



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**THE COMMUNITY EDUCATION AND TRAINING COLLEGE SYSTEM:
NATIONAL PLAN FOR THE IMPLEMENTATION OF THE WHITE PAPER FOR POST-
SCHOOL EDUCATION AND TRAINING SYSTEM
2019-2030**

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TABLE OF CONTENTS

ABBREVIATIONS ACRONYMS.....	5
A SUMMARY OF PROPOSAL.....	7
CHAPTER 1:.....	10
INTRODUCTION, CONTEXT AND BACKGROUND AND SYSTEM VISION.....	10
INTRODUCTION	10
BACKGROUND AND LEGAL CONTEXT	10
RATIONALE FOR ESTABLISHING COMMUNITY EDUCATION AND TRAINING COLLEGES: POLICY AND SOCIO-ECONOMIC IMPERATIVES	11
THE PURPOSE OF THE CET COLLEGE SECTOR PLAN.....	12
SYSTEM VISION AND STRATEGIC LEVERS	13
CHAPTER 2:.....	16
QUALIFICATIONS, PROGRAMMES AND CURRICULUM.....	16
INCREASING THE YOUTH AND ADULTS' ACCESS TO COMMUNITY EDUCATION AND TRAINING OPPORTUNITIES.....	16
ENSURING THE DELIVERY OF RESPONSIVE PROGRAMME.....	19
<i>Mathematics and science support programme in CET colleges.....</i>	21
IMPROVING THE YOUTH AND ADULTS' SUCCESS IN COMMUNITY EDUCATION AND TRAINING PROGRAMMES.....	22
IMPROVING THE QUALITY OF PROVISION IN CET COLLEGES.....	23
<i>Piloting the implementation of the concept of community education and training.....</i>	23
<i>Quality assurance.....</i>	23
<i>Curriculum design and delivery modes.....</i>	24
<i>Use of open learning in CET colleges.....</i>	24
<i>Learning and teaching support materials.....</i>	26
<i>Student and community support services.....</i>	26
<i>Institutional leadership capacity-development and support.....</i>	26
<i>Lecturer development and support.....</i>	27
<i>Physical infrastructure development, acquisition and maintenance.....</i>	29
<i>ICT Infrastructure: connectivity and system.....</i>	30
<i>Data collection, management and analysis: policy, processes and system.....</i>	30
CHAPTER 3.....	31
INSTITUTIONAL PLANNING AND DEVELOPMENT.....	31
INSTITUTIONAL LANDSCAPE DESIGN AND STRUCTURING.....	31
<i>Phase 1: Determination of the number of community learning centres.....</i>	31
<i>Phase 2: Rationalization of satellite learning centres.....</i>	32
<i>Phase 3: Gradual establishment of additional CET colleges.....</i>	32
INSTITUTIONAL GEOGRAPHIC MAPPING	33
HUMAN RESOURCE MANAGEMENT AND ADMINISTRATION	33
<i>CET college organizational structure.....</i>	33
<i>Policy on post-provisioning norms.....</i>	34
<i>Staff recruitment and selection</i>	34
<i>Employment regime and conditions of service.....</i>	34
CHAPTER 4.....	36
FUNDING AND FINANCING.....	36
FUNDING AND FINANCING POLICY.....	36
FINANCIAL MANAGEMENT CAPACITY-BUILDING	36
ACCESS TO OFFICIAL DEVELOPMENT ASSISTANCE	36
CHAPTER 5.....	38

COMMUNICATION AND ADVOCACY, STAKEHOLDER ENGAGEMENT AND PARTICIPATION	38
COMMUNICATION AND ADVOCACY	38
STAKEHOLDER ENGAGEMENT AND PARTICIPATION	39
<i>College Student Representative Councils</i>	39
<i>College councils</i>	39
<i>College management</i>	39
<i>Lecturers and support staff</i>	39
FORGING STRATEGIC PARTNERSHIPS	40
<i>South African Local Government Association</i>	40
<i>National and provincial government departments</i>	41
<i>National Youth Development Agency</i>	41
<i>TVET Colleges and Universities</i>	42
<i>National Skills Authority</i>	42
<i>National Skills Fund</i>	43
<i>Sector Education Training Authorities</i>	43
<i>Non-governmental organisations, non-profit organisations, faith-based organisation and community-based organisation</i>	44
<i>College-industry-employer partnership</i>	45
CHAPTER 6	46
MONITORING, EVALUATION AND RESEARCH	46
ANNEXURES TO THE CET COLLEGES PLAN	47
ANNEXURE 1: LIST OF NAMES OF SELECTED PILOT CENTRES	47
ANNEXURE 2:	52
IMPLEMENTATION MATRIX FOR THE CET SECTOR PLAN	52
STRATEGIC OBJECTIVES AND RELATED 5-YEAR TARGETS	53

ABBREVIATIONS ACRONYMS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
APP	Annual Performance Plan
BCEA	Basic Conditions of Employment Act, 1997
CBO	Community Based Organization
CET	Community Education and Training
CETMIS	Community Education and Training Management Information System
cf.	Compare with or refer to
CLC	Community Learning Centre
CoE	Compensation of Employees
CSIR	Council for Scientific Industrial Research
CWD	Community Workers Development programme
DMDI	District Multi-Deprivation Index
DPSA	Department of Public Service and Administration
ECD	Early Childhood Development
EEA	Employment of Educators Act, 1998
EPWP	Extended Public Works Programme
FBO	Faith Based Organization
FET	Further Education and Training
GENFETQSF	General and Further Education and Training Qualifications Sub-Framework
GETC	General Education and Training Certificate
GETCA	General Education and Training Certificate for Adults
GIS	Geographic Information System
HETLA	Higher Education and Training Laws Amendment Act, 2010
HRDC	Human Resource Development Council
HRDS	Human Resource Development Strategy
HSRC	Human Science Research Council
IDPs	Integrated Development Plans
ICT	Information and Communication Technology
IPAP	Industrial Policy Action Plan
IRDS	Integrated Rural Development Strategy
LAN	Local Area Network
LRA	Labour Relations Act, 1995
MTEF	Medium Term Expenditure Framework
NASCA	National Senior Certificate for Adult
NDP	National Development Plan: Vision 2030
NGO	Non-governmental organization
NGP	National Growth Path
NPO	Non-profit organization
NP-PSET	National Plan for Post-School Education and Training
NQF	National Qualifications Framework
NSA	National Skills Authority
NSF	National Skills Fund
NYDA	National Youth Development Agency
OQSF	Occupational Qualifications Sub-Framework
PALCs	Public Adult Learning Centres
PAM	Personnel Administrative Measures
Par.	Paragraph
PFMA	Public Finance Management Act, 1999
PMDI	Provincial Multi-Deprivation Index
PSA	Public Service Act, 1994
PSRs	Public Service Regulations, 2016
QCTO	Quality Council for Trades and Occupations
PGDS	Provincial Growth and Development Strategy

PoE	Portfolio of Evidence
PSDF	Provincial Skills Development Forum
PQM	Programme Qualification Mix
PSET	Post-School Education and Training
REQV	Relative Education Qualification Value
SACBC	South African Catholic Bishops Conference
SACPO	South African College Principals Organization
SALGA	South African Local Government Association
SANSA	South African National Space Agency
SETAs	Sector Education and Training Authorities
SITA	State Information Technology Agency
SC	Satellite Centre
SMME	Small, Micro and Medium Enterprises
TVET	Technical Vocational Education and Training
URS	Urban Renewal Strategy
USAF	Universities South Africa
WAN	Wide Area Network
WP-PSET	White Paper for Post-School Education and Training

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A SUMMARY OF PROPOSAL

The following is a summary of proposals that the Plan makes. The proposals are arranged according to the strategic objectives that frame the Plan, as informed by the NP-PSET. While the Proposals below are futuristic in their outlook, it is important to consider the critical questions to which these Proposals (and the Plan as a whole) constitute a response, namely:

- a) What is the Plan developed to fix? In other words, what is the background from which the CET college sector Plan aims to transform?
- b) What are the national policy imperatives that must inform the strategic direction of the Plan?
- c) Informed by national priorities, what should the CET college system vision be?
- d) What must be done practically to achieve the CET college vision?
- e) How should it be done in what timeframes;
- f) What are the mechanisms of tracking the system performance?

It is against these questions that the Plan, as well as the proposals below, must be construed.

Proposal 1:

The **vision** for the Community Education and Training college system

Proposal 2:

Expand youth and adults' **access** to community education and training programmes through:

- ~ Incremental increase in programme-based enrolment projections in line with the NDP and WP-PSET

Proposal 3:

Ensure the delivery of **responsive programmes** that cater the diversity of the youth and adults' needs and different articulation outcomes by offering:

- ~ AET Levels 1-4 programmes to cater for the adults and youth whose level of learning must be raised so that they can articulate into further learning
- ~ Senior Certificate, National Senior Certificate or the National Senior Certificate for Adults to enable the youth to articulate into further learning, world of work and/or entrepreneurship
- ~ Occupational qualifications or part-qualifications such as hair-dressing, plumbing or electronics to articulate into further learning, world of work and/or entrepreneurship

Proposal 4:

Improve youth and adults' **success** in community education and training programme by gradually increasing the student completion rate

Proposal 5:

Improve the **quality** of provision in CET colleges by focusing on the following:

- ~ Piloting the CET concept in 54 centres

- ~ Implementing the Mathematics and Science support programme in 10 of the 54 pilot centres
- ~ Developing the capacity of lecturers and supporting them to deliver a diversity of responsive programmes
- ~ A capable and responsive quality assurance system
- ~ Designing the curriculum that is responsive to the needs of the youth and adults
- ~ Using a diversity of curriculum delivery modes, including the use of open learning
- ~ Development and/or procurement of quality learning and teaching support materials, including ICT based materials
- ~ Developing a robust student and community support service system
- ~ Development, acquisition and maintenance of appropriate infrastructure for quality delivery of CET programmes
- ~ Building the capacity of councils, management and student leadership to lead and support quality programme delivery

Proposal 6:

Ensure an **efficient and equitable** geographic spread of community education and training institutions:

- ~ Rationalising Community Learning Centres to **200** and Satellite Centres to **1610**
- ~ **Standardising the institutional nomenclature into (i) CET college (ii) Community Learning Centre (CLC) (iii) Satellite centre**
- ~ Gradually **establishing 12** additional CET college between 2019 and 2030
- ~ **Mapping** the CET colleges and centres with an underlying dynamic database indicating centres programme specialisation, enrolment, local economic drivers and the population density where the centre or college is located.

Proposal 7

Developing **steering mechanisms** to regulate and support appropriately the provision of community education and training programmes through the development of:

- ~ the policy on the minimum requirements for employment in CET colleges (2020)
- ~ the policy on lecturer development and support (2019)
- ~ the policy on student and community support services (2019)
- ~ 2019 Government Gazette Notice incorporation the new number of centre under each CET college (2019)
- ~ norms and standards for funding CET colleges (2020)
- ~ CET college organisational structure (2020)
- ~ Policy on post-provisioning norms for CET colleges (2020)
- ~ Collective agreement on the conditions of employment of the CET college staff
- ~ Data collection policy, instruments, processes and systems (2020)
- ~ Standardise the appointment of CLC and SC managers (2020)
- ~ 2020 Government Gazette Notice to introduce the NASCA in 2021 (2020)
- ~ 2020 Government Gazette phasing out the GETC: ABET and phasing in the GETCA (2021)

Proposal 8

Ensure **successful evolution** of the community education and training sector through:

- ~ Communication, advocacy, stakeholder participation and engagement
- ~ Forging partnership with industry, various sectors of the PSET system, public entities and different of levels of government

Proposal 9

Ensure **evidenced-based** institutional planning, development and support through monitoring, evaluation and research.

The details from which the above proposals have been extracted are presented in the rest of the document below.

CHAPTER 1:

INTRODUCTION, CONTEXT AND BACKGROUND AND SYSTEM VISION

Introduction

1. This plan maps out the background and context from which the Community Education and Training (CET) college system has emerged, as well as the strategic policy direction that CET colleges must follow. The CET college system vision is articulated in the *National Plan for Post-School Education and Training* (NP-PSET). Whereas this Plan is anchored in the NP-PSET, it further provides details that focus on the CET college system. This Plan is based on the strategic levers identified in the NP-PSET (CET colleges) that must be used as steering mechanisms to achieve the CET college system vision. Each strategic lever is explored in some detail to clarify what the Department of Higher Education and Training (hereafter referred to as the Department) must do, and by when, to achieve the CET college system vision. The Plan concludes with a 5-Year Implementation Matrix, which indicates targets and the year of implementation.

