

Policy on Community Colleges and Community Learning Centres										
Title of project	Intervention logic	Narrativesummary	Performance Indicators					Budget	Sources and means of verification	Assumptions (about external and internal influences and risks)
			Objectively verifiable indicators of achievement	Baseline 2014/15	Target 2015/16 (SMART)	Target 2016/17 (SMART)	Target 2017/18 (SMART)			
		Impact								
		A more participative, skilled & creative workforce (Adults and Youths)	Number of Youths and Adults who are skilled, employed, and functionally literate.						Reports and surveys from various stakeholders (employment and educational agencies)	Creation of a skilled and creative workforce will reduce unemployment and enhance the creation of SME'S, boost the economy.
Overall objective		Outcome								Assumptions for outcomes to lead to Impacts
		A skilled and capable workforce to support an inclusive growth path	Number of skilled Youths and Adults participating in the economy						Reports from surveys (Labour Organisation Surveys and other agencies)	Economically Equipped and capacitated NEET and Adults who left school early in their lives or had no educational opportunities to take advantage of the new second chance opportunities
Specific objective		Outputs								Assumptions for outputs to lead to outcomes
		O1 Provision of a second chance for youth and adults to complete Grade 12 through the new NASCA Qualification	Number of Youths and Adults who have enrolled and qualified through the NASCA programme						Reports (Educational)	The NEET and Adults will be interested in the second chance provided through the new NASCA Qualification, which will be equivalent to Grade 12. The province will support the project
		O2 Provision of opportunities for adults who did not complete Basic Education (Grade 9) to undertake formal Adult Education and Training Programmes	Number of adults enrolled in Adult Education and Training						Registers Reports	A renewed interest amongst adults who did not complete Grade 9 to take part in Formal Adult Education and Training Programmes

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		O3 Support Youths and Adults to cope with social, economic and cultural challenges through informal community programmes	Number of Youths and Adults taking part in community programmes (Informal)						Attendance Registers and Membership records from community organisations and NGO'S	Skilled and Knowledgeable citizens who are in a position to contribute meaningfully to the growth of the country, exercise and enjoy their citizenship right s as enshrined in the S. African Constitution.
		O4 Provision of opportunities to access vocational and occupational skills	Number of Youths and Adults taking part in various skilled and vocational related programmes						Registers in the various skilled programmes from Community Colleges	Basic Adult Educational programmes will prepare the NEET and Adults for further training in a plethora of skills programmes
Activities										

Activities to achieve the outputs	Resource considerations
O1. Provision of a second chance for youth and adults to complete Grade 12 through the new NASCA Qualification	Main Implementation components
1.1.Budget approval	
1.2 Consultations with government depts. (DBE) provincial and other government agencies (UMALUSI, CHE, HEISA, ETC.)	
1.3 Campaigns and mobilisations	
1.4 Provincial Facilitator/Educator Development and Workshops	
1.5 LTSM development	
1.6. Management Workshops of SGB'S and present Managers of PLC's	
O2. Provision of opportunities for adults who did not complete Basic Education (Grade 9) to undertake formal Adult Education and Training Programmes	
2.1.Targeted campaigns and mobilisation with provincials officials for implementation of the programme	
2.2 Consultations with National, Provincial partners and other government agencies (UMALUSI), SAIDE & CACE, MOLTENO, etc.	
2.3 Institutionalisation of differentiated attendance times	
2.4 Continuous Educator development and workshops	
2.5 Budget approval	
O3. Support Youths and Adults to cope with social, economic and cultural challenges through informal community programmes	
3.1. Development of working committees with government, provincial and municipal /villages structures, businesses and other different institutions (NGO"s AND CBO's – SANGOCO) and IKS (Indigenous Knowledge Systems structures.	
3.2 Training and development of community and Committees Facilitators	
3.3 Establish partnerships with potential community development funders	
3.4 Assist with advices in partnerships with other established structures	
3.5 Development of differentiated community development programmes, targeting the NEET and Adults	
3.5 Elevation, through campaigns of the Environmental & Social Justice factors through IKS And locally manufactured knowledge/lessons learned.	
O4. Provision of opportunities to access vocational and occupational skills	
4.1 Infrastructure development and budget approval	
4.2 Building strong partnerships and Consultation Forums with government departments, GOVERNMENT AGENCIES (SETA's) business and industry,	
4.3 Enter into MOU with all prevailing Skills Centres in communities, through their Funders and community representatives	
1.4 Facilitator Development and Workshops	
1.5 Programmes and LTSM sourcing and procurement	
1.6. Development of and a robust M& E system for the CETC'S	
1.8. Continuous Consultations with CEPD and Worker Education Task Team	