

UNIVERSITY OF KWAZULU-NATAL

**INVESTIGATING THE RESPONSIVENESS OF THE KWAZULU-NATAL
COMMUNITY EDUCATION AND TRAINING COLLEGE CURRICULUM TO THE
ECONOMIC DEVELOPMENT OF DR NKOSAZANA DLAMINI ZUMA LOCAL
MUNICIPALITY**

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ABSTRACT

The KwaZulu-Natal Community Education and Training College (CETC), is one of the nine CETCs that were opened countrywide by the Department of Higher Education and Training. The CETCs were conceptualised to form part of the Post Education and Training System as a third tier of the higher education and training sector. The CETCs are to cater for the out of school youth and adults who have little or no formal schooling and who have, for certain reasons, dropped out of school. The CETCs offer a programme qualification mix inclusive of a formal curriculum and skills programmes.

This study aims to investigate the responsiveness of the KwaZulu-Natal CETC curriculum to the economic development needs of the rural areas of Dr Nkosazana Dlamini Zuma Local Municipality. It set out to determine if there is an alignment in the programmes offered by the college and its community learning centres with the economic needs of the communities of these rural areas and determines the impact of this community college to this local municipality. The study utilised an explorative qualitative design. Data was collected from ten respondents using interviews which were analysed thematically.

The findings reveal that the CETC curriculum is not responsive to the community needs of the Dr Nkosazana Dlamini Zuma rural communities. A gap was identified of a need for advocacy and community consultations by the college. The study thus provides recommendations that the CETC needs to introduce strategies of advocacy for collaborative stakeholder engagements with the local communities to ascertain the needs of the communities. The college must form partnerships with municipal and business sectors in order to ensure that they are skilled as per industry requirements. Furthermore, the community college must implement a PQM that is inclusive of experimental and experiential learning as well as a reflective review in order respond to the community's economic needs.

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List of Acronyms

AAAT	Applied Agriculture and Agricultural Technology
ABET	Adult Basic Education and Training
AET	Adult Education and Training
AHC	Ancillary Health Care
APA	American Psychological Association
CET	Community Education and Training
CET Act	Continuing Education and Training Act, 16 of 2006
CETC	Community Education and Training College
CLC	Community Learning Centre
COSATU	Congress of South African Trade Unions
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DNDZ	Dr Nkosazana Dlamini Zuma
DNDZLM	Dr Nkosazana Zuma Local Municipality
ECD	Early Childhood Development
4IR	4 th industrial revolution
GDP	Gross Domestic Product
GETC	General Education and Training Certificate
GETCA	General Education and Training Certificate for Adults
GSB&L	Graduate School of Business and Leadership

HG DM	Harry Gwala District Municipality
IDP	Integrated Development Plan
KZN	KwaZulu-Natal
LED	Local Economic Development
NCV	National Certificate Vocational
NASCA	National Adult Senior Certificate for Adults
NEETs	Not in Education or in Employment and Training
NEPI	National Education Policy Investigation
NPCDI-CETC	National Policy on Curriculum Development and Implementation in Community Education and Training Colleges
NP-CET	National Policy on Community Education and Training
NQF	National Qualifications Framework
OECD	Organisation for Economic Cooperation and Development
OQSF	Occupational Qualifications Sub-Framework
PALC	Public Adult Learning Centre
PED	Provincial Education Department
PIAAC	Programme for the International Assessment for Adult Competences
PSET	Post Education and Training System
PQM	Programme Qualification Mix
SA	South Africa
SAQA	South African Qualifications Authority

SETA	Sector Education and Training Authority
SWOT	Strengths Weaknesses Opportunities and Threats
SES	Socio-Economic Status
TVET	Technical Vocational Education and Training
UKZN	University of KwaZulu-Natal
WEF	World Economic Forum

1. CHAPTER ONE

Introduction

1.1 Introduction

The importance of basic education can never be stressed out enough in South Africa as a developing country, considering, it is a fundamental tool to alleviate poverty and strengthen the country's weak economy. The SA Constitution, as the supreme law of the country, places education as a fundamental right to everyone who lives in SA, setting it out in the Bill of Rights Chapter. Moreover, the Constitution undiscriminatingly incorporates adult basic education. In terms of s29 (1), of the SA Constitution Act 108 of 1996: "Everyone has the right (a) to basic education, including adult basic education". (b) "to further education, which the state, through reasonable measures, must make progressively available and accessible", (*The South African Constitution Act, 108 of 1996*).

Adult Basic Education and Training (ABET) now known as Adult Education and Training (AET), is a program that educates adults at a foundation level of learning. ABET is defined by the Department of Education as the overall conceptual foundation, in the direction of lifelong learning and training, consisting of knowledge, skills, and a way of thinking required for social, economic and political contribution and transformation, related to a range of contexts (Aitchison, 2006). The term ABET was substituted by the, (*Adult Education and Training Act 2000*) to apply AET instead, AET refers to all learning and training programmes for adults on the National Qualifications Framework (NQF) Level-01, registered on the NQF as contemplated in the (*National Qualifications Framework Act 67 Of 2008*).

However, the rate of out-of-school youth, adults and the unemployed without basic education or skills training in SA, is alarmingly large and increasing, (Bryman and Bell, 2014). Hence, AET programs have since been absorbed by the Department of Higher Education and Training (DHET) in 2015, to form part of what is now called the Community of Education and Training Colleges (CETC) offerings. The CETC have infused the formal curricular programmes of AET, with the focus on skills

training for better economic outlook. While no definite meaning has been attributed to the term basic education in SA; two sectors govern the education system; the Department of Basic Education (DBE) and the (DHET). The DBE controls formal schooling at the primary and secondary level of education, whilst the DHET takes it further to tertiary education and vocational training at higher institutions of learning and training. (*The Higher Education and Training Laws Amendment Act, 25 of 2010*), defines AET to mean all education and training systems for adults on level 1-4 where level 4 is equivalent to grade 9 in public schools.

Community colleges have supposedly emerged to inhabit a pivotal position in the educational system (Wyner, 2019). The conceptualisation of community colleges has been to cure the social dilemmas and past distortions of minority groups and to afford the linkage between secondary and occupational training at a higher educational podium for the community's economic growth and economic development (Wyner, 2019). This implies that the curricular programmes offered by the community colleges must speak to and respond to the needs analysis of each community they service. This research examines whether the KwaZulu-Natal (KZN) (CETC) curriculum and skills training are offered in alignment with economic development in the rural areas of Dr Nkosazana Dlamini Zuma Local Municipality (DNDZLM).

1.2 Background

The evolution of non-racial democracy in SA has been applauded worldwide and unlocked numerous economic prospects. However, the past injustices and segregation policies in education have left a significant gap in the progress of the formerly deprived, particularly in rural areas (Gardner, 2008). The concept of ABET was created during the first half of the 1990s, as the initial proposals to improve adult education (Baatjes, 2003). These concepts are inclusive of but not limited to, the National Education Policy Investigation (NEPI), The Congress of South African Trade Unions (COSATU) Participatory Research Project, and the Implementation Plan for Education and Training developed by the Centre for Education and the African National Congress, culminating in the (ABET Policy 1996). This process

brought forth the common vision for ABET and its curricular goals. The framework of the ABET Policy document provides for an ABET system inclusive of organised labour in the conventional economy, all levels of employment, unemployed youth and adults in urban parts and its informal settlements, as well as the rural areas and woman-headed homes (Baatjes, 2003, p3).

The formation of the CETCs as the new institutions of learning is characterized by the rich social and political background of (ABET) at its foundation. Adult-based education aimed to provide disadvantaged adults, with knowledge and skills training to better their economic livelihood (McKay, 2007). The formation of the CETC is legalised by the Continuing Education and Training (CET) Act 16 of 2006 which repealed the Further Education and Training Act. The CET Act has employed it as crucial, in its preamble, to "establish a national co-ordinated continuing education and training system which promotes co-operative governance and provides for the program-based vocational and occupations training". (CET Act 16 of 2006). For this reason, the White Paper has been published to address the education of out-of-school youths and adults whilst also being receptive to community needs and economic growth, through the introduction of the community education and training colleges (DHET, 2013).

Likewise, the preamble of the DHET White Paper (2013), aligns to respond to the country's needs as well as that of the labour market and groups served by the colleges. In addition to that the preamble backs the CETC to achieve the detailed roles, by advancing adult basic and further, as contemplated in section 9 of the SA Constitution and explained in the (*CET Act 16 of 2016*). According to the White Paper (DHET, 2013), the purpose of the CETC is to cater for the out -of-school youth and adults in terms of providing a balance of formal schooling at a training level of education to them. This was to be achieved through the diversification of the (AET) formal curricular programme to include and focus on the skills programme that should cater to community needs and contribute to economic growth and development. The DHET established one CETC in each province, making a total of nine CETCs in the country.

1.3 The Research Problem

The (*Constitution Act, 108 of 1996*), places an obligation on the state to deliver education that is equal for all and fair to every person, and to provide adult education through reasonable measures, allowing for further education to be increasingly obtainable and easily achieved. The KwaZulu–Natal Community Education and Training College (KZN-CETC) is tailored to serve the ‘never been to school’, out-of-school and unemployed youth and adults, with a programme qualification mix (PQM) comprised of (AET) formal programmes with a specific focus on skills programmes, for the local economic growth (Nxumalo, 2017). This can only be achieved through the variation of programmes in Community Learning Centres (CLCs) by the CETC to assess the needs of the served community and respond with the required formal or skills programme.

The (DHET) realised that the AET certificate alone is not enough to ensure a better livelihood hence it has introduced and incorporated the skills program in the curriculum of the CETC (DHET, 2013). The KZN-CETC has looked at the low levels of education, high levels of the unemployment rate and a lack of skills training as the cause of extreme levels of poverty in KZN, especially in rural areas. The KZN CETC has already aligned itself through the annual performance plan to respond to local economic drivers by declaring the introduction of skills programme, cooperatives training services and community education programmes, and to improve on the access and success of the AET Level 4 certificate (Nxumalo, 2017). However, it is not clear how the implementation of these programmes is articulated on the ground.

Various research has shown a misalignment and lack of responsiveness with the curriculum offered by community colleges to the communities’ economic needs. Jenkins and Fink (2015), have found that a very low percentage of community colleges’ students successfully articulate to most labour markets or even qualify for entry into other institutions of development because of low credit ratings with their curriculum. Unresponsive curriculum lowers quality of education and becomes a set-up of poverty for underprivileged societies (Spaull, 2015). It has been revealed that lack of curriculum responsiveness to quality and economic growth has accentuated

the remodelling of education policy worldwide to concentrate its objectives to economic values within the education syllabus throughout all stages of learning.

To survive in the ever-changing external environment of the global market demand, S A must have a national education and training system that provides learning that is receptive to the influences of economic growth as explained by SAQA, (2000, p3). While this assertion is critical, it remains unclear how and if this is actually being considered in the implementation on the ground through skills offered at CETCs in the country

The accessibility of basic education is nonetheless, not easy in rural areas. This research purports to find the reasons behind the slow access of this constitutional right, even after the community college programme initiatives. This study will focus on the rural areas of (DNDZLM) in KZN, and their CLCs. The DNDZLM is under the administration of the Harry Gwala District Municipality (HGDM). The rural areas of the DNDZLM are one of the most impoverished and underdeveloped areas of the southern parts of KZN, with high level of illiteracy and unemployment, despite the programs and initiatives to supply and deliver basic education in the country.

This paper aims to investigate the inhibitors and motivators of adult education, economic development initiatives and sustainability in these areas. According to the Integrated Development Plan (IDP) of the (DNDZ-LM from 2017-2022), this area is lacking in quality skills that are marketable for employability and sustainable economic growth. The HGDM and its areas are considered as one of the best tourist sites in the country because of its rich history in political involvement that led to the emancipation of South African democracy and because of its best tourist sites such as the Sani Pass, Ukhahlamba- Drakensberg Park, Giant's Castle Game Reserve and Bushmen's Nek Pass. Although the area is rich in agriculture, contributing significantly to South Africa's GDP (HGDM-IDP 2017-2022), community-specific economic growth and development needs are not being addressed.

The study will focus on investigating the reasons behind the lack of improvement in these rural areas, despite the introduction of CETC programmes. In addition, the challenges faced by the rural communities of the DNDZ-LM and the programmes offered by the CETC, in line with the municipality's economic development strategies

will be examined. This study will, in conclusion, offer recommendations on how to improve the educational levels and quality of the rural communities targeted by CETC and the DNDZLM incorporated into the municipalities' economic development strategies to work interdependently with each other and achieve common ground in developing these communities.

1.4 Aim and Objectives of the Study

The study aims to investigate the responsiveness of the curriculum and skills programme of the KZN-CETC to the local economic development (LED) needs of the DNDZLM rural communities.

Subsequent to this aim the study seeks:

- To ascertain the economic development benefits and challenges within the areas of Dr Nkosazana Dlamini-Zuma Local Municipality.
- To determine how the KZN CET College and its non-formal curricular programme improves the quality of its learners in Dr Nkosazana Dlamini-Zuma Local Municipality.
- To investigate how the curriculum of the KZN CET College capacitates the students for the employment market and entrepreneurship opportunities within the local municipality of Dr Nkosazana Dlamini-Zuma.

1.5 Research Questions

- What are the economic development benefits and challenges within the areas of the (DNDZ-LM)?
- How does the non-formal curricular program of the KZN CET College improve the quality of life for its learners in (DNDZ-LM)?
- In what manner does the curriculum of the college capacitate the students for the employment market and potential entrepreneurship opportunities within the local municipality of DNDZLM?

1.6 Significance of the Study

The principal purpose of this study is to determine whether an alignment exists between the curriculum of the CETC in KZN and the LED plan of the DNDZLM located within the HGDM. Education and skilling of people is important and should impact societies and economies therefore, it is imperative that this alignment is preserved for the economic benefit of and the wellness of the society.

Harry Gwala District Municipality is situated in the South West of the province of KZN. The municipality forms part of the border between the Eastern Cape and KZN provinces. The Harry Gwala District is a rural-based municipality affected by natural disasters. It is located in mountainous areas, characterised by severe poverty, lack of skills among the labour force and a high level of illiteracy (HGDM, -IDP, 2017-2022). However, there is easy access to major cities, and is being considered a world-class tourist destination with favourable weather for agriculture, the HGDM, thus, offers a huge potential for economic development (HGDM, -IDP, 2017-2022). It is no secret that the rural areas of KZN province are mostly underdeveloped and lacking in infrastructure and facilities which could enhance the improvement of their economy. Furthermore, there are some existing natural resources and economic opportunities such as agriculture, forestry and tourism that require quality education and skills training, which ought to be introduced by community colleges, in order to respond to the needs of the rural communities of DNDZLM.

With regards to planning and development principles, it is stressed that investment must concentrate primarily on human capital development, by providing education and training that contribute to economic growth (DNDZLM, -IDP, 2017). This study will be beneficial to the population targeted to benefit from the programs and the curriculum of the KZN CETC as it will allow college administrators an understanding of the rural community needs, to effectively provide quality education and training. The study will explore why the rural areas of DNDZLM, are faced with a high volume of out-of-school youth and a lack of basic education and skills training, when there is a community college in KZN purposed to cater for such needs, under the banner of economic growth (DNDZLM, -IDP 2017). Therefore, there is a need to conduct a study such as this, resulting in recommendations for the growth of the CETC

curricula and the region's economic development, while also contributing to the knowledge system.

1.7 Study Delimitations

It must be stated as of utmost importance that every research face certain predicaments that contribute to its imperfection. Firstly, the study is focused on specific areas of HGDM, particularly the DNDZLM and the CLCs of this area. However, the outcomes and recommendations may be relevant to the other areas of KZN province, particularly the rural areas. Secondly, there is a shortage of preceding research on the responsiveness of the CET curriculum and the skills programme in SA. Referring to former research readings forms the foundation of the literature review and aids in laying the groundwork for understanding the research topic being investigated. To remain within these margins, the researcher will undertake an exploratory and graphic as relative to explanatory study design.

1.8 Chapter Organisation and Outline

The study will consist of five chapters, which are subdivided as outlined below:

Chapter 1: Overview of the Study - This chapter will consist of an introduction and background of the research and will also determine the perspective of the study. Aims of the study, the problem statement and the objectives and questions on the research will be deliberated in this chapter. The chapter will conclude by stating the limitations and a summary of the chapter.

Chapter 2: Literature review - The chapter sums up the literature relevant to the study. This chapter introduces the literature review, looks at the nature of the community colleges, the importance of education and the quality of the community college curriculum. It also discusses the role and the need of education in economic development and the effect of socio-economic status (SES) on learners. Further to this the literature examines the links of education to economic development and employability

Chapter 3: Research Methodology - This chapter deals with the research methodology and design selected for this study, describing the process to be implemented. A qualitative research methodology will be employed, inclusive of interviews conducted with the selected sample. The material collected aims to add to the understanding relating to the question being explored and by this, there is potential to represent information to address anticipated challenges.

Chapter 4: Research results and analysis - The chapter deals with the result and the analysis of the results. It looks at all the data collected from the interviews and is complemented by an analysis of the data presented.

Chapter 5: Conclusion and recommendations - The fifth chapter and the final chapter offer recommendations drawn from the findings in chapter four along with a conclusion.

2. CHAPTER TWO

Literature Review

2.1 Introduction

This chapter presents a review of the literature intended to provide a scope of research that has been done on the community colleges, their purpose and aim with the focus on the curriculum offered by the CETC in KZN and its link to economic development. There are several related literature findings from available published journal articles, existing government publications, various books and internet sources accessed and referred that assisted as a foundation to inform the discussion and craft a rounded and comprehensive understanding of the connection between these subject variables.

Sections on the importance of education, nature of community colleges and their social development are included in this chapter, as is the community college concept in SA education and the relationship between the quality of education curricular programmes, economic development and economic growth and employability. The literature study aims to achieve a full analysis of the research topic as denoted in chapter one. The review of literature closes with a discussion on the study gap for this research and finishes with a conclusion of the chapter.

2.2 The Importance of Education

Education is the key element for any country to advance and thrive as it frames the moral fibre and intelligence of people, while it additionally affords capacity and inspiration to every person. Knowledge attained from education solidifies the groundwork for a powerful nation, hence an educated man becomes whole (Aithal and Aithal, 2016, p.225). Education is, however, not restricted to textbook teachings, with true education acquired from the imparted teachings of life. This implies that the effective impartation of education must comprise a system that is characterised

by the elements that speak to the environmental and social development of students (Aithal and Aithal, 2016, p.225).

An ideal education structure would not only groom learners for the working world but would also train them to become qualified to transform the working world to match and fulfil the needs of the people. An idyllic education system shall devise predictable and classified fundamentals (Aithal and Aithal, 2016, p.227).

The education system variables are the major sole influence on employment, economic growth, environmental and social development (Hunter, 2018). The impact of education on maintainable livelihood involves three key forms, in other words, principal learning qualifications, skills and vocational training and the completed level of schooling (Hunter, 2018). However, education is also negatively affected by the demographics of each community, with the key demographic effects on education identified as poverty, age and geography (Hunter, 2018). Poverty and geographical environment play a crucial role in social inclusivity or social isolation.

Students carry with them the social environmental teachings which spark trends that either isolate or motivate them to learn (Nortje, 2017, p.47). According to Walker (2017, p.358), the age limits imposed on basic education and schooling can be the impediment or motivators of learning, while it is asserted that this has also brought shame on adult learners to participate in educational programmes. Therefore, it is concluded that education should be community inspired as a transformative, life-long experience (Walker, 2017, p.358).

2.3 The Nature of the Community Colleges

The purpose and discussions surrounding the concept of community colleges are better understood with clarification of its historical context. Often, discussions on the mission of these colleges lack accuracy. In mission debates, different classifications and points of analysis tend to merge variances of meaning or purpose, subject to the theoretic standpoint, synopsis or qualified interest of the viewer (Levin and Kater, 2012, p.3). There is a record of ambiguity or even misunderstanding, concerning the significance and aim of community colleges (Levin and Kater, 2012, p.3). Frye

(1992, p.1) proclaimed that the original junior colleges were merged without any clarified mission, benchmarks, or academic structure (Levin and Kater, 2012, p.3). Moreover, researchers had cautioned that community colleges had no conceivable authoritative regulation (Cohen, 1977, p.74). The Concierge commission in America noted the exceptional organisational expansion in higher education was directly due to the remarkable evolution of community colleges. The commission also observed community college functions as varied and incomprehensible (Levin and Kater, 2012, p.4).