Background and Legal Context

2. The administration of the *Adult Basic Education and Training (ABET) Act, 2000* (Act No.52 of 2000) and the *Further Education and Training (FET), 2006* (Act No. 16 of 2006) was transferred to the Minister of Higher Education and Training through Proclamation No.44 of 2009 published in *Government Gazette* No.32367 of 1 July 2009.
3. To give legislative effect to the Proclamation referred to above, the responsibility for the ABET system was transferred to the Minister of Higher Education and Training through the *Higher Education and Training Amendment Laws Act (HETLA), 2010* (Act No.25 of 2010).
4. Through the HETLA, the ABET concept was changed to AET in order to eliminate the concept “basic” from the naming of the institutional type. However, notwithstanding the change, the provision of adult basic education as a programme of Government still had to be catered for in the post-school education and training (PSET) system established in 2009 to comply with the provisions of section 29(1) of the *Constitution of the Republic of South Africa*.
5. The *FET College Act, 2006* (Act No. 16 of 2006), was amended. One of the amendments was the name change of that Act to *Continuing Education and Training Act, 2006*, as well as incorporating the establishment of Community Education and Training (CET) Colleges as another institutional type within the PSET system. The consequence of the promulgation of the CET Act, 2006 was the repeal of the *Adult Basic Education and Training Act, 2000*. The CET Act then became the primary legislation governing CET colleges with their Community Learning Centres (CLCs).
6. In 2013, Government approved the *White Paper on Post-School Education and Training*, (WP-PSET) which envisioned the transition of Adult Education and Training (AET) that was offered through Public Adult Learning Centres (PALCs) to CET colleges. To give effect to this policy pronouncement, 9 Community Education and Training Colleges (one per province) were established under each of which the former Public Adult Learning Centres were incorporated as Community Learning Centres (CLCs) in 2015 as indicated in the Table below:

Table 1: Community Learning Centres incorporated under each CET College

CET College Name	No. of CLC
Limpopo Community Education and Training College	779
Eastern Cape Community Education and Training College	304
Western Cape Community Education and Training College	254
KwaZulu-Natal Community Education and Training College	1097
North West Community Education and Training College	148
Northern Cape Community Education and Training College	191
Free State Community Education and Training College	204
Gauteng Community Education and Training College	47
Mpumalanga Community Education and Training College	252
	3276

7. This Plan therefore articulates how the erstwhile AET must be designed and structured to establish in form and substance the new CET college system as a new institutional type.

Rationale for Establishing Community Education and Training Colleges: Policy and Socio-Economic Imperatives

8. In 2013, the Department of Higher Education and Training proposed the establishment Community Education and Training Colleges (CET colleges) which would incorporate the then public adult learning centres. The National Development Plan: Vision 2030 (NDP) argues that these institutions, combined with enrolment in workplace-based programmes, should meet the target of 1 million learners by 2030
9. In the spirit of the NDP, the *White Paper for Post-School Education and Training* (WP-PSET) maintains that the establishment of CET colleges will take a phased approach and will be preceded by a pilot process to help inform further development of the concept and its rollout throughout the country. It is envisaged that the CET colleges will have a headcount enrolment of one million by 2030, as compared to the 265 000 in the PALCs in 2011.
10. The mandate of CET colleges as an institutional type is to contribute to the Government agenda relating to the provision of a skilled and capable workforce to support an inclusive growth path. The ultimate impact that the CET colleges must have is broadly articulated in the (NDP) and (WP-PSET) as contributing positively to:
- ~ Reducing unemployment
 - ~ Reducing poverty
 - ~ Reducing inequality
 - ~ Improving social cohesion
 - ~ Achieving social justice
11. The current empirical evidence shows that in order contribute to the agenda set above, the CET Colleges must, among other things, raise the base of learning of about 19-million youth and adults aged 20 years and above with a view to enabling them to articulate into programmes of further learning, entrepreneurship, employment or sustainable livelihood. According to the

2018 Mid-Year Population Estimates published by StatsSA, the educational attainment profile of this segment of the population is as reflected below:

- ~ Those with no education at all: 1, 9-million (4, 7%)
- ~ Those with some primary education: 3, 7-million (9, 1%)
- ~ Those who have completed primary education: 1, 79 million (4, 4%)
- ~ Those with secondary education, but have not attained Grade 12 equivalent: 11, 8-million (29, 02%)

12. Narrowing the above data to exclusively focus on the youth population (15-34-year-olds) of the country, the following picture of educational attainment among them emerges:

- No education at all 745 214
- Some primary education: 1, 442 473
- Completed primary education: 679 460
- Some secondary education but without Grade 12 or equivalent: 6 071 069

13. This means that just over 8, 9 million youths need opportunities for basic education, skilling and reskilling to enable them to participate meaningfully in the economy.

14. The significance of higher skills levels and educational attainment is evident both in the employment and NEETs data released in the 2018 3rd Quarter Labour Force survey, which shows that the official unemployment rate stood at 27,5%. The data further shows that 56, 1% of the unemployed during this quarter had education levels below Grade 12, whereas 35% of the unemployed had a Grade 12 qualification or equivalent. Only 1, 7% of the graduates were unemployed during the 3rd Quarter under review.

15. During the same quarter, the number of NEETS increased from 31.7% in 2017 to 39%. In 2018, this percentage represents 3.8 million young people for whom additional opportunities for employment, training and reskilling must be made available. Of the 3.8 million young people, the majority of them have less than Grade 12 or equivalent educational attainment; neither do they have skills through which they can be employable or earn decent sustainable livelihoods.

16. Against the background of the data presented above, it is crucial to underscore the fact that the low skills levels and educational attainment and high levels of unemployment (among others), pose a threat to the country's stability and social cohesion. Therefore, the targets set in this *National Plan for CET Colleges* must be understood as an attempt by the Department to ensure that the CET college system has a positive impact in combating the socio-economic ills identified in the NDP and the WP-PSET.

The Purpose of the CET College Sector Plan

17. The Plan gives practical expression to the policy intents of the WP-PSET. With respect to CET colleges, the WP-PSET imperatives are:
- ~ Establishing district community colleges
 - ~ Strengthening colleges through capacitating them with strong governance structures and well qualified staff
 - ~ Provision of student and community support services
 - ~ Provision of a range of programmes including formal and accredited as well as non-formal and non-accredited programmes
18. This Plan is also a detailed component of the NP-PSET, subject to the latter final approved version. The NP-PSET provides a comprehensive set of system goals, strategies and outcomes which frame the structure of this Plan to achieve the policy intents of the WP-PSET and the

NDP. To illustrate this connection and the subsequent framing of this Plan, the following strategic goals have been identified as a composite frame hereof:

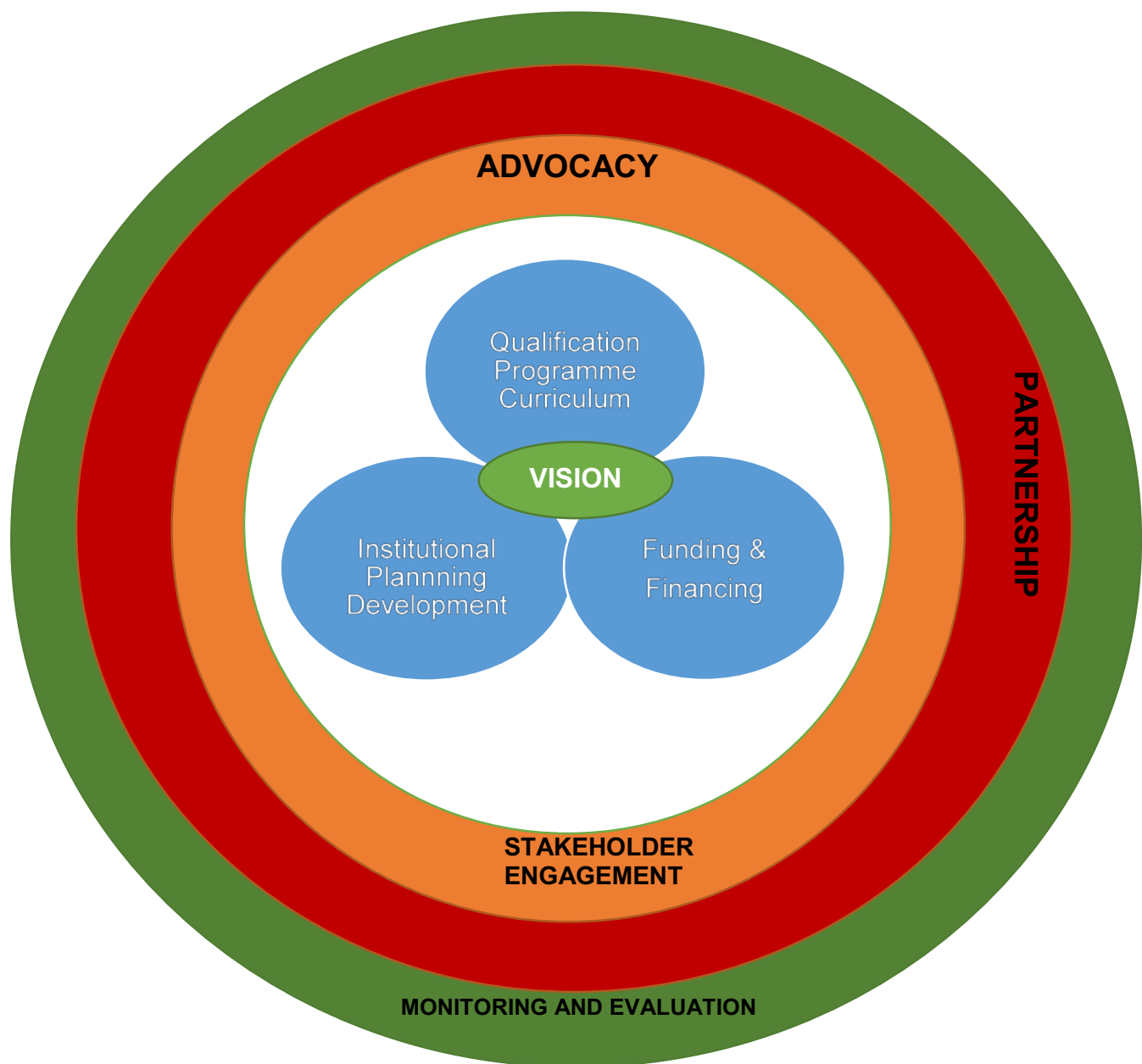
- a) To expand the youth and adult access to community education and training opportunities
- b) Improve the youth and adults' success in community education and training programmes
- c) To improve the quality of provision in Community Colleges
- d) Improve the institutional capacity and efficiency to provide quality community education and training programmes
- e) To develop and/or review the steering mechanisms for the optimal performance of the community education and training college system
- f) Promote and ensure evidenced-based continuous institutional development, support and accountability

19. The above CET college system strategic goals provide a set of guiding principles for the details of the CET College Plan. Given the background and context above, this Plan must be understood as a long-term roadmap of gradually designing and structuring the erstwhile Adult Education and Training system, the institutions of which were the PALCs into a vibrant CET college system. It provides concrete proposals on which strategic levers are available for consideration around which to build an efficient CET college system.

System Vision and Strategic Levers

20. In addition to the system goals, objectives and outcomes above, this Plan must be examined at all times through the lens of attempting to achieve **social cohesion** and **social justice** through the designing and structuring of the CET college system. The notions of social justice and social cohesion coexists with expressions of respect for **human rights, fairness** and **equality**. The design and structuring of the CET college system is intended to establish the nature and identity of this institutional type. The intent is therefore to achieve **social justice, social cohesion, and equality** through **equitable** distribution of **quality, accessible** education and skills development opportunities irrespective of gender, class, race, disability or geographic location.
21. It is crucial that, as the CET college system undergoes this design and structuring, the community learning centres and satellites are located in close proximity to communities so that the beneficiaries will not need transportation and/or residential facilities. Access also implies **flexibility** in terms of the times during which the services of a CET college/centre are available, as well the **languages** in which the services are rendered.
22. Considering the above principles, the WP-PSET and the processes that led to the development of the *NP-PSET 2019-2030*, the CET college system vision that emerges is that of:
- A differentiated system that opens up diverse, flexible, accessible quality life-long learning opportunities for individuals and communities, so that they can improve their quality of life, by progressively articulating into further learning, employment and/or sustainable entrepreneurship.***
23. In order to achieve this vision, it is imperative to identify the clusters of strategic levers that must be used to steer the system, as informed by System Goals cited above. The strategic lever clusters are depicted in the model below:

MODEL: COMMUNITY EDUCATION AND TRAINING COLLEGE PLAN



24. This model is a pictorial depiction of clusters of strategic levers or pillars that have been identified as powerful steering mechanisms to enable the Department and CET colleges to realize the CET college system vision. The most important clusters of levers are:
- a) Qualifications, Programmes, Curriculum and Assessment
 - b) Institutional Planning and Development
 - c) Funding and Financing

- d) Partnerships and Linkages
 - e) Advocacy and Communication
 - f) Stakeholder Participation and Engagement
 - g) Monitoring, Evaluation and research
25. The details of the elements constituting each cluster of the strategic levers are discussed in Chapters 2 to 6 below. This discussion includes the proposed targets and timelines for each output of this Plan, while primary consideration is given to the short- medium- and long-term targets of the *National Development Plan: Vision 2030*.

