose of the study and their rights. The researcher also ensured that participants were protected and were made aware of their rights about being a participant in a research study. The participants were made aware of their right to withdraw from participation at any given time for any reason they deem important. Lastly participants were also informed about what data gathering would involve (See Appendix F for Participant Information Sheet). De Vos et al (2005) identifies a variety of ethical issues which the researcher took into cognizance when conducting a study with participants, ethical issues such as not harming the participants, receiving consent from the participant, deception of respondents, possible violation of privacy, actions and researcher skill.

The researcher ensured that the study adhered to these ethical considerations in order to protect the participants and legitimacy of the study. Furthermore, the principle of confidentiality was adhered to in the study. The specific learning center selected for the study is not identified; only the broad area of location, namely Johannesburg. The identity and personal information of the participants remain confidential. The participants' real names were not be used in the main report; instead pseudonyms were used when presenting the main findings.

3.5. LIMITATIONS OF THE STUDY

Due to the partiality of the researcher, therefore, this study was narrowed and subjected to the researcher's own pre-conceived ideas and biases (Denzin & Lincoln,

2011). This may also mean that the account stemming from the researcher on the data received could be subjected to misunderstanding or even possibly quoted out of context (Creswell, 2007). This was avoided by the pre-test and the researcher's self-reflection. The researcher guarded against the assertion by Guba (1990) that interviews done in direct contact with the interviewee may affect the participant inadvertently, by asking questions that have predictable answers. Some participants did not provide information with adequate depth despite being prompted with leading questions.

The research relied heavily on the subjective reporting of participants, which raises concerns about objectivity. Socially desirable responding (SDR) was another constraint of this study, as participants may have wanted to present themselves and the company favourably with regard to current social norms and standards. Hence, they may have been inclined to offer information that is assumed to be fitting as opposed to an authentic account of what happens.

3.7 CONCLUSION

Chapter Three provided an in-depth exposé of the research framework applied in the study. The qualitative, interpretive research strategy, adopted as the research paradigm, was discussed. The relevance of purposive sampling and the use of a semi-structured interview guide were explained. Data collection process and data analysis techniques were elabourated on. Trustworthiness of the findings, ethical concerns and limitations of the study were considered. Chapter 4, which follows, presents the research findings and discussion of the data collected aligned to the research objectives and literature review.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1. INTRODUCTION

This study explored the functioning of a CLC college in Johannesburg that has the purpose of empowering disadvantaged adult learners, based on the perspectives of key role players at the college. Findings presented and discussed below are based on the thematic analysis procedure followed.

Table 2. Participants Demographics

Participants	**Course/ Level**	**Age**	**Gender**	
			Male	Female
Teacher Participant 1	Agricultural Sciences Grade 12 Student Support Services	48	✓	
Teacher Participant 2	Life Sciences Grade 12 Numeracy Level 3-4	35		✓
Teacher Participant 3	Maths Literacy Level 1-3	55		✓
Teacher Participant 4	Level 2, Level 3, Integrated Studies and English, Numeracy and Literacy Level 1	62		✓
Centre Manager	Manages centre	45	✓	
Total Number of teachers 4				
Learner Participant 1	Matric re-write: Business studies Level 3-5	21	✓	
Learner Participant 2	Level 2	57	✓	
Learner Participant 3	Matric-rewrite	28		✓
Learner Participant 4	Matric re-rewrite	18		✓
Learner Participant 5	Matric	20	✓	
Learner Participant 6	Level 2	47		✓
Learner Participant 7	Level 2	24		✓
Learner Participant 8	Matric	20	✓	
Learner Participant 9	Level 4/ Grade 9	42		✓
Learner Participant 10	Matric re-write	21		✓
Total number of learners 10				
Total number of Participants: 15				

4.1 THEMES EMERGING IN RELATION TO THE OBJECTIVES OF THE STUDY

Objective 1: Explore adult learner participants' perspectives on what motivates them to enroll at the CLC College.

Four main themes came to the fore when exploring this objective.

Theme 1: CLC facilitates completing matric, which is essential to secure employment

The Centre manager emphasized the notion that most adult learners are motived to attend the CLC in relation to matric: "*Most of the guys here are here for matric."* ('Matric', as mentioned by the Centre manager is short for matriculation and is a basic qualification in South Africa; the highest school qualification (Mlachila & Moeletsi, 2019).

Most adult learners expressed a similar point of view. For example, Learner No. 9 stated: *"I just want to pass and have matric; I don't want to proceed with studies. I just want to look for a job after matric"*

Learner No. 1 stated *"'I saw that without an education, I can't go anywhere…"*
Adults striving to earn a matric qualification is a standard expectation. Other than having the matric, there is no other expected way to access the economy, except through the informal economy, which may not seem attractive to most people in South Africa The participants wanted to complete matric to obtain access into employment that can at minimum pay them the R6000 that they will use for their family care.

Theme 2: Upgrading matric marks provides better employment opportunities and job security

The need to obtain good matric marks to ensure employment security was also stressed by many learner participants. Learner Participant 2 reported:

> *I started working after I did my matric in 2008. So, after working and as time goes, I started wondering 'What if I lose this job?' … I only have 2 subjects to upgrade, and I wondered what I was going to do because most job requirements do require a matric level qualification. So, I told myself to come back to school and see what happens again".*

To upgrade, reported by the participant, refers to adding subjects on her matric qualification that she failed in order to make up a complete certificate. This is a common practice in South Africa and is allowed for either older students or those who may have failed just the previous year (Ittmann, 2018). The minimum number of points expected for a pass in matric is 28. Among the passed subjects to add up to 28 points, there should be Home Language (among the 11 official languages of South Africa), Mathematics or mathematics Literacy and English. In addition, the pass mark is then rated using points, with 36 being the highest and 20 a minimum considered the pass. These are systematic requirements that can allow one to proceed with their studies, or considered educated enough to be employable (Ittmann, 2018). Learner No. 3's commitment to upgrade his matric pass is justifiable because while matric in the pass has been a reasonably good entry to the formal labour market in South Africa, this is no longer the case. Presently the rate of competition in the labour market has consistently increased since 2008 (Falvey, Greenaway & Silva, 2018).

Theme 3: CLC provides opportunities to improve matric marks so as to follow a career of one's choice at tertiary institutions

Even though there was a primary sense that most participants only wanted to earn a matric certificate to proceed into the job market, there was another motivation to study at CLC; some participants wanted to proceed with their studies to attain a better tertiary entrance so that they can follow a career of their choice. For example:

> *Although I passed my matric with a bachelor's degree, I came back to upgrade so that's what made me come back here so that I can really do the course I want (Learner Participant 3).*

Learner Participant 3 was referring to the fact that her matric pass mark only permitted her the opportunity to obtain a general Bachelor of Arts (BA) degree.

Learner Participant No. 8 expressed a similar sentiment: *"…I want to do electrical engineering or mechanical engineering… then I know I will finally fulfill my dreams"*

> *"…to further my studies and study LLB as a first choice…"* (Pilot Learner).
>
> *"…I want to be a teacher"* (Learner Participant 9).