Public community college services are echoed to have a fluctuation of roles and informal identity because of their constant devotion to revamping, restructuring, uplifting, and reviewing their mission (Deegan and Tillery, 1985). Burton Clark analyses the ambiguity with regards to community colleges, as a result of open entrance and a non-recognised link to the institutional arena of higher education. An impediment of theoretical unanimity about community colleges, is that certain researchers assess these community-centred, open-admission institutes according to the criteria of meticulous universities (Frye, 1992, p.40).

National mission dialogues regularly do not consider community perspectives that form the presented objectives of distinct colleges. A community college delineates and endorses the developmental aims of its rather uniform communities (Wyner, 2019, p.7). Integrating the aim of diverse institutes equally entails historical perception and abstract flexibility. According to Cohen and Bower (2008), the US social and economic framework commands community colleges to constantly change pathways and progress, in reaction to the recurrent and inconsistent upsurges in a variety of demands from the country, business, the workforce, and native communities. A mutual idea amongst researchers, however, is that community colleges are non-specialising by policy, their obligation is to give an all-encompassing curriculum and attend to a variety of community necessities (Wyner, 2019, p.11).

A comparatively small number of precise past evidence on the community of colleges limits researchers on estimates regarding the purpose and history of these establishments that will not seem like unfair interrogations. In America's community college manuscript, "The First Century", an effort was made to review all community

colleges, with the historical sequence and growth of community colleges organised as the sole department of higher education to be termed a movement (Witt, 1994, p.18).

Deegan and Tillery (1985) established a concise graphic chronicle of the community college operation, from the formation of the original community college in 1901. They stipulate and capture a community college account as undergoing four distinct phases of development, foreseeing an emergent fifth generation college, increasingly driven by: the rules of economic growth and development; new post-industrial economy competition; advanced technology and computer-centred knowledge systems, as well as intensified exterior pressures for institutional mandate accountability (Deegan and Tillery, 1985).

Ratcliff, Schwarz and Ebbers (1994) persuasively made a case that the initial public community colleges started as a result of wide-ranging social and economic pressures of development, marked by the second industrial revolution. Seven courses of educational revolution are described by Ratcliff et al (1994, p.4) as motivating the historical emergence of wide-ranging community colleges. In other words; boosting of local community; research university increment; reformation and development of the public education system; and teacher education becoming professional; as well as the call for vocational education; the expansion of adult lifelong community education; and confined access to higher education.

Cohen (1998, p.112), maintained the main motivation for the development and progression of community colleges was the burden for advanced learning and training, effected by the growing quantity of university graduates. This change was encouraged by the learning and training prerequisite of a new commercial industrial dominance. According to Levin and Kater (2012, p.3), a universal chain of corresponding commercial, social and technological inventions, categorised as transformation and revolution, brought about the growth of community colleges. These inventions accelerated from trade and industry, energy resources, demographic and area conversion, and art-science innovation.

The transformation largely moved the nation's business, globalisation, carboniferous and fuel-based energy, as well as societies, to relocate to socially

centred industrial regions. Such inventions piloted the formation of a new major consumption society; an emergent middle class that required further educational skills and qualifications, to afford them a comparative economic guarantee in an increasingly economical industrial civilisation (Levin and Kater, 2012, p.4). The prerequisite of elevated amounts of literacy, numerical competence and communication abilities for work-related success, cemented a way for the growth of community colleges (Frye, 1992; Ratcliff et al, 1994, p.6).

Dougherty (1994, p.5) made use of historical studies, in combination with data from case-studies, and observed an innate shift on the part of community colleges, from transferral education to vocational programme design. This transference relegated community colleges as institutes of higher learning. When examining the mission of community colleges in the 21st century, Townsend and Dougherty (2006) declared that, by switching students from academic to vocational training, community colleges secure a market channel and mode of authority within the structural ground of higher education. In addition, community colleges exercise proactive subordination to companies, labour markets, and top university assessments (Townsend and Dougherty, 2006).

Ratcliff et al (1994) instituted a number of objectives for community college programming; to seize the expanding learning and training markets inside the progressively difficult ecosystem of education; to assure professional value, individual development and recognised resources, with policymakers and the whole learning community; and to spread a sensible social and educational revolution plan that would mutually back-up open-access to higher institutions of learning. The aim and autonomy of community colleges to decide on programmes and consider the needs of the community, is the arbiter for the appropriateness of its curricula (Wyner, 2019, p.19).

2.3.1 The Social Context of Community Colleges Development

According to Lovett, Clarke and Kilmurray (2018, p.37), the objective of adult-based education in the training of communities had brought about deliberations on their productivity. The experiential discoveries had revealed that adult education is not

attaining the valued working-class population quantities. Adult education still has a bestowed responsibility in the recompense of the former educational injustices and enormous poverty rankings, as well as economic growth needs (Lovett *et al*, 2018, p.37). Regardless of these social ills, the institutional outline of the adult curricular syllabi seems divorced from community setbacks and challenges encountered by the adult population. It therefore stood out that the development of community colleges was imperative to deal with the issues confronted by the working class and the previously disadvantaged, in a process that best addresses their community needs (Lovett *et al*, 2018).

Community colleges are central in realising the aspirations of their specific community students, several of whom are from underprivileged backgrounds (Bailey, Jaggars and Jenkins, 2015, p.2). These colleges are intended to offer post-secondary education as the substance for economic growth and upward mobility. However, the community colleges' curricular programme quality has been questioned because of its open access policy and its focus on the under-represented population. Vargas, Hooker, Collins and Gutierrez (2019, p.193) also found the colleges to offer a selection of detached lessons and programmes that are not primary to further education and employment outcomes are advertised to assist adult students to achieve.

The open-access entry of community college institutions leads to a misunderstanding that they are not selective in admittance and that could promote low learner quality (Rhoads and Valadez, 2016, p.27). However various quality scholars consider the benefit of the reasonable prices of these colleges. The package programs and deals open to different student populace is ground-breaking. Most community colleges have home-based programs tailor-made to their distinctive learner base and communities, and should there be a change in the community, the college co-operatively bends. Bailey *et al* (2016) stated that community colleges have been extensively identified as democracy institutions. Although their open-entry programs and blue-collar appearance have created a less exclusive image to their full, four-year programme counterparts, community colleges offer social flexibility to all scholars (Rhoads and Valadez, 2016, p.28).

The methodology to community college education is through the route of situations and conditions and not focussed syllabi (Hansman, 2001, p.43). Social background and the amount a person share or partakes in several conjoint activities are naturally educative. By a person performing his part in society activities, it is assumed the mission that activates it grows into its methods, systems and subject matter, obtains required skills, and is soaked in its passion (Hansman, 2001, p.43). Jose, Patrick and Moseley (2017, p.269) used Kolb's "experiential learning theory tool" as the best method of learning for community adult learners, as it connects the variables of social life experiences and in-class teachings, along with concrete experience, to form a learning synergy. Kolb's experiential learning method is depicted below:

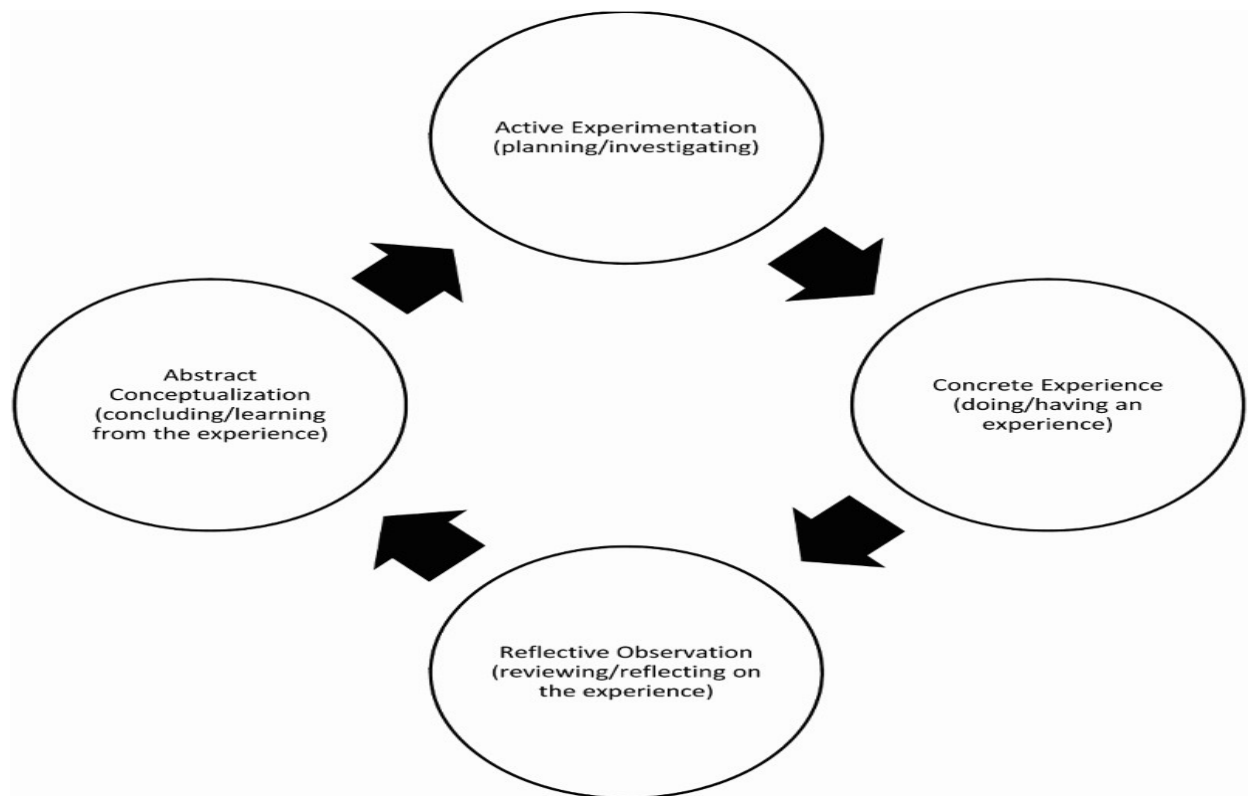


Figure 2-1: Kolb's Experiential Learning Cycle (Kolb, 1984).

(Source: Jose, Patrick and Moseley, 2017).

2.3.2 Recognition of Community Based Education

As part of understanding and appreciating community education, there first needs to be an explanation and a meaning of "community". Tett and Fyfe (2010, p.1) separated the connotation of the community into three key parts; firstly, that it is a habitation or locality, this talks about a social cluster of every dimension whose fellows live in a locality, such as a close vicinity neighbourhood or a town and they share such geographical space. Secondly, it is an activity where people are connected mutually by dynamics such as religious dogmas, sexuality or an ethnic source, such as sharing in membership of a certain ethnic or religious assembly. The third level of a community is the function; this is the category that shares the same or matching profession or similar tasks and through action engagements, they assimilate a communal sense of character.

Nonetheless, although adherents of a community are placed within a specific physical area, it must be noted that they are not homogeneous. Within an equal share of certain things by the group, it remains that they are different people with divergent views and principles. For this reason, a community crowd should not be regarded as the same, even though they have some commonalities (Tett and Fyfe, 2010, p.2).

Community education, equally viewed as community-based schooling or else referred to as community training and development, is a government's strategy to encourage education and social progress, by working with collective individuals in their communities employing a variation of formal and casual methods (Fashesh, 1995, p.66). A commonly shared and noteworthy attribute is that a curriculum and activities are established in dialogue with community participants. A prominent mode of community education must rescue people's lives, their worth, essence and their thinking technique, from hegemonic constituents and simplify their path to articulate their thoughts and actions, in order to furnish a basis for autonomous efforts (Fashesh, 1995, p.66).

The purpose of community learning and development is to foster the capacity of individuals and groups of all ages through their actions, to improve their quality of life. Central to this, is their ability to participate in democratic processes (Lovett et

al, 2018, p.42). Community education encompasses all those occupations and approaches concerned with running education and development programmes within local communities, rather than within educational institutions such as schools, colleges, and universities. The latter is known as the formal education system, whereas community education is sometimes called informal education. It has long been a critical aspect that the formal education system is failing large sections of the population in all countries and there is the concern of taking learning and development opportunities to socio-economically disadvantaged individuals and poorer areas, although it can be broadly provided (Lovett et al, 2018, p.42).

Community education is inclusive of both adults and children's learning, with its main objective being training within and around communities. This type of education emphasises learning that develops out of people's practices and the social welfare produced within communities (Paquette, 2017, p.1). It holds a diverse motivation and application from mainstream learning together in its curriculum and its systems. Communal education is about inspiring and involving people all through life into learning that is grounded and established on what is responsive to their needs and interests (Paquette, 2017, p.1). Education is formed that is pertinent to participating students and is reactive to community priorities and urgencies, identified instead by people and not the mainstream curriculum. Community education encompasses current educational properties and those of basic school institutes, colleges, and communal organisations in the community, to help all age groups and distinctly target classes not customarily tended by ordinary educational curricula (Tattum and Tattum, 2017, p.8).

This type of education is a comprehensive and dynamic approach to public education. It is a philosophy that pervades all segments of education programming and directs the focus of each of these towards the needs of the community (Lovett et al; 2018, p.39). Community education functions as the channel agent by offering a direction to marshal its resources to resolve recognised community problems. This organising of all services in the community assists in bringing about change, as the community colleges spread to everyone within the community (Lovett et al, 2018, p.39). Community education assists in creating the surroundings and an environment whereby all men receive security and self-assurance, as a result

empowering them to develop and flourish in a community that appreciates education as a fundamental function of community life (Lovett et al, 2018, p.39).

Stating diverse philosophers, Nisbet and Shucksmith (2017) cited Walker (1977), who offered a comprehensive understanding and description of community education, referring to the analysis of its historical foundation. Quoting one of the influentials in community education, crusader Joseph Hart, who wrote that education cannot be separated from life. The democratic difficulty is that of constructing a community, whereby children cannot help but grow up as democratic, intellectual, autonomous and reverent of life objectives. Only the communities can generate those outcomes, we use what we learn in communities to learn (Nisbet and Shucksmith, 2017, p.2). Philosopher Frank Manely is further cited as having stated that there is no division between institutions of learning and community. Community education meets the burning necessities of the people because it embraces all things that touch the well-being of the community and its responsibilities. Living and learning converge in this space. Nisbet and Shucksmith (2017) endorsed the scholastic conception of continuity or the term “life-long learning”, revealed by the famous philosopher Dawey, as a strategic concept of learning by all communities. Lifelong education is a process by which people determinedly attain formal or informal learning all through their lifetime for individual growth or career development (Nisbet and Shucksmith, 2017).

2.4 The Concept of CET Colleges in South Africa

The CET Act planned to form community and training colleges as an additional institutional type inside the post-education and training system (PSET) (DHET, 2013). This Act would rescind the Adult Basic Education and Training Act of 2000 and be employed as regulation leading CETCs and their CLCs. In 2012, the DHET introduced the concept of the CETC and recommended creating these structures to encourage training of out-of-school youth and adults, while also being reactive to community needs and economic development and growth. The White Paper asserted that the growth of university and college structures marks an essential change, nonetheless, they are not enough to meet all of society's needs (DHET,

2013). A significant number of people are not eligible to enter universities or Technical Vocational Education and Training (TVET) colleges. The CETC were thus instituted to extend a varied choice of prospects to societies for whom attendance of vocational and technical colleges and universities are not feasible.

Preceding the role transferral of AET on 1 April 2015, the state provided AET using Provincial Education Departments (PEDs). The PEDs ran Public Adult Learning Centres (PALCs), the majority of which are situated in public schools and offer official training to adults on an after-school basis (Further Education and Training Amendment Act, 2016). In terms of this Act, there has been a control transfer of PALCs to the DHET.

AET concentrated on and provided a formal qualification that was problematic for students who did not necessarily require a formal qualification. The system of the AET curriculum was fixated on general education and failed to attract large numbers of adults and youth that wanted not only to complete basic schooling but who were also interested in the acquisition of labour market exchange and skills for maintainable livelihoods (Further Education and Training Act, 2016).

In seeking a lifelong solution to these challenges, the Minister brought together a task team to conceptualise an effective institution, ideal for CET, definite in its ethos and goals, which delivers a variety of programmes, qualifications or part-qualifications, coherent with qualifications of current institutes, and concerned with the provision of lifelong education and opportunities. The Task Team report suggested the formation of CETC and CLCs (CET Policy, 2015).

According to the White Paper (DHET, 2013, p.20), the function of the CETC is tailored to accommodate the out-of-school youth and adults in providing them with a sense of balance of official schooling at a training level of learning. This objective was to be accomplished by the diversification of the AET formal curricular schedule, to embrace and place its emphasis on the skills programme that must accommodate the needs of the community and economic growth and development. The DHET has founded one CETC in every province, creating a sum of nine CETC in a country (CET Policy, 2015).

The National Policy on Community and Training (NP-CET) Colleges functions as primary development to begin the institutional policy background for the establishment of CETCs. According to the NP-CET (2015), the establishing of CETCs was recommended as the third tier of a recognised institutional brand, together with Universities and TVET Colleges. They are duty-bound to complement the general education programmes primary to sustainable living and separate from the formal sector. The CETC are about offering programmes suited to the specific needs of the communities.

The policy was instituted on assured principles supporting the creation of CETC. These principles describe what the CETC are about. Some of the principles include that the CETC ought to increase access to learning and training for all youth and adults, particularly those Not in Employment or in Education and Training (NEETS). CETC must also deliver decent value of formal education and vocational training programmes that groom people for partaking equally in the formal and informal economy. Additionally, CETC should form corporations with local communities and local government, civil society bodies, employer and employee organisations and align programmes with their needs (CET Policy, 2015).

Community colleges in SA have been introduced during a time of the upcoming fourth industrial revolution (4IR) and must have programme initiatives that respond to the technological changes in the economic system. A ministerial task team on 4IR in PSET system has been formed to advise on how the system can utilise and respond to the opportunities and challenges presented by the 4IR (DHET, 2019). Penprase (2018), asserted that a fast change is required in the curriculum of colleges that shall expand its capacity to accommodate the acquisition of new knowledge by learners in the life-long learning era, with new modalities of institution that leverage the digital advances from the third industrial revolution.

The DHET, has in response to the SA dream to build smart cities allocated a huge portion of its budget to smart trainings and technologies, to colleges under the PSET system. This has been done to change the perception that people need universities to be educated, when there are community colleges (Knight, 2019).

2.5 Quality of the Curriculum in SA Community Colleges

The idea of quality has enticed numerous descriptions from scholars (Asiyai, 2013, p.161). In his journal, Asiyai (2013, p.161) cited Kalusi (2011), who claims that quality is a multifaceted concept and there is barely any agreement on its definition. However, De Bruin (1997), in Asiyai (2013, p.161), asserts that quality is an anticipated element of an item or a service that differentiates it for an individual looking for the attribute. Quality should have the element of value and recognition (Asiyai, 2013, p.161). De Bruin (1997) is further cited as describing that decent quality ought to have the features of conformance to expectancy, necessity, merit, and value. Taken from their definition, Asiyai and Oghuvbu (2009) defined quality as a degree of how good or poor the produce of higher institutions of learning are with their academic performance and reaching the recognized standards (Asiyai, 2013, p.161).

High-quality transfer is a precondition for valuable output in education, industry and therefore, quality learning is a tool for effective natural growth (Asiyai, 2013, p.161). According to Ekong (2006, in Asiyai, 2013, p.161), quality forms knowledge, living abilities, perceptions, outcomes, and principles. When quality is provided plentifully to meet the established criteria, the products of education must be able to do well within the labour market in real-life conditions. When quality is low, performance fails to meet the set standards (Asiyai, 2013, p.161). Therefore, the quality of the curriculum in institutions should be able to meet the required set standards and carry the characteristics required for reasonable and acceptable quality and value.