CHAPTER 2:

QUALIFICATIONS, PROGRAMMES AND CURRICULUM

- 2.1 Underpinned by the strategic goals of expanding access to, improving success in and quality of provision as well as ensuring the responsiveness of the CET programmes, this strategic lever entails focusing attention on how the constituent elements must be deployed towards the attainment of the system vision. Accordingly, the discussion below outlines how the following strategic objectives are to be achieved: (a) increasing youth and adult **access** to community education and training opportunities, (b) ensuring the delivery of **responsive programmes** that cater for the diversity of student needs and articulation outcomes (c) improving the youth and adult **success in** community education and training programmes and qualifications (d) improving the **quality** of provision in CET colleges.

Increasing the Youth and Adults' Access to Community Education and Training Opportunities

- 2.2 The WP-PSET makes the point that “it must be admitted that the educational opportunities for adults and the youth have been insufficient and the quality has generally been poor”. Even after the publication of the WP-PSET, in 2016 the CET college system could only achieve a headcount enrolment of 273 431 students, as indicated in the Table below.

Table 2: Historical headcount enrolment in CET colleges

	2015	2016	2017
<i>College</i>	<i>Students</i>	<i>Students</i>	<i>Students</i>
<i>EC</i>	33 574	34 748	33 928
<i>FS</i>	12 552	19 237	18 305
<i>GP</i>	96 624	86 214	82 653
<i>KZN</i>	47 438	54 340	52 235
<i>LP</i>	26 985	24 149	21 400
<i>MP</i>	24 110	17 653	15 769
<i>NC</i>	20 107	3 986	3 206
<i>NW</i>	13 553*	14 993	14 266
<i>WC</i>	21 263	18 111	20 394
<i>Total</i>	283 602	273 431	262 156

- 2.3 Although it is not reflected in this Table, the system has never achieved more than 2% enrolment in skills programmes. It is for this reason that the Department is to directly prescribe and intervene in the setting of targets per programme type, i.e. enrolment must respond to the challenges of the youth and adults low base for further learning, contribute to reducing the youth and adults without a matric-equivalent qualification, reduce the NEETs. Accordingly, over the next five years, while building the capacity of the system, the enrolment in occupational programmes must be escalated from 5% of the total college enrolment target in 2019 (17 000) to 25% by 2021 (103 4420).
- 2.4 The 273 431 figure above must therefore serve as a baseline towards achieving the target of 1-million students by 2030 as articulated in the NDP. To achieve this target, it means the CET

college student enrolment **must increase at an average of 10.5% year on year between 2019 and 2030.** At this rate, the targets for 2019 to 2022 must be pitched at **340 000, 375 035, 413 681 and 456 309** respectively. The projection for the subsequent years is shown in the Table low. Based on the budget allocation for goods and service, as well as transfers for CLCs per college, the Table indicates the projected commensurate contribution of each college to the annual student headcount enrolment until 2030.

- 2.5 As indicated above, student headcount enrolment in occupational programmes must progressively increase from 5% in 2019 to 30% in 2024, which is a 5% growth year on year.

Table 3: Projected student headcount enrolment until 2030

CET COLLEGE	% BUDGET	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Eastern Cape	7%	22,295	24,593	27,127	29,922	33,005	36,406	40,158	44,296	48,861	53,895	59,449	65,575
Free State	5%	17,373	19,163	21,138	23,316	25,719	28,369	31,293	34,517	38,074	41,997	46,325	51,098
Gauteng	33%	111,396	122,875	135,537	149,503	164,909	181,902	200,646	221,322	244,127	269,284	297,032	327,640
Kwa-Zulu Natal	7%	24,356	26,866	29,635	32,688	36,057	39,772	43,870	48,391	53,378	58,878	64,945	71,637
Limpopo	13%	43,012	47,444	52,333	57,725	63,673	70,235	77,472	85,455	94,261	103,974	114,688	126,506
Mpumalanga	12%	40,982	45,205	49,864	55,002	60,670	66,921	73,817	81,424	89,814	99,069	109,277	120,538
Northern Cape	2%	6,074	6,700	7,390	8,151	8,991	9,918	10,940	12,067	13,311	14,682	16,195	17,864
North West	13%	45,121	49,770	54,899	60,556	66,796	73,679	81,271	89,645	98,883	109,072	120,312	132,709
Western Cape	9%	29,390	32,419	35,760	39,444	43,509	47,992	52,938	58,393	64,410	71,047	78,368	86,443
TOTAL	100%	340,000	375,035	413,681	456,309	503,329	555,194	612,404	675,510	745,117	821,898	906,591	1,000,010

Ensuring the Delivery of Responsive Programme

- 2.6 In order to respond adequately to the critique of the former ABET system, the Department has designed the *Service Delivery Framework for the new CET college system*. In line with the *National Policy on Community Colleges, 2015* as well the *Service Delivery Framework* referred to above, the CET college must offer **responsive programmes** that cater for the diversity of student needs and articulation outcomes in pursuit of the strategic goals cited in 2.1 above. The clusters of these programmes are as follows:
- ~ **general academic programmes** including literacy and numeracy programmes (AET Levels 1-3) programmes leading to the General Education and Training Certificate for Adults (GETCA) as well as the National Senior Certificate for adults (NASCA). The GETCA and the NASCA are registered at levels 1 and 4 of the General and Further Education and Training Qualifications Sub Framework (GENFETQSF) respectively
 - ~ **Technical/occupational programmes** that lead to qualifications or part-qualifications registered on the Occupational Qualifications Sub-Framework (OQSF)
 - ~ **Non-formal programmes** that have an inherent social value such as citizenship education, values, voter education, worker education, personal development, etc.
- 2.7 All programmes shall be offered in response to community needs. Centres are already offering literacy and numeracy programmes. The proposed piloting date of the NASCA is **July-August 2021**, with the first examination in **May-June 2022**. The student enrolment target on the NASCA over the 2021/22 MTEF is planned to be **30 000**. The envisaged date for the piloting of the GETCA is **July-August 2023**, with the first examination in **2024**. The student enrolment target on the GETCA over the 2023/24 MTEF period is planned to be **726 012**. This will be effected subsequent to its publication by the Minister in a *Government Gazette Notice*.
- 2.8 The technical and occupational programmes are already offered in some of the centres that are piloting the concept “community education and training”. For the 2019 academic year the QCTO has recommended the following programme to start with while the CET colleges are working on building their capacity and seeking accreditation:

Table 4: Occupational programmes proposed by the QCTO

<i>Welding</i>	<i>Automotive Repair and Maintenance</i>	<i>Sewing</i>	<i>Gardening</i>
<i>Plumbing</i>	<i>Automotive Body Painting</i>	<i>Cooking/Catering</i>	<i>General Merchandising</i>
<i>Bricklaying and Plastering</i>	<i>Automotive Basic Spray Painting</i>	<i>Baking</i>	<i>Sales Assistant</i>
<i>Carpentry</i>	<i>Bicycle Mechanic</i>	<i>Assistant Chef</i>	<i>Early Childhood Development</i>
<i>Tiling</i>	<i>Basic Electricity</i>	<i>Hairdressing</i>	

- 2.9 Accordingly, in their 2019/20 APP, the CET colleges have identified some of these programmes to offer at their pilot centres as indicated in the 2nd Column of the Table below.

Table 5: Programmes offerings in CET colleges for 2019

General/Academic	Technical/Occupational	Non-formal
<i>Literacy Programme</i>	<i>Agriculture</i>	Voter Education
<i>General Education and Training Certificate</i>	<i>Sewing</i>	
<i>Senior Certificate</i>	<i>Cloth Manufacturing</i>	Environmental Practice
<i>National Senior Certificate</i>	<i>Garment Making</i>	Life Skills
	<i>Early Childhood Development (L4)</i>	
	<i>Beadwork</i>	
	<i>End-user computing</i>	
	<i>IT Technician</i>	
	<i>Welding</i>	
	<i>Hospitality</i>	
	<i>Food Processing</i>	
	<i>Baking</i>	
	<i>Assistant Chef</i>	
	<i>Upholstery</i>	
	<i>Cabinet Making</i>	
	<i>Carpentry</i>	
	<i>Plumbing</i>	
	<i>Hairdressing</i>	
	<i>Pottery</i>	
	<i>Tourism</i>	
	<i>New Venture Creation</i>	
	<i>Small, Medium & Micro Enterprises (SMME)</i>	
	<i>Panel-beating</i>	
	<i>Painting</i>	
	<i>K53 Drivers Licence</i>	
	<i>Machinery & Farming Equipment Licence</i>	
	<i>Ancillary Health: Home-Based Care</i>	

- 2.10 This Table therefore reflects the programmes to be offered in CET colleges in 2019. In 2020, the Department will draft a *National Register of Programmes and Qualification for CET Colleges* from which the CET college can choose those programmes that respond to particular regional and community needs. The register will be updated annual based on emerging new needs in regions and communities and national priorities.

Mathematics and science support programme in CET colleges

- 2.11 Science, Technology and Mathematics have over the years been the developmental focus of the South African Government since the days of the Science, Technology and Mathematics (STEM) Strategy and the Naledi Schools. The Government's primary motive in these projects was to ensure that South Africa, as a developing country has the scientific and technological foundations for manufacturing and innovation.
- 2.12 To continue to support this initiative in respect to the post-school youth, the CET colleges have identified 10 CLC, 1 each CET college, except for Gauteng that has identified two Centres for this purpose. The 10 centres are selected from the 54 centres that has already been selected for piloting. The centres selected for this purpose are listed in the Table below:

Table 6: Piloting centres participating in the Mathematics-Science Support Programme

CET COLLEGE	DISTRICT MUNICIPALITY	CENTRE	PHYSICAL ADDRESS
Eastern Cape	Buffalo City Metro	Cecilia Makhiwane Hospital	Cecilia Makhiwane Hospital, 4 Billie Road, Mdanstane, Unit 9 East London, 5219
Free State	Motheo	Rutegang CLC	Stand Alone – 3168, Ratlou Location, Thaba Nchu, 9783
Gauteng	Johannesburg Metro	Setlakalane Molepo	730 Madimabe Street, Tladi Location, Soweto, 1868
	Sedibeng	Sharpeville	8900 Zwane street Sharpeville, 1928
KwaZulu-Natal	Ethekwini Metro	Dokkies	321 ZK Matthews road Durban, 4072
Limpopo	Vhembe	Mageme	Mageme Primary School Sekgagapeng Village Mokopane
Mpumalanga	Nkangala	KwaGuqa	6671 Matthew Phosa Drive, Kwaguqa Ext 5, Emalahleni, 1039
Northern Cape	ZF Mgcawu	Kolomela Training Centre	88 Kwartsiet Street Postmasburg, 8420
North West	Bojanala	Magong	Thebephatshwa Middle School, Stand No.10544, Morokologadi Section, Magong Village

Western Cape	Eden and Central Karoo	George	35 Courtenay Street George, 6529
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- 2.13 The fundamental premise is that it is critical to support the 11 million youth who need to complete a Matric-equivalent qualification; yet it is even better to support some of these youth who want to contribute to the developmental agenda of South Africa through mathematics, science and technology for innovation.
- 2.14 During **the 2019/20** financial year, the CET colleges will be building capacity to this effect so that **by 2020**, they have the requisite capacity to support students to obtain a qualitatively superior Grade in Maths, Science and Technology.

Improving the Youth and Adults' Success in Community Education and Training Programmes

- 2.15 The notion of success and completion rates in the CET college system need to be revisited as it currently focuses on the student performance in the GETC. The Department defines completion rate¹ as “the number of students who successfully complete the qualification (GETC: ABET....in an academic year expressed as a percentage of the number of students who are eligible to complete the qualification and wrote the examination in that academic year”. Given the programme diversification inherent in the CET college vision, the measure of success and completion should be inclusive of student performance in (a) general academic programmes, (b) technical occupational programmes, as well as (c) non-formal programme offerings.
- 2.16 Using this approach, colleges must be held accountable for all the resources at their disposal regardless of the source. With effect from **2019** the Department must pilot the notion of an inclusive measure of completion and success rate so that the lessons learnt inform the crafting of such performance measures or targets in the next 5-year strategic plans of the Department and CET colleges.
- 2.17 To verify performance on such targets the CET College shall rely on the following organization as data sources: the SITA, the Department, QCTO, Umalusi, as well as the CET colleges own CETMIS. This approach necessitates that the CET college system must perfect its records management function to enable the easy production of Portfolios of Evidence (PoE) as defined in the Technical Indicator Grids of their APPs.
- 2.18 The available data for 2016 shows that the system is underperforming with respect to the completion rate in the GETC, which stood at 35.9%. However, the average completion rate over the last three years (2014-2016) is 38%. A number of areas that compromise system performance have been identified for management and lecturing staff's attention to improve the performance of the system. Based on each CET college performance improvement plan, the following performance projection are expected over the next five years and by 2030.

