

DRAFT ACTIVITY PLAN

COMMUNITY COLLEGES

OCTOBER 2014

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Acronyms and Abbreviations

AET	Adult Education and Training
CETC	Community Education and Training Centre
CLC	Community Learning Centre
DHET	Department of Higher Education and Training
FET	Further Education and Training
GET	General Education and Training
GETCA	General Education and Training Certificate for Adults
NASCA	National Senior Certificate for Adults
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
PALC	Public Adult Learning Centre
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of prior learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority

Section 1: Purpose

1. The purpose of this plan is to provide a high level road map for the implementation of the Community Colleges System.
2. The plan is informed by the Report of the Task Team on Community Education and Training Centres, the White Paper for Post School Education and Training and the draft National Policy on Community Colleges.

Section 2: Background

3. Presidential Minute No. 690 of 2009 created the Department of Higher Education and Training and the Department of Basic Education. The Department of Education was abolished.
4. Following this re-organisation of government, Proclamation No. 44 of 2009, published in Government Gazette. No. 32367 of 1 July 2009 transferred the administration of the Adult Basic Education and Training Act, 2000 (Act No. 52 of 2000), and the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006), to the Minister of Higher Education and Training.
5. The legislative responsibility for Adult Education and Training was transferred to the Minister of Higher Education and Training through the Higher Education and Training Amendment Laws, 2010 (Act No. 25 of 2010).
6. The Ministry of Higher Education and Training published a White Paper on Post School Education and Training System. The White Paper states that Public Adult Learning Centres are to be absorbed into Community Colleges, which can cater for the provision of learning opportunities for out-of-school youth and adults.
7. The Further Education and Training (FET) Colleges Amendment Act, 2013 proposes a repeal of the Adult Education and Training (AET) Act 52 of 2000. It further proposes that AET will operate under the Further Education and Training Act which will ultimately be called the Continuing Education and Training (CET) Act.

Section 3: Principles underpinning the establishment of Community Colleges

8. The draft National Policy on Community Colleges proposes that the establishment and operations of community colleges must be founded on a set of principles, which, when construed as a collective should define what community colleges are about. Accordingly, principles that have been selected that shall underpin the establishment or declaration of community colleges are:
- a) Expansion of access to education and training to all youth and adults, especially those who have limited other opportunities for structured learning;
 - b) Provision of good quality formal and non-formal education and training programmes;
 - c) Provision of vocational training that prepares people for participation in both the formal and informal economy;
 - d) Close partnerships with local communities, including local government, civic organisations, employers' and workers' organisations and alignment of programmes with their needs;
 - e) Partnerships with government's community development projects;
 - f) Local community participation in governance; and
 - g) Collaboration and articulation with other sections of the post-school system.

Section 4: Summary of activities

Goal 4.1: Policy development- to facilitate the implementation of the FET Amendment Act, 2013

9. The FET Amendment Act, 2013 intends to establish Community Colleges as another institutional type within the legislative framework of the FET Act, 2006. The implications of the Act are to repeal the Adult Education and Training Act, 2000.

Goal 4.1.1	To put into effect the Further Education and Training Colleges Amendment Act, 2013
Goal 4.1.2	To develop policy on Community Colleges and CETCs
Goal 4.1.3	To establish institutional governance structures – Councils
Goal 4.1.4	To develop norms and standards for Community Colleges

Goal 4.2: Long Term Planning for the Community College System

10. The establishment of Community Colleges as an institutional sub-system requires proper planning. A long-term plan is to be developed on the Community College system till 2030.

Goal 4.2.1	To develop a costed implementation plan for Community Colleges based on the approved policy
Goal 4.2.2	To develop an advocacy and communication strategy based on the Plan.

