


Chapter 9

Strategies for Motivating Learners to Complete the General Education and Training Certificate Level 1 in South Africa

Itumeleng I. Setlhodi

 <https://orcid.org/0000-0003-2644-9570>
University of South Africa, South Africa

Motlagoiloe S. Moroe

University of South Africa, South Africa

ABSTRACT

The general education and training certificate: adult basic education and training provides learners with foundational learning through the acquisition of knowledge and skills needed for social and economic development and the promotion of justice and equality. However, national statistics show that the number of learners who enroll for the programme exceeds those who complete it. The qualitative study was conducted to explore strategies that can be used to motivate adult learners to complete the GETC: ABET. Interactive individual and focus interviews (=35) led to findings indicating that interventions used by teachers to encourage learners to complete their studies, and support given, minimise, or eliminate barriers against completing the programme. Thereupon, the Department of Higher Education and Training has an opportunity to strengthen the teachers' stratagems in ensuring that more learners complete the programme. Accordingly, this chapter proposes strategies found to be essential in this study, for consideration by community colleges.

DOI: 10.4018/978-1-6684-6625-4.ch009

INTRODUCTION

The White Paper on Post-School Education and Training (2013:5) states that education has potential to eradicate poverty and a way of ensuring there is equality of opportunities. Thus, it therefore implies that the socio-economic wellbeing of marginalised people can be redressed through education. Yeoh and Chu (2012:11) attest that underdevelopment and poverty can be expunged through literacy and education to bring about social changes. Furthermore, the White Paper states that education may not provide economic growth, but, without it, economic growth, social, and cultural development cannot be fulfilled. This perspective on education is closely aligned to the rationale for the GETC: ABET programme, as stated by the South African Qualifications Authority (SAQA). Namely, to prepare learners, by providing them with basic skills needed for social and economic development, as well as developing an appreciation for lifelong learning (South African Qualifications Authority n.d.).

In South Africa, adult basic education (ABE) was declared a constitutional right in 1996 and the responsibility to implement this was placed squarely on the government (McKay 2007:294). As a result, the development of the educational policy framework included a policy on adult education, the outcome of which was adult basic education and training (Beauzac 2010). Despite the successes of these policies, which aimed at improving participation in ABET programmes, not many learners, who enrol in ABET programmes, complete their basic education. It is against this background that the study sought to highlight strategies that can be used to motivate adult learners to complete the Adult Basic Education and Training Programme at NQF Level 1 and, consequently, overcome socio-economic problems.

Adult basic education and training (ABET) is essential for the development of human resource, particularly those that cannot access education in any other way. It also contributes to the economic development of people and for increasing people's life choices, thereby assuring the wellbeing. The 2030 Agenda for Sustainable Development (SD), as adopted by all United Nations member states in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future (United Nations 2018). At the core of the SD goals is the need to home in the development of people and enhancement of livelihood. The Sustainable Development Goal (SDG) 4 calls on countries to ensure inclusive and equitable quality education and the promotion of lifelong learning for all; however, in order to achieve this goal, literacy and numeracy are indispensable (UNESCO 2017). Therefore, it should form the bedrock for basic education as well as the background to promoting the socio-economic wellbeing of marginalised individuals through development.

18 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/strategies-for-motivating-learners-to-complete-the-general-education-and-training-certificate-level-1-in-south-africa/326718

Related Content

Social and Economic Transformation With the Institutional Economic Perspective

Mehmet Yunus Çelik (2020). *Comparative Approaches to Old and New Institutional Economics* (pp. 108-132).

www.irma-international.org/chapter/social-and-economic-transformation-with-the-institutional-economic-perspective/245324

The Circular Economy, Resilience, and Digital Technology Deployment in the Mining and Mineral Industry

Peter Jones and Martin George Wynn (2021). *International Journal of Circular Economy and Waste Management* (pp. 16-32).

www.irma-international.org/article/the-circular-economy-resilience-and-digital-technology-deployment-in-the-mining-and-mineral-industry/271258

Riesz Potential in Generalized Hölder Spaces

Boris Grigorievich Vakulov, Galina Sergeevna Kostetskaya and Yuri Evgenievich Drobotov (2018). *Fractal Approaches for Modeling Financial Assets and Predicting Crises* (pp. 249-273).

www.irma-international.org/chapter/riesz-potential-in-generalized-holder-spaces/200072

Evaluating the Nexus Between Honesty and Integrity in the Hospitality and Tourism Teaching Industry

Rekha Maitra and Tarun Bansal (2022). *International Journal of Circular Economy and Waste Management* (pp. 1-17).

www.irma-international.org/article/evaluating-the-nexus-between-honesty-and-integrity-in-the-hospitality-and-tourism-teaching-industry/306213

Asian Infrastructure Investment Bank and Development: A Chinese Soft Power Tool for Global Leadership

Jose Manuel Saiz-Alvarez, Uriel Hitamar Castillo-Nazareno and María Teresa Alcívar-Avilés (2022). *Handbook of Research on Global Institutional Roles for Inclusive Development* (pp. 1-18).

www.irma-international.org/chapter/asian-infrastructure-investment-bank-and-development/304959