Table 7: Projected completion rate until 2030

Year	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Completion Rate	45	47	49	52	55	59	61	65	68	71	75	78

¹ Statistics on Post-School Education and Training in South Africa, 2016

- 2.19 The strategic pillars discussed below are *conditio sine quanon* for the CET college system to achieve the average levels of performance across all programmes (average completion rate) in Table above.

Improving the Quality of Provision in CET Colleges

- 2.20 At the core of improving the quality of provision in CET colleges are (a) piloting the concept of community education and training (b) curriculum design, delivery modes and assessment (c) learning and teaching support materials (d) (f) student support services, as well as (e) lecturer development and support. Each of these are discussed in the subsection that follow below.

Piloting the implementation of the concept of community education and training

- 2.21 Critical to the success of CET colleges is the piloting of the practical implementation of the ideas in the WP-PSET and the NP-PSET on CET colleges. In this regard, piloting entails the implementation of the concept “community education and training” focusing on testing:
- ~ The implementation of the NASCA and the GETCA;
 - ~ a mix of construction of new campuses, shared spaces, and donated infrastructure;
 - ~ Various technology-enabled teaching and learning methods;
 - ~ Linkages with projects aligned to national social and economic development such as the EPWP, CDW, Smallholder farmer development programmes, cooperative development;
 - ~ Partnerships to offer these programmes;
 - ~ Lecturer selection and capacitation to facilitate the new PQM;
 - ~ New funding modalities through voted funds and skills levy institutions
 - ~ Partnership with other government departments with programmes that can support community college training for mutual benefit.

To begin the piloting, the Department through CET colleges has identified 54 centres, 5 in each CET College, with the exception of the Free State, Gauteng and Western Cape CET Colleges which have identified **6, 12 and 6** pilot centres respectively. The names of the selected centres and their district/metro location are shown in **Annexure A**. During the 2018/19 financial year, the Department conducted an audit to assess or verify the capacity of these centres to determine their areas of strength and areas that need capacity-building for the focus area of piloting mentioned above.

- 2.22 **By 2018 November**, all CET colleges’ APPs must indicate what the piloting plans are for each of the selected centres for the **next 5 financial years from 2019/20-2023/24**.

Quality assurance

- 2.23 The *National Qualifications Framework (NQF) Act, 2008*, read in conjunction with the *Skills Development Act, 1998*, the *Higher Education Act, 1997* and the *General and Further Education and Training Quality Assurance Act, 2001* provide for the establishment of the following quality councils respectively:

- a) Quality Council for Trades and Occupations (QCTO)
- b) Council on Higher Education (CHE)
- c) Quality Council for General and Further Education and Training, otherwise known as Umalusi.

- 2.24 In terms of section 27 of the NQF Act, 2008, the functions of the quality councils include the following:

- ~ develop and manage its sub-framework, and make recommendations thereon to the Minister;
 - ~ consider and agree to level descriptors contemplated and to ensure that they remain current and appropriate;
 - ~ develop and implement policy and criteria for the development, registration and publication of qualifications;
 - ~ develop and implement policy and criteria, for assessment, recognition of prior learning and credit accumulation and transfer;
 - ~ ensure the development of such qualifications or part qualifications as are necessary for the sector, which may include appropriate measures for the assessment of learning achievement;
 - ~ recommend qualifications or part qualifications to the SAQA for registration;
 - ~ develop and implement policy for quality assurance;
 - ~ ensure the integrity and credibility of quality assurance;
- 2.25 It is evident from the above list of functions of quality councils that the involvement of the QCTO in the development and capacity-building of CET colleges is critical. To focus the CET college system on programme diversification and the offering of occupational qualification with a view to develop in students the skills sets that will make them either employable or start their own small, micro- and medium enterprises (SMMEs) particularly in the areas of early childhood development (ECD), hairdressing, plumbing, carpentry, electronics, etc. Umalusi will continue to quality assure general academic qualifications such as the NASCA and the GETCA. The curriculum design for all qualifications and part-qualification must be in line with Par. 2.26-2.28 below.

Curriculum design and delivery modes

- 2.26 The learner-centred approach, and the problem centred approach, to curriculum design are two curriculum design approaches that are interlinked and suited for adults and out of school youth. These approaches are preferable for the CET college system because they are able to build upon the previous knowledge and experiences of students and constitute a bedrock recognition of students' prior learning
- 2.27 Also pertinent to curriculum design is the modularization of curriculum units in order to enable a student to progress towards a qualification, through the accumulation of modules or credits, at the rate that is most suitable for the student. This flexibility of curriculum design and delivery is consistent with the vision of the CET college system. For purposes of progression and articulation, and with the support of a robust student support services system, students need to take modules within already registered qualifications with clear rules of combinations. This is important for both general academic and occupational qualifications.
- 2.28 The CET college system must progressively embrace mixed mode of delivery including contact, distance, open and blended learning.

Use of open learning in CET colleges

- 2.29 The WP-PSET emphasises the need for the PSET system to cater for a wide variety of potential student needs, including adult learners who have to study and work at the same time, and the youth who may have dropped out of the schooling system due to financial, social, learning or other barriers.

- 2.30 This range of students requires access not only to a diverse range of programmes, but also to appropriate modes of distance education provision that cater for their varying life and/or work contexts, rather than requiring them to attend daily classes at fixed times and at central, possibly distant venues.
- 2.31 Open learning as an approach can contribute to the expansion of adult and youth access to, as well as the improvement of quality of provision in CET Colleges. The WP-PSET defines open learning as “... an approach which combines the principles of learner centredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experience, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems.”
- 2.32 The Department’s Implementation Strategy on Open Learning has ten outcomes for implementing the approach in the PSET system. In CET Colleges, there are two critical areas for the CET College system namely:
- ~ Developing open learning courses and programmes; and
 - ~ Organising a network of technology enabled centres.
- 2.33 In collaboration with the Open Learning Unit, open learning courses and learning and teaching support materials are being developed for the National Senior Certificate for Adults (NASCA). The materials will be used for piloting the NASCA in the 2021 academic year. The development of the NASCA programmes and materials will provide a good basis for piloting the NASCA in the identified 54 pilot centres. Linked to the development of the materials will be training of lecturers in the use of the materials, the assessment thereof and support for students.
- 2.34 There is recognition that the pilot centres do not have capacity to implement open learning approaches at this stage. In the MTEF period, the Department will establish the necessary human and ICT infrastructure to enable initially the implementation of the NASCA through open learning approaches.
- 2.35 To support the pilot centres, an online or web-based portal allowing for online access to all relevant curriculum materials, assessment strategies and criteria, descriptions of learner support strategies, and all other pertinent curriculum information will be established beginning in the 2019/2020 financial year.
- 2.36 In addition, an ICT infrastructure audit will be undertaken in the 2019/2020 financial year at the piloting Community Learning Centres to assess the state of readiness to implement different delivery modes for the NASCA.
- 2.37 Once the ICT audit is completed, a rollout plan will be developed for the implementation of ICT systems for open learning throughout the pilot centres, considering the financial, infrastructural and human resource capacity to implement the NASCA and other programmes in the 2020/2021 financial year.
- 2.38 In the rollout of programmes in the technology enhanced pilot centres, a range of partnerships will be entered into for access to open source software and materials, for further research into the development of additional online programmes and courses and

the sharing of resources and best practices with sister departments such as the Departments of Basic Education and Science and Technology.

Learning and teaching support materials

- 2.39 Currently, the Learning and Teaching Support Materials (LTSM) are developed by publishers and procured by individual colleges for their centres. With effect from 2019, the Department is to explore the feasibility of centrally developing the materials and do bulk printing through the Government Printing Works. In this approach, the financial and distribution implications need to be explored before the Department scales up. If the development, printing and distribution is centrally done by the Department, the new funding norms for CET colleges must reflect this as a policy position of the Department, as it will result in the reduction of transfers to CET colleges.
- 2.40 With regard to the materials for AET Levels 1-2, the Department of Basic Education has donated its Kha Ri Gude Materials for use and ownership by the Department. The Department must finalize the development of AET Level 3 during 2019. In November 2018, the Department has communicated to CET college the logistics for the distribution of these materials to the CET colleges.

Student and community support services

- 2.41 All CET Colleges must offer appropriate academic, psychosocial support, career advice and guidance as well as employment services to all students with a view to improve retention, completion rates and articulation. Student support services can be offered through college staff and through partnerships with NGOs and NPOs who are already facilitating some of this support in communities.
- 2.42 Career advice and employment services, available through regional offices and through the national career portal, as well as through the Department of Labour, will improve student articulation into the world of work.
- 2.43 One of the key ingredients of supporting CET college students is the provision of support for entry into self-employment initiatives and co-operatives. This can be done through establishing linkages with entrepreneurship hubs and employment creation initiatives. The college is likely to be an important access route for enabling students to interact with such services, where they are available.
- 2.44 In this regard, in 2019 the Department is to finalise a policy for student support services that aims to provide guidance to the CET colleges and the centres. Further, the lecturer expertise in this regard has to be developed as part of retraining of the current cohort of lecturers in the system

Institutional leadership capacity-development and support

- 2.45 Each CET college council is the custodian of its institutional vision, mission and the strategic direction that the institution must take. However, the individual CET college vision must be anchored on the overarching CET College system vision. Therefore, for the CET college system to attain its vision it is crucial for the college council to have a full understanding of this vision. The Department has initiated a programme of capacity-building of councils in areas such as good corporate governance, development of institutional vision, leadership, performance

monitoring and evaluation. The programme will be repeated in three-year cycles from 2018. The next session will be conducted in 2022.

- 2.46 Whereas the Councils play a fiduciary and oversight role in the interest of the college and therefore the system, the management of the college is responsible for the day-to-day operations of the college as assigned to it by both the council and the Department. It is therefore crucial for the management to locate the institutional vision within the framework of the national vision for CET colleges. One of the preconditions of the CET college system's success is the management's understanding that community education and training is a comprehensive government programme of innovation for the provision of lifelong education, training and development opportunities to adults and the youth. This understanding is not inevitable. The Department needs to invest resources to build it. Hence, the capacity-building programme for college management is one of the critical success factors towards building a differentiated, flexible and responsive community education and training system.
- 2.47 Informed by the system performance monitoring and evaluation which is conducted annually, the capacity building programme for the management shall be conducted in three-year cycles. Having conducted a capacity building programme in 2018, the next one is envisaged to be conducted in 2021. However, formative support to the college management may be provided anytime, informed by the unique situation of each college.

Lecturer development and support

- 2.48 One of the critical strategic levers for steering the CET college system to attain its vision are its lecturers. In this regard, this Plan, addresses (a) identification of the salient features of the current lecturer cohort in the system (b) the skills and capacity of the current cohort of lecturers to enable the CET college system to attain its vision and (c) the actions to be taken by the Department and the CET colleges to transform the current cohort of lecturers into agents of change for the system.
- 2.49 In terms of the Department's *System Performance Monitoring and Evaluation report, 2017*, there are three lecturer deployment practices in CET College centres, namely; (a) the qualified lecturers who are correctly placed in relation to their subject specialization, (b) qualified lecturers who are incorrectly placed in relation to their subject specialization and (c) unqualified lecturers.
- 2.50 Unqualified lecturers comprise 38.5% (6405) of the lecturers in the CET system. In these cases, the REQVs range between REQV 10 (3092), REQV 11 (2187), and REQV 12 (1126); all of which are below the required benchmark of REQV 13.
- 2.51 There is evidence that the CET college lecturers have experienced inconsistent and unequal application of conditions of service in the system. This has resulted in a demoralized workforce. Given the above characterization, it is evident that this Plan must prioritize investment in the development of lecturers in CET colleges.
- 2.52 To achieve the vision of the CET college system, the **minimum qualification requirements for employment** in the CET college system must be established as a Departmental policy by 2020. This requires investment of resources and personnel. The current minimum qualification requirements for employment are an inheritance from the *Employment of Educators Act* (EEA) and the *Personnel Administrative Measures* (PAM) used for the employment and conditions of service in the South African public schooling system. Given the diversity of programmes to be offered in CET colleges, the policy must set out diverse fit-for-purpose minimum qualification requirements in the CET college system.