Goal 4.3: Institutional Infrastructure

11. The establishment of Community Colleges as well as the conversion and merger of public adult learning centres into Community Colleges requires the consolidation of existing institutional infrastructure as well as the establishment of new infrastructure. To achieve such an undertaking the following activities have been identified:

Goal 4.3.1	Identification of the pilot sites for 9 Community Colleges
Goal 4.3.2	Establishment and declaration of 9 Community Colleges
Goal 4.3.3	Conversion and merger of PALCs into Community Colleges
Goal 4.3.4	Determination of Community College institutional landscape in the medium and long term
Goal 4.3.5	De-merger and establishment of additional Colleges per municipal district

Goal 4.4: Human Resource management and development

12. The development of appropriate career pathways and conditions of employment will ensure quick gains for the Community College system. The establishment of such Colleges must go in tandem with the establishment of appropriate career pathways. The issue around whether such practitioners - who have predominantly formal school and adult education qualifications - will be called lecturers in line with the current FET Act needs further exploration.
13. The second aspect on this area will be the finalization of standardized conditions of service. In anticipation of the migration process, the finalization of standardized conditions of service is critical for ensuring stability for the new institutional form.
14. While the current system has AET educators with qualifications from formal institutions and teacher qualifications, the DHET needs to create mechanisms to be more flexible to also include educators skilled in community based and non-formal learning.

Goal 4.4.1	Develop an organizational structure for Community Colleges
Goal 4.4.2	Determine post establishment of Community Colleges
Goal 4.4.3	Finalize standardized conditions of service for educators/lecturers
Goal 4.4.4	Finalize qualifications policy for Adult and Community educators and lecturers
Goal 4.4.5	Develop appropriate career pathways for staff in Community Colleges
Goal 4.4.6	Co-ordinate the development of training packages for AET educators, managers and staff

Goal 4.5: Establishing an appropriate funding framework for Community Colleges

15. The establishment of a Community College system would require an appropriate funding framework to be developed. The possibility of amending the current Norms and Standards for Funding FET Colleges must be explored.

16. The DHET will explore how NSFAS or other funding grants can be used to support learners in Community Colleges.

17. Funding from SETAs and the National Skills Fund should be made available for the provision of community education and training programmes.

Goal 4.5.1	Development of a funding framework for Community Colleges
Goal 4.5.2	Amendment of criteria for funding of programmes through NSFAS
Goal 4.5.3	Develop appropriate criteria and guidelines for SETA and NSF Support

Goal 4.6: Programmes and Qualifications

18. In the initial phases of the establishment of Community Colleges, the focus will be on the provision of the GETCA, NASCA and the amended Senior Certificate. As the Community Colleges system consolidates, additional programmes will be introduced.

19. The Community College system will recognise and affirm the social purposes of adult education in practice including exploring livelihood approaches, among others. It will offer knowledge and skills leading to sustainable livelihoods as well as providing second chance learning opportunities for out –of-school youth and adults and skills for access to the labour market.

Goal 4.6.1	Develop curriculum policy for Community Colleges
Goal 4.6.2	Develop procedures for requesting Curriculum offerings from Community Colleges
Goal 4.6.3	Develop curriculum for the GETCA and NASCA
Goal 4.6.4	Develop Learning Support Materials
Goal 4.6.5	Determine capacity for examinations administration in Community Colleges

Goal 4.7: Monitoring and Evaluation

20. Monitoring and Evaluation of the Community College is critical in the development of a strong and sustainable sub-system. The establishment of appropriate monitoring and evaluation mechanisms will enable the Community College system to be

Goal 4.7.1	Develop performance and accountability measures for the Community College sub-system.
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Section 5: Detailed Activity Plan on the establishment of Community Colleges

Goal 4.1: Policy development- to facilitate the implementation of the FET Amendment Act, 2013

Activities	Sub-Activities	Timeframe		Responsibility	Indicator/ Output
		Start	Finish		
1. Put into effect the Further Education and Training Colleges Amendment Act, 2013	• Developing guidelines on implementation of CET Act • Training on CET Act Logistical arrangements: participants, training material, dates, training report	January 2014	Dependent on approval by Presidency	DHET	Presidential Proclamation Training report
2. Develop policy	• Publish draft policy for public comments • Collect comments • Collate comments • Finalize policy • Gazette final policy	April 2014	December 2014	DHET	Gazetted policy Gazetted final policy
3. Develop Regulations for the Community College system	• Amendment of regulations for the registration of private colleges	April 2015	March 2016	DHET	Amended regulations for the registration of private colleges