Participant 4 reported "…*I want to find myself in the few years studying quality surveying and civil engineering.*

Theme 4: Empowering community members

Learner Participant 5 reported that if he obtains a higher education, he could help 'transform' his community. He referred to starting project(s) in his community that will perhaps create employment opportunities for his community. He could motivate his own community members towards positive thinking with regards to obtaining formal education so promote their living standards: *"…come back and promote the standard of living…"* he further emphasized.

A teacher participant explained how she had influenced community members for the good. She was a former learner of the CLC: "*"I didn't even have matric and I completed it here…" Since people saw me, the school has been getting full and the community has been coming here to study…"* (Teacher Participant 4).

Unfortunately, although CLC hopes that by educating adults they will be making an important contribution to the community, many of the adult learners expressed individualization and privatization as their primary goals; attain formal education – find a job – get rich.

Objective 2: Probe what challenges participants at the CLC are experiencing

Three themes came to the fore under this objective.

Theme 1: Learners frequently experience financial problems

Many of the learner participants emphasized that lack of money caused them many problems; especially when it came to transport for remarking of the matric subjects they had completed but were not happy with the marks achieved.

> *Sometimes you are expected to go to Sandton and I don't have R50 to go there and pay another R250 for a re-mark … you might end up paying R1000 for a re-mark of all subjects… (Learner Participant 7).*

The conduct of some teachers in CLCs is also financially draining for learners as Learner Participant 2 highlighted in this point that: *"… this thing of teachers asking for*

R20 per hour for extra lessons, because it happens here, it disadvantages a person because you really need the knowledge"

Learner Participant 2 also emphasized that not all learners experienced the same financial problems hence this disadvantaged particularly those learners who did not have financial support at all:

"We are not on the same level in terms of money. We don't have it at the same time. Other people can afford at certain times, while others can afford at another times…"

Theme 2: Poor infrastructure

The Centre manager raised the issued that CLC did not have adequate infrastructure for learning. "*There are certain skills that we want to give, but because of lack of own infrastructure, we are handicapped. Even operating in the evening is a challenge…"*

One of the learner participants was more specific regarding her expectations of the infrastructure when she came to the CLC by saying: "*…what I expected was that, they should tell us that, this is our small library where you can textbooks we can borrow and go home"* (Learner Participant 3).

The lack of the library would mean that the learners would have to either buy their own books or find other means to access them. While buying may seem as the most feasible way, financial constraints still prevents the learners from being able to attain reading materials.

Theme 3: Teachers at CLC do not receive a good income

Some of the teacher participants implied that they are disappointed with the salaries they are receiving from the CLC. For example:

> *Since I stayed here at Ivory Park, I thought sometime later, my life would change and I would buy a house in town, but due to the inequalities that I don't get the other benefits like other teachers, I am still stuck in one place…*

In other words, the teachers in this college do not have an income that is equal to the other teachers, also the benefits that can allow them to access other needs as houses are not provided.

This later on influences teachers to conduct themselves in the manner as indicated by the learner in theme 1 under this objective that teachers are charging for extra classes.

Furthermore, there seems to be a general financial insecurity because teachers have expressed that they are not on permanent contracts and therefore do not know what tomorrow holds for them as expressed by this Teacher:

*"We work in bad conditions. We are not permanent and as I am now 55 and my contract ends, where am I going to go?" (*Teacher Participant 3)

Objective 3: Explore what strategies are being implemented by CLC to help adult learners develop their potential at the college.

Three themes emerged under this objective and they will be discussed as follows:

Theme 1: Student Support Services

Previous research conducted shows that "the education system is not designed to accommodate the adult learner who is expected to study the same curriculum designed to accommodate only a traditional young 18-22-year-old learner is expected to study (Kazis et al., 2007). This research reveals the need that the adult learner has in being supported to make it in their studies.

The researcher discovered while conducting interviews with one of the teachers that this particular CLC took this initiative seriously as one of the teachers has been recently appointed to head the Student Support Department of the school. He said:

> "*We don't have psychosocial services to support and help our students on campus, however, I have forged some meaningful relationships with the Department of Health, to partner with us. They offer counselling services by their own qualified counsellors and they come to the centre by invitation. These efforts are done in an effort to ensure that the learners succeed in order to improve their livelihoods." (Piloted Teacher)*.

Undoubtedly, adult learners require much guidance and support not only from their inner circle or people in their private lives, but from the colleges themselves (Macdonald, 2018). Due to the nature of challenges that adult learners face, student support services is important as it will help them cope with much they may be happening in their lives. Previous research conducted on the experiences of adult learners by the Lumina

Foundation, shows that, adult learners tend to lose interest in school much faster than a mainstream young learners. This is regardless of how small the setback they may have experienced owing to negative past experiences (Lawrence, 2000).

Furthermore, the importance of academic advising is that it also responds to the already existing skills need in the country by assisting adult learners to make informed career, training and academic decisions before they go deeper into their syllabus (OECD, 2018).

> Learner Participant 7 said, "*I also agree that psychosocial support is needed by many people and career expos so that they can know that after here, where I am going."*

> "*We do need psychosocial support because they once did a career expo… They were telling us about careers and how we should choose our careers and what we want…yes, we need psychosocial support, like career expo because others are from matric not knowing what they want to do."* (Learner Participant3).

Therefore, it is envisaged student support services would be helpful to adult learners to assist them in making the right career decisions and to help them cope with the demands of a new environment such as college.

> Theme 2: Sporting and recreational activities

In order to keep the adult learner engaged, it is also good to create recreational programmes in order to develop team work and the ability to build strong social skills.

> *"We are giving learners support in terms of recreational activities which started this year (2018). We have soccer, netball only but we are looking forward to expanding our sports. The sports contribute towards behavioural change, allows for community building amongst the learners. We offer career orientated services also for our learners."*

Interventions such as new entrants' seminars, may have a positive impact on the experiences of adult learners by increasing their self-esteem (Keup, 2012). Non-academic activities such as these can form as early interventions to assist learners in building self-confidence.

Theme 3: Teacher-learner relationship

Adult learners come to the college with a lot of life experience. Opening the door of communication can give the learner an opportunity to develop a good relationship with their teachers on where they are struggling and also develop communication skills to voice out their opinions adequately. The development and success of an adult learner depends on a good teacher-learner relationship that is constantly available and improving (O'Neill & Thomson, 2013).

In this CLC, the researcher was informed by the Centre manager that *"we have newsletters where students are addressed and informed. We have a SSS teacher who brings the learners issues to my attention. I also go to the satellites to meet with the people. I give out my number."* (Centre Manager).

Teacher-learner relationship is important as it should be based in mutual respect in order for the learner to feel safe and supported. However, if the learner feels that trust has been violated, they may no longer feel safe in the classroom like this Learner participant expressed, *"there was a teacher who told me that he loved me, and although I was far from writing my exams, that event affected me and I could no longer answer questions in the class because it was a teacher I respected a lot and I depended on him for questions." (Learner Participant 3).*

Erisman & Steele say, "an adult learner's experience in bonding with their teacher is also believed to be responsible for the learner's success (Erisman & Steele, 2012). Furthermore, Chao, 2009, emphasises that although learners may be motivated by different things to come to school, it is worth noting that some of the learners may still experience moments of lack of motivation for school yet, the bond and trust relationship they share with their teachers may make the adult learner feel more comfortable with their limitations and vulnerable enough to speak about them (Chao, 2009) thus receiving assistance to succeed. This is crucial as it indicates that without a proper level of trust between learners and teachers and without defined boundaries, learners can be demotivated to continue participating effectively which will affect them.