- 2.53 Another investment that the Department must make is to encourage unqualified lecturers who are to offer the GETCA and the NASCA to obtain qualifications through full-time contact study, distance education, and/or open learning. Through negotiations in the relevant collective bargaining council, such lecturers must be given time frames within which to qualify for employment in the CET college system.
- 2.54 Further, lecturers whose existing qualifications are inappropriate for this system will require retraining in another specialization that suits the needs of the system through professional development, i.e. this cohort again through the same collective bargaining process must be given time frames within which to be retrained.
- 2.55 In its APP for **2018/19**, the Department has committed to developing a lecturer development policy, which will translate the approaches mentioned above into policy directives for CET colleges and the Department.
- 2.56 In addition to the above, in order to boost the morale of lecturers, it is a matter of urgency that the Department has to enter into negotiation process through a Ministerial mandate for the standardization of conditions of service for the employees in the system.
- 2.57 The approach to the development of a five-year lecturer strategy is to respond to plans for the phasing in of new qualifications, the introduction of skills programmes and occupational qualifications, new approaches to teaching and learning (open learning), critical skills as enablers – ICT and the in the short term, the skills required to assist pilot centres to implement skills programmes. Furthermore, the ability of lecturers to manage diversity in the learning space is critical for ensuring a caring response to students with barriers to learning.
- 2.58 A variety of programmes are planned, some of which are already funded whilst others require funding to be sourced. It must be noted that there are short programmes as well as programmes of a longer duration that are identified for lecturers.
- 2.59 Targets for lecturer development over the next five years are identified for implementation. Table 1 indicates the variety of training programmes to be undertaken in the next five years.

Table 8: 5-year lecturer training and development targets

Lecturer Training programmes					
	Targets for the Pilot Centres				
Programmes & Qualifications	2019/20	2020/21	2021/22	2022/23	2023/24
Academic					
NASCA	200*	520*	1000	1000	1000
GETCA		520*	1000	1000	1000
CAPS Maths & Science	200**	200	200	200	200
Skills & Occupational Qualifications					
End User Computing	200	500	500	500	500
Early Childhood Development	25*	50	50	50	50

Bricklaying, Plumbing and Electrical	100*	100	100	100	100
Building Construction and Civil, Electrical and Plumbing	100*	100	100	100	100
Occupational Certificate Health Promotions Officer (Community Health Worker)	10*	100	100	100	100
Information Technology	50*	50	50	50	50
South African Sign Language	5*	20	20	20	20
Clothing Manufacturing and production	0	50	50	50	50
Welding	0	50	50	50	50
Agriculture	0	50	50	50	50
Hairdressing		100	100	100	100
Non-formal Programmes					
Voter Education	1000	0	0	0	0

Physical infrastructure development, acquisition and maintenance

- 2.60 At the core of quality provision of education and training is suitable and well-equipped infrastructure. The current infrastructure used by the CET colleges and centres requires attention by the Department if the vision of this system is to be realised. Community learning centres use public schools for their tuition. Some of the schools are primary schools, the furniture of which is not suitable for adults and the youth. There is also a stigma and negative perception attached to adults or the youth going to primary schools. Insecurity of the use if these facilities has been shown by the many evictions of centres by the School Governing Bodies due to increasing enrolment in their schools. This insecurity of venues is a further deterrent to increasing access by adults and the youth to the education and training opportunities provided by the CET college system.
- 2.61 The CET College management and councils must, in their respective provinces, identify underutilised, unused municipal, TVET and erstwhile colleges of education buildings, as well as any national or provincial public works infrastructure that can be shared or solely used to expand the CET College system.
- 2.62 The possible commitment of relevant Sector Education and Training Authorities (SETAs) to invest in the CET college infrastructure development, acquisition and or refurbishment will be explored. As part of their annual reporting, the CET colleges are obliged to report progress that they have made during each financial year to enter into partnership for the purpose of infrastructure development, acquisition, maintenance and refurbishment.
- 2.63 It must be understood that infrastructure development is a long-term project for the CET College system. In the context of the fiscal limitations within which government operates, the

Department will continue on an annual basis to bid for additional funding and to provide strategic leadership in forging partnerships for infrastructure utilisation.

ICT Infrastructure: connectivity and system

- 2.64 In order to realize the CET system's vision, the role of ICT cannot be overemphasized. This entails increasing the usage of broadband and other ICT by addressing infrastructure development, cost, and other issues related to access to ICT.
- 2.65 Using the NSF Grant, the Department took a decision to equip all 9 CET colleges and the 54 pilot centres with modern information and communication technology (ICT) infrastructure, systems and connectivity. This will include the installation of LAN and WAN to enable students, lecturers and management to have access to e-mail and the internet by 2021.
- 2.66 Through this Grant the Department will continue to support colleges to build suitable connectivity infrastructure and to create access to quality community education and training programmes through quality open learning and distance education.

Data collection, management and analysis: policy, processes and system

- 2.67 The draft NP-PSET maintains that:

“The strength of any system lies in the extent to which information is available about it, to support its development. Community colleges are being established off a base of weak information systems and an absence of credible data. In order to build a credible system, it is important that platforms for the collection of data about the system at institution and system level are designed and developed at the outset. It will also be important to link this data to other public data sets like those within social services, health, schooling, etc. Collecting, analysing and reporting on this information will strengthen the system as it grows. It is therefore important that a management information system be developed by 2024, which captures key data needed for decision making and has interoperable capabilities with other data systems.

- 2.68 To improve data integrity, as part of the NSF-funded SAICA projected is the setting up of a management information system at college level that must link up and upload into the Department's CET Management Information System (CETMIS).
- 2.69 To this effect between 2018-2019, the project must:
- ~ make recommendation on student administration and employee management system
 - ~ assist in integrating systems, to produce a coherent integrated system for reporting
 - ~ identify and procure operating systems and application software
 - ~ ensuring software is properly installed, set up, authorisation and access controls are sufficient, as well as compliance with SITA and GITO requirements
 - ~ ensure that staff are properly trained to operate and maintain the system
- 2.70 Further work that need to be done concurrently is aligning the data collection policies, instruments and processes with the new mandate of the CET college sector.

CHAPTER 3

INSTITUTIONAL PLANNING AND DEVELOPMENT

- 2.71 Guided by the strategic goal of building institutional capacity and efficiency to provide community education and training, four elements constitute the strategic lever of institutional planning and development, namely: (a) institutional landscape design and structuring, (b) institutional mapping and (c) building institutional leadership capacity, as well as (d) human resource management and administration, each of which is discussed below.

INSTITUTIONAL LANDSCAPE DESIGN AND STRUCTURING

- 2.72 Central to this Plan is to map out a process by which the CET college system must evolve over time into a distinct credible institutional type through which the vision articulated above can be successfully achieved. Therefore, at the core of this Plan is to deal with the structural and management challenges inherent in the current community education and training college system. This can be achieved through the reduction of a myriad of disparate CLCs and SCs to ensure efficiency and effective service delivery.
- 2.73 Before making the proposal on institutional landscape design and structuring, the following factors have been considered:
- a) Available resources and the quality of education and training provision
 - b) The average student headcount enrolment over the last three years (2015-2017)
 - c) Efficiency and affordability of the proposal
 - d) Inherent potential of the sector given its emerging institutional vision and identity
 - e) Population density in villages, towns, local municipalities, districts, metros and provinces
 - f) The rural-urban dimensions of education and training provisions
 - g) Accessibility of the CET colleges through their CLCs and SCs
 - h) Retention of what has worked in the past in relation to the system vision
- 2.74 Against the backdrop of the above considerations, this plan proposes three phases of the institutional landscape design and structuring, viz. (a) determining the number of CLCs for each of the 9 CET colleges (b) initiating a process of rationalizing SCs under each CLC (c) gradual establishment of additional colleges

Phase 1: Determination of the number of community learning centres

- 2.75 This Plan proposes that the numbers of CLCs should be reduced from **3276** to **200**. The 200 CLCs include the CLCs that have been selected for piloting during the next 5 years (2019-2024). Each CLC must be managed by a centre manager appointed at the level of an Assistant Director. The 200 CLC must be distributed among the nine CET colleges as indicated in Column 2 of the Table below:

Table 9: Community Learning Centres and Satellite Learning Centres: The proposed size and shape

CET COLLEGE	CURRENT NO. CLC	PROPOSED NO. OF CLCs	CURRENT NO. OF SCs	PROPOSED NO. OF SCs	Minimum SC enrolment
Eastern Cape	304	30	249	249	142
Free State	204	15	191	171	115
Gauteng	47	47	267	267	318
KwaZulu-Natal	1097	40	260	260	205
Limpopo	779	20	634	228	100
Mpumalanga	252	15	235	172	104
Northern Cape	191	7	104	80	70
North West	148	11	282	125	114
Western Cape	254	15	58	58	314
Total	3276	200	2280	1610	167

- 2.76 Each of the 9 CET colleges continues to serve as management, governance and administrative hub of the CLCs incorporated thereunder. Subject to the Minister's approval, this phase must culminate in the revised register of CLCs that must be published by notice in the Government Gazette as an amendment to Government Gazette No. 38674 of 7 April 2015.

Phase 2: Rationalization of satellite learning centres

- 2.77 In 2015 when the Department inherited the erstwhile AET function, the PEDs did not disclose that each of the former PALCs had satellite centres subsumed under them. As a result, in the register referred to above there is no reference to satellite centres. Yet, this is the level of provision with which communities are in contact on a day-to-day basis. This layer of provision must be recognized and regulated to ensure accessibility and efficiency. In the Table above, it is proposed that with effect **January 2020**, the number of satellite centres be reduced from the current 2280 to 1610, and must be distributed among the CET colleges as indicated in the 5th Column of the Table above. Based on the population density and the rural-urban differences per province, the required minimum student headcount enrolment in a satellite centre is indicated in Column 6 of the Table above. The names of the CLCs and the satellites subsumed under each CET College must be published by notice in the *Government Gazette* as indicated above before **August 2019**. The actual physical location of CLC and the SCs shall be determined by the Council, based on the advice of the CET college management and the Academic Board.

Phase 3: Gradual establishment of additional CET colleges

- 2.78 In terms of the *National Policy on Community Colleges*, it is envisaged that a Community College shall be established in each district municipality or Metro. It is envisaged that a total of 52 community colleges will be established by the Minister. Given the size of and the distances between the South African Districts or Metros, it is not unreasonable to conclude that each district- or metro-based CET colleges will administer a number of CLCs and SCs.
- 2.79 In this regard, the Department must opt for the gradual establishment of CET colleges over the different MTEF periods between 2019 and 2030. This means that the Department can establish 3 community colleges per MTEF 2019-21, 2022-2024, 2025-2027 and 2028-2030. The location of the 12 colleges established over the next 4 MTEF periods must be informed by the District

Multi-Deprivation Indices (DMDI) and the distances from the existing CET College. Administratively, the establishment of the 12 additional colleges shall mean that the 9 Provincially-named Community Colleges must transfer the administration of some of the CLCs to the new CET colleges.

- 2.80 The approval of the Minister for this Plan is targeted to be concluded by end **March 2019**, at which point it will be clear which sites of the system must be subject to institutional geographic mapping as discussed below.

Institutional Geographic Mapping

- 2.81 Institutional geographic mapping is used to depict the geographical location of all CET Colleges and their centres. This mapping is produced by means of a Geographic Information System (GIS Software) which is designed to store, retrieve, manage, display, and analyses all types of geographic and spatial data.
- 2.82 The design and structuring of the CET college system must be viewed as an attempt by the Department to create order and identity of this institutional form, as well as to create identifiable reference points for the citizens who require services from these institutions. To achieve the system vision, it is critical for the Department to do the mapping of the CET institutions for the public to know (a) where these institutions are in relation to local communities (b) which one of the centres depicted on a map offer which programmes.
- 2.83 It is critical to emphasise that the programme offering of centres are to respond to the economic drivers in the local community and therefore centres shall not offer the same standard programme qualification mix (PQM).
- 2.84 To do a comprehensive mapping, the Department is to explore entering into a partnership with the South African National Space Agency (SANSA), the Council for Scientific Industrial Research (CSIR) or the Human Sciences Research Council (HSRC) to assist with institutional mapping linked to an underlying dynamic database that contains location, enrolment, programmes, economic activity around each centre and the changes to this information that are updated at particular intervals. The Department should conclude this mapping by **end of June 2020**.

Human Resource Management and Administration

- 2.85 Human resource management and administration is one of the core elements of institutional development and support that must be used to design and structure the CET college system. For the sector to achieve its vision, the Department needs to pay focused attention to (a) CET college organizational structure; (b) post-provisioning norms; (c) staff recruitment and selection; as well as (d) CET staff employment regime and conditions of service, each of which is discussed briefly below.