The substance of courses and skills offerings in training colleges must incorporate quality for development and labour market attractiveness. Quality training is the acquirement of the knowledge, skills, and principles deemed by society as valuable and commonly expressed in the curriculum (Spaull, 2015, p.36). A proper curriculum, as set out in the NQF Act, 67 of 2008, equally combines theoretical and crucial learning components, secures analytical knowledge, skills and ethics clearly, increasing learner opportunities in the depth of perception, as compared to only perusing information (South Africa, 2008).

The offered curriculum should grow the value of literacy and reading and writing skills and not solely concentrate on intellectual skills, the economy and the labour market (Spring 2015, p.35). Quality writing and communication is of vital importance in education for the development of writing; it plays a pivotal role in variation from school to market and employment (Spring 2015, p.35). Spring (2015, p.37) also upholds that, for students to grow and improve into conditions of enhanced vocation and position in society, it depends enormously on whether and by what means they have advanced their writing skills and competency. The market relation prospects of a person rest on the type and quality of the education they have attained (Spaull 2015, p.37).

Low-level quality of education tendered to underprivileged learners eventually turns into a setup of poverty. There is doubtfulness on the South African system of schooling to transmit quality knowledge, good skills and viable values needed by students to transform into fully capacitated members of the society and to encourage social mobility (Spaull, 2015, p.36). It is thus necessary that the qualifications and the curriculum of the CETC be quality assured, so that it contributes positively and productively to society. The quality of the CETC curriculum is guided by the National Policy on Curriculum Development and Implementation in Community Education and Training Colleges (NPCDI-CET) and the NQF Act, 67 of 2008, which model the three sub-frameworks of the qualifications, as provided by the institutions of learning in the country (NPCDI-CET, 2017).

The curriculum is defined by the NPCDI-CET (2017) as an intended outcomes proclamation to be accomplished, with expected content of knowledge to be acquired, as well as the skills and competencies that should be developed, and performance levels expected from students. Simply put, a curriculum outlines what is to be educated, what learners must study and what is to be evaluated. Furthermore, the policy states that the curriculum of CETCs must be well-versed to the policies relevant to the NQF sub-framework. In this framework, the policy provides that the DHET shall be responsible for sourcing the expertise for curriculum development and the implementation of qualifications statements in CETC, while providing guidance for assessments (NPCDI-CET, 2017). The Task Team report had made note of high-level school drop-outs and youths and adults that formed

part of the (NEETs) and recommended the initiation of a new education system that would be user-friendly for the group. The CETC curriculum's implementation and administration should bear these fundamentals to attract and sustain its trainees (NPCDI-CET, 2017).

The task team report comprised an overall household survey statement, issued in June 2016, which showed more than 18.8 million South Africans who are 20 years and older, who can profit from the growth and quality facility of the CETC programme. The task-team again verified that 15 percent of this 18 million had dropped out at lower levels of schooling because of poor-quality education delivery. This is endorsed by 15 percent of those with little primary schooling, persons who have completed only primary schooling and those with minimal secondary schooling, who remain functionally illiterate (NPCDI-CET, 2017).

These concerning factors raise queries to the profiles of the adults and out-of-school youth if whether they are well understood and can be corroborated through evidence. The NPCDI-CET (2017), is principled on the background that the recently established CETC must initiate appropriate and good responsive programs and qualifications, attend to the challenges of the bad administration of teaching and learning, inferior quality of delivery, absence of programme diversification and poor concentration on the needs of the community. The NP-CET has, therefore, provided a framework for a PQM, which emphasizes the flexibility and responsiveness in forming the programs driven by the community's developmental priorities (NP-CET, 2015).

The PQM aims to offer programs with learning methods that intend to develop livelihoods, encourage inclusion into the world of work and support the community's individual needs. Community Colleges are required to provide a range of programmes and qualifications that are within the NQF's three sub-frameworks (NP-CET, 2015). CETC must create partnerships and linkages within the frame of the PSET system and other investors and interested parties.

The CETC and CLCs provide literacy and post-literacy programmes. The government pioneered the Kha Ri Gude Mass Literacy Campaign to try and deal with illiteracy as an intervention. The main aim was to decrease illiteracy by 50

percent by 2015 (NPCDI-CET, 2017). Literacy assists learners to develop and procure reading, writing, and numeracy skills for active citizenship enhancement. The CETC further provides a post-literacy programme that takes place in the method of the AET learning programmes for sub-levels 1-3. AET level 1 teaches numeracy and languages, levels 2 and 3 offer languages, numeracy and a choice of combined studies. Level 4 offers a language and a selection of integrated lessons or a skills programme. The level 4 programme is at NQF level-01 and is comparable to grade 9 in a basic education secondary level of schooling, and is Umalusi quality assured (Umalusi, 2016).

The Umalusi Council is constituted by the General and Further Education and Training Quality Assurance (GENFETQA) Act, 58 of 2001, amended in 2008 and is responsible for development and management of a sub-framework of qualifications for general and further training from NQF levels 1-4 and the accompanying processes of quality assurance, certification and research (Umalusi, 2019)

The DHET shall offer recognised qualifications that include the General Education and Training Certificate for Adults (GETCA), Senior Certificate and National Senior Certificate for Adults (NASCA) (Umalusi, 2016). The CETC is intended to offer occupational and skills programmes as part of the packages regulated by the minister for CETCs in the NP-CET (2015). These curricula shall be offered cognisant of the research community's desires and that of local labour markets. The CETCs should contemplate granting foundational learning certificates as part of the Occupational Qualifications Sub-Framework (OQSF) (NPCDI-CET, 2017).

In forming collaborative alliances with local authorities, Sector Education and Training Authorities (SETAs), community organisations and other government departments, as mandated in the White Paper (DHET, 2013), these programme offerings may be extended to contain but are not limited to, Early Childhood Development (ECD), Cooperative and Entrepreneurship Education and Training, Plumbing, Construction, Carpentry and Welding, Home-Based care, Expanded Public Works programme and Arts and Culture, to name a few (NPCDI-CET 2017).

Community colleges are also mandated to teach non-formal programmes based on community needs within that period. These informal programmes should be locally

focused, as communities are unique and require alignment and distinctive programmes (NPCDI-CET, 2017). The informal syllabi shall occur as a necessity and may not advance to qualifications or part-education, while the informal programme may include but is not limited to, learner drivers' licences, life skills, voter education and co-operative training (NPCDI-CET, 2017). The CETC has a variability scope of curricula that allied respectively, to each community's needs. As depicted in the NP-CET (2015), the CET sector must provide the adult learner with an expanded life-long learning programme considerate of the mind and state of its targeted learners, to boost their love of continuous learning and improve communities' economic state.

According to the NPCDI- CETC (2017), programme development articulation should link students to National Certificate Vocational (NCV) programmes at TVET Colleges, after completion of the AET Level-4, which is equivalent to Grade 9 and is at NQF Level-01. AET Level-4 students may also transfer to the senior certificate, which is at NQF Level-4. The students may transfer to Universities and Universities of Technology on completion of a senior certificate in community colleges. The NP-CET (2015), refers to the PQM, purported to provide a variety of academic and skills training that articulates to the labour markets and entrepreneurship, through partnerships with other organisations.

Crucial to the curricular packages and qualifications open to the CETC, is the delivery of these programmes to learners. The NPCDI-CET (2017) sets out the proper terms and procedures of employment as a serious activity for the discharge of curriculum delivery. The appropriate hiring of good and right lecturers is to be conducted coherently with the vision of the learning and training system adopted in the policy document (NPCDI-CET, 2017). Former practices in the CETC and CLCs permitted for lectures to be allotted in subject courses they had little or no experience in and others with only a National Senior Certificate. Subject to the current labour relations framework, is the delicate approach to rectify such lecturer appointments, to guarantee and formulate suitable appointment of lecturers for quality curricular programme delivery (NPCDI-CET, 2017).

2.5.1 Quality Assurance in CET Curriculum

Quality assurance is the method of upholding standards in outcomes and facilities through the review or analysis of models (Asiyai, 2013, p.161). Asiyai (2013) notes a description by Okebukola (2010, p.3) of quality assurance as a covering model for a mass of deeds intended to expand the quality of activities, practice and results of the higher education system. Quality assurance involves the value of offered materials for training, tools, amenities, and college background, along with learners, the curriculum, training delivery quality and quality of lecturers (Asiyai, 2013, p.162). The aim of quality assurance is to improve the excellence of an institute's systems, educational yields and outcomes (Oyebode, Oladipo and Adetome, 2008). Everybody is expected to play a prominent role in ensuring quality in education. Some of the strategic building blocks in educational quality assurance include, the creation of minimal standards in lecturer qualifications, the quality method of facilitation and lecturing in college institutions, projected educational outcomes of students and the growth of a thorough management system for education, in order for the entire sector to create robust operative policies and processes that are well recognised and obeyed (Asiyai, 2013, p.162).

CETC qualifications should form part of the standard setting and quality assurance for the general and further education and training qualifications framework policy (Umalusi, 2016). In its credentials the CET offers the senior certificate, open in 2008 but currently being phased out, although it is still taught in 'second chance' institutions, of which CLCs are a part (Umalusi, 2016). Further to this, is the AET qualification, the GETC, which is offered in CLCs and ABET certified.

A third tier of qualifications exists, which will be offered in the adult path, namely CET qualifications. These are the GETCA and NASCA at NQF level 4 and seen as post-school qualifications that are, nonetheless, closer to further education and training, as opposed to higher education (Umalusi, 2016).

Quality assurance is the method of upholding standards in outcomes and facilities through the review or analysis of models (Asiyai, 2013: 161). In Asiyai (2013), Okebukola, (2010:3) is noted describing quality assurance as a covering model for a mass of deeds that are intended to expand the quality of activities, practice and

results of higher education system. Quality assurance involves the value of offered materials for training, tools, amenities, college background, learners, curriculum, training delivery quality and quality of lecturers (Asiyai, 2013: 162). Quality assurance is aimed at improving the excellence of an institutes systems, educational produces and outcomes (Oyebode, Oladipo and Adetome, 2008). Everybody is expected to play a prominent role in ensuring quality in education. Some of the strategic building blocks in educational quality assurance is the creation of minimal standards in qualification of lecturers, the quality method of facilitation and lecturing in college institutions, projected educational outcomes of students and the growth of a thorough management system for education in order for the entire sector to create robust operative policies and processes that are well recognized and obeyed (Asiyai, 2013: 162).

The CET Colleges qualifications should form part of the Standard Setting and Quality Assurance for the General and Further Education and Training Qualifications framework policy (Umalusi, 2016). The CET offers in its credentials, the Senior Certificate which was open in 2008 and is currently being phased out though it is nonetheless still taught in second chance institutions for which CLCs are a part of (Umalusi, 2016). Further to that is the adult education and training qualifications, that is the General Education and Training Certificate for Adults (GETC: ABET) offered in community learning centres as ABET certificates.

There is a third tier of qualifications which will be offered in adult path and will be the CET qualifications. These are the General Education and Training Certificates for Adults (GETCA) and National Senior Certificate for Adults (NASCA). These qualifications will be falling at NQF level 4. These qualifications are seen as post-school but closer to further education and training rather than higher education (Umalusi, 2016).

2.6 Impact of the Curriculum offered by Community Colleges

Community colleges are the post-secondary access locus of students. The community colleges' programmes are meant to articulate to different fields of higher education, labour markets and entrepreneurship. Nevertheless, many studies have

shown community colleges to have a low percentage of students that progress or transfer to the expected pathways (Crota and Kopko, 2015). The impact of the articulation process by community colleges may be tested and proven by the measure of existing students into community development areas. However, it has been found that the transfer of students does not happen smoothly, with students often found to not qualify for entry to other institutions of learning and their training to be inadequate for most labour markets, due to articulation expectations not being met (Jenkins and Fink, 2015).

In examining the potential reasons for the non-transferability of students, Jenkins and Fink (2015) established that, generally, there are lower expectations of community colleges. Moreover, the vocational focus on programmes and the lower level of thoroughness at community colleges correlates with students' loss of credits on transfer. Curricular issues in community colleges demand a renewed thinking on how they do business, in order to transform and respond effectively (Boggs and McPhail, 2016).

The shift in higher education, more importantly in the sector of community colleges, has highlighted the importance of workforce training programmes and competency-based training. This has led to the demand of accountability and transparency in the quality of the curriculum in community colleges (Boggs and McPhail, 2016). Accountability is focussed on assessment of teaching and learning outcome quality, the productivity of an institution and institutional efficiency (Ayers, 2015).

Community colleges are expected to build environs that prove their responsiveness through measurable results to internal and external parties of interest. This is done in an effort to promote accountability and transformation in community colleges (Boggs and McPhail, 2016). Accountability and efficiency play a major role in ascertaining the credits of the programmes offered in alignment with the articulation plan and transfer of students (Ayers, 2015). The programmes offered and their unit standards should be transparent, ensuring the right order of placement of students at their completion term in community colleges (Ayers, 2015).

Community colleges present a wide selection of programmes. In spite of this, these colleges generally offer little guidance to assist new students in choosing

programmes of study and developing a plan for completion thereof, hence they experience a large number of dropouts (Jenkins and Cho, 2013). Many students enter community colleges without any positive guidance on career paths and without any information on opportunities associated with the programmes they enrol in. The common theme in community colleges is to enrol, get with the programme and complete, yet there is no exit support for students (Jenkins and Cho, 2013). Career guidance is imperative for proper implementation of a pro-active curriculum and exit support assists in ascertaining the programme's impact in the communities (Donaldson, McKinney, Lee and Pino, 2016).

The heads of the community college sector must have the skill to rally the efficiency of the institution, positively affect the lives of students and the communities they live in, while also motivating staff to develop student achievements through innovation and creativity (Boggs and McPhail, 2016). Community colleges must have the tools that enable progress tracking of students, measurement of the throughput rate, the output rate on the programmes to the exit level of support, up until transfer, for accountability of their impact to the communities (Shapiro, Dundar, Huie, Wakhungu, Yuan, Nathan, and Hwang, 2017).

2.7 The Role of Education in Socio-Economic Development

The educational system performs a key role in the allotment of personnel to various occupational positions. People that are compatible and divergent in valued abilities are categorised by the system and directed into streams of training that cultivate their abilities, encouraging them to seek adult roles in keeping with their talents (Boughey, 2007, p.5).

However, many socio-economic dynamics, other than the talent of the student impacting on his ultimate educational experiences and achievements, may affect this development. These may include inconsistencies in the level and quality of education accessible in the country, region, or community in which the student lives; disproportional access to educational facilities contributing to social class status, religion, race, and ethnic origins; disparities in motivations, ethics, and approaches; and differences in the inclination and capacity of parents and spouses to afford the

financial and psychological support required for the boosting of the student's talent prospects (Sewell and Shah, 1967,p.2).

SES comprises not only revenue but also educational accomplishments, financial guarantees, in addition to biased opinions of social rank and social order, while it can cover the quality of life elements and opportunities and advantages given to people within society (Sewell and Shah, 1967, p.7). Poverty, singularly, is not a sole aspect but is, instead, exemplified by numerous physical and psychosocial stressors. Further, SES is a reliable and consistent analyst of a vast selection of outcomes through a lifetime, including physical and psychological well-being. Thus, SES is relevant to all scopes of behavioural and social science, including research, practice, education, and advocacy (Sewell and Shah, 1967, p.7).

Socio-economic matters are issues that have undesirable effects on an individuals' economic interest, including absence of education, cultural and religious prejudice, overpopulation, as well as joblessness and corruption (Bayat, Louw and Rena, 2014, p.183). Issues of a socio-economic nature are inclusive of various variables that mould society's social pattern of living and are determined beneath the review of social economics. Social economics, also denoted as socioeconomics, relates to the connection between social and economic dynamics within society (Bayat et al, 2014, p.183). These factors determine the manner in which a certain group or socioeconomic class conducts itself within society, including its actions and affordability as consumers.

Different socioeconomic classes may hold different views and priorities concerning how they manage their finances (Ackaert and Verhaeghe, 2000, p.29). Some goods or services may be counted as unavailable to certain groups, based on their perceived personal power to meet both their expenses and income. These goods or services may include gaining access to advanced or better medical care, a chance to education, and the ability to purchase food that responds to better nutritional standards. It is clear throughout these factors that socio-economic issues determine the socio-economic class (Ackaert and Verhaeghe, 2000, p.29), with a socioeconomic class referring to a set of people with comparable characteristics. These characteristics can include social and economic status, amount of education,

the current line of work, and ethnic circumstances or heritage background (Rose and Harrison, 2014, p.3).

2.8 The Contribution of Education to Economic Development

Education's influence is essential for economic development and results (Grant, 2017, p.1). Citing the World Economic Forum (WEF, 2016), Grant described education as the accumulation of skills, capabilities, and other productivity enriching attributes. Additionally, education is viewed as a decisive element of a nation's human capital that enhances the competence of every specific worker and supports economies to progress beyond regular production methods (Grant, 2017, p.1). Human capital has long been regarded as the most idiosyncratic attribute of the economic structure and more work has confirmed the power of education on empirical throughput growth. Furthermore, Grant (2017) agreed with Barro and Lee (2010) that secondary and tertiary education particularly, enables the transmission of information about new evidence and inventions, by increasing creativity, of its own country's capacity to generate new knowledge, goods, and technologies.

Better education leads not only to higher individual income but is also a necessary precondition for long-term economic growth. Hanushek and Woessman (2015, p.2) maintain that "knowledge is key to economic development", contending countries that ignore this detail suffer, whereas nations that acknowledge it, thrive. Education is a foremost determining factor of economic growth, work, and incomes. Disregarding the economic measurement of education would jeopardise the prospects of future generations, with extensive implications of hardship, social segregation, and lack of social security structures (Hanushek and Woessman, 2015, p.3). However, not all forms of education have a favourable effect on economic growth. Grant (2017, p.3) mentions a review by Hanushek et al (2010), on the role of education in stimulating economic growth, which particularly focuses on the part of educational quality. It is conclusively determined that the intellectual skills of the population, comparative to ordinary school completion, are effectively associated with long-term economic growth.

The connection of skills and development demonstrates serious practical efforts, with the outcome of skills that are responsive to the quality of economic organisations (Grant, 2017, p.3). Further to this, Grant revealed that outgrowth simulations disclose long-term compensations to quality education are huge but require tolerance. Miletzki and Broten (2017) evaluated the review of Sen (1999), who stated that economic development compels the increment of competencies from economic agents, so they may appreciate their full potential and participate in economic and social life. A contemporary outlook of economic development involves crafting the prerequisites or abilities that support resourcefulness, application of collective remedying of problems and knowledge sharing, and dropping the expenses of engaging in modernised inventions. There is a necessity to not only boost less affluent places but to also guarantee the maximum variety of communities that can dynamically realise their potential through education (Miletzki and Broten, 2017).

Economic development is the increase of abilities that support the progress of society, through the understanding of the individual's atmosphere, organisation, and community perspective (Miletzki and Broten, 2017). Economic development is signified by a constant escalation in wealth and quality of life, employing innovation, reduced operation costs, and the use of abilities in the direction of the accountable production and responsible dispersal of amenities. Additionally, it calls for operative institutions substantiated in norms of transparency, open-mindedness for risk, understanding for diversity, and assurance in recognition of common gain for the state and the private sector (Miletzki and Broten, 2017). Economic development is critical to producing environments for economic growth and warranting our economic prospects.

According to Van den Bergh (2016, p.2), the economic development procedure concentrates on both qualitative and quantitative economic evolution. The procedure measures all the positions that embrace people in a state becoming richer, in good health and well educated, and retention of better access to decent quality homes. Additionally, further opportunities are formed in the areas of education, health-care, employment, and environmental conservation, which moreover, points to growth in the per capita revenue of all citizens. The standard of

livelihood embraces several aspects, including non-toxic drinking water, better-quality sanitation structures, medical schemes and facilities, and the growth of basic education to advance literacy levels, along with poverty extinction, stable networks of transport, and expansion in employment opportunities.