Unexpected Findings in the research:

The researcher can confirm that there were unexpected findings in during the collection of data that were not in line with the objectives. Unexpected findings were as follows:

South African Police Service member mark scripts

The researcher found that the police mark scripts of learners who have re-written their matric exams. Learners felt insecure and possibly saw this as a threat to their passing exams.

> *I heard that at times they even make policemen mark our scripts which is wrong. How can they let policemen mark our statements?) (Learner Participant 9).*

This act has the potential to break the trust and confidence between the school and leaners.

Teachers are not adequately trained

The researcher found that some teachers are not trained properly and some of them are not fit to teach the subjects they are teaching. The researcher saw this as a threat to the success of the learners.

The Global Citizen (2019 par 1), points out that learners in developing countries are still facing many barriers. For example, global donor support for education is decreasing at an alarming rate with not enough teachers that are trained which leads to high learner failure rates. This influences the learning experience of adult learners due to lack of motivation.

This Learner participant said: *"You may find that the teacher doesn't understand a certain topic and it affects the whole class because the teacher doesn't understand and has never touched it."* (Learner Participant 3).

Nel alleges that some of the learning barriers experienced by adult learners may be extrinsic or external, which may involve poor teacher training (Nel et al, 2016).

> *"The lack of specialisation has an impact on the educator because they lack confidence. You cannot always be happy when you approach an environment*

that you know there are challenges. It's a matter of everyday and even the learners are not happy." (Pilot teacher).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

Although findings in this study cannot be generalized, they suggest that CET colleges in South Africa are relevant to enhancing adult learners to potentially access formal employment and improve their current positions at work. The CET also, although to a less extent, stimulate adult learners to think of the possible business initiatives that can contribute to their communities' economic development.

Primarily, the researcher found that there was a sense that CET colleges, focus primarily on learners' individual development; relatively contrary to what the colleges aim to achieve, namely community development. Community development at large was less emphasized by the participants, creating a vacuum in the economic empowerment of the general community.

The CET College also faces challenges in executing its current aim. The challenges, such as lack of financial support for learners and low income for the educators, have a toll on the experiences and outcomes of the learners. However, these challenges were not directly reported as affecting the learners' outcomes, but they require attention to improve their experiences to enhance the uptake of adult education by the communities.

The learners in this study demonstrated the common discourse of the colonial sense of how to attain and use the education from formal institutions. There was a sense that the learners acquired education with a primary aim to qualify for better jobs or promotion.

The researcher noted also that although there is significant contribution by the CLCs by educating the adults, there is contributions also to the creation of the labour force by these institutions, feeding into the issues of protests and increased complaints by the communities. However, there is need for another form of empowerment in addition. This dichotomy questions the value of the efforts put in place by the government and

NGOs towards community development. To what extent are the CLCs effective, if they are effective at all?

The general consensus was that the participants aimed to attain their qualifications either to upgrade so that they qualify and have access to basic employment. Others also wanted to upgrade in order to qualify for the enrollment to study a higher qualification. However, this appeared contrary to the general sense of critically thinking about the community empowerment as the CLC would position and other advocacy work that social workers implement. That is enabling the community to be able to use its resources for its benefits, to address the issues of poverty and unemployment at a communal level. However, there were some hints from the participants' responses that they were aware and willing to think beyond individualized or privatized use of their knowledge.

Though the CLC contribute significantly to the individual and community development, there are several challenges faced by both learners and the college. Reported by the participants, is the nature of the South African society where class is a fundamental divide. The common division in accessing the economy is based on race, however, owing to capitalism there has been, since historically, established varying classes. Those who have access to the economy and those who do not. While education may seem as an effort to close the gap in between, it may not be feasible if money continue to determine who can access it and succeeds in completion. Thus, a reality that there is a continuation in discrimination towards accessing the education system and to receive all the necessary support required to successfully complete.

As per reported by the participants above, it would mean that not affording R20 (roughly equivalent to US$1) will disadvantage a learner accessing the extra classes while he/she needs them. This risks their failure and therefore promotes hopelessness towards access to economic resources. It also reduces their chances to either study further or attain a matric certificate at least to be able to earn a basic job.

The passion and willingness that earned one of the teachers a degree and later on becoming a teacher would seem this story is part of her teaching in class, to motivate the learners and it is motivating the learners to attend. Though it may seem exaggerated by the participant that now the CLC fills up because of her, she seems to be adding a recognizable extent of motivating the community members. In this way,

the CLC may be, unaware, promoting community development. Therefore, there was to some extent, a sense of community development that is promoted by the CLC, either directly or indirectly. However, this remains questionable, if this development can be improved to work towards a greater sense of decolonized learning and implementation of the outcomes of the education that the learners seek. In this way, the community members will be greatly empowered and become more independent.

5.2 CONCLUSION

The CLC aims is to improve the communities in general and if properly implemented, it has the potential change the entire South African landscape and change lives for the better. The current functioning of CLCs is of concern as the study has brought to the surface many challenges that need to be attended to by the government. Community Colleges are indeed important educational institutions in the country that should not be taken for granted. The government has the mandate to deliver quality education to learners and furthermore ensure that the teachers are well trained to provide this service to learners in an effective manner.

The current common discourse of decolonization of education calls for various recommendations that include the change of the curriculum. However, there is minimal discussions on the change or efforts to change the overall discourse of the value of education in the communities of Africa. The prevalent discourse is that people need to access formal education and skills so that they become employable. This is the common discourse that is shared down to a family level up to a community level. The similar discourse promotes privatization of formal education and promotes the competition to accessing jobs, resulting in high rate of unemployment because the labour market is suffocated. A scenario where there is high rate of graduations and close to zero rate of industrial development and other economic innovations.

There is furthermore a need for a link between institutions of higher education and the job market directly to community colleges. This will enable leaners to know their next step without feeling lost in the system or when they get out of the system. Without an adequate link, more and more leaners will be unemployed or not in imitations of higher learning upon completing of community college education.

5.3. RECOMMENDATIONS

The discourse on using formal education needs to increasingly emphasize other innovative ideas; such as formulating businesses or industries to fully empower and liberate learners. This is because falling into the trap of employment maintains the challenge of unemployment, which is a major problem in the South African economy.

CET colleges need to be financially sustainable. Strategies to address this challenge must be explored. Further research is needed to explore the CET employees' understanding of the aim of the colleges and if they implement or emphasize these to the students, to ensure that the agenda of community development is implemented. This is fundamental to promote more other ways to use the education acquired and ultimately effect economic and social transformation to the best interest of the community.

There is a need for the government to change the way in which education in South Africa is presented especially in community colleges by firstly, prioritizing the need for change in the discourse of using formal education, secondly being the example to the community and bringing in them faith that it is doable for the community members to be innovative and transform lives. This should stimulate the recipients of community college education minds that indeed, there is no need to wait for the government or any other, 'expert', a discourse that continues to be present in the South African communities to come and change their lives or communities. This is evident from various social movements in the country – the culture of protests, dependency and demanding the government to take an action. Disempowering the communities, were we see a sense of re-empowerment.