CET college organizational structure

- 2.86 The CET Act provides that the staff of a public college must be appointed by the Minister in posts established by the Minister on the organizational structure of the Department. The Department has developed a draft CET college organizational structure in consultation with Regional offices and CET colleges. The target date for the finalization of the structure is **2019**. The finalization of the structure at the level of the college is subject to the outcome of student verification which is yet to be concluded.

Policy on post-provisioning norms

- 2.87 In terms of section 20(2) of the CET Act, it is incumbent on the Minister to establish posts contemplated in section 20(1) (a) of the Act and allocate them to individual CET colleges. The allocation of posts to respective colleges must be precise and scientific to ensure equitable distribution of human resources among colleges. To this effect the Department set up a Task Team to develop such a norm or formula. Based on the Norm approved by the Minister, and the available compensation budget, the posts created can be equitably allocated to respective colleges. The Task Team is due to complete its work by **December 2019**.

Staff recruitment and selection

- 2.88 As the Minister is the employer of staff appointed in terms of section 20(2) (a) of the Act, the applicable recruitment and selection policy is that of the Department, and the Directives prescribed by the DPSA in terms of the PSA and PSRs. Whereas the recruitment and selection of lecturers is delegated to the college management, the actual appointment letter must be issued to the recommended candidates by the official delegated for this purpose in the Department. While this may be a good way to apply checks and balances, it can take an inordinately long time for this appointment to be officially effected. In many instances, this is due to the Department's own capacity limitation. These delays are counter-flexibility and responsiveness and the quality of programme delivery is compromised. Flexibility, quality and responsiveness are some of the cardinal principles that are at the core of the CET college system vision.
- 2.89 While this approach to recruitment may work in programmes of long-term nature such as the NASCA and the GETCA, it is counter-productive for programmes on demand and of short duration. For this reason, the Department needs to adopt a differentiated approach to recruitment and selection to suit the programme diversity in colleges. If a differentiated approach to recruitment and selection is adopted, some of the Compensation of Employees budget needs to be transferred to colleges to pay staff employed on short term contract to deliver short skills programmes. For this fund transfer to happen, the Department must build the financial management capacity of the CET colleges so that they comply with the standards set in the PFMA.

Employment regime and conditions of service

- 2.90 The employees in CET colleges are employed in terms of the PSA and the PSR. However, due to the fact that these employees were transferred from the PEDs in terms of section 197 of the LRA, they still retain their conditions of service that they transferred with. Such conditions of service were determined in terms of the EEA and the PAM. Currently, the system is rendered unstable due to the inconsistent application of the following conditions of service, depending on the Province from which the CET college staff were transferred:

- ~ Application of the minimum requirements for appointment
- ~ Nature of appointment
- ~ Salaries and types of payment
- ~ Working Hours
- ~ Leave
- ~ Performance management
- ~ Allowances

- 2.91 In terms of the LRA and the BCEA it is critical that such inconsistencies are eliminated. To this effect, in preparation for 1 April 2019, the Department is working on the translation of salaries determined in terms of the EEA and the PAM to salary levels and conditions of employment in terms of the PSA and the PSRs. Parallel to the translation, the Department shall on an annual basis prepare a funding bid to be submitted to the National Treasury to secure additional funding for this purpose.

CHAPTER 4

FUNDING AND FINANCING

4.1 In the community education and training college system, the major cost drivers are:

- a) Compensation of employees
- b) Infrastructure maintenance/rentals (Capital investment)
- c) Operational costs (College, Centre and Satellite centres)
- d) Workshops/and simulations
- e) Learning and teaching support materials
- f) Examination management, administration and certification

Funding and Financing Policy

- 4.2 Notwithstanding the cost drivers above, the CET colleges are still funded according to the *Interim Norms and Standards for Funding CET college* that were approved in 2015. This means that the CET colleges are funded in the same manner as PALCs were funded by Provincial Departments of Education. This means that the current funding and financing regime does not have any due regard to the totality of the cost drivers above. To remedy this anomaly, the Department has committed to produce new Norms and Standards for Funding CET colleges by **March 2019**. During the **2019/2020** financial year new, the *Norms and Standards for Funding the CET colleges* must be finalized subject to approval by the Minister after consultation with the Minister of Finance.
- 4.3 In order to achieve the flexibility of provision, the Department needs to develop a differentiated funding policy that must enable a differentiated staff recruitment and selection system referred to in section 3.5.3 above.

Financial Management Capacity-Building

- 4.4 Since the establishment of the CET college system, the Department has not transferred individual college funds to them. The operational allocations (goods and services) for CET colleges is retained by the Department and the colleges use the supply chain management system of the Department. The subsidies for the goods and services for the CLCs are transferred to the 37 TVET Colleges that have entered into a Memorandum of Agreement with the Department to procure goods and services for the CLCs.
- 4.5 As part of this Plan, the Department through the NSF funding allocation has started a project that aims to build financial management capacity in CET colleges so that by 1 April 2019, in compliance with section 38(1) (J) of the Public Finance Management Act, 1999 (PFMA), the CET colleges will be in a position to receive their funds and manage their supply chain management processes.

Access to Official Development Assistance

- 4.6 In the CET College environment, there are a number of areas that would benefit from official development assistance (ODA) by RSA international partners. Such areas include:

- a) CET system capacity building to offer the GETCA and the NASCA
 - b) Design and construction of suitable workshops at the 54 centres selected for piloting
 - c) Development of the infrastructure for examination on demand for the NASCA
 - d) Development and support of management and governance structures
 - e) Development of the different aspects of the ICT infrastructure and systems
- 4.7 To secure ODA for the above from RSA's international partners, the Branch shall, on an annual basis, solicit the support of the International Relations office in the Department, as has been the case since the inception of Community Education and Training, to enable it to submit business plans and proposal for any available ODA through the National Treasury or directly through the office of the Executive Authority.

CHAPTER 5

COMMUNICATION AND ADVOCACY, STAKEHOLDER ENGAGEMENT AND PARTICIPATION

Communication and Advocacy

- 5.1 Communication and advocacy are crucial for the success of this Plan. Some of the areas of this plan that must be communicated to the public at large include:
- a) Consultation on the plan through engagement with the stakeholders in the sector
 - b) Communicating timelines for stakeholder engagement
 - c) Communicating the final determination of the number of CLCs per college and the rationalisation of the SCs
 - d) Communicating dates on which different parts of the plan will take effect
- 5.2 Envisioning the focus of communication and advocacy programmes, the NP-PSET argues that people will hear about Community colleges from **community liaison officers and various platforms, such as:**
- a) Radio
 - b) Television
 - c) Social media
 - d) Print media
 - e) Research articles
 - f) Community College promotional events
 - g) Community outreach programmes
- 5.3 On entering any college to inquire about what the college can offer, **community members must be informed about the range of programmes and qualifications on offer at that college, including general academic programmes, and skills and occupational programmes, as well as non-formal programmes.**
- 5.4 **They must also be advised on what formal or non-formal programmes or qualifications they can enrol for should they wish, based on their prior learning and interest. They must also be told about the duration of a programme, and what articulation pathways are available after completion, either to another programme within the CET college system, to a TVET college or university, or to the world of work.**
- 5.5 Community members must also be informed about community development programmes to provide communities with knowledge and skills to improve their daily lives; for example, how to care for the environment or how to take care of children, the aged, and those with HIV and AIDS.
- 5.6 Those who decide to enrol for a formal qualification must get **career advice, and articulation pathways** must be mapped out for them based on their choice of qualification and skills.
- 5.7 **Placement assessment** must be taken by the students to determine the student support required to ensure students' success. Student support services available may include both academic and psycho-social support. It is envisaged that students will be able to exit the colleges as quickly as possible and move on to a range of other meaningful opportunities within the PSET.

Stakeholder Engagement and Participation

- 5.8 In this Plan, it is crucial to recognize the following stakeholders as critical to the successful implementation of the proposals that it makes:

College Student Representative Councils

- 5.9 In terms of stakeholder analysis, the students of a college are primary stakeholders, as they constitute the *raison d'être* for the establishment of a CET college or centre. Accordingly, should there be any envisaged changes in the education system, which is likely affect them for the better or worse, the students, through their legally constituted Student Representative Councils, do need to be consulted to solicit their views.

College councils

- 5.10 A council of a CET college is a structure charged with the responsibility for oversight on the college operations, the welfare students and staff. A council is charged with the responsibility of overseeing policies of the college that are developed in the interest of the college and aligned to national legislation. In view of this responsibility, the CET college councils do need to be consulted from time to time to remind them of their roles and the strategic vision of the system. Similarly, if there are envisaged changes to the legal and policy instruments that they use to oversee the system, they must be informed of the envisaged changes and their views solicited thereon. Hence in this Plan is envisaged that at least twice a year, there must be strategic coordination meeting between the Department and CET college council.

College management

- 5.11 While the management are employees of the Department, their view on the strategic direction envisioned for the system must be solicited. A forum that meet frequently needs to be established to create an environment in which the management in their different roles can articulate their successes, failures, challenges and how they need to be assisted to manage the system to achieve it mandate.

Lecturers and support staff

- 5.12 Without lecturers and support staff, a CET college cannot deliver quality teaching and learning. Given that through this Plan, the Department proposes new institutional landscape which may impact on the employees of CET colleges, it is therefore crucial to bring organized labour on board right at the outset so that they can make inputs and provide recommendations on the policy proposals in this Plan, which include the following:

- ~ Number CLCs
- ~ Rationalisation of SC
- ~ Minimum requirement for employment in CET colleges
- ~ Post-provisioning norms for CET colleges
- ~ Standardization of the conditions of service

- 5.13 As the Department embarks on these policy initiatives, organized labour must be brought on board so that they understand the vision and strategic direction of the CET colleges and to enrich the policy direction in this Plan.

Forging Strategic Partnerships

- 5.14 In order to ensure that the proposals made in this Plan become successful, the following critical potential partners are identified

- a) South African Local Government Association
- b) Provincial and national government departments
- c) National Youth Development Agency
- d) Sector Education and Training Authorities Chief Executive Officers Forum
- e) Non-governmental organisations, non-profit organisations, faith-based organisation and community-based organisation
- f) Industry and employers
- g) TVET colleges and universities
- h) National Skills Authority
- i) National Skills Fund

South African Local Government Association

- 5.15 The South African Local Government Association is an autonomous association of all 257 South African local governments, comprising of a national association, with one national office and nine provincial offices. Membership of the association is voluntary. SALGA accounts to its members in terms of the SALGA Constitution (as amended in 2016) and its Governance Framework regulating its structures and mandating processes. The organisation has a National Executive Committee comprising elected councillors (primarily mayors and office bearers in municipalities) that is responsible for the affairs of the organisation between National Conferences and Members' Assemblies, which are the highest and second highest decision making bodies of the association respectively. SALGA has set out its role as to represent, promote and protect the interests of local governments and to raise the profile of local government.
- 5.16 Against this background and the role that the CET colleges must play in community development, it is critical for the Minister to engage with mayors through SALGA during the **2019-2020** financial year to outline the vision of the community education and training system and the potential benefits it has for human development in municipalities.
- 5.17 It is strategically significant that the Department through the Director-General during the **2020-2021** financial year engages with the SALGA executive management on the strategic vision of CET college as an innovative training and development function closer to communities. This engagement at the level of the Department and SALGA has the potential make it easier for individual CET colleges to engage with the management of local or district municipalities, as well as traditional leadership

National and provincial government departments

- 5.18 The rationale for engaging with national and provincial department is to ensure that government pools together its resources for the development of communities, wherein community colleges provide education, training and development opportunities. Each Premier's office and each provincial and national government department has education, training and development needs that CET colleges are able to meet. The profile of CET colleges in provinces must be raised through the Provincial Human Resource Development Councils and the Offices of the Premiers. It is through such engagement and participation that the Department can leverage the utilisation of unused or under-utilised infrastructure.

National Youth Development Agency

- 5.19 The NYDA was established in 2009 and derives its mandate from the *National Youth Development Agency Act, 2008* (Act 54 of 2008) (NYDA Act), the *National Youth Policy (NYP)* (2020) and the draft *Integrated Youth Development Strategy (IYDS)*. It summarizes its activities as follows:

- ~ Lobbying and advocating for integration and mainstreaming of youth development in all spheres of government, the private sector and civil society
- ~ Initiating, implementing, facilitating and coordinating youth development programmes
- ~ Monitoring and evaluating youth development intervention across the board and mobilising youth for active participation in civil society engagements.