The elevated living standard quality is the main display of economic development in a country (Van den Bergh, 2016). Thus, an increase in the country's economy is necessary to attain the rank of a developed nation. This can also be signified by the Human Development Index, which contemplates the literacy levels and life expectancy that affect production; a precedent to economic growth (Van den Bergh, 2016, p.3).

Economic growth is the increment in goods and services generated by an economy or a state, measured and reflected for a certain period (Hartwell, 2017, p.23). An improved advancement in the quality of education, technology, and added value in goods and services locally produced by all the economic sectors, may create a continuous rise in the country's output of goods and services. This growth may be quantified as an increased percentage in the actual gross domestic product (GDP), where it is adjusted and affected by inflation. GDP is the trade rate of the absolute goods and services manufactured in an economy or state (Hartwell, 2017, p.23).

The function of education primarily entails refining the quality of individual capital, thereby influencing the increased labour throughput and output. On the scale at which education is currently used in innovative industrialised and post-industrial societies today comprises a massive investment (Harwell, 2017). Explaining the role of education in the economic development of this millennium must be justified as a method of investment. The triumph of this investment can be assessed both at the microeconomic or macroeconomic point by reviewing the influence of educational training on typical revenue per capita or correspondingly, on the ratio of growth (Van den Bergh, 2016). It appears almost a cliché that the compound socioeconomic techniques of contemporary democracies cannot be understood by unqualified persons. Sensibly, it is most probable that even the generally apparent participation in social life needs a certain degree of education greater than what was expected in the past (Miletzki and Broten, 2017).

2.9 The Link between Education, Economic Development and Economic Growth

Education is an important part of reform, growth, and revolution of any social order (NP-CET, 2015). Learning works on several purposes that comprise, but are not limited to attaining intellectual skills, acquiring the right attitude, principles, and abilities that school leavers need to function effectively in the changing technological world (Legotlo, 2014, p.3). Generally, education has forever been perceived as a vital element of economic security and university studies, in particular, as the ideal path for a qualified career. The prerequisites of the knowledge-based economy and the provisions of the 4th industrial revolution (4IR) have increased the reality of this factor (Levchenko, Levchenko, Horpychenko and Tsarenko, 2017, p. 2). A new nation-building exercise requires there be a set of proficiencies to eradicate poverty, to look after the underprivileged and to protect human rights. The DHET, formed in 2009, has endorsed the formation of a distinct, post-school education and training subdivision, with a robust memo about employability and more responsiveness than previously (Kruss, Mc Grath, Petersen and Gastrow, 2015, p. 23).

Education must respond to communities' economic growth and the economy with which it is imparted. Further, education must incorporate the teaching of thinking skills, delivered and affiliated with communities' economic improvement strategy that will permit full capacitation, freedom, and marketability in the trade industry. The training of out-of-school youth and adults that have little or no formal learning must be centred on encouraging independence and economic emancipation (NP-CET 2015). The function of education, particularly higher education, has come to be progressively significant in positioning society's modern developments. Education should be more adaptable to variations in the environment, innovative and outcomes-oriented, and must emphasise the need not only to offer information for students but also to secure economic independence (Levchenko et al, 2017).

Adult education appears to have come of age in a society that is confronted with massive social and economic complications; technological transformation, increasing unemployment, and racial discord, along with crime and destruction, poverty and fluctuations in social outlooks, as well as values and living standards. We have all been globally termed a learning nation; that learning is a life-long

practice; that we all need education for change; that we must use our leisure time for learning - predominantly the jobless or unemployable (Lovett et al, 2018, p.4)

The quality of education brings about the perception that education and training are knowledge-driven and a driver for economic growth (Cloete and Maassen, 2015, p.1). The South African economy is increasingly demanding educated workers with high skills to contest the development of skilled occupations (Bhorat, Cassim, and Tseng, 2016). Bhorat et al (2016), question the influence of economic growth over the appreciation of human capital security and have established that variances in education compare workers with professional skills and product knowledge and those with common knowledge without production skills. The prominence of education in economic development has validated a skills prejudice, in that, just as for occupations commonly contemplated to be low-skilled and certainly do not need strict education, there is an observation that labour with formal education takes the place of those without education (Bhorat et al, 2016).

Education has been a determining factor in economic growth and a good standard of living. In their analysis, Bhorat et al (2016) put together extensive collected works on the assured connection concerning the process of human capital growth and development of abilities, signified by quantitative processes of education, improvement and economic progress. Bhorat et al (2016), found three ways accentuated within which education can influence economic growth (in Kruger and Lindhal, 2001; Temple, 2001; Seinesi and Van Reenen, 2003). Firstly, learning increases the human capital essential in the labour force, boosts labour production, and in so doing, stimulates transitional growth towards a heightened, balanced level of output. Secondly, education enhances the creativity competence of technology to manufacture new products and methods, and hence growth. Thirdly, training can accelerate the flow and diffusion of knowledge necessary to comprehend and process fresh ideas and apply new technologies.

In examining the styles of modelling today's worldwide education policy, Spring (2015) concentrates on how economisation is rendering economic growth and improved productivity as the central objectives of education, and the manner in which these goals are realised, including assessing education policies by their outlays and economic values, introduction of entrepreneurship education into the

syllabus, from kindergarten through higher education, and encouraging participation of economists in education policy exploration. Spring (2015, p.29), upholds that the Organisation for Economic Co-operation and Development (OECD), and the World Bank favour the economisation of education, with the main concentration on the training of hard and soft skills required by the labour markets.

The World Bank's aim to subsidise the education of emerging countries is to foster economic improvement (Spring, 2015, p.29). In a study by economist Gary Becker (2011), it was ascertained that the association within education and economic development and personal investment in learning outcomes brings about a high rate of profit (Becker, Kominers, Murphy, and Spenkuch, 2018, p.7).

2.10 Skills Education and Economic Development

There is a solid necessity to make skills education a key fraction of national school curricular (Spring, 2015, p.27). Determination of possible skills gaps must place focus on the unemployed and the high labour band. Entrepreneurial education is supported by the WEF as a segment of a skills-based education programme. The main aim of this sort of education is to elevate the learners' understanding of self-employment as an option for a career, which encourages the learners not only to become employees but to also consider entrepreneurship as a path (Isaacs, Visser, Friedrich & Brijlal, 2007, p.619). In addition to this, it comprises the elevation and growth of personal qualities relevant to entrepreneurship, such as innovation, risk-taking and accountability, as well as improving the technical capabilities needed to begin a new venture. Therefore, it is clear that, in a college such as the CETC, where the main aim is to develop communities for sustainable economic growth and economic development, for entrepreneurship education and skills to be an imperative resource to impart to its learners.

The Programme for the International Assessment of Adult Competencies (PIAAC), will be employed by the national education policy directors to validate a skills-based curriculum for schools. The OECD is one of the main global advocates of skills-based education and it stipulates tests for evaluating skills, supporting drawing up plans for a national skills strategy, subsidising skills institutes and offering

knowledge to organisations and the public, with regards to the significance of skills training (Spring, 2015, p.27).

Progressive amounts of education add to higher productivity and thus make the beneficiaries of such education more appealing to employ and similarly, elevate their salary levels. The escalation in the sum of competent personnel contributes to productivity and this means also speeding up economic growth (Spring, 2015, p.27). This impact on growth is not easy to measure directly, however, the comparative link between productivity and earnings in the market economy, shows regular wage differentials among employees with different grades of education can be largely related to average productivity differentials (Spring, 2015, p.27).

2.11 Education and Employability

Variety and conversion on higher levels of education necessitate that all universities and colleges reconsider and restructure their qualifications and curricular so they may meet the challenges faced by higher learning in the 21st century (Rowe and Zegward, 2017, p.88). The impact of education on the readiness of work in graduates of higher education is a topic of extreme exploration, within their curriculum, with claims that employability is heightened by the curricular programme and its substance. Knowledge is measured as a central component of current societies and accordingly, the knowledge sources of the curriculum play a prominent role in estimating the employability of graduates (Rowe and Zegward, 2017, p.89). Employability is simply about obtaining/providing work for many people and the expression is progressively and interchangeably utilised with entrepreneurship. Entrepreneurship is a matter relating to many areas of the economy (Rowe and Zegward, 2017, p.90).

According to Foster, Petrie and Crowther (2018, p.5), life-long education by means of vocational training plays a role in remedying difficulties of economic effectiveness and unemployment catastrophes leading to social segregation and marginalisation amongst populations and is perceived as threatening to political and social contentment. Employability has become the responsibility of an individual. There is, therefore, a constant need to prepare for the labour market, in order to become

employed. Through frequent training, a person acquires the characteristics to continuously produce a new economic distinctiveness for the labour market environment (Foster et al, 2018, p.5). Employability is dependent on one's knowledge skills and character. These said components depend on how an individual uses knowledge and capabilities and exhibits these to employers. More importantly to be aware of, is that one ought to have carrier ownership, which is the knowledge that one is individually liable for one's carrier progression and management (Foster et al, 2018, p.6). Constant learning (life-long learning) and expansion of skills are required by employers and consumers of services. The surety is dependent on employability, with this being the capability to secure and keep employment (Grummel, Murray, 2015).

From the literature of the existing collection of works and research into matters of employability by expert authors Dacre Pool and Sewell (2007), a useful and open model of employability was established that can be utilised as a background for guiding students to cultivate the likelihood of employability. Clarke (2018, p.1923), stated that employability is about the capability skill of obtaining and maintaining rewarding employment. Systematic employability is the capacity to progressive self-reliance within the labour market, to recognise prospective opportunities through viable employment. It is suggested that employability entails four key fundamentals.

The first of these is the individuals' "employability assets", which comprise their understanding, skills, and character. Secondly is the element of "development", which is inclusive of career management and skills such as work hunting skills. The third is "presentation", concerned with job acquiring skills, for instance, CV writing, job experience, and interview approach *modus operandi*. Finally, Clarke (2018, p.1925) also alluded to the point that, for a person to competently make the best of their "employability assets", much is dependent on their environments such as family duties and outer factors, for example, the present level of prospects in the labour market.

Generally, in education, the idea to enrol in higher education is seen to be deep training for a discipline, to obtain a qualification and therefore, acquire a decent or better job. Thus, it remains that subject-detailed knowledge, awareness and skills are crucial for better employment prospects (Johnes, 2006). Essentially, it is

recognised that potential employees are judged by employers, based on the success of their completed training courses, most probably because it is the only measure available to them (Dacre Pool and Sewell, 2007, p.17). Subject-specific knowledge, understanding, and skills remain essential on numerous counts, however, these alone are not likely to guarantee graduation or a successful occupation. Generic skills are still required to complement these qualifications (Dacre Pool and Sewell, 2007, p.17).

The phrase 'generic skills' is utilised to refer to what can be termed core competencies or exchangeable skills. These are employed to bring about skills to use in support of any study in any field, and which can theoretically be reassigned to a variety of contexts, in higher education or the place of work (Bennet, Dunn, and Carre, 1999, p.76). Employers place much value on graduates' generic skills and seek graduates with appropriate subject meticulous skills, knowledge and full understanding, while additionally considering well-developed generic skills to various extents. According to Dacre Pool and Sewell (2007, p.17), a few published works of literature list diverse forms of generic skills required by employers that contain but are not limited to: resourcefulness, flexibility, independence, and good communication, as well as numeracy, technology savviness, and time management.

Employability literature also discusses entrepreneurship skills (Dacre Pool and Sewell, 2007, p.17). Even though entrepreneurship skills are not part of the generic skills lists, it has been determined that entrepreneurship graduates are of good value in both profit-making and non-profit making corporations, whether big or small. It is submitted that a graduate who could be labelled as entrepreneurial would be inventive, resourceful, flexible and eager to learn, which are all generic skills. Entrepreneurial skills may be a valued strength that various graduates will desire to gain, expressly those that want to build up their enterprise for personal economic growth (Dacre Pool and Sewell, 2007, p.17).

Emotional intelligence is regarded as one of the major aspects of employability issues. In support of this, Dacre Pool and Sewell (2007) cite Goleman (1998, p.4), as stating that, in a time of no job security guarantees, when portable skills have rapidly replaced the concept of a job, these are the primary qualities that gain and secure employability. Described under a range of titles such as character, soft skills,

and behaviour and competency, emotional intelligence is fast becoming more significant with the projected growth of customer-facing occupations, in which human interaction plays a vital role. Emotional intelligence is described by Meyer, Raikes, Virmani, Waters, and Thompson, (2014, p.197, in Aritzeta, Balluerka, Gorostiaga, Alonso-Arbiol, Haranburu and Gartzia, 2016, p.2), as the ability to rationalise and improve thinking, inclusive of abilities to precisely distinguish emotions, enter and breed emotions to direct thoughts and manage emotions reflectively to help intellectual growth.

Career success is more enjoyable to employees with emotional intelligence, as they form robust personal relations and appreciate improved health more than those with minor levels of emotional intelligence (Goleman, 1998, p.4). Demonstratively so, it has been determined that emotional intelligence can be upgraded through coaching and learning in higher education and surroundings of learning and may be positively linked with academic achievement (Szasz and Bailey, 2018, p.230).

Career development through learning and experience also enhances employability. In the literature of employability models, Dacre Pool and Sewell (2007) cited Foster (2006), who found hardly anything to be gained in fostering employability when, in the end, a learner cannot find a market in which to present their freshly developed employability skills. Career development learning must comprise endeavours that help learners to grow into more self-awareness, to assist them in providing contemplation to career routes they want to follow in life. It also aids in learning how to best hunt for work and opportunities accessible to learners, and how to best present themselves to potential employers (Dacre Pool and Sewell, 2007, p.18).

Experience in graduates is mostly valued by prospective employers. The Work Experience Group (2002) established that pupils of all age groups can learn from their experiences in the sphere of work, to boost their main proficiencies and skills and increase their employability chances. Employers hire people who have embarked on work experience and who have been able to echo experiences and can articulate and relate to what they have acquired. Also found, is that partnerships between companies and education are cherished in sponsoring work-related education and cultivating the quality of such skills. Dacre Pool and Sewell (2007) found, according to The Pedagogy for Employability Group (2004), it is essential to

consider the broader life experiences of numerous learners, predominantly matured students, who must be shown how their experience can be employed to achieve work experience, both part-time and entrepreneurially.

In the “Key to Employability” model, Dacre Pool, Sewell and John (2007) offer a broad listing of mechanisms that have warranted value counting; those not discussed such as self-esteem, self-efficacy, and self-confidence are necessary to learning and employability. This is illustrated by incorporation of the carrier edge model diagram, with essential components of the employability diagram seen below:



Figure 2-2: Essential Components and Level of Employability Model

(Source: Dacre Pool, Sewel, 2007)

2.12 Impact of Socio-Economic Status on Learning

According to the American Psychological Association (APA, 2017), a person's socio-economic condition can considerably impact their beliefs and attitudes, such as beliefs in life paths and opinions of available opportunities. For instance, an individual from a social status considered as 'well-off', will be perceived as having a better opportunity to attain a higher education and may well be expected to engage in certain goals as peers and with other associates of their class (Brown, Wohn and Ellison, 2016, p.105). Undertaking higher education is most likely to raise salary prospects and provide opportunities to network with people of a comparable or more progressive social position, thus building beneficial social linkages (Brown et al, 2016, p.105).

In contrast, a person surviving at or underneath the poverty line may hold an unreasonable idea that higher education is inaccessible, a belief that may also be fortified by the individual's peers within the equal socioeconomic cluster (APA, 2017). This conviction can lead to a reduction of rewarding work opportunities and, effectually, limit that person's economic development potential within society. It has been established in research from European countries that the impact of socio-economic factors plays an enormous part in the motivation or demotivation of AET systems for the unemployed (Rose and Harrison, 2014, p.5).

Reports put forward that the lack of motivation can be justified by socioeconomic status, most recent training experience, absence of apparent links between training and employment or career advancement, and perceived risks of participation. Current analyses of national programmes for the unemployed underline the following problems: inadequate places, unfitting training responses, biased selection processes, and division between education departments (Rose and Harrison, 2014, p.5). Present strategies to support the long-term unemployed in Europe have encompassed assistance and counselling, personalised training ideas, prevocational avenues, and a far-reaching conception of structures, as well as teaching of general skills, and open links amongst sectors (Rose and Harrison, 2014, p.6).

An indication is given by reports on European proposals that programmes can draw unskilled and unqualified people, when grounded on a realistic awareness of the dilemmas, surroundings, and necessities of individuals and when genuine benefits are offered to balance the perceived risks and costs of involvement (Rose and Harrison, 2014, p.6). An overview of research and systems clarifies it is not feasible to study the motivation of individuals with little qualifications or skills, separate from the economic, social, and educational contexts (Mc Givney, 1992).

The socio-economic dynamics and the tough apartheid legacy in SA have ordained that underprivileged students perform sub-standard academically, which has resulted in an enormous scale of school drop-outs (Spaull, 2015, p.35). A study by Gustafsson (2011) in a household survey, describes why South Africans drop out of school (Spaull, 2015, p.35). Home reviews demonstrate that when youth were queried on why they did not complete secondary school, the four most noticeable causes were: (1) lack of finance; (2) needing to search for a job; (3) disappointing and failing grades; and (4) pregnancy (for female students). Gustafsson emphasises the minimal quality of primary and lower secondary education (grades 1–9) is an obvious foundation for dropping out of school, even though this is possibly not immediately understandable to youth when responding to these survey questions (Spaull, 2015, p.35). Inferior infrastructure for training in rural areas is a contributory factor to school dropouts.

Another factor to be considered is that of poor health, for example the high HIV infection level in SA, insofar as affecting economic development is concerned (Chao, Szrek, Pereira and Pauly, 2010, p.240). Subsequently, the poor quality of education from the previous period of discrimination has motivated an inter-generational cycle of socio-economic rank position, even with the proclamation of democracy. There has been an inherited legacy of social status in communities that, regardless of their abilities and available opportunities for growth, remain marginalised (Spaull, 2015, p.34).

2.13 Conclusion

The literature review in this chapter has placed an in-depth discussion on the view and conception of the Community Education Colleges, especially the South African CETC. The importance of education as a life-long learning process is emphasised and put into perspective. The fact is, all communities should be up-skilled and provided a platform to learn and grow economically, which is why the structure and compelling underlying reasons for the concept of this community training college. Furthermore, this chapter has revealed the curriculum structure intended for community colleges at large and the importance of programme diversification, purported to focus on skills that should be aligned with and responsive to economic development and economic growth for all communities.

This chapter has further informed the discussion on the contents of the curriculum aimed to capacitate people and help them to quickly respond to personal economic growth and employability. In addition to this, the skills required to create a formal curriculum and a skills programme that speaks to each community and its specific needs, including hard and soft generic skills was outlined. The literature section also emphasised the importance of involving and engaging with economists and the economic development department, in developing the curriculum in line with the current and future required world labour market and economic development projects within specific communities. The worldwide literature of scholars and researchers demonstrated a significant link between education and economic development.

3. CHAPTER THREE

Research Methodology

3.1 Introduction

Contained in this chapter are the plans and demonstrations of the research method applied to realise the objectives of this study. The primary objective is to find the most pertinent and dependable data on the responsiveness of the KwaZulu-Natal (KZN CETC) curriculum and its skills design to the LED and economic progression of rural areas of the (DNDZ- LM). A study of literature on the KZN CETC, curriculum and skills programme and relationship applicability to the economic development of the rural areas of DNDZ- LM was discussed.

Correspondingly, this chapter prepares an outline and rationale that seeks to discuss the methodology chosen in this research, in trying to answer the research questions as stated in Chapter one. It further describes how the research problem has been settled. Hence the research design sourced in this study will be reviewed, comprising the research method, study location, and research population. In addition, sampling, and analysis, as well as knowledge trustworthiness and credibility will be discussed, with the section finishing with a re-check of ethical considerations assumed in the study. The stages were followed to ensure high quality and influential outcomes in the study.

3.2 Research Method

The two broadly demarcated categories of research are pure and applied research according to Sekaran and Bougie (2016), who stated that an applied study can be referred to as a study that is proposed to unravel a presently experienced challenge within an organisation, whereas pure research is meant to widen understanding at an ultimate level and reforms perceptions of theories and representations. This study is applied research as it is piloted within the framework of the organisation motivated by the concrete objectives of heightening its productivity.