The CLC could be doing better in training the learners if some of things relating to finance were addressed. Particular challenges included compatible infrastructure, financing the learners' learning requirements such as fees and teachers' remuneration.

The ages and responsibilities of adult learners should not be overlooked and need to be included in the curriculum to ensure its flexibility. These two factors have shown by previous researchers to have an impact on how a learner receives information and their comprehension.

CET colleges should ensure that their colleges are structured in such a way that adult learners are confident even in the presence of young learners though, appear to also play a significant role. CLCs have the mandate to respect family responsibility and develop strategies that accommodate everyone in the system.

REFERENCES

Abdi, A. A., & Guo, S. (2008). *Education and social development*. Sense Publishers.

Armstrong, P. L. (2015). Teachers in the South African education system: An economic perspective (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Arnold, M. W. (1978). Steve Biko: Black Consciousness in South Africa. New York: Random House.

Ates, H., & Alsal, K. (2012). The importance of lifelong learning has been increasing. *Procedia-Social and Behavioral Sciences*, *46*, 4092-4096.

Bell, S. (2012). Nontraditional students are the new majority. Library Journal, 8.

Berling, V. (2013). Five most critical needs of adult students. The Evolllution. Retrieved.

Bidwell, A. (24 June 2014). Older college students face challenges. US News. Retrieved from http.//www. usnews.com/news/articles/2014/06/24/higher-education-needs-to-give-older-working students-more-opportunities.

Biesta, G. J. (2013). Giving teaching back to education: Responding to the disappearance of the teacher. Phenomenology & Practice, 6(2), 35-49.

Bigger, J. (2005). Advising first-year students. NACADA. Retrieved from http.//www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-first-year-students.aspx

Botha, R. J. (2010). School effectiveness: conceptualising divergent assessment approaches. South African Journal of Education, 30(4).

Boyatzis, R. E. (1998). Transforming qualitative information: Thematic analysis and code development. sage.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Burt, T. D., Young-Jones, A. D., Yadon, C. A., & Carr, M. T. (2013). The advisor and instructor as a dynamic duo: Academic motivation and basic psychological

needs. NACADA Journal, 33(2), 44– 54. Retrieved from http.//www.ebscohost.com

Cavaye, J., (2015). Understanding Community Development. Toowoomba Qld.

Chao, E. L., DeRocco, E. S., & Flynn, M. K. (2007). Adult learners in higher education: Barriers to success and strategies to improve results. Washington, DC: Employment and Training Administration.

Chao, R. (2009, November). Understanding the adult learners' motivation and barriers to learning. In Inaugural Conference Proceedings: Educating the adult educator: Quality provision and assessment in Europe

Chisholm, L., & Hasan, A. (2010). Global Report on Adult Learning and Education. UNESCO Institute for Lifelong Learning. Feldbrunnenstrasse 58, 20148 Hamburg, Germany.

Christie, P., & Collins, C. (1982). Bantu Education: apartheid ideology or labour reproduction. *Comparative Education*, *18*(1), 59-75.

Council for Adult and Experiential Learning (2000). Linking Learning and Work to Help Adults Succeed. Retrieved from: https://www.cael.org/.

Deming, D., Goldin, C., & Katz, L. (2013). For-profit colleges. The Future of Children, 23(1), 137– 163. Retrieved from http.//scholar.harvard.edu/files/ddeming/files/deming_foc_final.pdf

Department of Higher Education and Training. (2016). Draft Policy on Staffing Norms for Community Education and Training (CET) Colleges. Pretoria.

Department of Higher Education and Training (2015). *National Policy on Community Education and Training Colleges*. Pretoria.

Department of Education. (1997). Policy Document on Adult Basic Education and Training.

Department of Higher Education and Training (2017*). Draft National Plan for Post-School Education and Training: Draft 2*. Pretoria.

Department of Higher Education and Training. (2012). *The Ideal Institutional Model for Community colleges in Shout Africa:* The report of the Director-General's Advisory Task Team on Community Education and Training. Pretoria.

Department of Higher Education and Training (2017). Draft National Policy on Student Support Services for Community Education and Training Colleges. Pretoria.

Department of Higher Education and Training (2019). *The Community Education and Training College System: National Plan for the Implementation of the White Paper for Post-School Education and Training System.* Pretoria.

Department of Higher Education and Training (2017). *The Service Delivery Framework for Community Education and Training.* Pretoria

Donnelly-Smith, L. (2011). What adult learners can teach us about all learners: A conversation with L. Lee Knefelkamp. Peer Review, 13(1). Retrieved from https://www.aacu.org/publications-research/periodicals/what-adult-learners-can-teach-us-about-all-learners-conversation-l

Elliott-Cooper, A. (2018). "Free, Decolonised Education"—A Lesson from the South African Student Struggle. In *Dismantling Race in Higher Education* (pp. 289-296). Palgrave Macmillan, Cham.

Engelbrecht, L. K. (2005). Perspectives on the community education model of social work: implications for education and practice.

Erisman, W., & Steele, P. (2012). From contact to completion: Supporting returning adult students in obtaining a college credential. Washington, DC: Higher Ed Insight. Accessed February, 2, 2015.

Falvey, R., Greenaway, D., & Silva, J. (2018). *International competition, returns to skill, and labour market adjustment*. The World Bank.

Fairchild, E. E. (2003). Multiple roles of adult learners. New directions for student services, 2003(102), 11-16.

Florian, L. (2015). Inclusive Pedagogy: A transformative approach to individual differences but can it help reduce educational inequalities. Scottish Educational Review, 47(1), 5-14.

Galadima, A. I. (2012). *The role of adult education in community development. Knowledge Review*, 26(2), 54-58.

Gilardi, S., & Guglielmetti, C. (2011). University life of non-traditional students: Engagement styles and impact on attrition. The Journal of Higher Education, 82(1), 33-53.

Golden, S. D., & Earp, J. A. L. (2012). Social ecological approaches to individuals and their contexts: twenty years of health education & behaviour health promotion interventions. Health Education & Behavior, 39(3), 364-372.

Govindjee, A. (2019). 6. Social protection and vulnerable workers in South Africa. *Social Security Outside the Realm of the Employment Contract*, *3*, 120.

Academy Administration Practice, (2014). Hanover Researcher: Trends in Adult Education. Reprieved from https://www.hanoverresearch.com/media/Trends-in-Adult-Education.pdf

Higgings, M. (2010). The first year experience (Master's Thesis). Retrieved from http.//www.k-state.edu/first/Margaret Higgings2010.pdf.

Holmes, C. W. (2019). *The Effects of Unemployment on Black Youth in Gauteng, South Africa* (Doctoral dissertation, Howard University).

Howell C. (2015). Changing public and professional discourse. In P. Engelbrecht & L. Green (eds). Responding to the challenges of inclusive education in Southern Africa. Pretoria: Van Schaik.

Human Sciences Research Council. (2017). Challenges facing Adult Education and Training in the Local Government Sector, South Africa. Pretoria.