- 5.20 The NYDA maintains that it designs and implements programmes aimed at improving lives and opportunities available to youth. These programmes may be clustered as follows:

- ~ At an **individual level**, the NYDA provides direct services to youth in the form of providing information, career guidance services, mentorship, skills development and training, entrepreneurial development and support and grant funding, health awareness programmes and involvement in sport.
- ~ At a **community level**, the NYDA encourages young people to be catalysts for change in their communities through involvement in community development activities, social cohesion activities, national youth service (NYS) programmes and dialogue.
- ~ At a **provincial and national level** through its policy development, partnerships and research programmes, the NYDA facilitates the participation of youth in developing key policy inputs which shape the socio-economic landscape of South Africa.
- ~ The beneficiaries of the NYDA services are South African youth aged between 14 and 35 years irrespective of race, gender, colour, creed, geographical location or political affiliations

- 5.21 The NYDA lists the following as its priority focus areas:

- ~ Youth in rural areas
- ~ The youth
- ~ Youth with disabilities
- ~ Young women
- ~ Unemployed youth
- ~ Youth in conflict with the law.

- 5.22 Considering the role and strategic focus of the NYDA, it is important that the Department provides leadership in forging a national partnership for the benefit of the youth through the CET colleges. Through its institutional presence in local communities, the CET colleges, working with the NYDA, can become true agents of the government's development agenda. During the 2019/20 financial year, the Department must engage with the NYDA to prepare ground for NYDA partnership with individual colleges. It such partnership that must be nationally-initiated and monitored.

TVET Colleges and Universities

- 5.23 Parity of esteem can never be declared or legislated upon. It requires the leadership of different institutional types to understand the vision and mission of each institutional type in order to understand how one complements the work started at a lower level. Easy progression and articulation of students is facilitated when different institutions have an input into how the curriculum, and programmes offered by one institutional type link to the next. Hence, the partnership among the different institutional types of the PSET system cannot be over-emphasized.
- 5.24 Accordingly, it is the view of the Department that the partnership among the CET college leadership, South African Colleges Organization (SACPO) and the Universities South Africa (USAF) needs to be natured and fostered for the benefit of the whole PSET system in general, and the student in particular.
- 5.25 In this regard, the Department must provide leadership towards the integration of the PSET institutions. In 2019 the Department (CET Branch) will include SACPO and USAF in its strategic coordination committee meetings. The PSET system integration is only be possible with the engagement of the Universities, Skills and TVET Branches of the Department, while the Finance and Corporate Services are always part of the strategic coordination sessions.

National Skills Authority

- 5.26 The National Skills Authority is a statutory body established in 1999 in terms of Chapter 2 of the Skills Development Act, 1998. Its strategic value for CET Colleges is its provincial presence through the Provincial Skills Development Forums (PSDF) which were established to be stakeholders' platform to address specific provincial needs.
- 5.27 The PSDFs are designed to be catalysts for bringing about change and making an impact on the lives of the people. The PSDFs are expected to bring on board role players who look beyond the skills development and training championed by the Department. The CET colleges must understand that their partnership with the NSA through the PSDF will enable them to understand the Provincial economic planning, employment creation, identification and placing of unemployed work seekers into formal employment, social development projects and/or income generating opportunities.
- 5.28 The NSA argues that the PSDF should also be seen as the ultimate melting pot of national, provincial and local initiatives at political and administrative level. Therefore, CET college participation and engagement at the level of the NSA's PSDFs will enable them to understand the Provincial Growth and Development Strategies (PGDS), Integrated Development Plans of Districts (IDP), Integrated Rural Development Strategy (IRDS) and Urban Renewal Strategy (URS), New Growth Path (NGP), Industrial Policy Action Plan (IPAP), Human Resource Development Strategy (HRDS), Rural Development Strategy, National Development Plan (NDP) and the WP-PSET.

- 5.29 It is against this backdrop that it is important to commit in this Plan that with effect from 2019, the CET colleges must participate in the PSDF meetings and activities in their respective Provinces. The CET branch is already represented in the NSA at the national level.

National Skills Fund

- 5.30 The WP-PSET states that the NSF was created to be a fund which would allocate a proportion of the skills levy to those who would not normally benefit from employer training. The funding was meant to be targeted at disadvantaged groups, including the unemployed and those preparing to enter or re-enter the labour market. Particular attention was to be paid to blacks, women, the disabled and others whose training opportunities had previously been limited.
- 5.31 Therefore, the NSF continues to be responsible for skills development aligned to national development strategic priorities. Beyond the post-schooling system, the NSF is also a source of funds for wider government strategies such as youth programmes, building small businesses and cooperatives, and rural development. This includes, for example, Department of Trade and Industry support for small business, the Expanded Public Works Programme, and various community economic and social development initiatives.
- 5.32 According to the WP-PSET, “The NSF will continue to support non-formal adult basic education through support to public agencies and the many NGOs and non-profit organizations that do excellent and vital work in this area”.
- 5.33 In pursuance of the above, the Department has approved a CET Capacity-Building Project funded by the NSF for the three years starting in 2018/19. During 2019/20, the Department must engage the NSF on a model to fund the delivery of occupational programmes in CET colleges and capacity building of lecturers so that they are properly equipped for the new mandate.
- 5.34 Along with this discussion must be a focus on how CET colleges participate through the NSF in the reskilling of the unemployed. Also critical to this model is how to deploy the services of the NGOs, CBOs, NPOs, FBO, through the CET Colleges in the delivery of all community-based and occupational programmes. There is consensus in the country that, subject to the outcomes of the screening processes, there are many such organisations that have served this country well in the past. Government should also consider them as capable of playing a critical role in the delivery of community education and training.

Sector Education Training Authorities

- 5.35 The WP-PSET points out that, like the NSA and the NSF, the SETAs were created to, inter alia, to improve information about training needs and opportunities. These institutions were intended to plan for skills development, to radically expand the training available in workplaces –especially for previously disadvantaged people, including blacks, women and the disabled – and to improve the quality of formal education and training aimed at preparing learners for work. It further maintains that the SETAs are key institutions in the effort to bridge education and work. In essence they are key partners for the strengthening of workplace education and training through public institutions such as the CET and TVET colleges and Universities.
- 5.36 The SETAs cannot be the panacea for all education and training maladies; the CET colleges must recognize that the SETAs “are key (partners) for the strengthening of workplace education and training”. However, the SETAs are not education and training institutions; they serve as intermediaries between the workplace and the institutions that provide education, training and development in their individual sectors.

- 5.37 The role of the CET Colleges and the Department is to participate at the system level in the SETA CEO Forum to explain how they can assist the SETAs achieve their mandate, and even more important in the context of this, the Department and the CET colleges must clearly articulate the CET college system mandate to the SETAs so that the SETAs see value in building the CET college system as a means of achieving the vision of the PSET system.
- 5.38 To this effect, there is a need for the CET college principals' representative to participate in the engagements of the SETA CEO Forum. During the course of 2019, the CET Branch must engage with the Branch Skills Development to coordinate the participation of a representative of the CET colleges to participate in the SETA CEO Forum.

Non-governmental organisations, non-profit organisations, faith-based organisation and community-based organisation

- 5.39 There is consensus in South Africa that there is a great deal of expertise in the NGO, NPO, FPO and CBO sector to deliver appropriate and developmental community education and training. to deliver Citing Rapotle's study, the Ministerial Task Team on Community Education (2012) makes the observation that, "Trusts, non-profit companies, associations established for public purpose and not for profit ... provide education services as their main purpose or as an addition to their main purpose. There are also many faith-based organizations (FBOs) in this category.
- 5.40 For the CET college system in particular, partnership with this sector is a pre-requisite for success. It should not be by choice that the CET college system seek to cooperate with the non-formal, popular and formal education sectors. It is an exigency of their maturation process to enable them to deliver responsive community education and training programme without interfering with the autonomy of organisations and groups that currently run popular education programmes.
- 5.41 The CET college sector must draw on the strengths of the non-formal sector (particularly their community responsiveness and focus on citizen and social education), and the state should aim to strengthen and expand popular citizen and community education.
- 5.42 To achieve this goal, the Department is committed to: (a) engage with the national and regional NPOs, NGOs, CBOs, FBOs and Trusts that have the required expertise to partner with the CET colleges based on clearly defined Memoranda of Agreement on what is to be achieved over what period. The Department plans to undertake these engagements with this sector at the beginning of 2019 onwards, (b) develop a framework for consideration by the NSF in its catalytic role whether or not it can set aside funding to fund these partnerships provided that the partnerships produce skills aiming to (i) enhance employability thereby reducing the NEETS, (ii) support skills development in occupations to reduce unemployment (iii) support the entrepreneurship projects in CET colleges collaborating with NGOs, etc. Again, the Department needs to intervene directly in this area, as it is evident that the CET colleges, left alone, are unable to appreciate the seriousness of the plight of the adults and youth of this country.
- 5.43 The nationally-driven partnership in this regard, such as the one with South African Catholic Bishops Conference (SACBC) through the Catholic Institute for Education (CIE) in North West, Free State and Gauteng established in 2012 will provide students with opportunities for industry-based training in specialised field and general life skills. The Department, as per the Minister's directive at the launch of the Good Shepherd Centre project in Madidi, Northwest, will explore the expansion of the partnership with other colleges such KwaZulu-Natal, Limpopo, Western Cape, Free State and Gauteng CET colleges, where the CIE has regional footprints.

College-industry-employer partnership

- 5.44 Occupational qualifications by their design need exposure to theory, practical application and the work-place. Formally established partnerships with industry and employers are essential to maintaining the relevance and responsiveness of programmes offered by CET colleges and improving articulation outcomes. The context within which partnerships are forged creates the expectation of mutual benefit for all parties involved, and for this reason outcomes must be measurable either quantitatively or qualitatively, or even through a combination of both. For colleges, improving the quality in delivery of education and training, as its core business, must remain paramount.
- 5.45 The nationally-driven partnership, such as the one with *Vrystaat Kooperasie Beperk (VKB)* in the Free established in 2018 in the area of Agriculture will provide students with opportunities for industry-based training in Agriculture and related fields. The Department, as per the Minister's directive at the launch, will explore the expansion of the partnership with other colleges such KwaZulu-Natal and Limpopo CET colleges.
- 5.46 Regionally-and institutionally-driven partnerships are essential to addressing provincial and regional economic needs. Colleges must therefore seek strategic partnerships that support and promote their aspirations to become centres of excellence in their respective regions.
- 5.47 Because the CET college sector is new in the skills development arena, it is critical that such partnerships also invest capacity building of CET college in areas such as project management, lecturer development, management and leadership development, as well as student leadership development.

CHAPTER 6

MONITORING, EVALUATION AND RESEARCH

- 6.1 One of the strategic goals of this in this Plan is ensuring evidence-based institutional development and support. It is therefore imperative that the Department ensures that the monitoring and evaluation and research provides the Department with such evidence. For the purpose of overall CET college system monitoring, evaluation and support, the Department developed the *Policy on Monitoring and Evaluation of CET colleges*. The outcomes of this monitoring must provide unambiguous responses to such questions as what success is the Department progressively achieving in the implementation of the community education and training programme and to what extent is the programme changing lives of the youth, adults and communities for the better. In this regard, the monitoring focus must be on:
- ~ Qualification, programme and curriculum implementation
 - ~ Institutional planning, development and support
 - ~ Funding and financing policy and practices
 - ~ Communication and advocacy
 - ~ Stakeholder engagement, participation and partnerships
 - ~ Risks, implications and mitigation
- 6.2 The function of monitoring and evaluation of CET colleges is one of the major statutory responsibilities of the Department. The instruments used for this purpose include the following:
- a) *Annual Surveys (which are to be replaced by the Communal Education and Training Management Information System (CETMIS))*
 - b) *Annual Reports*
 - c) *Audited Annual Financial Statements*
 - d) *Quarterly Financial and Headcount Enrolment Reports*
- 6.3 In conclusion, in order for key lessons from the pilots to inform the CET college system, the monitoring and evaluation of the work taking place in the pilots and across the college system is essential. Longitudinal evaluation has to be an integral aspect of the conceptualization of the CET college so that baseline data is collected and a rigorous evaluation design that enables attribution of change to inputs and activities is possible. This means that the necessary resources must be built into the funding models for pilot programmes. The findings and recommendations from the evaluation of the pilots will inform the changes needed to the community college Plan for the remainder of the period to 2030.

