

Principles of funding development

Terminology

ABET	Adult Basic Education and Training
AET	Adult Education and Training
CC	Community College (as envisioned)
CCAH	Community College Administrative Hub (the existing 9 gazetted CCs)
CLC	Community Learning Centre (previously termed a Public Adult learning Centre (PALC))
TVET	Technical and Vocational Education and Training

Provision

Aim is flexible open provision at CCs

The real issue is provision.

Budgetary constraints may necessitate capping provision in the early stages.

The balance between expansion and quality

Historically the AET system has been of very low quality with very weak output. This is unacceptable and it is pointless expanding such a system. Albeit the political imperative of expansion of provision, rapid expansion should be curtailed until overall quality is worth expanding and such expansion is capable of sustaining that quality. That said, it is recognised that AET provision is less capable of quantitative and qualitative excellence compared to school systems because of the vagaries of voluntary adult participation.

Steady reform and growth

Incremental growth over a time period of xx years.

A process of steady reform.

Shared use of facilities

In early stages use TVET college facilities but the CCs are not to be managed or “piggy-backed” onto the TVET colleges.

There is very little likelihood of massive funding for new infrastructure.

Use of fixed costings of provision

All programmes, both formal and qualifications need to be fully costed (including infrastructure maintenance and renewal). These costings need to be known in advance.

Conditions of service

These must be rapidly standardised and costed to take into account long term permanent CC and CLC staff.

The possibility of permanent part-time (limited hours) staff must be explored.

Budget expansion

The suggested initial budget (based on the previous provincial PALC system) of R1.9 billion is simply inadequate (as it obviously was with the previous system). At a bare minimum it would enable the ex-PALC staff in the CLCs to be paid about R8000 each a month without left over for anything else (estimated on the basis of there being about 20 000 PALC staff).

This budget cannot provide for materials, curriculum support, oversight or for the set up of the CCAHs or new CCs.

It must be recognised that given the Constitutional right to Basic Adult Education (currently defined as education up to school grade 9 equivalence) and court decisions on the necessity of the provision of textbooks/learning materials that the existing R1.9 billion may have to be spent on capped ABET level provision including materials.

It also must be recognised that, if the right to free university education is de facto conceded, it will be politically and constitutionally impossible not to give the same right to adults learners far more disadvantaged without basic or secondary education.

Local government

CC provision must be supported by local government

Spatial inequalities

There must be some Ccs in rural and informal settlement areas

Programme inequalities

What about hairdressing?

Baseline clarification

These need to be clear and stable.

Commitments for change must be related to these baseline starting points.

Residences

Not a priority. CCs should be local except maybe for certain Centres of Excellence/Specialization

Activity based costing

Costing model

Directly attributable

Salaries	63%	Current	72%
Depreciation	10%		
Remainder	27%		28%

Replacement plan

Current TVET FTE costs R26 911 average with standard deviation R8 921 (range R17 990 to R5 832)

CAPEX

Capital expenditure used to buy fixed assets or to add to the value of a fixed asset. It is expenditure that can alter the future of the enterprise.

Making basic equal to grade 12

Disability

Community colleges

1. Requires commitment and money
2. Need for expansion
3. Anti-inequality
4. Dual vision – training for employment and social
5. Education and training + industry creates jobs
6. Need centralized efficiency
7. Entitlement to provision in all localities
8. Some projects fail – that's OK
9. NFE is important too
10. Variety of forms of community college including school completion

To do

Rationalise smaller CLCs

Get SETAs to help fund CCs

Universities to get involved in establishment of CCs

Use unemployed graduates to teach in CCs

Annual surveys

EMIS system

Model of programme development

Policy reform/Legislative		
Systemic/Institutional (national/central)		
Institutional reform		
Field level		
Budget	Inputs/Outputs	Outcome