Research methodology is concerned with data gathering, and handling, grounded on a specific framework of the research application (Kumar, 2019). Johnson and Christensen (2019), assert that the researcher selects from the two general research approaches to accumulate, evaluate and deduce information, by means of either qualitative, quantitative, or mixed research methods. This study is constructed on the qualitative method. Qualitative research is considered as the method of inquiry involved with appreciating the practice, the community and the cultural perspective that motivate various models (Maree, 2007). The research utilised a qualitative plan as it is a design of inquiry, whereby the researcher dynamically participates in the study. The qualitative process creates a window for the researcher to apprehend behaviours, moods, thoughts, and capabilities revealing diverse meanings and ideas concerning the explored subject (Creswell and Poth, 2017). The study was able to examine and obtain participant' attitudes, experiences, understandings, and opinions on the KZN CETC curriculum and its skills programme on the role its role in the rural areas of DNDZ- LM.

Leedy and Ormrod (2014), affirmed that a qualitative study explores an actual life phenomenon in its entire context and brings about an advantage of providing the researcher with prospects to grow new awareness of certain problems, so as to acquire innovative information that could add to the theoretic domain, while discovering those predicaments that occur within the phenomenon. In employing a qualitative method, the researcher can enquire into reactions and perceived behaviour in order that thorough explanations and descriptions of experiences are obtained in data gathering (Kumar, 2019). Merriam and Grenier (2019), emphasised that qualitative research intends to understand the sense people have and how they understand their world, as well as the experience they possess of the matter or situation being examined. For the researcher to appreciate the issue being explored, it was imperative to get nearer to contributors to get everyone's core logic to construe their biased understanding of the KZN CETC, the curriculum and economic development and economic growth. Therefore, a qualitative research approach was a good fit for the study.

3.3 Research Paradigm

Saunders, Lewis, Thornhill and Bristow (2015), state that, a research philosophy is a term used to describe a system of views and beliefs concerning the development of knowledge relating to research. Research philosophy is also expressed as “worldviews or research paradigms” (Creswell, 2014). The research philosophy can be acknowledged within four categories: “Positivism, Constructivism, Critical realism and Pragmatism” (Sekaran and Bougie, 2016, p.29). Constructivism philosophy is the epistemology that this paper aims to follow.

A constructivism worldview also recognized as an interpretive design aims to see the world through the eyes of the subjects under study, producing rich information, with typical multiple meanings, and concentrates on the generation of theory (Creswell, 2014). The critical realism worldview embraces the opinion that it is essential to appreciate the world with ambiguity and be subjected to clarification (Sekaran and Bougie, 2016, p.29). It provokes sentiments, emotions, and attitudes. The critical realist objective of the research is to move towards the aim of getting the truth (Sekaran and Bougie, 2016). The study pursues a critical realism worldview, intending to measure and interpret the feelings and the attitudes of the DNDZ- LM community towards the programmes offered by the KZN CET and the community's economic growth and economic development prospects. This is to improve the relations and the link between the life-long learning process for the community and economic development and expansion within the area. This research approach is useful and unbiased and for that reason, it is used to reach the objectives of this study.

3.4 Study Setting

The study was conducted at the DNDZLM within the KZN CETC, CLCs and the department of LED around the municipality. The DNDZLM is one of the four local municipalities in the Harry Gwala District. It is the largest of the local municipalities within the district and functions as the capital of the Harry Gwala District. There are nine CLCs around the area of the DNDZLM, scattered around the areas of Bulwer, Donnybrook, Creighton and Underberg within the local municipality. There are six

main centres and three satellite centres that are subsidiary to the main centres. Satellite centres are an extension of the main centres, to expand accessibility for the populace in remote areas, within a certain radius of a main centre. The main central office for the KZN CETC is situated in the area of Durban. The local municipality's economic development offices are situated in the small towns of Himeville, Underberg and Creighton, which serve as the DNDZLM's nucleus for administration.



Figure 3-1: Location Map of Dr Nkosazana Dlamini Zuma Local Municipality Demarcation Board.

Source: www.municipalities.org.za

It is essential to note that the findings of this study cannot be generalised beyond the rural areas of DNDZLM. This is because community colleges and their CLCs have a wide scope in terms of functionality and operations. Inferences to the results of each community college and their centres of learning may be unique, with reference to their curriculum, conditions and communities served.

Despite these considerations, some sharing of the experiences and processes within the structural nature of community colleges is possible because of the same legislative and policy framework. Perceptions of key participants may differ, due to

their stance on the process, experience and other factors. Locations play major role on the study findings of the community-based institutions. It should be noted though, that findings and conclusions drawn from one community-based institution may assist in the operations of another in a similar nature and the recommendations made thereof may be applicable to the other.

3.5 Population and Sampling Selection

Participants in this study were chosen following a purposive sampling technique. According to Sekaran and Bougie (2016), a population is defined as an all-inclusive assembly of people, events or entities that the researcher wishes to investigate. The research population in this study consisted of two units; that is namely the KZN CETC and the LED department in DNDZLM. Within the KZN CETC, the research focussed on the curriculum unit, the lecturers, and former and current students of the CLCs within the local municipality, as well as stakeholders working under the economic development department in DNDZLM.

A sample is a subdivision of groups in a population, elected to stand for all units in a populace of interest (Australia, 2008). With the use of this description, the study collected data from ten participants represented in related units of the research area. Two samples were sourced from the Economic Development desk, who are involved in economic development projects in the municipality. The proper municipal selection was made, with the help of management, to guarantee that the right participants were selected. Four samples were chosen from the KZN CET Academic Services and included lecturers, because of their direct involvement with shaping the programme and curriculum alignment in the college, with four learners comprising both current and former students of the college within the municipality.

Opting to employ a purposive sampling technique is coherent with the notion of the most suitable participants being purposefully selected to best assist the researcher understand the research problem when doing qualitative research (Etikan, Musa and Alkassim, 2016). In addition, purposive sampling was chosen since the attention is more on the quality of the data and not the quantity of the material, as the intent of the study was to procure information most relevant and functional for the study.

Purposeful sampling is chosen for different reasons, such as selecting individuals because of their knowledge on the research topic, the position at work being relevant to the topic, years of service that offer a defined experience in that role and to the research while also their training or education into account (Krysik, 2013). Using purposeful sampling, the researcher had the leeway to decide on the study population to draw from and further deciding who, amongst the stakeholders, was eligible for interviews. Gqaji (2013, p.3), asserted that non-random sampling includes the participants who are acknowledged by their collective interest in the topic, their experience as well as their background knowledge.

Every elected participant obtained a letter of Informed Consent clarifying the rationale of the study, its processes and time frames, in addition to assurance that partaking in the study was voluntary and there would be no financial benefit. Likewise, the letter explained that withdrawal by participants from the study could be done at any time. Each participant signed the letter, thus offering their informed consent in the knowledge, their confidentiality and privacy were guaranteed. The Letters of Informed Consent were clarified in the IsiZulu language for non-English speaking participants. This was out of the thoughtfulness for some participants' language choices.

3.6 Data Collection

This study intended to collect usable data by conducting in-depth face to face interviews. According to Mayer (2015), interviews are fast and valuable when a specific issue necessitates in-depth exploration. They offer the researcher an opportunity to probe further with follow-up questions. An interview is a thorough exchanged conversation between the researcher and the participant (Ehigie and Ehigie, 2005). The study aimed to use semi-structured questions. Semi-structured questions are open-ended but specific to the sort of information required, which helps build a favourable bond and an understanding between participant and researcher (Creswell and Zhang, 2009).

Interviews were chosen on the grounds that they allow the interviewer to freely guide and motivate participants and increase the rate of response. Moreover, the

interviews were opted for because of the small number of respondents from the target population but was nonetheless adequate to obtain satisfactory sampling for this research. According to Saunders *et al* (2015), interviews grant participants a reasonable chance at good flow of communication with an interviewer. Furthermore, this process is better employed for a small number of participants, since it offers better insight and perspectives. Semi-structured interviews permit double-way communication it was, therefore, the most suitable instrument.

Interviews are favourable and beneficial in that they permit the creation of a decent interview ambiance, constructive to both the interviewer and the interviewee. It is a representative conversation that offers the researcher an opportunity to probe elaboration on responses once the question is soundly understood. Milena, Dainora and Alin (2008), affirmed such type of interview explores the views and the theories of the participants on the research matter. Milena *et al.*, (2008), additionally concurred that this type of interview further motivates the freedom to share knowledge, experiences, and views on participants. It is of paramount importance to allow participants the freedom to share ideas as it provides all the knowledge to the learning researcher (Maseko and Manyani, 2011)

The interviews had four subset parts with each looking to solicit relevant information to support the study's objectives. Section one covered the participants and included their demographic details including personal, student and working information. Section two investigated the relations between the curriculum and the skills program of the college to the local economic needs of the rural communities of DNDZLM. Section three covered the College's skills program on improving the quality of life for the community. Lastly, section four covered the curriculum incapacitating the community for the employment and entrepreneurship opportunities within the municipality.

The interview questions that were maintained to the outlined framed questions for comparable data collection can be found in Appendix 3. Notes were also taken during the interviews. The researcher displayed an understanding of responses or actions and revealed neither approval nor disapproval to participants. Non-verbal conducts were noted and became part of the data collected during the interviews.

3.7 Data Analysis

Interpretation and analysis of the data in this study were done using a thematic data analysis technique. Data that was transcribed from the audio recordings and short-hand inscriptions into a readable format for data analysis, as this study employed an interpretive inductive approach. Thematic data analysis was chosen because it allows the researcher to summarise all interview responses in order to determine any common themes and categorise these in a thematic method, as per the objective to be achieved. Sub-themes were created, forming the main themes occurring from the data analysis. According to Nowell, Norris, White and Moules (2017), the thematic procedure of information analysis is one of the most vital tasks in qualitative research, as it acknowledges patterns and arrangements of data and connects it to theory.

Thematic simulations allow for the demonstration of horizontal and vertical findings obtained during the course of the data collection process. The value of this is that it creates flexibility that develops the productive, thorough and complex description of data, and ascends beyond calculating phrases or terms in a script but classifies implicit and explicit concepts within the data (Ryan and Bernard, 2003, p.103-104). The flexibility of thematic analysis makes it simpler to analyse the data for more reliable recommendations. A presentation of data collected was done on completion of interpretation and thematic analysis. The data will be used as recommendations for the programmes and policies for bringing about the change and improvement in the curriculum development for responsiveness and linkages to the economic development plans and strategy of the DNDZLM. Therefore, the thematic analysis in this study is critical, as is hoped the study outcomes, as outlined in various themes, will influence programmes and provide better tools, aimed at improving community education and economic growth.

3.8 Knowledge Trustworthiness and Credibility

Qualitative study is measured with the criteria of trustworthiness and credibility that the social scientists apply to reveal realities about the social world (Bryman and Bell, 2014). Reliability and validity tests certify that the assessment is good. Validity in

qualitative research is a collaborative procedure between the researcher, the participant, and the data gathered and is intended to achieve a reasonable level of truth by way of analysing details, feelings, capabilities, values, and opinions collected in the study and accordingly surmised (Nowell *et al*; 2017). Reliability points out that a measure is dependable should it be consistent throughout most objects in the instrument. An examination of trustworthiness is fundamental and critical in warranting reliability in the research study. The trustworthiness of a research statement rests in the core issues conservatively deliberated as validity and reliability (Seale, 2009). According to Noble and Smith, (2015), in qualitative templates, terminology such as credibility, neutrality or confirmability, consistency or dependability and applicability or transferability are a significant benchmark for quality in the research report.

To guarantee the reliability of this study, the activities have been documented in full together with the record of participants with all data verified. The questions were detailed and direct to prevent misunderstanding by the participants and there were no leading questions. A blend of the information gathered through secondary and primary data was used in this research. However, the primary technique of data collection was based on an in-depth interview. Precaution was taken to make certain that the measurement tool exhibited questions that were aligned to the research problem, and that all participants were asked similar questions throughout data collection. Participants could freely express themselves, without construing their opinions on the research, based on the expectations of the questions asked. In conclusion, an appropriate sample size was utilised to collect data and ensure that data brought together generated sufficient information, was transcribed and filed, which expanded its dependability. The researcher guardedly used straightforward and easy language throughout the interview sessions and additionally clarified terms as and when required.

3.9 Ethical Considerations

Ethical consideration was presumed throughout all stages of the research. This was right on the commencement and throughout the write-up of the study, during the

data collection, analysis, reporting and the storage of data, as well as sharing of outcomes with the KZN CETC and the DNDZLM management.

Before the collection of data, the KZN CETC principal and the DNDZLM manager were emailed a detailed breakdown of the process and study intentions. The email assured them that college participants and local municipality staff were protected by the ethics committee of the University of KwaZulu-Natal (UKZN), with disposal of data conducted through a timed formal procedure at the UKZN Graduate School of Business and Leadership (GSB&L). It was granted that, should there be any questions or queries, they were free to contact the researcher at any point in the research study.

The initial process included visiting the DNDZLM, meeting with the staff and attaining an approval letter from the municipal manager. Likewise, the CETC principal and the college research committee were met, and a letter of approval was obtained from the college. These letters were used in the process of obtaining ethical clearance from the research committee at UKZN. The informed consent form was signed, and the researcher was granted permission to research by the participants who signed an informed consent form (Appendix 1), which summarised the aim and objectives of the research. All participants were given an informed consent form and permission was requested to use a digital recorder. Creswell (2009), acknowledged that respondents must be assured regarding the confidentiality of the information they supply for the study.

Names of participants were not used in the data presentation and analysis. To ensure the maintenance of confidentiality, all data collected will be securely stored at the GSB&L for five years. The Ethical Clearance Committee will appropriately direct the disposal of the data to ensure it does not fall into the hands of other people or scholars who may exploit it.

3.10 Conclusion

The chapter discussed the central topics on the methodology behind the study to address the research questions. The methodology applied was discussed and every

step was clarified giving an identifiable direction of how the activities will unfold. A qualitative research method was chosen for this study. The philosophical worldview in this study was constructivist, and the participants for the study were selected from the DNDZ municipal LED desk, KZN CETC academic and curricular sector and students of the CETC. The research sample was selected using a purposive sampling method. The collection of data was done using semi-structured interviews, since this method allows for the direct view and feel, of participant' emotions and feelings as they respond to the questions. Adding to that the secondary data collection method was used in the form of reviewed documentation. The next chapter shall present the results of the data collected, followed by the interpretation and discussion of the findings linking it to the literature.

4. CHAPTER FOUR

Presentation of Data and Findings

4.1 Introduction

This chapter presents the findings of the study. As stated in the first chapter, the aim of the study is to investigate the responsiveness of the curriculum and skills programme of the KZN CETC to the local economic and development needs of the rural communities of DNDZLM in the HGDM. The objectives are, to ascertain the economic development benefits and challenges within the areas of DNDZLM. To determine how the KZN CETC and its non-formal curricular program improves the quality of its learners in DNDZLM. To investigate in what manner the curriculum of the KZN CETC capacitates the students for the employment market and entrepreneurship opportunities within the local municipality of Dr Nkosazana Dlamini-Zuma.

In order to address the aim of the study, each specific objective was used as the main theme and interview questions served as sub-themes.

4.2 The Themes and Discussions

This section focuses on presenting the key findings of the research and discusses all themes presented.

Numerous aspects of the KZN CETC curricular program were considered in an attempt to explore the curriculum as a responsive tool to the economic development of DNDZLM, based on data analysis from the interviews and secondary data.

In this section, the themes that emerged while conducting the interviews in light of the study are discussed. The themes that developed as the data was analysed, were on the curriculum programmes offered by the KZN CETC, the aims of the curriculum and its skills programme, the impact of the training programmes on learners, and responsiveness of the programmes to the community's economic development needs with lastly the partnerships between the college and other organisations.

It was imperative to ascertain how the aims of the curriculum linked to community values, and quality of life improvement. Additionally, the research concept needed to establish how these programmes capacitated the learners for employment opportunities and view how the college links students with labour market organisations through partnerships for their absorption into work or entrepreneurial space, which should include tracking students after completion of training at the CETC.

4.3 Economic Benefits and Challenges in DNDZLM

The first objective in this study was to ascertain the economic opportunities and challenges within the DNDZLM, which would help assess the responsiveness of the CETC curriculum in this rural area. It was revealed in the literature that community education should be aligned to conditions of environments and not have a conventional syllabus (Hansman, 2001, p43). This means that each community education college should tailor-make its programmes and skills offerings as per the needs of their host community. Furthermore, it is also indicated in literature, that community colleges have a responsibility to respond to different community needs because they are non-specialising by policy (Wayner, 2019, p11). It is therefore imperative for the CETCs to first determine the needs and the opportunities of the community prior to developing a suitable curriculum.

The DNDZ Local Municipality falls under the HGDM, and is tiered, the second-bottom district economy in the KZN province in relation to GDP (HGDM-IDP, 2017). On the other hand, within a year-on-year development GDP per Capita this district municipality's' growth is averaged at of 4% calculated within a period of five years. The district economy is generally sustained by agriculture, which accounts for 38% of GDP (HGDM-IDP, 2017). Its agricultural department has presented good progress and concurrently created employment opportunities. The municipality moreover brags of tourism spots such as the scenic mountains with scarce species, like the blue crane, rivers, wetlands and the UKhahlamba Drakensberg World Heritage Site that lifts local competitive advantage for home-grown economy. Additionally, the Sani Pass is the only link across KZN towards the Lesotho

Kingdom. It is good for investment in property development, tourism and Agri-process (DNDZLM-IDP, 2017). These are the economic development strengths and opportunities of the municipality under the study.

The findings from the interviews of the LED unit within the municipality had also revealed that the sector had numerous projects to support agricultural activities within the municipality and two of the respondents said,

“It comes as a given that our strongest points will be in agriculture, so we have got projects that are based in agriculture, which is: crop production, livestock and to a very limited extent, forestry. Those will be the basis of where we are trying to get most of our local communities involved in because those are the sectors that are already developed and that already have spaces for previously disadvantaged people to participate in, so we focus on those projects”.

Another respondent from the municipality said,

“The municipal area in the last 8 years has had two milk processing factories being developed: one in the southern side of the municipality which is at Creighton and there is Creighton dairies which process the milk to produce cheese and milk and then on this northern side there is Underberg which is also processing milk to produce cheese mainly for Romans Pizza. So that is how agriculture is contributing in terms of economic development. I am obviously trying to focus more on the emerging sectors of people as opposed to highlighting the advanced and commercial sector”.

KZN436 acquires its economic gain from local thriving dairy and timber business activities. It is comparatively well placed for the operation of nature centred tourism, trade with Lesotho and producing seed potatoes and maize production (DNDZLM-IDP, 2017). The agricultural sector, the community services division and interrelated industries are the main providers of employment in the municipality. Trade and private domestic sectors as well as wholesale and retail similarly contribute to employment. The chief economic interest within the municipality is commercial farming centred on semi-intensive beef, dairying, potato production and a strong commercial forestry segment (DNDZLM-IDP, 2017). One respondent from the LED

department had attested to the point that commercial farming is a prominent feature in the area, and said;

“In terms of where we are doing good; the linkages that we have formed with the commercial farming sector have focused on the production of maize because we are in an area where milk production is number 1 and the maize that is produced locally is bought by the local commercial farmers who use it as an input in the production of a feed. So, we are doing well in terms of horticulture or dry crops production, beans as well”.

However, the respondent also highlighted the municipality is not doing well with irrigated crop farming. Given this the college curriculum should be ensuring that it trains people who can bring about solutions within the irrigated crop farming space. It was highlighted that there also is a challenge of stock theft mainly because it being close to the Lesotho boarder, and said;

“we have not focused on irrigated crops and in terms of water sources we are on the foothills of the Drakensberg on the border of Lesotho. So in terms of water supply there is sufficient water for us to at least focus, especially for areas that fall within ward 11 which is not so cold; ward 10, you know the Mzimkhulu river flows through those wards but we are not doing any irrigated crops so I would say we are challenged in terms of producing irrigated vegetables”.