Hunter, F. (2010). Some Insights into Community Adult Education in South Africa. Retrieved from: https://www.dvv-international.de/adult-education-and-development/editions/aed-742010/experiences-from-africa/some-insights-into-community-adult-education-in-south-africa/

Ingersoll, R. M., & Merrill, E. (2011). The status of teaching as a profession. In J. Ballantine, & J. Spade (Eds.), Schools and society: A sociological approach to education (pp. 185-189). (4th ed.). CA: Pine Forge Press: Sage Publications.

Ittmann, H. W. (2018). A South African Perspective on OR/MS Education. In *Advances in Operations Research Education* (pp. 59-77). Springer, Cham.

Jinna, Y. J., & Maikano, P. N. (2014). The role of adult education in national development. International Letters of Social and Humanistic Sciences, 32, 35-42

Junne, G. (2018). African entrepreneurship. Constraints and improvements. In *African Entrepreneurship* (pp. 117-130). Palgrave Macmillan, Cham.

Kasworm, C. E. (2010). Adult learners in a research university: Negotiating undergraduate student identity. Adult Education Quarterly, 60(2), 143-160.

Kazis, R., Callahan, A., Davidson, C., McLeod, A., Bosworth, B., Choitz, V., & Hoops, J. (2007). Adult Learners in Higher Education: Barriers to Success and Strategies to Improve Results. Employment and Training Administration. Occasional Paper 2007-03. Jobs for the Future.

Keup, J. (2012). Demonstrating the impact of first-year seminars on student outcomes. National Resource Center. Retrieved from http.//sc.edu/fye/research/research_presentations/files/2012%20ACPA%20Presentation_FYS%20Outcomes.pdf

Kunze, F., Boehm, S., & Bruch, H. (2013). Age, resistance to change, and job performance. Journal of Managerial Psychology, 28(7/8), 741-760.

Krantz, L. (2001). The sustainable livelihood approach to poverty reduction. SIDA. Division for Policy and Socio-Economic Analysis, 44.

Land, S., & Aitchison, J. (2017). The Ideal Institutional Model for Community colleges in South Africa: A Discussion Document.

Lauglo, J. (2001). Adult Education in Sub-Saharan Africa. Retrieved fromhttp.//documents.worldbank.org/curated/en/357691468203051835/Adult-education-in-Sub-Saharan-Africa

Lawrence, D. (2000, March). Assessing progress and maintaining motivation. In Building self-esteem with adult learners (pp. 34– 40). London, England: Sage. Retrieved from www.proquest.com

Little, K. M., Msandiwa, R., Martinson, N., Golub, J., Chaisson, R., & Dowdy, D. (2018). Yield of household contact tracing for tuberculosis in rural South Africa. *BMC infectious diseases*, *18*(1), 299.

Luttrell, C., Quiroz, S., Scrutton, C., & Bird, K. (2009). Understanding and operationalising empowerment (pp. 1-16). London: Overseas Development Institute.

Macdonald, K. (2018). A review of the literature: The needs of non-traditional students in postsecondary education. Strategic Enrolment Management Quarterly, 5(4), 159-164.

Maclean, R., & Ordonez, V. (2007). Work, skills development for employability and education for sustainable development. *Educational Research for Policy and Practice*, *6*(2), 123-140.

Brooks, R. (14 May 2019). A Sociological Approach to Education. Retrieved from: https://www.macmillanihe.com/blog/post/sociological-education-rachel-brooks/

McKay, V. (2007). Adult basic education and training in South Africa. Review of Adult Learning and Literacy, 7(9), 285-310.

Mechanic, D. (1991). Adolescents at risk: New directions. Paper presented at the seventh annual conference on health policy. Cornell University Medical College.

Mendoza, D., (2013). The socio-political approach. Retrieved from: https://prezi.com/fo15tfop3upt/socio-political-approach/

Metzner, B. S., & Bean, J. P. (1987). The estimation of a conceptual model of nontraditional undergraduate student attrition. Research in Higher Education, 27(1), 15– 38. Retrieved from www.jstor.org

Midgley, J., & Tang, K. L. (2001). Introduction: Social policy, economic growth and developmental welfare. International Journal of Social Welfare, 10(4), 244-252.

Mkhonto, F., & Hanssen, I. (2018). When people with dementia are perceived as witches. Consequences for patients and nurse education in South Africa. *Journal of clinical nursing*, *27*(1-2), e169-e176.

Mlachila, M. M., & Moeletsi, T. (2019). *Struggling to Make the Grade: A Review of the Causes and Consequences of the Weak Outcomes of South Africa's Education System*. International Monetary Fund.

Moate, R. M., & Cox, J. A. (2015). Learner-Centered Pedagogy: Considerations for Application in a Didactic Course. Professional Counselor, 5(3), 379-389.

Moore, N. L. (2015). In a class of their own: The Bantu Education Act (1953) revisited (Doctoral dissertation, University of Pretoria).

Morse, J.M, Barrett, M. Mayan, M. Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. International Journal of Qualitative Methods.1 (2):13–22. Retrieved from: https://ejournals.library.ualberta.ca/index.php/IJQM/article/viewArticle/4603. [Google Scholar]

Moyo, C. (2014). Is Adult Basic Education the Answer to Rural Women's Poverty? Journal of Human Ecology, 45(2), 111-118.

Mtey, K., & Sulle, A. (2013). The role of education in poverty reduction in Tanzania. Global Advanced Research Journal of Educational Research and Review, 2(1), 006-014.

Mummenthey, C. (2010). Skills Development in South Africa; A Reader on the South African Skills Development Arena.

Naicker, S. M., & Naicker, S. M. (2018). The Education Landscape of Developing Countries and the Need for the Ideology of Inclusive Education: Barriers to Learning', Inclusive Education in South Africa and the Developing World.

National Planning Commission. (2013). National development plan vision 2030.

Nel, N., Nel, M., & Hugo, A. (Eds.). (2016). Learner support in a diverse classroom: A guide for foundation, intermediate and senior phase teachers of language and mathematics. Van Schaik Publishers.

New, J. (2014, October 7). Repeat non-completers. Inside Higher Ed. Retrieved from https://www.insidehighered.com/news/2014/10/07/two-thirds-non-first-time-students-do-not-graduate

Ngcwangu, S. (2015). The ideological underpinnings of World Bank TVET policy: Implications of the influence of human capital theory on South African TVET policy. Education as Change, 19(3), 24-45.

NHI. (n.d.). Principles of adult learning & instructional systems design. Retrieved from https://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf

Njoh, A. J., Bigon, L., Ananga, E. O., & Ayuk-Etang, R. A. (2018). Institutional, economic and socio-cultural factors accounting for gender-based inequalities in land title procurement in Cameroon. *Land use policy*, *78*, 116-125.

Odora Hoppers, C. A. (2001). Towards a common understanding of IKS. Submission to COHORT IKS-Champions Group. 16th March.

Ogwo, B. A. (2000). Pedagogy crisis in 21st century technology education. The meta-learning instructional panacea. Journal of Vocational and Adult Education, 2(1), 1-7.

Ominiyi, M. B. I. (2013). The role of education in poverty alleviation and economic development: A theoretical perspective and counselling implications. British journal of arts and social sciences, 15(2), 176-185.