Goal 4.2: Long Term Planning for the Community College System

Activities	Sub-Activities	Timeframe		Responsible Person	Indicator/ Output
		Start	Finish		
4. Develop a costed implementation plan for Community Colleges based on the approved policy	• Use of current TVET costing as baseline	October 2014	Nov 2014	DHET	Costed plan available
5. Expand access through a 10% year on year increase till 20130	• Development of expansion plan • Develop 5 year targets	April 2015	March 2016	DHET	Report on targets reached
6. Develop an advocacy and communication strategy based on the plan	• Develop concept note • Develop communication strategy • Develop brochures/ posters	April 2015	March 2016	DHET	Strategy available

Goal 4.3: Institutional Infrastructure

Activities	Sub -Activities	Timeframe		Responsible Person	Indicator/ Output
		Start	Finish		
7. Identification of sites as physical locations and seats of community colleges	• Conducting visits to all nine • Provinces. • Submission of recommendations to Minister. • Approval by Minister.	July 2013	Oct 2014	DHET	List of institutions
8. Director-General and Minister's engagements with the SGs and MECs respectively on the utilization of : (a) infrastructure for establishment as community colleges, (b) continued utilization of educators and school infrastructure for community learning centers (CLCs)	• Preparing protocols/ Memoranda of Agreement	October 2014	March 2015	DHET	Memoranda of Agreement with the SGs and MECs (where applicable)

Activities	Sub -Activities	Timeframe		Responsible Person	Indicator/ Output
		Start	Finish		
9. Engagements with stakeholders and affected parties on the establishment of Community Colleges	• Consultation with stakeholders	September 2014	March 2015	DHET	Gazette Report on consultations
10. Minister's engagements with communities where the 9 community colleges will be declared	• Community/ stakeholder engagements	January 2015	December 2015	DHET	Report on consultations
11. Establishment of 9 Community College	• Preparation of Gazette on the establishment of 9 Community Colleges	January 2015	March 2015	DHET	Notice in Government Gazette • Name • Physical Address • Postal Address • Province
12. Conversion and merger of PALCs into Community Colleges	• Converting of all PALCs into Community Colleges through the CET Act, 2013. • Notice on merging of Community Colleges.	November 2014	March 2015	DHET	Notice in Government gazette

	• Merging of councils and constituting of a single interim council.				
13. Determine institutional landscape for Community Colleges	• Conducting visits to all nine provinces to identify sites. • Identification of buildings through the Department of public works. • Submission of recommendations to Minister • Approval by Minister.	April 2015	March 2016	DHET	Report
14. Develop infrastructure norms for Community Colleges	• Develop Terms of Reference for the development of infrastructure norms • Contract service provider to develop norms	November 2014	March 2015	DHET	Notice in Government gazette

15. Identify appropriate physical infrastructure for Community Colleges	• Consultation with Department of Public Works • Consultation with Premiers' offices for infrastructure	November 2014	March 2015	DHET	Report
16. Develop recapitalization/ refurbishment plan developed	• Visit identified and approved sites for Community Colleges • Needs assessment of identified and approved sites • Develop Recapitalization plan	November 2014	March 2015	DHET	Recapitalization plan
17. Establishment of properly constituted College Councils	• Develop gazette for the call for nomination of Council members • Develop advert calling for nominations • Conduct shortlist • Ministerial appointment of college council.	January 2015	March 2015	DHET	All nine Community Colleges have Councils

18. Training of College Councils	• Conduct training for new College Council members • Ongoing training and capacity building.	April 2015	March 2016	DHET	Councils inducted
19. De-merger and establishment of additional Colleges per municipal district	• Institutional landscape document developed	April 2015	March 2016	DHET	Approved Institutional landscape for Community Colleges
20. Engagements with Department of Basic Education (DBE), Department of Public Works, Heads of Departments HoDs and Council of Executive Ministers (CEM) on transfer of property	• Identification of ownership of property • Approval for transfer and use of property	April 2015	March 2016	DHET	Agreement on transfer Change of ownership process initiated Title deeds transferred to the Community College as juristic persons
21. Identification of an additional 42 sites for declaration and establishment of additional Community Colleges to cover all district municipalities and Metro	• Develop institutional landscape document • Identify additional sites for the establishment of Community Colleges	April 2015	March 2017	DHET	42 additional sites identified and approved