ANNEXURES TO THE CET COLLEGES PLAN

Annexure 1: List of Names of Selected Pilot Centres

COLLEGE NAME	MUNICIPALITY	PILOT COMMUNITY LEARNING CENTRES	PHYSICAL ADDRESS	CENTRE MANAGERS
A. Eastern Cape	Amathole West	1. Bofolo	Cape College Teacher's College, Healdtown Road, Fort Beaufort, 5720	Mr Hloma Cell: 0734817296
	Afred Nzo	2. Osborn	Osborn Mission, Osborn Location, Mt Frere, 5090	Mr Nkomazi Cell: 0839816293
	Buffalo City Metro	3. Cecilia Makhiwane	Cecilia Makhiwane Hospital, 4 Billie Road, Mdanstane, Unit 9 East London, 5219	Ms V Tanzi Cell: 078 621 8801 Vatiswasamsam@gmail.com
	Nelson Mandela-	4. Soweto-On-Sea	Soweto Primary School, Zwide, Johnson Road, Port Elizabeth, 6205	Mrs Simelela Cell: 0844161602
	Nelson Mandela	5. Phakamile	01 Nyiki Street, Kwanobuhle, Uitenhage, 6242	Mrs Tsawu Cell: 0736460846
B) Free State	Motheo	6. Rutegang	Stand Alone – 3168, Ratlou Location, Thaba Nchu, 9783	Mr SC Hugo Cell: 0833902155
	Lejweleputswa	7. Letjhabile	Free Standing, 1159 Matima Road, Motsethabong, 9463	Ms N Mpakatle Cell: 0728036645
		8. Tjeheseho		
	Fezile Dabi	9. Tumahole	Old Mabatho Primary School, 2029 Mthimkhulu Street, Mthimkhulu Old Location, Parys, 9585	Mr JM Limpe Cell: 0824898138
	Thabo Mofutsanyana	10. Zakhele Ikhusasa	134 Percy Street, Riverside, Phuthatditjhaba, 9870	Ms S Leotlela Cell: 0731583182
	Fezile Dabi	11. Boitumelo	Moepeng Public School, 1504 Robert Sello Section, Seeisoville, Kroonstad, 9503	Mr O Mofokeng Cell: 0732434682
C) Gauteng	JHB Cluster	12. Sydney Maseko	3134 Diokane St, Central Western Jabavu, 1868	Mr S Mokgoetsi Tel: 011 930-1308 Cell: 084 649 5485

		13. Setlakalane Molepo	730 Madimabe Street, Tladi Location, Soweto,1868	Ms B Nzama Tel: 011 930 6976
		14. City Deep	100 HEIDELBERG ROAD CITY DEEP, 2049	Mr Shabalala Cell: 072 636 0062
	Ekurhuleni Cluster	15. Aaron Moeti	2 Mosoeu street Mopeli section Katlehong, 1432	Mr MEG Nkosi Tel: 011 909 4960 Cell: 073 202 1962
		16. Wattville	Cnr Lesabe & Naheng street Wattville, 1516	Mr Lebopa Tel: 011 841 5900/11 Cell: 078 503 8888
		17. KwaZini	1 Morogoro street Esigongweni Tembisa, 1632	Mr Mavuso Cell: 082 385 8042
		18. Kwa Thema	1488 Sam Ngema drive Kwa-thema, 1575	Ms Sondiyazi Tel: 011 737 7031
	Tshwane Cluster	19. DWT Nthate	Plot 1080 Winterveldt, 0200	Mr IV Makakaba Tel: 012 704 0452 Cell: 071 870 3605
		20. Gaegolelwe	Mangena Mokone 1a Motsepe street Atteridgeville, 0008	Mr Motlhakwane 082 802 4405
		21. Bethsaida	317 block l Soshanguve Tshwane, 0152	Mr Makanatlang Cell: 082 828 9271
	West Rand Cluster-	22. Kagiso	Mosupatsela Secondary 9080 Sebenzisa drive Kagiso, 1754	Mr JM Motsomi Tel:011 410 1031 Cell: 079 050 2395
	Sebokeng Cluster	23. Sharpeville	8900 Zwane street Sharpeville, 1928	Mr SM Lecheko Tel: 016 985 2555 Cell: 082 434 3145
D) Kwa-Zulu Natal	Umkhanyakude	24. 121 Battalion	Nhlanhleni reserve Matshamanyama road Hlabisa, 3937	Ms NM Mthethwa Cell: 0716898350
	Amajuba	25. Ilungeloletu	Zithuthukise Primary School, 935 C Block, Osizwenzi Area, Osizweni, 2952	Mr SA Thabethe Cell: 0733942988
	Zululand	26. Isizuzulu	550 Hlabangani Street Bhekuzulu Location Vryheid, 3100	Mr PM Ndlovu Cell: 0848224592
	Ethekwini Metro	27. Phindangene	463 Hall drive Lamontville Durban, 4027	Mr KHH Ndawuo Cell: 0728073427
	Ethekwini Metro	28. Dokkies	321 ZK Matthews road Durban, 4072	Mr PB Phakathi Cell: 0822936254
E) Limpopo	Mopani	29. Tivumbeni	Tivumbeni EMPC Nkowakowa Tzaneen, 0850	Mabunda BT Cell: 072 184 3655

	Capricorn	30. Mapeloana	Mapeloana High School 611 Nobody village Thalang, 0727	Maruma MG Cell: 076 963 4728
	Vhembe	31. Makwarela	Makwarela Primary Miluwani Village Sibasa, 0970	Sidogi DE Cell: 072 137 4894
		32. Mageme	Mageme Primary School Sekgakgapeng Village Mokopane	Mogale S Cell: 082 628 6460
	Greater Sekhukhune	33. OR Tambo	OR Tambo Square village, 1030	Ms Mdluli R Cell: 082 867 7462
F) Mpumalanga	Gert Sibane	34. Gheshine	Student Support Services Gert Sibande College for TVET - Head Office 18a Beyers Naude Street Standerton, 2430	Mr Hlongwane KM Cell: 079 888 8741
	Gert Sibane	35. Rivoningo	Shapeve Primary school, Stand no 9400 Ext 4 Drive, Embalenhle, 2285	Mr Nqai S Cell: 083 591 2898
	Ehlanzeni	36. Kennen	Kennen Primary school, Stand no 215, Violet Bank G Next to Dibuloane Supermarket Casteel, Shatale, 1370	Mr Kgwedi SI Cell: 079 069 9641
	Nkangala	37. KwaGuqa	6671 Matthew Phosa Drive, Kwaguqa Ext 5, Emalahleni, 1039	Mr Masilela JO Cell: 082 354 8557
	Ehlanzeni	38. Vulamehlo	Sidlamafa Secondary school, Stand no 294, Kwamhlushwa, 1332 AND Esifosethu Secondary School	Ms Sambo JT Cell: 072 562 9955

			238 Letsoko street, Siyathemba, Balfour, 2410	
G) Northern Cape	Francis Baard-	39. Helen Joseph CLC	Helen Joseph Community Centre, 14, Latlhi Mabilo, John Daka, Galeshewe 8345	Ms N Kepadisa Cell: 0630887795
	John Taolo-Gaetsewe	40. Thuto Boswa	Mothibistad Complex Tlhabane road Mothibistad, 8474	Ms S Mosikatsi Cell: 0834835078
	Pixley Ka Seme	41. Kareenville	Solar Capital Community Centre, Phillipstown Road, De Aar, 7000	Ms M Moshoeshoe Cell: 0736240425
	ZK Magcawu	42. Kolomela Training Centre	88 Kwartsiet Street Postmasburg 8420	Mr KS Sehako Cell: 0832066853
	Namakwa	43. People's Public	Concordia Primary School 565 Corner Kokerboom street Concordia, 8271	Ms C Flagg Cell: 0731103709
H) North West	Bojanala District	44. Good Sherperd (Leseding)	Madidi Clinic Roman Catholic Church 2024 Block B Madidi, 0299	Ms CC Simpson 082 979 1606
		45. Magong	Selamodi Combined School Block E, Stand no 1153 Centreville, Brits, 0250	Mr DR Mluli 060 525 5394
	Ngaka Modiri Molema-	46. Reabetswe	Ramaine High School Magogwe Village, Mafikeng, 2769	Ms MP Seopasengwe 073 458 1007
	Dr Ruth Segomotsi Mompati	47. Kgatelopele	Boareng Middle School Buildings Lokaleng Village Taung, 8584	Mr C Palaganwe 073 398 1506
	Dr Kenneth Kaunda	48. Ikageng	E.MMokatsane EDSC (Old Basupi School) 01 Mokgobo Street	Mr J Mhlakaze 073 253 2770

			Ikageng Potchefstroom, 2531 and 168 Diphala Street Opperman Thulwe Hammanskraal, 408	
I) Western Cape	Metro North	49. Elsie River	Bowler Street Avondale Elsies River, 7490	Ms R Harris 0814782024
	Metro South	50. St Francis	NY 18A Songezo Street Gugulethu. Cape Town	
	Overberg	51. Villiersdorp	Marakesh Building C/O Main & Buitenkant Street Villiersdorp, 6848	Ms C Petersen 0824778524 0288400961
	Eden and Central Karoo	52. George	35 Courtenay Street George, 6529	Ms C Swartz 0448732324
	Cape Winelands	53. Worcester	163 Grey Street Worcester, 6850	Ms E Botha 0798693723
	West Coast	54. Malmesburg	Trafalgar Centre Piet Retief Street Malmesbury, 7300	Mr G Hartney 0224781085 0721489620

Annexure 2:

Implementation Matrix for the CET Sector Plan

The implementation matrix is organized in accordance with the strategic objectives that frame the National Plan for CET Colleges. This is reflected in the Table below the following lists of strategic objectives:

1. Strategic Objective 1 (SO 1):

To increase access by adults and youth to community education and training programmes

2. Strategic Objective 2 (SO 2):

To improve the youth and adults' success in community Education and training programmes

3. Strategic Objective 3 (SO 3):

To improve the quality of provision of community education and training programme

4. Strategic Objective 4 (SO 4):

To ensure an efficient and equitable geographic spread of community education and training institutions

5. Strategic Objective 5 (SO 5):

To develop steering mechanisms to regulate the provision of education and training programmes

6. Strategic Objective 6 (SO 6):

To ensure evidence-based planning, development and support of CET colleges and their centres

Strategic Objectives and Related 5-Year Targets

STRATEGIC OBJECTIVE	5-YEAR STRATEGIC TARGETS	5-YEAR ANNUAL TARGETS					
		2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
1. To increase access by adults and youth to community education and training programmes	Enrol 555 194 students in CET education and training programmes by 2024.	340 000	375 035	413 681	456 310	503 329	555 194
Functional Literacy							
AET Level 1-4 (GETC)		205 245	221 028	222 916	234 727	-	-
GETCA		-	-	-	-	242 004	249 260
Further Learning							
Senior Certificate (SC/NSC)		100 534	94 507	92 717	92 951	93 605	98 000
NASCA)		-	-	10 000	10 000	10 000	10 000
Mathematics & Science		-	2000	2000	2000	2000	2000
Accredited Skills Programme		22 836	37 500	62 052	91 260	125 832	166 558
Non-formal Programmes		13 966	20 000	23 996	25 372	27 888	29376
		✓	✓	✓	✓	✓	✓
2. To improve the youth and adults' success in community Education and training programmes	59% of the students enrolled in CET formal general and occupation qualifications complete their qualifications by 2024	45%	47%	49%	52%	55%	59

STRATEGIC OBJECTIVE	5-YEAR STRATEGIC TARGETS	5-YEAR ANNUAL TARGETS					
		2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
3. To improve the quality of provision of community education and training programme	Develop and implement 11 quality improvement strategies in CET colleges by 2024						
	Piloting	54 centres	54 centres	54 centres	54 centres	54 centres	54 centres
	Lecturer development	990	2440	3370	3370	3370	3370
	ICT Infrastructure development		54 centres	54 centres	54 centres	54 centres	54 centres
	Data collection, management and analysis	-	All centre	All centre	All centre	All centre	All centre
	Curriculum development	All	All	All	All	All	All
	Development of LTSM all programmes	All	All	All	All	All	All
	Open learning	NASCA	NASCA	GETCA	GETCA	-	-
	Student support services		All centres	All centres	All centres	All centres	All centres
4. To ensure an efficient and equitable geographic spread of community education and training institutions	Establish 12 additional CET colleges, and rationalise CLC to 200 and satellites to 1610 by 2024	200 community learning centres incorporated under the 9 CET colleges	Determine 1610 satellite centres to be incorporated under the 9 CET college	3 additional CET colleges establishes	-	-	3 additional CET colleges
	Map All CET colleges and centres mapped by 2024	-	9 CET colleges and 54 pilot centres	3 additional CET college 146 centres	537 satellites	537 satellites	536 satellites and 3 additional college

STRATEGIC OBJECTIVE	5-YEAR STRATEGIC TARGETS	5-YEAR ANNUAL TARGETS					
		2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
5. To develop steering mechanisms to regulate the provision of education and training programmes	Develop and approve 11 steering mechanisms for CET Colleges by 2024	3	7	1	-	-	-
6. To ensure evidence-based planning, development and support of CET colleges and their centres	Develop and approve 5 system performance (M&E) reports by 2024	1	1	1	1	1	1