O'Neill, S., & Thomson, M. M. (2013). Supporting academic persistence in low-skilled adult learners. Support for Learning, 28(4), 162– 172. doi:https://doi.org/10.1111/1467-9604.12038. Wiley Online Library.

Oudenhoven, B. (2002). Remediation at the community college: Pressing issues, uncertain solutions. New Directions for Community colleges, 117, 35– 44. Retrieved from http.//www.ebscohost.com/

Ozturk. I (2001). The role of education in economic development: A theoretical perspective. Journal of Rural Development and Administration, Volume XXXIII, No. 1, Winter 2001, pp. 39-47.

Patel, N. V. (2003). A holistic approach to learning and teaching interaction: factors in the development of critical learners. International Journal of Educational Management, 17(6), 272-284.

Perna, L. W. (7 June 2016). Conclusions. In The state of college access and completion (pp. 208– 224). Retrieved from: http.// www.proquest.com

Peters, L., Hyun, M., Taylor, S., & Varney, J. (September, 2010). Advising non-traditional students: Beyond class schedules and degree requirements. NACADA. Retrieved from http.//www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-Non-Traditional-Students-Beyond-Class-Schedules-and-Degree-Requirements.aspx

Radcliffe, M. (2016). The Effects of the Education System on South Africa's Economic Growth. Retrieved from: http.//africabusiness.com/2016/11/18/education-system-south-africa/

Rao, D. B. (2007). Education for All: Issues & Trends. APH Publishing.

Regier, P. (2014). Using technology to engage the nontraditional student. Educause Review, 49(5), 70-88.

Regmi, K. D. (2015). Can lifelong learning be the post-2015 agenda for the Least Developed Countries? International Journal of Lifelong Education, 34(5), 551-568.

Rios-Gonzalez, O. (2017). European Studies and Research in Adult Learning and Education. In Oxford Research Encyclopedia of Education.

Ross-Gordon, J.M. (2011). Research on adult learners: Supporting the needs of a student population that is no longer traditional. Peer Review, 13 (1), 26-29. Retrieved from go.galegroup.com.

Sallis, J. F., Owen, N., & Fisher, E. (2015). Ecological models of health behavior. Health behavior: Theory, research, and practice, 5, 43-64.

Sapon-Shevin, M. (2007). Widening the circle: The power of inclusive classrooms. Beacon Press.

Seya, P. T. (2005). Adult education and African development in the context of globalization. Adult Education and Development, 65, 95.

Silver, H. (2015). The contexts of social inclusion. Available at SSRN 2641272.

Simo-Kengne, B. D. (2019). Population aging, unemployment and house prices in South Africa. *Journal of Housing and the Built Environment*, *34*(1), 153-174.

Snyder, T. D., Tan, A. G., & Hoffman, C. M. (2004). Digest of Education Statistics, 2003. NCES 2005-025. National Center for Education Statistics.

South Africa. Department of Higher Education and Training. (2014). *White paper for post-school education and training: Building an expanded, effective and integrated post-school system.* Pretoria.

Southall, R. (2016). The new Black middle class in South Africa. Boydell & Brewer.

Sparks, A. (2019). South Africa's Three-in-One Revolution. *Consolidating Democracy in South Africa*, 43.

Statistics South Africa. (2016). Quarterly Labour Force Survey. Retrieved from: http.//www.statssa.gov.za/publications/P0211/P02114thQuarter2016.pdf.

Stokols, D. (1992). Establishing and maintaining healthy environments: toward a social ecology of health promotion. American psychologist, 47(1), 6.

Strang, T. (214, November18). Why non-traditional students decided to attend colleges. Cengage. Retrieved from hpps://blog.cengage.com/non-traditional-students-attend-collges/

Szelenyi, K. (2001). Minority student retention and academic achievement in community colleges. ERIC Clearinghouse for Community colleges.

Spaull, N. (2015). Schooling in South Africa: How low-quality education becomes a poverty trap. South African Child Gauge, 12, 34-41.

Tchamyou, V. S. (2018). Education, lifelong learning, inequality and financial access: Evidence from African countries. *Contemporary Social Science*, 1-19.

Team, M. T. (2012). Community Education in South Africa: Report to the Honourable Minister of Higher Education and Training, Dr Blade Nzimande. *Pretoria: National Department of Higher Education and Training.*

The Canadian Council on Learning. (2008) State of Learning in Canada Toward a Learning Future. (2008).Retrieved from: http.//en.copian.ca/library/research/ccl/statereport/statereport.pdf

The Global Citizen. (24 January 2019). 10 Barriers to Education around the World. From overcrowded classrooms to poor nutrition. Retrieved from: https://www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world-2/

Thobejane, T. D. (2013). History of apartheid education and the problems of reconstruction in South Africa. Sociology Study, 3(1), 1-12.

Townsend, R. (2008). Adult education, social inclusion and cultural diversity in regional communities. Australian Journal of Adult Learning, 48(1), 71-92.

Trading Economics (2019). South Africa Unemployment Rate. Retrieved from: http.// https://tradingeconomics.com/south-africa/unemployment-rate.

Thornton, B., & Thornton, L. (2000). Empowerment: A method of motivating adult learners. Journal of Adult Education, 29(1), 1.

Türkkahraman, M. (2012). The role of education in the societal development. Journal of educational and instructional studies in the world, 2(4).

United Nations Development Programme. (2018). Sustainable Development Goals 2030. Retrieved from: https://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf

DeSa, U. N. (2013). Inequality matters. Report on the World Social Situation 2013. New York, United Nations.

UNESCO. (1997). Fifth International Conference on Adult Education. Retrieved from: http.//uil.unesco.org/adult-education/confintea/fifth-conference

UNESCO Institute for Lifelong Learning (UIL). (2009). Global report on adult learning and education.

UNESCO. (2011). What is adult education? UNESCO answers. (Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000149411

Van der Berg, S., Burger, C., Burger, R., de Vos, M., du Rand, G., Gustafsson, Moses, E., Shepherd, D., L., Spaull, N., Taylor, S., van Broekhuizen, H., & von Fintel, D. (2011). Low quality education as a poverty trap.

Van Hiel, A., Van Assche, J., De Cremer, D., Onraet, E., Bostyn, D., Haesevoets, T., & Roets, A. (2018). Can education change the world? Education amplifies differences in liberalization values and innovation between developed and developing countries. PloS one, 13(6), e0199560.

Van der Veen, R. V. D., & Preece, J. (2005). Poverty reduction and adult education: Beyond basic education. International Journal of Lifelong Education, 24(5), 381-391.

Van der Waldt, G., & Knipe, A. (2009) Project Management for strategic change and upliftment. Oxford University Press.

Veen, R. V. D., & Preece, J. (2005). Poverty reduction and adult education: Beyond basic education. International Journal of Lifelong Education, 24(5), 381-391.

APPENDICES

APPENDIX A



NTERVIEW GUIDE FOR MANAGER OF CET COLLEGE

TITLE OF STUDY:

The following questions serve as a guide to the information to be collected in the interview: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case-study of a college in Johannesburg

- What are the goals of this college regarding uplifting the livelihood of adult learners?
- What programmes are presented at the college to uplift the livelihood of adult learners?
- What is working well at the college to help adult learners achieve this goal
- What challenges are being experienced at the college to help uplift the livelihoods of adult learners
- What do you think can be done to improve existing circumstances at the college?