“We are challenged when it comes to stock theft. I think us being on the border of Lesotho presents huge challenges in terms of livestock to an extent that on the side of the municipality which is the northern side of the municipality we have got the SANDF stock theft that is in the area on a permanent basis as a deterrent against the issue of stock theft”.

The tourism sector is reflected to have the most important growth potential to transform the current terrain of the economy. The municipality presents a variety of economic prospects directed at investors, which should have optimistic spin-offs for the KZN436 community (HGDM-IDP, 2017). The offered economic opportunities are largely in the tourism and agricultural sector. The forestry part is one of the main and most essential land uses in the KZN436 area. The function of forestry, as a suitable vehicle for local economic development through jobs creation and tackling poverty in the rural areas, has been acknowledged by all levels of government and precisely by provincial and local government in KZN (DNDZLM-IDP, 2017).

The local economic development plan is displayed in the municipality's service delivery booklet, wherein all areas of economic development are transparently displayed and show potential growth opportunities for communities of this area to take part in and improve their lives. The service delivery booklet DNDZLM, (2019) shows the local economic development projects that are in plans and that are already running in the area. The rural hydroponic system is a huge local economic development project in DNDZLM aimed at correct water management for the rural farmers especially in extreme weather conditions. The hydroponic system can be used by farmers with both minimal and big land space and it saves water (DNDZLM, 2019, p36). The municipality has planned to contract with the creators of this rural hydroponic system with an intention of sourcing it for the people as the pilot project for the assistance of the emerging farmers.

It is essential to know whether the students of KZN CETC are able to take advantage of all the economic development opportunities in this area, likewise, in responding to the disadvantages, the CETC should bridge the gap by introducing a curriculum and skills programmes that will allow the communities to grow and be skilled enough to take part in LED planned projects,

There are co-operatives projects by the local municipality for the communities that are inclusive of log fencing, bricklaying, welding, plumbing and art beading that are supported and subsidized by the LED department for the better livelihood of the community (DNDZLM, 2019, P37). There are major infrastructure projects that are currently running and are underway for the municipality. Thus, the municipality has acquired a new plant to enhance service delivery. This is part of the strategic plan to build in house capacity for major infrastructure projects (DNDZLM, 2019, P7). The major infrastructure projects include the building of low-cost housings within and around all the 15 wards that make up the DNDZLM. The sports fields and recreational grounds, electrification projects, road constructions and road surfacing, community halls, taxi rank shelters and public toilets and bus depots (DNDZLM, 2019).

The municipality strategy and plan for local economic development is meant to encourage people to work collectively to obtain maintainable economic progression and expansion thereby getting economic profits and better-quality of life for the

entire residents of the DNDZ Municipality and it is an astounding tool to fight poverty and generate sustainable income (DNDZLM, 2019, p36). Poverty and joblessness are the core tests confronting DNDZLM. The municipality regard local economic development as the utmost significant technique of eliminating poverty. The goal is to form employment by growing the local economy. The rationale for these initiatives is emphasised by the municipal plan to exploit the economic prospective of these rural communities across the municipality and to heighten the spirit of macro-economic growth and within the context of sustainable development (DNDZLM 2019, P36).

Education is one of the main issues within the HGDM that needs foremost attention. This is primarily the genesis of all economic development challenges of this municipality. Not only is a huge fraction of the populace without matric, those with matric remain without the necessary skills to be employable within the district (HGDM-IDP, 2016). Education and employment prospects are interchangeable. Within the areas of DNDZLM, the availability of job opportunities is fairly definite, as it is presently largely agriculture- and tourism- related and within the public service departments. Hence, matriculants who penetrate the labour-market must aim to possess a skill-set that either qualifies them to suitably break into the local markets or allow them to grow into entrepreneurship (DNDZLM-IDP, 2017). In the event of this not materialising, the levels of joblessness, poverty, migration to larger cities for better job opportunities and crime, will escalate.

It should be noted that the levels of education in the DNDZLM communities are rated low, particularly since the municipality does not have any higher institutions of learning. The DNDZ-IDP (2017) statistics show a comparison of the educational levels from 2007 to 2016 prior to some municipalities being merged to be on local municipalities. The figure below was taken from the IDP and reflects the low levels of education that clarify the gap between formal schooling and the formal training of these communities.

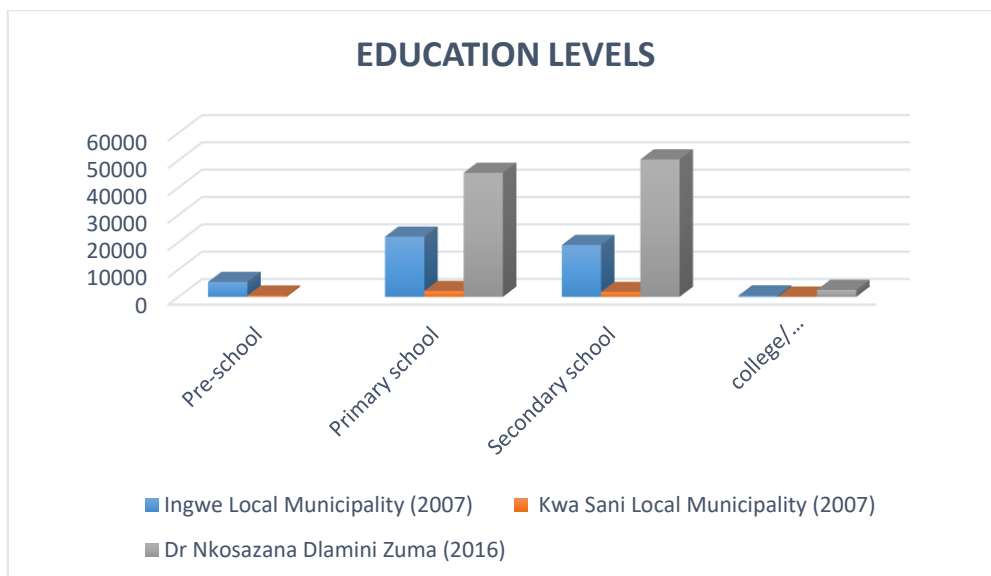


Figure 4-1 Educational levels in Dr Nkosazana Dlamini Zuma Local Municipality

Source: (Statistics SA Community Survey 2016) and DNDZLM IDP, (2017).

The educational level statistics of this local municipality indicate in its survey that the area has some form of primary and secondary schools but there is no record of higher learning institutions or further education and training colleges. In viewing of the HGDM Growth Development Plan (2014), it is also evident that the district as a whole has no recorded count of college institutions within its municipality, as it only mentions primary and secondary schools in its statistics. The CETC is the only post-secondary institution of learning that offers training on a higher education platform and is aimed at developing and being responsive to economic development.

Both the challenges and the economic opportunities of the DNDZLM necessitate the KZN CETC to initiate programmes that will link communities to economic growth. This can be achieved through a balance of communication and linking of the college to the municipality areas of development, advocacy and municipality's skills needs audit by the KZN CETC to the communities it services. The LED department in DZLM, has denied any knowledge of the existence of KZN CETC and its programmes in this rural area. When asked, one of the respondents from LED department said,

"To work with community education and training college, I have not worked with that structure. We as a municipality in the last 2 years have tried to work on was to create a working relationship with "CEDARA" which an FET at

Howick under the Department of Agriculture and Rural development is. We had specifically gone to them because for us to train people in terms of acquiring agriculture related skills was becoming too expensive”.

Curricular programmes should be offered that align to better livelihoods for the future and enable communities’ prospects of participating in the coming forth industrial revolution (4IR), more so within the SA context. Evidently, the literature points out that community colleges were started to assist in enabling of adults to be included in the new post-industrial economy which was the third industrial revolution (Deagan and Tillery, 1985). Likewise, in the coming fourth industrial revolution, community colleges must respond to the smart technologies of the ecosystem in its programme initiatives and infrastructure (Knight, 2019). Contemporary community colleges in SA should capacitate students for upcoming opportunities of the 4IR.

4.4 Understanding the Formal and Non-Formal Curricular Programmes of the College

The CET curricular programme consists of academic programs and skill program. The academic formal programs included AET level 1 to 4, which is at NQF Level-01 and is equivalent to Grade 9 in secondary schools, includes but not limited to learning areas amongst which are, language subjects, life sciences (such as natural science), mathematics science. The common subject learning areas that surfaced as the occupational popular electives amongst students as the interviews were conducted were the Early Childhood Development (ECD) and Ancillary Health Care (AHC) at AET Level 4, when asked about subjects registered for in the centres most students stated;

“Maths, Life orientation, Early Childhood Development, Ancillary and English”.

The Harry Gwala CET, district coordinator had stated that there are occupational subjects that form part of the formal AET program and said

“Now when you talk of the occupational, it is a wholesale and retail, AAAT which is Applied Agriculture and Agricultural Technology, ECD which is Early Childhood Development as well as Ancillary Healthcare”.

Figure 4.2 illustrates some of programmes offered at the KZN CETC community learning centres in DNDZLM.

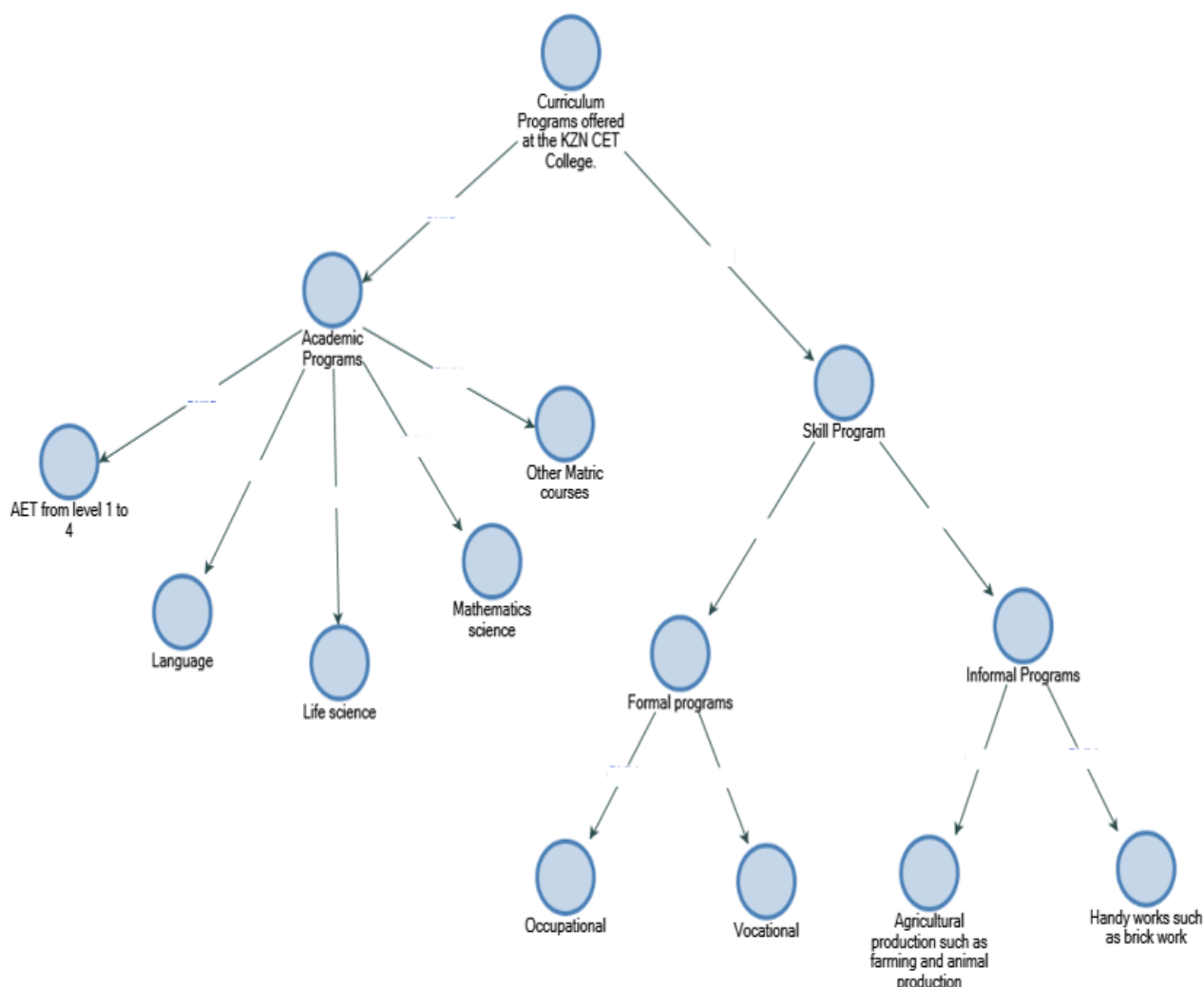


Figure 4-2 KZN CET College Curricular Programmes

(Author's own)

It seemed none of the students were registered for (AAAT) in their curriculum which is an agricultural basic that should respond to the rural areas of DNDZLM. It appeared agricultural programmes were only taken informally within the centres. In chapter 3 it was stated that the DNDZ local municipality is a major agricultural sector in KZN and contributes to the GDP of the province. The DNDZLM, IDP (2017) included a list of the municipality's opportunities and strengths as part of its SWOT analysis. Within its counted strengths, the DNDZLM is said to have favourable agricultural conditions occurring naturally for both timber and livestock farming

(DNDZLM-IDP, 2017). This is due to the fertile soil types, rainy and wet climate and running winter rivers and dams.

The place boasts of farmers with excellent skills and a knowledge-base in formal agriculture and tourism sectors which increases opportunities of skills-based knowledge and training for the people within the municipality. The world heritage sites of Ukhahlamba and the Drakensberg Park are good eco-tourism attractions and an economic development boost for the area (DNDZLM-IDP, 2017). Furthermore, the area thrives in growth opportunities for its communities and economic development, through dairy and timber production hence there is a raw material beneficiation value chain for these products. The production of these goods requires intensive labour for semi-skilled manufacturing. As part of its skills development initiatives the DNDZLM is developing a Green economy, Culture and Adventure Tourism and Urban renewal opportunities (DNDZLM-LED-Plan, 2017). These should bring about the prospects of empowerment training and skills development for the communities of the DNDZLM.

It also has senior certificate program with matric subjects such as science and commerce and is at NQF Level -04 as described in the (National Qualifications Framework Act 67 of 2008). According to the respondents however, the skills programs have not fully taken off in most of the community learning centres. This implies that the college students will not be able to take advantage of the economic opportunities within this local municipality.

In the literature chapter it has been found through a variety of authors that the community-based education encompasses the education that is formed relevant to the participating learners and should be receptive to the community priorities pinpointed by people instead and not the typical straight curriculum (Tattum and Tattum, 2017, p8). This is in line with the viewpoint by (Wyner) 2019 that the community colleges' curriculum is situational, non-specializing and responsive to the relevant period. The community colleges' aim and autonomy to decide on its programs and consider the needs of the community is the obiter for the appropriateness of its curriculums (Wyner, 2019, p19).

In all respect, education that is responsive comprises of a curriculum that encompasses a skills program is meant to enhance the productivity of the learners

in the labour market. According to Spring (2015), high levels of skills education increases productivity within the labour market and boosts economic growth. For the CET curriculum program to fully epitomise its stance as responding to community needs through life-long learning, it must embody the quality skills programmes that uplifts the standard of living for the learners.

Skills programs involve both formal and informal programs. The formal skills programs focus on occupational and vocational skills training that are quality endorsed, such as early childhood development and ancillary health care can equip the learner with necessary skills for employment. On the hand, the informal skill program involves mainly the skills that are community need aligned for that period and do not lead to qualifications or part-qualifications as stated in the (NPCDI-CETC, 2017) such as voter education, drug education, K-53 learners training and handy works such as brick works and agricultural production activities such as farming and animal production which are necessary for the learners to be economically independent.

4.5 The Impact of the Non- Formal Curricular Programme on the quality of life of Learners.

The DNDZLM strategy and plan for LED is meant to encourage people to work collectively in attaining maintainable economic progression and expansion thereby getting economic profits and better-quality of life for the entire residents of the DNDZ Municipality and it is an astounding tool to fight poverty and generate sustainable works and businesses (DNDZLM-SDB, 2019, p36).

Poverty and joblessness are the core tests confronting DNDZLM. The municipality regards LED as the utmost significant technique for poverty elimination. The goal is to form employment opportunities by growing the local economy. The rationale for these initiatives is emphasised by the municipal plan to exploit the economic prospective of these rural communities across the municipality and to heighten the spirit of macro-economic growth and within the context of sustainable development (DNDZLM-SDB, 2019, p36).

Figure 4.3 demonstrate the findings on the outputs of the non-formal curricular programs that the CETC offers. This is illustrated in the presentation that shows how the non-formal skills training programmes offered improves the quality of the life of the students and all the prospects offered by enrolling at the KZN CETC.

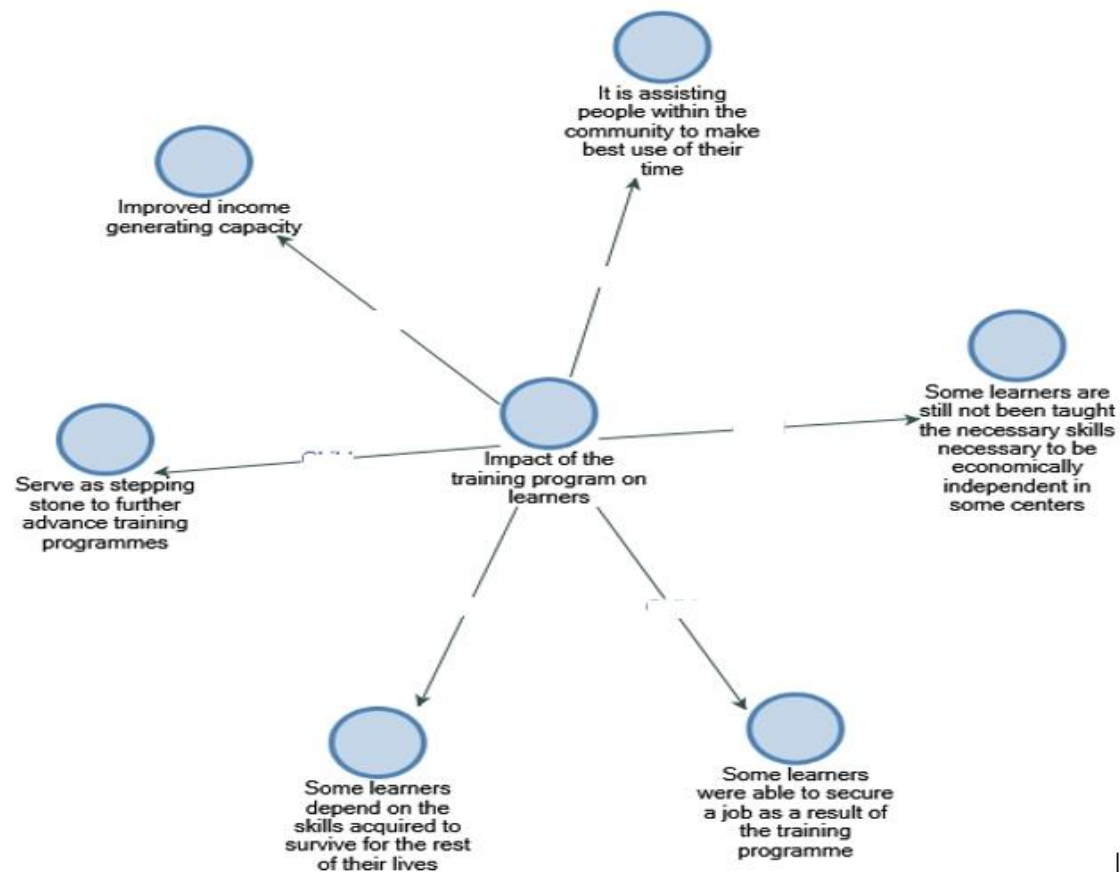


Figure 4-3 the Impact of the CET College Curriculum on Students

(Author's own)

There were six major impacts of the non-formal program on the learners identified during the interview. These are;

- Serves as stepping stone to further advance skills training programmes.
- Assists the people within the community to make best use of their time
- Some learners depend on the skills acquired to survive for the rest of their lives.
- Improved income generating capacity
- Some learners were able to secure a job as a result of the skills they received.

