

# Chapter 5

## Unpacking the Interdependence of CET College Leadership: A Systems Thinking Perspective on Organisational Change and Governance in South Africa

**Lynette Lulama Mbatha**

 <https://orcid.org/0000-0002-6351-0556>  
University of KwaZulu-Natal, South Africa

### **ABSTRACT**

*In the South African context, adult education is a critical component of the national skills development agenda aimed at improving the skills and employability of the adult population. Adult education takes many forms in South Africa, ranging from adult basic education and training (ABET) to technical and vocational education and training (TVET), community education and training (CET), and higher education. The South African government has significantly invested in adult education to reduce unemployment and poverty and increase economic growth. Leadership and management in adult education in South Africa face unique challenges, including a large and diverse learner population, scarce resources, and the need to balance the demands of various stakeholders. This chapter examines how various stakeholders understand the interdependence of the different parts of community education and training (CET) college leadership in organisational change, how change is managed, and how effective the organisational change is.*

DOI: 10.4018/978-1-6684-6625-4.ch005

## 1. INTRODUCTION

Adult Education in South Africa has undergone massive changes in the post-apartheid era. These changes include policies that articulated good intentions for the sector, but the result on the ground and the effects of these policies on South African society show different results. For example, South Africa still experiences high illiteracy rates, skills shortages and unemployment. Really, what are we missing?

South Africa has developed the *White Paper for Post-School Education and Training* (RSA, 2013) to respond to the triple challenges facing South Africa: unemployment, inequality, and poverty. This policy document articulates one of its objectives: “to prepare workers for the labour market and that everyone should be able to make a living for themselves and contribute skills to a developing economy” (RSA, 2013, p. 8).

The introduction of the PSET model required the government to create structural and operational changes to how the adult education system would be managed. The legislative responsibility for Adult Education and Training (AET) was transferred to the Minister of Higher Education and Training through the *Higher Education and Training Amendment Laws Act, 2010* (Act No. 25: 2010).

The *White Paper for Post-School Education and Training* (RSA, 2013) further outlines the country’s aspiration to build an expanded, effective, and integrated post-school education and training system and to establish the CET system as a third institutional form alongside universities and TVET colleges. Currently, we are at a stage of transition from the Public Adult Learning Centre to CET Colleges.

It is envisaged that one million students will be enrolled at the CET colleges by 2030. This target places “an enormous responsibility [on] the entire CET College leadership” in South Africa (Davis et al., 2015, p. 333). To accomplish this prescription of the National Plan’s target and for CET colleges to succeed, a new and exceptional calibre of leaders with a new way of thinking is required. For this reason, the Department of Higher Education and Training (2013) advocates that college leadership at the council and management level is vital for ensuring that the system transforms in the desired direction.

Effective leadership and management in South African adult education require understanding these contextual factors and a commitment to promoting social justice, equity, and inclusivity in education. Leaders and managers must be able to navigate the complexities of the South African education system, build strong partnerships with stakeholders, and implement innovative strategies to improve the quality and accessibility of adult education. They must also promote a culture of lifelong learning and professional development, ensuring that their teams have the skills and knowledge to meet the changing needs of learners and the economy. In

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/unpacking-the-interdependence-of-cet-college-leadership/326714](http://www.igi-global.com/chapter/unpacking-the-interdependence-of-cet-college-leadership/326714)

## Related Content

---

### A Review of Challenges and Approaches to Effective Medical Solid Waste Management During the COVID-19 Pandemic in India

Narayana Maharana, Lingaraj Prasad Patnaik, Bidhu Bhusan Mishra, Suman Kalyan Chaudhury and Jyotirmayee Mohanty (2022). *International Journal of Circular Economy and Waste Management* (pp. 1-17).

[www.irma-international.org/article/a-review-of-challenges-and-approaches-to-effective-medical-solid-waste-management-during-the-covid-19-pandemic-in-india/309986](http://www.irma-international.org/article/a-review-of-challenges-and-approaches-to-effective-medical-solid-waste-management-during-the-covid-19-pandemic-in-india/309986)

### Tourist Attraction Perception of Jharkhand Cuisine: A Study on Tourists Visiting Jharkhand

Viveka Nand Sharma and Arvind Hans (2022). *International Journal of Circular Economy and Waste Management* (pp. 1-10).

[www.irma-international.org/article/tourist-attraction-perception-of-jharkhand-cuisine/306215](http://www.irma-international.org/article/tourist-attraction-perception-of-jharkhand-cuisine/306215)

### Implementing Acceleration Programs: Reflections for Academic Business Incubators Through a Portuguese Case Study

Sandra Pinto, Elis Shaida Ossmane and Luísa Cagica Carvalho (2021). *Handbook of Research on Reinventing Economies and Organizations Following a Global Health Crisis* (pp. 34-60).

[www.irma-international.org/chapter/implementing-acceleration-programs/282245](http://www.irma-international.org/chapter/implementing-acceleration-programs/282245)

### Resources and Capabilities of SMEs Through a Circular Green Economy

José G. Vargas-Hernández and Jorge Armando López-Lemus Jorge López-Lemus (2021). *International Journal of Circular Economy and Waste Management* (pp. 1-15).

[www.irma-international.org/article/resources-and-capabilities-of-smes-through-a-circular-green-economy/271257](http://www.irma-international.org/article/resources-and-capabilities-of-smes-through-a-circular-green-economy/271257)

### Influence of Special Treatment, Interactive Features, Physical Features, and Price on Customer Loyalty Restaurant Industry

M Mansha Tahir (2022). *International Journal of Circular Economy and Waste Management* (pp. 1-14).

[www.irma-international.org/article/influence-of-special-treatment-interactive-features-physical-features-and-price-on-customer-loyalty-restaurant-industry/306214](http://www.irma-international.org/article/influence-of-special-treatment-interactive-features-physical-features-and-price-on-customer-loyalty-restaurant-industry/306214)