APPENDIX B



INTERVIEW GUIDE FOR EDUCATORS OF CET COLLEGE

TITLE OF STUDY: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case-study of a college in Johannesburg

The following questions serve as a guide to the information to be collected in the interview:

- What programme/subjects are you teaching at the college?
- Do you think this programme will help adult learners improve their livelihoods? Please explain.
- In what ways are the CET programmes empowering learners to become self-sufficient (i.e. ability to generate an income to meet their basic needs)?
- What challenges do you think students are facing in this regard?
- What challenges are educators facing at the college to help students improve their livelihoods?
- What do you think could be done to the curriculums/programmes presented at the college to enhance learners' capability to adequately provide for themselves (physically, emotionally, and psychologically)?

APPENDIX C



INTERVIEW GUIDE FOR FOCUS GROUP WITH ADULT LEARNERS

TITLE OF STUDY: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case-study of a college in Johannesburg

The following questions serve as a guide to the information to be collected in the focus group

- What motivated you to come to this college?
- What type of courses/programmes are you completing at the college?
- Why did you choose to complete these specific courses/programmes?
- Do you think that the programmes are meeting your needs? Please explain.
- What things are working well at the college?
- What things can be done to make the college work better?

APPENDIX D



PARTICIPANT INFORMATION SHEET CET COLLEGE MANAGER

TITLE OF STUDY: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of community members: A qualitative case-study of a college in Johannesburg

Greetings

My name is Ms Lerato Samy and I am a MA social work student at the University of the Witwatersrand, specialising in Social Development. As part of the requirements of my degree, I am expected to conduct a research study. I wish to research how colleges for Community Education and Training (CET) colleges are functioning to improve the livelihoods of adult learners from the perspectives of you as principal, educators at the college and adult learners at your college. As principal of the college I'm sure that you have meaningful information to share with me.

If you agree to take part, I will personally interview you at a time and place that is suitable and convenient for you. The interview will take about 45-60 minutes to complete. In the interview process you may choose to answer or not to answer a question without any negative consequences, and you are free to get clear understanding of anything. The interview will also be carried out in English or Zulu or Xhosa.

Apart from inviting you to agree in writing for me to interview you (I will give you a form to complete), I will also give you a separate form to complete if you agree for me to record our interview.

The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without any consequences. You have the right to not answer any single question, as well as to withdraw completely from the interview at any point during the interview. Furthermore, you have the right to request that I do not use any information that I collect from you during our interview.

The records of this study will be kept strictly confidential. Research records will be kept in a locked cabinet, and all electronic information will be coded and secured using a file on my password-protection computer. All the files will be kept in a locked cabinet for two years following publication of research findings in an accredited journal or for six years if no publication comes from the study.

I will also not include any information in my research report, or in any article I may publish that would make it possible to identify you or the college you are employed at. Instead I will use pseudonyms (false names) for all the people taking part in this study that I interview.

No-one, other than my research supervisor (Dr. Priscilla Gerrand) and I, will have access to research information gathered during the interview.

If you take part in the research, there will be no material benefits, that is, you will not receive and money or goods that you can use.

I don't think that there will be any risks or discomforts if you decide to take part in the research. If you feel stressed or unhappy, please let me know and I'll avoid talking about the issue if you want me to.

If you have any questions afterwards about this research, feel free to contact me or my supervisor. You can email me at 911562@students.wits.ac.za. You are also welcome to telephone me on Cell: 0723050243. My supervisor's email address is Priscilla.Gerrand@wits.ac.za and she can be telephoned at 011 717-4475.

This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you upon request.

If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (non-medical), telephone + 27(0)11 717 1408, email: hrec-medical.researchoffice@wits.ac.za/ Shaun.Schoeman@wits.ac.za

Thank you for taking the time to consider participating in this research study.

Yours sincerely,

……

APPENDIX E



PARTICIPANT INFORMATION SHEET

CET COLLEGE EDUATORS

TITLE OF STUDY: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case-study of a college in Johannesburg

Greetings

My name is Ms Lerato Samy and I am a MA social work student at the University of the Witwatersrand, specialising in Social Development. As part of the requirements of my degree, I am expected to conduct a research study. I wish to research how colleges for Community Education and Training (CET) colleges are functioning to improve the livelihoods of adult learners from the perspectives of you as principal, educators at the college and adult learners at your college. As an educator at the college I'm sure that you have meaningful information to share with me.

If you agree to take part, I will personally interview you at a time and place that is suitable and convenient for you. The interview will take about 45-60 minutes to complete. In the interview process you may choose to answer or not to answer a question without any negative consequences, and you are free to get clear understanding of anything. The interview will also be carried out in English or Zulu or Xhosa.

Apart from asking you to agree in writing for me to interview you (I will give you a form to complete), I will also give you a separate form to complete if you agree for me to record our interview.

The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without any consequences. You have the right to answer any single question, as well as to withdraw completely from the interview at any point during the interview. Furthermore, you have the right to request that I do not use any information that I collect from you during our interview.

The records of this study will be kept strictly confidential. Research records will be kept in a locked cabinet, and all electronic information will be coded and secured using a file on my password-protection computer. All the files will be kept in a locked cabinet for two years following publication or for six years if no publication comes from the study.

I will also not include any information in my research report, or in any article I may publish that would make it possible to identify you. Instead I will use pseudonyms (false names) for all the people taking part in this study that I interview.

No-one, other than my research supervisor (Dr. Priscilla Gerrand) and I, will have access to research information gathered during the interview.

If you take part in the research, there will be no material benefits, that is, you will not receive and money or goods that you can use.

I don't think that there will be any risks or discomforts if you decide to take part in the research. If you feel stressed or unhappy, please let me know and I'll avoid talking about the issue if you want me to.

If you have any questions afterwards about this research, feel free to contact me or my supervisor. You can email me at 911562@students.wits.ac.za. You are also welcome to telephone me on Cell: 0723050243. My supervisor's email address is Priscilla.Gerrand@wits.ac.za and she can be telephoned at 011 717-4475.

This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you upon request.

If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (non-medical), telephone + 27(0)11 717 1408, email: hrec-medical.researchoffice@wits.ac.za/ Shaun.Schoeman@wits.ac.za

Thank you for taking the time to consider participating in this study.

Yours sincerely,

……

APPENDIX F



PARTICIPANT INFORMATION SHEET CET COLLEGE ADULT LEARNERS

TITLE OF STUDY: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case-study of a college in Johannesburg

Greetings

My name is Ms Lerato Samy and I am a MA social work student at the University of the Witwatersrand, specialising in Social Development. As part of the requirements of my degree, I am expected to conduct a research study. I wish to research how colleges for Community Education and Training (CET) colleges are functioning to improve the livelihoods of adult learners from the perspectives of you as principal, educators at the college and adult learners at your college. As a learner at the college I'm sure that you have meaningful information to share with me.

I intend running a focus group made up of about 10 learners at the college .If you agree to take part, I include you in the focus group. We will run the focus group here at the college because the manager has given his consent for us to do so. It will be conducted in the afternoon after you have completed your lectures/classes (I will confirm the date and time when I've found out what time and date for all learners willing to participate in the focus group). The focus group will take about 60-90 minutes to complete. In the focus group you may choose to answer or not to answer a question without any negative consequences, and you are free to get clear understanding of anything. The interview will also be carried out in English.