Certain respondents attested to various of these optimistic impressions the CETC curriculum should be responsive to by saying,

“It is now this CET which is solely based on productive for skills to our learners, whilst previously we were just facing to improve them their learning or just to, literacy, to combat literacy to the community but solely right now they are introduced to the skills so that they become more involved to workplace”.

Another respondent further said;

“The structure of the CET is in such a way that it should be offering the formal skills programme which is funded by the department itself and also come up with a skills rollout plan which will be funded by other institutions, like SETAs and also industry because the aim is to lift the standard of living of the community”.

Despite all the above-mentioned positive impacts, some of the learners were still not been taught the necessary skills needed to be economically independent in some centres. Other respondents revealed that the college is not providing accredited skills to capacitate students for employment and said,

“Since we do not know the SETAs, CET is going to help us find the SETAs that will help the community to being developed so they will be able to get jobs and skills”.

This must be investigated as it was pointed out by most of the students interviewed and also mentioned by the Harry Gwala CET curriculum specialist that some centres are yet to fully start the skill training programme of the curriculum. In the literature chapter it is mentioned that the curriculum of adult education should be skills based and incorporate entrepreneurial education for positive economic growth impact and responsiveness (Rowe and Zegward, 2017, p.90).

Chapter two revealed through the various authors amongst which are (Letlogo, 2014; Bhorat, Cassim and Tseng, 2015; and Coet and Massem, 2015; and Spring, 2015), who are agree that responsive education produces formal skilling of students. Moreover, life-long learning is a practice of up-skilling for better prospects, and education should be adaptive to the modern society's developments. The National

policy on CET Colleges (2015), has captured that these colleges are meant to formally train the youth and adults for economic freedom and independence.

4.1 Aims of the KZN CETC Formal Curriculum and its Skills Program

Rowe and Zagward (2017, p88), put forward that in the 21st century, curricular aims in colleges must be structured to meet the challenges of unemployability, claiming that substance of curriculum offered heightens employability. Figure 4.5 clarifies the purpose of the formal curricular programmes and the skills programmes offered by the CET College and how they capacitate the students for employment and entrepreneurship in developmental areas of their community.

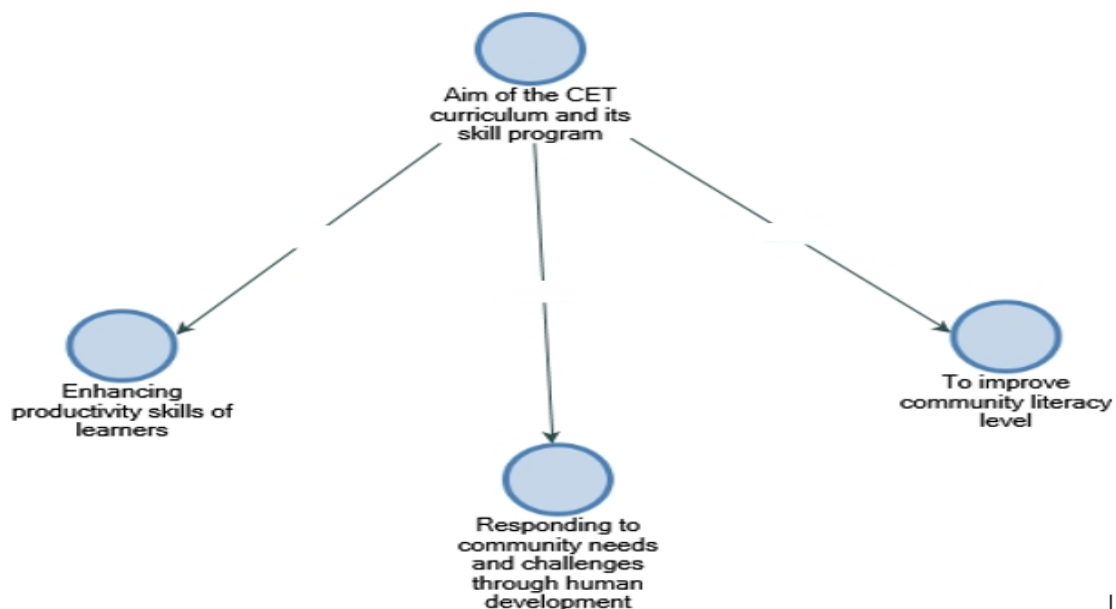


Figure 4-4 the Objectives of the KZN CET College Formal Programs

(Author's own)

The various goals of the formal curriculum and skill program were; to enhance productivity skills among learners, respond to community needs and challenges through human development and finally to improve community literacy level. The program has given some school drop outs opportunity to further their studies according to a statement by one of the student respondents who said,

"It teaches you matric and seeing that I am a girl that dropped out of school because I got pregnant, now as I am doing Level 4, I will pass level 4 and then go on to Matric. Hopefully I will pass it and be able to further my studies".

The AET program has given some learners an opportunity for work with its learning areas, according to one education specialist from KZN CET who stated,

"There are sometimes students that are hired as general labourers and cleaners in some of the departments and that some of the departments to hire NQF level 1 qualification or qualified students after they come from the CET".

Another student respondent had revealed that he is working, and the employer had a requirement of AET Level-4, he said,

"Yes, it did help me to get a job as security guard. The security company were looking for people who at least have AET level 4. In order for them to employ us we had to produce certificates of AET level 4 so that they could be able to hire us".

On the other hand, three respondents pointed out that their centres are not addressing equipping the students with skills needed in the community. According to their statements, one of them said,

"No, it does not assist us in terms of economically because at the moment we are only learning how to read and write, and they do not offer us any skills programs which will help us to do any businesses or get good job opportunities. So, it is hard, it is not very easy to assist economically"

and the other stated;

"No, but we come, and we register and ask for skills like Computer and Learners license, but the Centre says it is coming and nothing usually happens, and students end up dropping out and do Computer at Ixopo".

Another student indicated that she is looking for work but lacks skills as the College is not providing any, and said;

“I am not working but I am looking for work so if the centre can give us skills with SETA, I will be able to attend and get a certificate”.

These responses imply that the community college is not at the point where it is correspondingly responding to the needs of the community of DNDZLM. The college should be at the space where it is connecting learning to the skilling and employability of the students. According to the DNDZLM-IDP (2017), the LED plan and the service delivery booklet, the areas of economic development are transparently displayed and show potential growth opportunities for the communities of this area to participate in and contribute towards improving the lives of the people in this local municipality. The DNDZLM service delivery booklet (2019), shows the local economic development projects that are in plans and that are already running in the area.

It is imperative for CETCs, where the aim is to develop communities for economic growth, to impart entrepreneurial skills education to its learners. Skills-based education is supported by WEF and includes entrepreneurial education that should form part of national colleges curriculum. The objective being, to elevate the understanding of self-employment as a carrier option for learners (Visser, Nisser, Freidrich and Brijal, 2007). However, there is no evidence of DNDZLM, CLCs engaged in entrepreneurial skills offering in their curriculum.

One CLC lecturer respondent disclosed that some learners try to open up business and fail due to lack of proper business capacitation and stated,

“One of the students opened a small restaurant near the Polela clinic but now she faces some problems. I think that she lacks some skills of business”

The CETC programmes offered in the DNDZLM reveal a gap between the community's economic needs and the LED labour market opportunities within the municipality. Certain students have only been able to secure general work through formal AET curricular programmes but are far from a place where they can reach economic freedom as adults. The National Policy (CET, 2015), stated that the education of the out-of-school youth and adults and NEETS, must be formed under the PSET to address and redress the economic imbalances of communities. Lovet et al; (2018), asserted that the unemployed and the unemployable must be capacitated through life-long education that adapts to changes in environments,

creative and outcomes based. Such education must enable economic independence and economic security.

4.1 Uncovering other gaps: proposal for Database and Exit Support Availability for Students

Community education bares a link between economic growth, economic development and a revolution of social order (NP- CET, 2015). After participation in CETCs, the students must be capacitated to take advantage of opportunities within their communities. In order to ascertain the impact of CETC in the community, there must be a data base formed to track the students' progress after exiting the college. Figure 4.4 indicates the findings on the availability of database for tracking learners' progress after completion of KZN CETC training program in order to see the impact on the community.

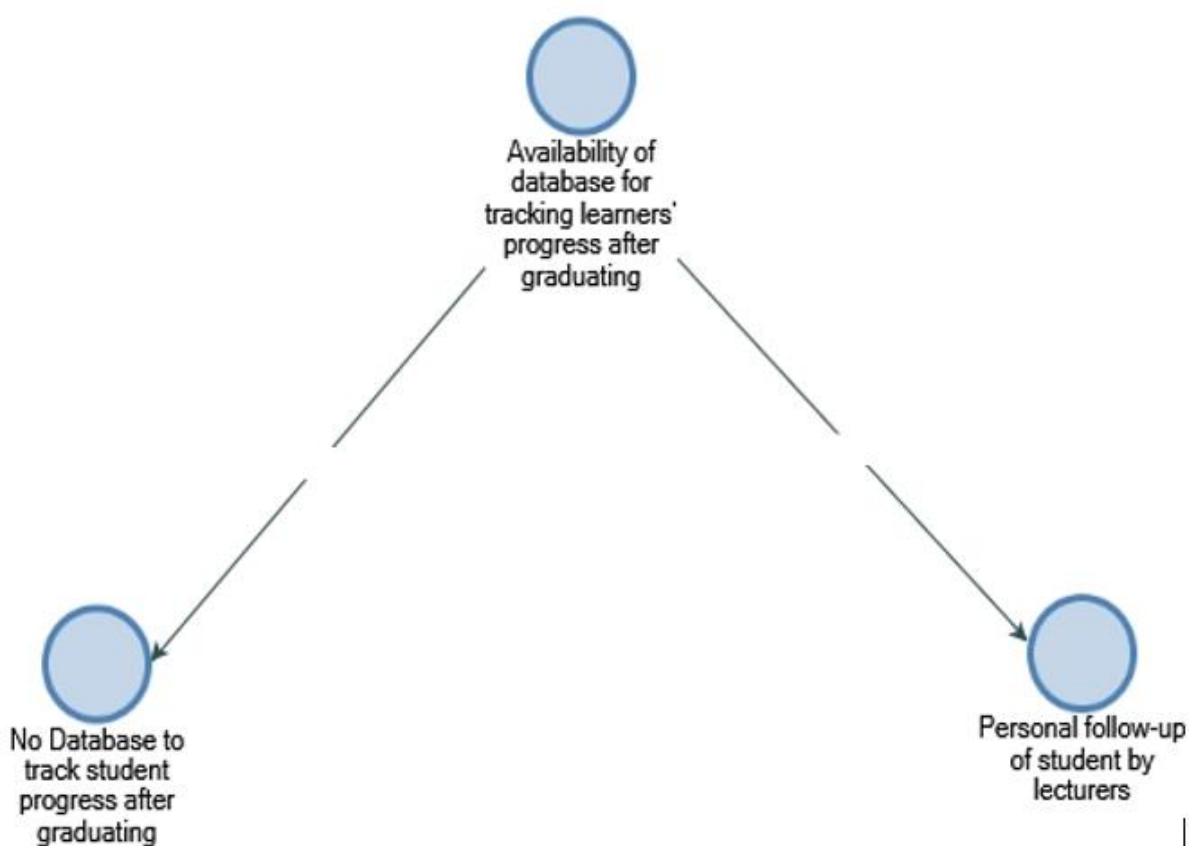


Figure 4-5 Exit Support Database for Transfer of Students

(Author's own)

This assists in viewing and assessing the outputs of the academic services of the college thereby, identifying the gaps and measuring the performance of the college and coming up with strategies to implement. Majority of the community learning centres do not have a database for tracking progress of their ex-students after they have graduated from the institution. The only follow-up that was mentioned by two of the respondents was that usually being done by the lectures which is more personal and not college mandatory. The lecturer respondent had denied any form of college tracking system by stating,

“Some do get jobs but we do not have a method of tracing, or evidence. It depends with the teacher and student relationship at the time. Sometimes you do not know, this is a deep rural area and sometimes our students go far and wide. It is difficult to trace them without a proper system. So as you know that we do not have laptops or computers to keep the records”

The academic and district official had also denied to have any system to track the students at exit of the college by saying,

“Currently we do not have a database in the district offices. In a formal situation we do not have such records so we are still having a challenge of tracking our students but that has been debated a lot which means that in future we will have a formal database which will be kept in the district offices”.

The academic office of the college confirmed this point and said;

“Currently we do not have a database for student tracking but when you visit the district, we encourage the centre managers just to have the data for those students”.

Curricular programmes produce different results in terms of completion rates and the outcomes it produces. Benchmarking of performance across colleges is valuable (Jenkins and Cho, 2012). The view is that, the success of the community colleges lies in the creation of committee structures that will do a process of program review, create policies that talk to professional development and have a strategy for employment and hiring of students into relevant labour markets. This is in support of the practices that are related to student success and beneficial to the college administration (Jenkins and Cho, 2012). For the college to implement pro-active curriculum advice, they need first to understand how it benefits the students in the

end (Donaldson, Mc Kinney, Lee and Pino, 2016). It has been established that the use of comprehensive student level data to investigate the admission, progress, completion and transfer of students enables a broad understanding of all the changes that occur on each college academic period (Shapiro, Dundar, Huie, Wakhungu and Yuan, 2017).

4.2 The Responsiveness of the Curriculum to the Municipal Economic Development Opportunities and Challenges.

The curriculum is not responsive to economic development needs. Based on the findings, the challenges of the DNDZLM, are primarily on lack of education and skilled labour to participate in presented opportunities. The gaps within the municipality show the need for the college to come up with curricular programmes that should mend them by being responsive. However, the curriculum offers programmes that do not address the challenges nor respond to the LED opportunities in DNDZLM. The CETC curriculum in DNDZLM has failed to create opportunities for employment and entrepreneurship.

Community colleges programmes must be relevant and be allocated to respond to each community's needs for the students' economic development and economic growth. The DNDZLM IDP has included in it the list of the opportunities and strengths of the municipality as part of its' SWOT analysis, various economic opportunities that the communities of DNDZLM may take part in when skilled properly to do so. It is imperative for community colleges to create links with the area municipalities for a creation of partnerships that will allow growth opportunities communities.

According to the NPCDI-CET (2017), The CET Colleges are supposed to forge partnerships with other organisations and SETAs, for the registration and accreditation of certificates for the skills programs they offer. The DHET only funds the formal curricular programs which is the AET and the Senior Certificate. However, the results of the interviews show a lack of formal linkages with the relevant organisations and the local municipality, four of the respondents put forward that

there is yet no formal partnerships with any organisations and the curriculum specialist of the HGDM said,

“The main challenge is that the Community Learning Centres do not have the Memorandum of Understanding which should be part of the agreement between the two partnerships, but the college has promised in the meetings that we normally attend that they are busy establishing the partnerships with the various departments as well as the SETAs but that one is still in place”.

The academic services of the college respondent said,

“Currently, because the CET College was not known, we are still on a campaign of doing advocacy for the college. So, we have met with the local municipalities and we are getting in and we have encouraged also the district coordinators who are curriculum specialists to assist us in establishing the partnerships so that we can be able to work together because we are compelled to have the public partnerships and also private partnerships. So, in order to develop the people that are within DNDZ we need to establish that partnership”.

The introduction of community colleges to the PSET system was to allow the articulation of learners to community's developmental areas and business independence (Crota and Kopko, 2015). The curriculum of the community colleges is delineated through the developmental aims of their distinctive communities (Wayner, 2019). This implies that community colleges should not form curriculums independent of community involvement. Key to this element is the needs audit to ascertain educational skills shortages for proper curriculum planning and alignment. The aim of the CETCs cannot be realised through the standard formal AET curricular that had proven inadequate to meet the adult community's needs. The curriculum offered by the CETC in the rural areas of DNDZLM is only formal and is misaligned to the municipal LED strategic plan and projects.

4.3 Conclusion

The findings discussed above highlighted the economic development opportunities, benefits and challenges of the municipality, dissected the different curricular programmes and their impact on the quality of life of learners but also looked into whether or not these programmes capacitate learners for employment and entrepreneurship opportunities. Furthermore, the findings covered gaps that could potentially be filled if the programme is coordinated differently.

The following section will therefore look at pulling together all the above to address the main objectives of the study.

5. CHAPTER FIVE

Conclusion and Recommendations

This chapter presents the conclusions drawn from investigating the responsiveness of the KZN CETC curriculum to the economic development of the rural areas of DNDZLM. It illustrates the inferences drawn with reference to the problem statement and the aims and objectives specified in the first chapter. This chapter also provides recommendations that could be deliberated on when dealing with matters of the curriculum alignment by the KZN CETC. Finally, it gives possible recommendations for further studies and limitations of this study are also highlighted.

5.1 A Recap on the Study Objectives

The conclusions to this study are drawn in reference of the study objectives as laid in chapter one. The findings in chapter 4 show a lack of responsiveness of the KZN CET College curriculum to the rural areas of the DNDZ local Municipality's economic development needs. The main objectives of the study were answered by analysing the transcribed data that was collected through a qualitative data collection method of interviews with the identified participants. The objectives of the study were:

- Objective: To ascertain the economic development benefits and challenges within the areas of Dr Nkosazana Dlamini-Zuma Local Municipality.
- Objective: To determine how the KZN CET College and its non-formal curricular program improves the quality of its learners in Dr Nkosazana Dlamini-Zuma Local Municipality.
- Objective: To investigate how the curriculum of the KZN CET College capacitates the students for the employment market and entrepreneurship opportunities within the local municipality of Dr Nkosazana Dlamini-Zuma.

➤ **Economic Development Benefits and Challenges in DNDZLM**

The results of this study show a surplus of knowledge on the part of the local economic development unit officials from the municipality. The information on the strengths and challenges of the area would benefit the KZN CETC in introducing programmes that would be tailor made to benefit the communities of this rural area. Within their strengths, the community college sector is not counted as beneficial in making a meaningful economic difference and contribution within the community. In fact it is not known by the municipality's economic development sector.

The research shows that in spite of the presence of the community college and its community learning centres within the municipality, there is still a low level of education and a skills shortage on the economic development areas of this local municipality. The DNDZLM is great on favourable agricultural and farming activities and tourism with its world heritage sites. There are numerous big agricultural and eco-tourism projects that are in line and are opportune and meant to develop the communities towards economic freedom. However, despite the readily available public information from the integrated development plans (IDPs) and economic development booklets that contain all economic development proposed and ongoing projects of the municipality, the community learning centres of the KZN CETC are not offering programmes aligned to those opportunities.

Skills programme shortage are shown to be the reason for the high dropout rate in the CLCs. Adult learning is about skills capacitation for social and economic growth. Most CETC students form part of the NEETS and the DHET has formed the CETCs to bridge the gap between the needs of the communities to economic development and economic growth. The education background of the DNDZLM reveal a shortage of skills competencies in the communities of this municipality and the opportunities of the municipality require a skilled labour force. Students enrol to this college with a promised hope of skills capacitation and when disappointed by the misaligned curriculum they drop-out of CLCs. The CETC academic officials and the curriculum district officials are pointing at each other for the responsibility of introducing skills programmes and creating collaborative partnerships with relevant stakeholders for the benefit of the centres and the students.

In light of these findings, the KZN CETC must connect with the local municipal economic development plans for a successful alignment and responsiveness of its curriculum. It is concluded that the KZN CETC and this local municipality are not aligned in their programme activities. It is also concluded that the community college must forge formal partnerships with the municipality to better align its curricular programmes with the economic development needs. Knowledge of the communities thriving sectors and challenges will help equip the college to make wise curricular choices for the community.

➤ **The quality of life improvement through non-formal programmes**

The results of this study showed no evidence of non-formal programmes in the community learning centres. There only was an indication of a formal AET and senior certificate curricular learning areas that comprised of straight formal subjects. CETCs should be a platform to provide community awareness of all shared resources and opportunities. Community development can be achieved through collaborative community stakeholder engagements and advocacy. This may be done through different structural community activities with organisational structures that have been invented in an effort to meet socio-economic challenges and community capacitation.