Goal 4.4: Human Resource management and development

Activities	Sub-Activities	Timeframe		Responsible Person	Indicator/ Output
		Start	Finish		
22. Develop an organizational structure for Community Colleges	• Develop organizational structure • Consultation in the Department • Consultation with stakeholders	April 2015	March 2016	DHET	Organizational structure developed
23. Determine post establishment of Community Colleges	• Research on post provisioning model for Community Colleges • Develop post provisioning model • Consultation in the Department • Consultation with	April 2015	March 2017	DHET	Post provisioning model developed

	stakeholders				
24. 3. Finalize standardized conditions of service for educators/lecturers	• Refine current document on standardized conditions of service • Consultation in the Department • Consultation with stakeholders • Tabling at bargaining chamber	April 2016	March 2017	DHET	Resolution on Conditions of Service finalized
25. 4. Finalize qualifications policy for Adult and Community educators and lecturers	• Call for comments on draft Policy • Analysis of comments from stakeholders • Finalise policy	April 2015	March 2016	DHET	Policy available
26. Develop appropriate career pathways for staff in Community Colleges	• Refine current document on standardized conditions of service	April 2015	March 2016	DHET	Policy document

	• Consultation in the Department • Consultation with stakeholders • Tabling at bargaining chamber				
27. Co-ordinate the development of training packages for inherited educators, managers and staff	• Do profile of current staff • Conduct needs analysis of current staff • Facilitate the development of training interventions	April 2016	March 2018	DHET	Training programme available from Higher Education Institutions

Goal 4.5: Establishing an appropriate funding framework for Community Colleges

Activities	Sub- activities	Timeframe		Responsible Person	Indicator/ Output
		Start	Finish		
28. Development of a funding framework for Community Colleges	• Establishment of Ministerial Committee • Ministerial Committee and reference group meetings • Development of Ministerial report	September 2014	March 2016	DHET	Approved Ministerial Report
29. Amendment of criteria for funding of programmes through other funding streams	• Analysis of current regulations • Amendment of regulations	April 2015	March 2016	DHET	Criteria amended
30. Develop appropriate criteria and guidelines for SETA and NSF Support	• Desktop research • Consultation with SETAs and NSF • Develop criteria and guidelines for SETA and NSF Support	April 2015	March 2016	DHET	Criteria and Guidelines developed

Goal 4.6: Programmes and Qualifications

Activities	Sub- activities	Timeframe		Responsible Person	Output/ Indicators
		Start	Finish		
31. Develop curriculum policy for Community Colleges	• Desktop research • Development of draft curriculum policy document • Consult internally on document • Consult with stakeholders • Gazette document	April 2015	March 2016	DHET	Policy available
32. Develop curriculum for the GETCA and NASCA	• Set up a curriculum oversight reference group • Appoint members of Working Groups for subjects • Development of subject statements	April 2015	March 2016	DHET	Curriculum available

	• Call for comments on the subject statements • Final gazetting of subject statements				
33. Develop Learning Support Materials	• Appoint members of Working Groups for subjects • Development of materials for NASCA • Liaison with publishers • Development of a catalogue of materials	April 2015	March 2016	DHET	LTSM available
34. Develop interventions for Learner performance in all qualifications to reach 65%	• Develop intervention strategies for increasing learner performance	Annually	Annually	DHET	Learner Performance strategy available
	• Develop minimum standards for the provision of learner resources	April 2015	March 2016	DHET	Minimum standards document
	• Monitoring of learning and teaching	April 2015	March 2016	DHET	Monitoring Plan

Goal 4.7: Monitoring and Evaluation

Activities	Sub- activities	Timeframe		Responsible Person	Output/ Indicators
		Start	Finish		
35. Develop monitoring and evaluation framework for the College sub-system	• Develop Terms of reference • Contract service provider • Development of framework • Approval of framework	April 2018	March 2019	DHET	Policy document
36. Develop performance indicators for the College sub-system	• Develop Terms of reference • Contract service provider • Development of framework • Approval of framework	April 2018	March 2019	DHET	Performance indicators
37. Develop guidelines for enrolment planning and reporting	• Review TVET College enrolment planning process • Desktop research • Develop guidelines • Finalise guidelines for approval • Publish guidelines • Distribute guidelines	April 2018	March 2019	DHET	Guidelines for enrolment planning and reporting