Apart from asking you to agree in writing for me to interview you (I will give you a form to complete), I will also give you a separate form to complete if you agree for me to record the focus group discussion.

The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without any consequences. You have the right to answer any single question, as well as to withdraw completely from the group at any point

during the interview. Furthermore, you have the right to request that I do not use any information that I collect from you during the focus group.

The records of this study will be kept strictly confidential. Research records will be kept in a locked cabinet, and all electronic information will be coded and secured using a file on my password-protection computer. All the files will be kept in a locked cabinet for two years following publication or for six years if no publication comes from the study.

I will also not include any information in my research report, or in any article I may publish that would make it possible to identify you. Instead I will use pseudonyms (false names) for all the people taking part in this study that I interview.

No-one, other than my research supervisor (Dr. Priscilla Gerrand) and I, will have access to research information gathered during the interview.

If you take part in the research, there will be no material benefits, that is, you will not receive and money or goods that you can use.

I don't think that there will be any risks or discomforts if you decide to take part in the research. If you feel stressed or unhappy, please let me know and I'll avoid talking about the issue if you want me to.

If you have any questions afterwards about this research, feel free to contact me or my supervisor. You can email me at 911562@students.wits.ac.za. You are also welcome to telephone me on Cell: 0723050243. My supervisor's email address is Priscilla.Gerrand@wits.ac.za and she can be telephoned at 011 717-4475.

This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you upon request.

If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (non-medical), telephone + 27(0)11 717 1408, email: hrec-medical.researchoffice@wits.ac.za/ Shaun.Schoeman@wits.ac.za

Thank you for taking the time to consider participating in this study.

Yours sincerely,

Lerato

APPENDIX G



INFORMED CONSENT FORM FOR MANAGER AND EDUCATORS

TITLE OF STUDY: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case-study of a college in Johannesburg

I hereby agree to participate in the research study and be interviewed. I confirm that the purpose and procedures of the study were explained to me well. I understand that:

- My participation is completely voluntary. I am not bound by anything, and I may choose to stop participating at any time with no consequences.
- I may choose to answer or not answer any questions if I do not want to.
- The interview will take up approximately 45-60 minutes of my time and it will be at a place where I am comfortable with and in the language of choice.
- I have been told that there are no benefits of any kind for taking in the study, in other words, there is no compensation.
- My personal and identifying details will not be disclosed.
- The research study is for the requirements of the university and the information will be used to write and submit a final research report to the School of Human and Community Development at the University of the Witwatersrand.
- I may choose to see and be given a chance to see the final report.

Name of participant: _____

Signature: _____

Date: _____

APPENDIX H



INFORMED CONSENT FORM FOR LEARNERS

TITLE OF STUDY: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case-study of a college in Johannesburg

I hereby agree to participate in the research study and be part of a focus group discussion. I confirm that the purpose and procedures of the study were explained to me well. I understand that:

- My participation is completely voluntary. I am not bound by anything, and I may choose to stop participating at any time with no consequences.
- I may choose to answer or not answer any questions if I do not want to.
- The interview will take up approximately 60-90 minutes of my time at the college after lectures have been completed.
- I have been told that there are no benefits of any kind for taking in the study, in other words, there is no compensation.
- My personal and identifying details will not be disclosed in the research report. However, I realise that although all learners that attend the group discussion are asked to keep our names and information we share with one another as confidential, this cannot be guaranteed.
- The research study is for the requirements of the university and the information will be used to write and submit a final research report to the School of Human and Community Development at the University of the Witwatersrand.
- I may choose to see and be given a chance to see the final report.

Name of participant: _____

Signature: _____

APPENDIX I



CONSENT FORM FOR AUDIO-RECORDING OF INTERVIEW/FOCUS GROUP

TITLE OF STUDY: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case-study of a college in Johannesburg

I hereby agree that the interview can be tape recorded.

I understand that:

- The recording will be kept in a secret and safe place where no one else can find and no-one other than me and supervisor will have access to the recorded information.
- The recording will be typed and some of the words or information that I share will be written in the final research report, but my identifying information will not be shared.
- The recording will be kept for two years following any publications or for six years if no publications are made on the study.
- I may be quoted directly in the research report but then my identifying details will not be disclosed.

Name of participant: _____

Signature: _____

Date: _____

APPENDIX J

LETTER REQUESTING PERMISSION TO CONDUCT STUDY CET COLLEGE



TITLE OF STUDY: The functioning of Community Adult Education and Training Colleges to uplift the livelihoods of adult learners: A qualitative case-study of a college in Johannesburg

Dear Sir/Madam

Name and address of selected college to be identified

My name is Ms Lerato Samy and I am a MA social work student at the University of the Witwatersrand, specialising in Social Development. As part of the requirements of my degree, I am expected to conduct a research study. I wish to research how colleges for Community Education and Training (CET) colleges are advancing sustainable livelihoods for adult learners in a community.

This topic has not been well-researched in South Africa. I want to investigate how your college is impacting on learners' livelihoods. I want to obtain this information by interviewing a manager, teachers and learners at the college. I will not identify the name of the college or any identifying particulars of the research participants.

Attached is a copy of my research proposal so that you know purpose of the research in more detail as well as what the study will involve. I will not commence the research until I receive ethical clearance to do so by the Human Research Ethics Committee (non-medical) at the University of the Witwatersrand.

Permission to conduct the research has been granted by the Department of Education. If you have any questions afterwards about this research, feel free to contact me or my supervisor. You can email me at 911562@students.wits.ac.za. You are also welcome to telephone me on Cell: 0723050243. My supervisor's email address is Priscilla.Gerrand@wits.ac.za and she can be telephoned at 011 717-4475.

Yours sincerely,

APPENDIX K

LETTER REQUESTING PERMISSION FROM THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING TO CONDUCT STUDY CET COLLEGE



Dr Bheki Mahlobo,

Acting Deputy Director General

Department Higher Education and Training

My name is Ms Lerato Samy and I am a MA social work student at the University of the Witwatersrand, specialising in Social Development. As part of the requirements of my degree, I am expected to conduct a research study. I wish to research how colleges for Community Education and Training (CET) colleges are advancing sustainable livelihoods for adult learners in a community.

This topic has not been well-researched in South Africa. I want to investigate how one college (of your choice) in Johannesburg is impacting on learners' abilities to achieve sustainable livelihoods. I want to obtain this information by interviewing a manager, teachers and learners at the college. I will not identify the name of the college or any identifying particulars of the research participants.

Attached is a copy of my research proposal so that you know purpose of the research in more detail as well as what the study will involve. I will not commence the research until I receive ethical clearance to do so by the Human Research Ethics Committee (non-medical) at the University of the Witwatersrand.

If you have any questions afterwards about this research, feel free to contact me or my supervisor. You can email me at 911562@students.wits.ac.za. You are also welcome to telephone me on Cell: 0723050243. My supervisor's email address is Priscilla.Gerrand@wits.ac.za and she can be telephoned at 011 717-4475.