Community colleges are supposed to boost the development of local communities and reform public education system through vocational education and expansion of life-long education. In the country of SA where the past segregation and underdeveloped educational injustices have left a huge gap between the rich and the poor, there is a threat of yet another injustice of economic freedom and inequality. The rapid change in the universal industrial commercialisation and revolution requires a demographic and area conversion with economic development responsive programmes. The interventions of community colleges in rural areas should assist in curbing urban migration of rural societies in seek of better prospects, causing health hazards and disproportionate sharing of resources and services.

The quality of the curriculum and the transferability methods remain the sole element for the success of the community colleges. It must be recognised that social

backgrounds and life-long experiences places the adult students in a different category than basic secondary school students. It therefore comes as imperative to treat them differently. It is thus, important to ensure that the community colleges' educators be properly trained and qualified for adult teaching and training. Community education should form a mixture of experimental learning, experience and reflective review.

The AET and Senior Certificate formal programs offered by the KZN CET College in DNDZ Local Municipality areas are not enough to uplift the standard of living for the youth majority of the students registered to it without the skills composite. It calls for students to complete the Level -4 and progress to the senior certificate for improved prospects of finding a decent job. The jobs that are normally obtained after qualifying for a GETC, AET Level -4 certificate are general work.

The students who qualify to enrol into community colleges are adults who are 18years of age and above. It is unemployed students with low levels of education or with no formal education that find themselves in the space of the community learning centres of CETC. Both formal and informal programmes offered in a college should complement each other in a way that informal programmes should speak to skills that are formally needed to respond to community needs. The desire for financial and economic freedom, require skills that will enable students to improve the quality of their lives.

Skills development is about expansion of knowledge and competencies in order to improve productivity, life quality and self-employment. The establishment of the CETCs to form part of the PSET is a national skills development strategy to bring economic development to communities. Non-formal education should be implemented to assist growth, promote life-long learning and community engagements. These types of programmes should be an informative platform for communities to stay abreast of all the country's social, technological and economic development trends and future prospects. It is thus imperative that informal skills programmes be well implemented and link with all economic development strategies and be a conduit to formal curricular programmes and career opportunities.

The KZN CET College and its community learning centres in DNDZ should as mandated by DHET start to offer skills on both formal and non-formal basis that are responsive to the economic needs of the community.

➤ **Capacitation of Students for Employment and Entrepreneurial Opportunities**

The study has shown that the students are not being capacitated for financial freedom. The college has not made any capacitive trainings that will boost the level of their employment or enable them to take advantage of the entrepreneurial opportunities within the area. Students often move to the nearby municipalities for better prospects. Even though some students have found general work within the departmental business areas in the community, they are however not placed within the thriving areas of the local economic development opportunities that are planned for their communities.

Student capacitation should be the prime element for all leaning institutions, particularly the community based institutions. The community based learning curriculum must be focussed at capacitating local communities to develop, implement and sustain their own economic growth. Capacitation should also be involved with providing ways to enable the communities to protect and exercise control over their social and cultural environments. Moreover capacitation must also be infused with articulated programing to allow the transfer of students into other areas of growth within the PSET system and higher education. This may be done through community colleges creating a curriculum that is focussed at practical skills development with entrepreneurial objectives and employability for economic support.

The DNDZLM openly displays its development plans under its service delivery booklet whereby all current and future projects are laid out for the community to participate in. The global markets and the economy is moving towards the digital and smart technologies of the new industrial revolution and community colleges need to develop strategies and innovative ways to capacitate students to take advantage of this new world order.

Adult education curriculum must comprise mechanism that capacitate learners to contemplate career paths they want to pursue, moreover, simplify entrepreneurial knowledge and opportunities. The findings of the DNDZLM reveals a lack of semi-skilled and employable people. Formal curriculum must embrace career development learning and practical experience. Responsive curriculum encompasses motivational ways to elevate personal qualities relevant to entrepreneurship, like innovation, risk management, accountability and technical capability improvement.

It is important to note that a responsive curriculum is a major factor in finding better and decent employment. The college has to ensure proper development, placement and linking of students to the most opportune areas of economic development. Students must be capacitated to see employment and entrepreneurial opportunities within their communities' challenges and economic gaps. Additionally, provide responsive curriculum that links students to areas of labour marketability and entrepreneurial education.

5.2 Responsiveness of the KZN CETC Curriculum to the Economic Development of DNDZLM

The study of this nature is required to ascertain whether the KZN community college is adding quality and economic value to the communities it is serving through its curricular and training programmes. This study also serves to add value to the developing frame of knowledge about the community colleges which are new institutions in the South Africa and what they offer to the table of higher institutions of learning.

The findings reveal that the KZN CET College curriculum is not productively responsive to the needs of the rural communities of Dr Nkosazana Dlamini Zuma Local Municipality. This is because the PQM entailed for this area does not tally with the economic development needs of this rural area. The LED strategic plan gives narrative on the economic challenges and opportunities and economic projects that are within the DNDZLM. It is within It is the duty of the community college to collaborate with other structures of community development especially the LED

structure to align the curriculum according the identified needs and opportunities within the municipality.

The country of SA is faced problems of the economic imbalances, unemployment and poverty. These challenges are a triple threat to the economic success of the country. The initiative by government to open these colleges was meant to mend economic gaps within communities and balance economies. Community colleges have an advantage of developing a curriculum that speaks to what is needed at the time, in a particular environment and theirs is not a straight syllabi. The CETC curriculum development should be taking advantage of the flexibility and freedom to form programmes that synergises with the developmental structures and plans within communities.

Both the non-formal ad the formal curriculum should equally speak to the economic development scope of the community. The non-formal curricular should pave a way for the students to articulate to better economic opportunities around them. It also should assist students to obtain employment and grow entrepreneurial skills. Formal curriculum forms part of conventional and straight syllabus and is easy to implement because it is unit standard based. Formal curricular programmes lead to part and full qualifications that form part of the colleges' certificates. The CETC and its CLCs should choose curricular subjects in response to bridging the gap amid the local economic challenges and opportunities of the community.

There is not a lot of studies done on the curriculum of the KZN CET curriculum, however there is literature available on the mission of the community colleges and what they aim to achieve. There is yet little understanding on community education and training colleges and their impact on the post school education and training (PSET) system.

Significantly, the study yields a practical understanding and information that could guide the KZN CET College in aligning its curriculum to respond to the needs of communities, whilst also contributing to the thought process of colleges' future movement towards offering programmes that will enable students that capacitates them for the upcoming industrial revolution. A broader understanding on the positive impact of correlation between the local municipalities and the community colleges

responsibility in building a learning and economic free community is beneficial and will enhance the practice of productivity which will successfully enable the drive local economic empowerment.

5.3 Recommendations for Practice

The objective for the establishment of community colleges that offer programmes with a wide range of learning subjects and skills to enable access of learning to both urban and rural areas which relates to their life context was a good initiative. However, researching on each community's needs, programmes and opportunities is an administrative project that requires a huge area of constant communication with relevant stakeholders, advocacy, resources and well established staff complement. The fact that there is only one community college office in the province, administering the operations of all provincial districts and their local municipalities is problematic as it threatens the efficient productivity of the learning centres. It is recommended that, the KZN CET College should establish a fully organised administrative curriculum and academic district satellite office that will support and link the community learning centres with the local communities and the economic development sector of the municipality to allow a flow of communication and enhance the productivity and responsiveness of the centres.

The quality of life of the students, enrolled at the KZN CET College may only be perceived as improved if the programmes and skills that capacitate and maximise their prospects to the areas that boost economic state of affairs. It is recommended that the college implement the programme qualification mix (PQM) at all CLC level. The mixture of levels will qualify the learning centres a chance to be reactive to community programmes. The college must ensure that all learning centres cater for a formal academic curriculum, vocational, informal and formal skills programmes for better quality learning delivery. It is essential that informal skills are initiated to create awareness, space for the need, and easy access to partnerships for funding.

In order to create a great impact, the KZN Community College must have a strategic methodology to gather all the facts about each community the college is operating. The start may be in the municipal integrated development plan. Municipalities'

economic development plans are guided by the integrated development plan (IDP). It is through these IDPs that integrates all the information and findings about the communities that helps municipalities to know the economic needs of the people. Proper gathering of information creates knowledge about the subject and aids in the strategic planning, which in turn gives room for better productivity.

The community college and the municipality have a similar constitutional directive, which is to create strategies that should assist in skilling and up-skill communities for better life quality and economic gain. It is recommended that for impactful skills development initiatives, the College should have a consultative system that should grow into partnership with the DNDZ Local Municipality and other government counterparts in order to create awareness about the mandate for skills development to eradicate poverty and improve economic growth. These types of encounters may assist in the configuring of systems that are in one grouping for synergy and better use of limited resources in the communities.

The impact and the responsiveness of the college curriculum will be better understood through the assessment of learners' progress at the college exit point. The college should have an exit support system for students that will assist in ascertaining the progress of students after they've completed training at the college. The college curriculum and skills programmes should be effective and valuable enough to enable an easy transfer and articulation to other institutions of learning or labour markets prospects as well as entrepreneurship. Proper career guidance and placement partnerships with relevant stakeholders should be created to assist students throughout all the stages of learning at the college. Students should be given support through career training initiatives and the college must develop a student support system to track the students' growth from enrolment, academic productivity to the exit point.

The student dropout rate at the community college is high because the students are adults and already have responsibilities that require financial aptitude and they are already poverty stricken because many of them form part of the NEETs, thus they fail to keep a thorough attendance record, skip classes and give up. It is even worse if they are not offered any skills training for economic sustainability. The college

should come up with a strategy to provide the basic services of food, full learning material and transport fare.

It is of utmost importance that the college capacitate its lecturers with trainings for adult facilitation and community education. This may include but is not limited to social development training, human resource development and behavioural management, viable systems method in order to understand environmental development and economics for local economic development. These should capacitate the lecturers and the centre managers to understand the complexities of the students and their communities thus better equip them for a systemic approach to competently deal with each situation.

5.4 Recommendations for Future Research

The community colleges in South Africa are still new and have a vacuum in the areas of research. There is a curriculum that still needs broader explorative and case study research to understand its dynamics and impact in this country. Repetition of the study in other CET Colleges countrywide and other KZN CET College districts will be useful to help determine if the curriculum is responsive to economic development in other communities. Positive findings may help other colleges and districts to recommend and implement the similar productive practices of other community colleges.

Other recommended areas of research include:

- Exploring the CET College lifelong-learning impact using a systems dynamics approach.
- Investigating the CET College articulation process and success: A student perspective
- Examining the CET College programme qualification mix (PQM) impact on community social and economic development
- Analysing the readiness of the CET College lecturers prior to the implementation of GETCA and NASCA.

5.5 Summary

This study was undertaken to investigate the KZN CET curriculum responsiveness to the economic development of the rural areas of Dr Nkosazana Dlamini Zuma Local Municipality. Communities and the economic development department of this area are not fully aware of the KZN CET College and its programmes and how they can benefit from and work with this college. The study revealed that the college curriculum is wide and is developed on the PQM rollout process. However the college is not responsive in the implementation process to align the curriculum to the responsiveness of these rural communities.

The literature reviewed brings to book the studies done by other authors on the community colleges concept, curriculum and its aims and how it links to economic development and economic growth. Moreover it looks at the functionality of the community colleges and how they are meant to develop and capacitate the communities through a life-long learning and skills programmes for economic development initiatives.

Data was collected via the qualitative design and method of interviews with participants that were initially scheduled to be thirteen but with the success of conducting ten interviews. Some respondents revealed a lack of knowledge about the KZN CET College and its community learning centres even though they are from the same local municipality and others revealed information that drew the inference of the lack of responsiveness of the curriculum to the local economic development of this rural area. The results of the research were presented and analysed using a thematic analysis approach.

On the discussions of the study results, the study objectives were realised. The inferences were drawn which showed misalignment of the KZN CET College curriculum to the communities' economic developmental areas. It was also discovered that the skills rollout programme that is distinctive to the community colleges' skills rollout plan has not been implemented in the rural areas of Dr Nkosazana Dlamini Zuma Local Municipality.

The study offers clarity and well-versed knowledge on the KZN CET College and its curriculum in this area. This literature and the recommendations thereof can be used

to provide insight by both the municipality of DNDZ and the KZN CET College at large to make informed decisions for better implementation of a responsive curriculum to the communities. No direct bearing was brought about by the identified limitations on the research outcomes. The recommendations made may be valuable for practical implementation in addressing the identified shortcomings of the problem statement in the study.

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APPENDIX 1: LETTER OF INFORMED CONSENT

UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

**Master of Commerce in Leadership Studies
Research Project
Researcher: Nomalanga Ntokozo Nsele
Supervisor: Dr Nomkhosi Luthuli (LuthuliN5@ukzn.ac.za)
Research Office: Ms P Ximba (0312603587)**

Dear Participant,

My name is Nomalanga Ntokozo Nsele, a Master of Commerce in Leadership Studies student at the University of KwaZulu-Natal, Graduate School of Business and Leadership. You are being invited to consider participating in a study that involves investigating the responsiveness of the KZN CET College curriculum to the economic development of Harry Gwala District Municipality. The aim of this project is to investigate the responsiveness of the curriculum and skills programme of the KZN CET College to the local economic and development needs of the rural communities of Dr Nkosazana-Dlamini Zuma Local Municipality (DNDZLM) in Harry Gwala District Municipality (HGDM). To ascertain how the curriculum and the skills program enables employability of the graduates onto the municipality's areas of development.

The objectives of the study are:

To ascertain the economic development benefits and challenges within the areas of DNDZ-LM

To establish the level at which the curriculum of the KZN CET College and its skills program, improve the quality of life for its learners

To assess the extent to which the curriculum and the skills program of the college capacitate the community for the employment market within the local municipality of Dr Nkosazana Dlamini Zuma.

The study is to contribute towards the theoretical knowledge and understanding of the link between the CET College community learning and skills centres and the economic development opportunities within the local municipalities of Dr Nkosazana Dlamini Zuma.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number

HSSREC/00000256/2019). In the event of any problems or concerns/questions you may contact the researcher at (072 299 8514) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Your participation in this research is voluntary and you may withdraw participation at any point. You may refuse/ withdraw participation with no negative consequence. There will be no costs incurred by you as a result of participation in the study and there are no incentives for participation in the study.

Anonymity and confidentiality of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN. The interview consists of three (3) sections aligned to the study objectives as described above. The whole interview should take between 45 minutes to an hour to complete.

Thank you for considering participating. Should you have any questions, or should you wish to obtain a copy of the results of the study, please contact me on 072 299 8514 or at 200201760@stu.ukzn.ac.za.

My supervisor's name and email are: Dr Nomkhosi Luthuli – luthulin5@ukzn.ac.za

This page is to be retained by the participant.

APPENDIX 2:

DECLARATION OF CONSENT LETTER

UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Master of Commerce in Leadership Studies
Research Project
Researcher: Nomalanga Ntokozo Nsele
Supervisor: Dr Nomkhosi Luthuli (LuthuliN5@ukzn.ac.za)
Research Office: Ms P Ximba (0312603587)

CONSENT

I (Full names of participant) have been informed about the study entitled Investigating the responsiveness of the KZN CET College curriculum to the economic development of Dr Nkosazana Dlamini Zuma Local Municipality by Nomalanga Nsele.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without any negative consequence.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 072 2998514 or 200201760@stu.ukzn.ac.za

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview

YES / NO

Signature of Participant

Date

This page is to be retained by the researcher

APPENDIX 3: INTERVIEW QUESTIONS

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Master of Commerce in Leadership Studies

Research Project

Researcher: Nomalanga Ntokozo Nsele

Supervisor: Dr Nomkhosi Luthuli (LuthuliN5@ukzn.ac.za)

Research Office: Ms P Ximba (0312603587)

Title of study: Investigating the responsiveness of the KZN CET College curriculum to the economic development of Dr Nkosazana Dlamini Zuma Local Municipality.

Interview Questions

KZN CETC Students

Section 1

--	--	--	--	--

Mr Miss Mrs Dr
Professor

Title

Name and Surname -----

Male Female

Gender

--	--

<21 21-30 31-40 41-50 51>

Age

--	--	--	--	--

Community Learning Centre Name

Education Level

Subjects/ Skills Programme

Occupation

Place of Work

Section 2

What programmes are offered at your Community Learning Centre?

Do the CET College programmes speak to the specific economic needs of your own community?

How has the programmes both formal and skills programmes of the College helped you in growing economically?

Has the programme of the CETC helped you attain employment within the local municipality or helped you be able to open your own business? If yes/ what business is that?

INTERVIEW QUESTIONS

UNIVERSITY OF KWAZULU-NATAL

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Master of Commerce in Leadership Studies

Research Project

Researcher: Nomalanga Ntokozo Nsele

Supervisor: Dr Nomkhosi Luthuli (LuthuliN5@ukzn.ac.za)

Research Office: Ms P Ximba (0312603587)

Title of study: Investigating the responsiveness of the KZN CET College curriculum to the economic development of Dr Nkosazana Dlamini Zuma Local Municipality.

Interview Questions

KZN CETC Curriculum Sector

Section 1

Mr Miss Mrs Dr Professor

Title

--	--	--	--	--

Name and Surname -----

Male Female

Gender

--	--

<21 21-30 31-40 41-50 51>

Age

--	--	--	--	--

Occupation

Place of Work

Department

B Section 2

What are the curricular programmes offered by the KZN CET College?

What is the aim of the KZN CET College curriculum and the skills programme?

How are these programmes linked to the community's economic needs?

How are the programmes both formal and skills programmes meant to improve the quality of the student's life in general?

How do the programmes offered by the College capacitate the learners for the employment opportunities within the DNDZ Local Municipality?

What partnerships linkage relations do the CET College have with the municipality or the labour market for the absorption of its learners to work within the Local Municipality?

Is there any evidence within the CET College statistical data that the learners do obtain jobs within the Local Municipality and if yes/ what kinds of jobs are those?

INTERVIEW QUESTIONS

UNIVERSITY OF KWAZULU-NATAL

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Master of Commerce in Leadership Studies

Research Project

Researcher: Nomalanga Ntokozo Nsele

Supervisor: Dr Nomkhosi Luthuli (LuthuliN5@ukzn.ac.za)

Research Office: Ms P Ximba (0312603587)

Title of study: Investigating the responsiveness of the KZN CET College curriculum to the economic development of Dr Nkosazana Dlamini Zuma Local Municipality.

Interview Questions

DNDZ-LM Local Economic Development Sector

Section 1

Mr Miss Mrs Dr Professor

Title

--	--	--	--	--

2. Name and Surname -----

Male Female

3.

--	--

 Gender

4. Age <21 21-30 31-40 41-50 51>

--	--	--	--	--	--

Occupation

Place of Work

Department

B Section 2

What does the Dr Nkosazana Dlamini Zuma Local Municipality (DNDZ-LM) know about the KZN CET College?

Does the DNDZ-LM have any Local Economic Development projects for the municipality?

What are the LED projects within the community?

What areas of development does the DNDZ-LM competitively thrive in, in terms of economic development?

Does the DNDZ-LM have any partnership and linkages with the Community College in terms of the absorption of the students into the municipality's labour market?

Does the DNDZ-LM have any former or current students working for the community's municipality that is or has studied under the CET College?

APPENDIX 4: EDITOR'S REPORT

**Helen
Richter**

Advanced Editing, Proofreading
& Copy writing

feetjieding@gmail.com
072 9538169

25 November
2019

To whom it may concern:

CERTIFICATE OF EDITING & AUTHENTICATION

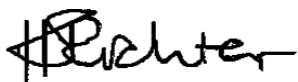
I have proofread and language edited the following journal article according to prescribed parameters:

“Investigating the responsiveness of the KZN CET College Curriculum to the economic development of Dr Nkosazana Dlamini Zuma Local Municipality”

**By
Nomalanga Ntokozo Nsele**

The work is the authors' own work, to the best of my knowledge, and is free of spelling, grammar, and structural and stylistic errors.

With thanks.



H. S. Richter (Ms)

