



Community colleges

THE VISION

Déjà vu

- ▶ Department of National Education 1991 supports the idea of flexible community colleges

Déjà vu two

- ▶ The National Institute for Community Education (NICE) (1994-1996):
 - ▶ coherent and detailed proposals for a system of community colleges
 - ▶ open access, democratic governance, partnerships and cooperation, comprehensive curriculum and flexible scheduling and delivery
 - ▶ linked to satellite single- or multi-purpose community learning centres and workers learning centres
- ▶ Various regions developed innovative models
- ▶ By 1998 the National Department of Education had identified 30 of the 61 technical colleges as pilot sites for community colleges and HSRC studied nine of these sites.

The 2012 Task team vision

- ❑ A **network** rather than a single 'new' institution
- ❑ An integral part of the post school system
- ❑ Two major components:
 - Community Learning Centres (and their satellites)** and with the Kha Ri Gude literacy campaign infrastructure, matured into a national learning network (with some similarities to the Scandinavian study circles), linked to them
 - Community Colleges** (within a differentiated college sector) as support hubs for the Community Learning Centres clustered around them
- ❑ Strong links to the TVET college system
- ❑ Open, distance and e-learning components in all of these institutions
- ❑ A pilot phase to test the model but the aim is for a community college in every district
- ❑ Support from an Institute for Adult, Youth and Community Learning (not merely a sub-section of a TVET Institute)

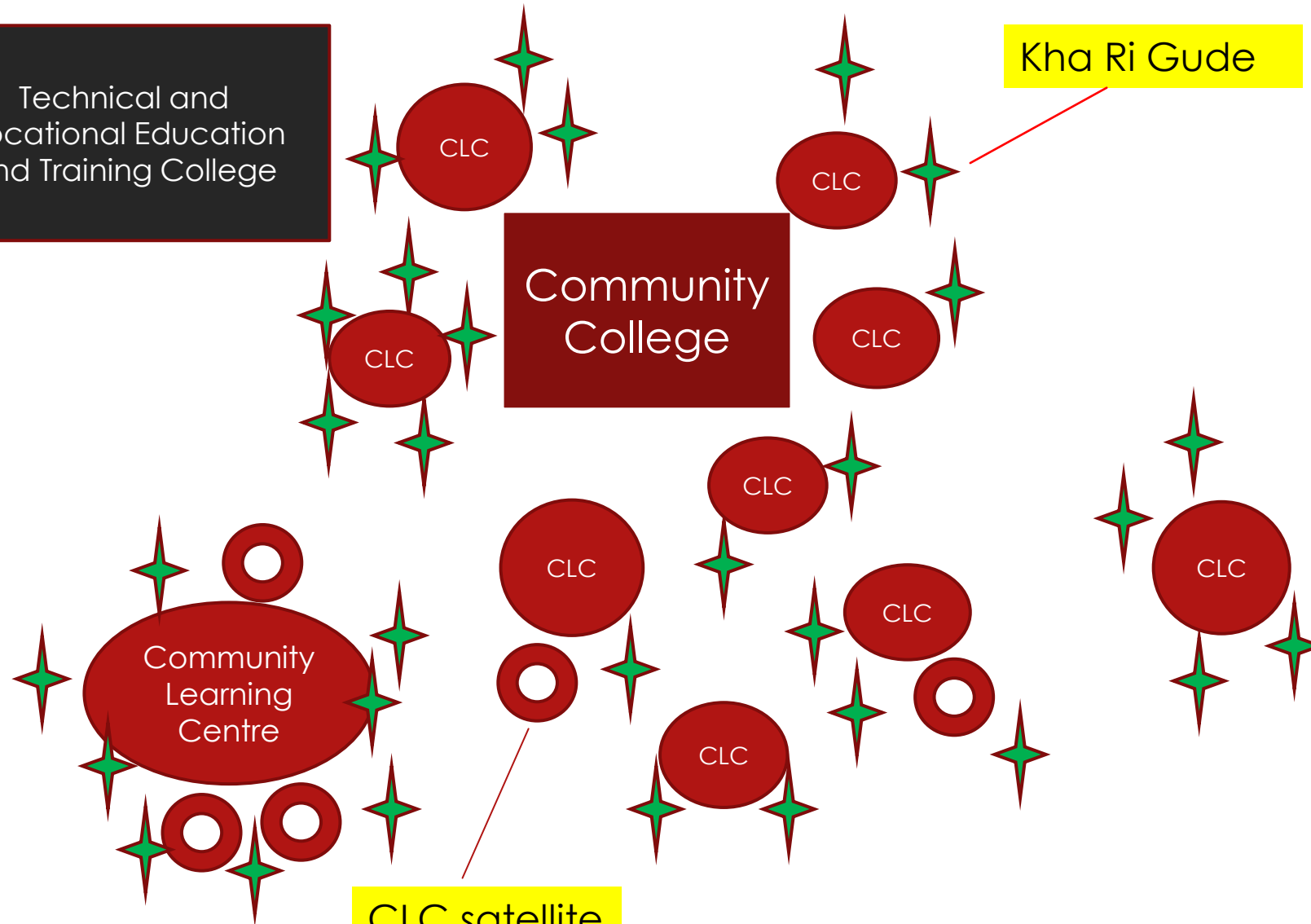
Technical and
Vocational Education
and Training College

Kha Ri Gude

Community
College

Community
Learning
Centre

CLC satellite



The Task team vision (continued)

▶ **Why not part of TVET colleges?**

- ▶ When adult education is tagged onto another system it is invariably neglected.
- ▶ The TVET colleges are under strain and overloaded and cannot be expected to mother a weak, understaffed and dysfunctional PALC system.

What is primary focus?

NQF level	Institution	Mission	Programmes
1 to 3	Community Learning Centres	First and second chance literacy and vocational	ABET, soft vocational skills, GETC, NASCA Some CLCs focus on hard vocational skills and NCV Community and non-formal education, <i>Kha Ri Gude</i> learning network programmes
1 to 5	<i>Kha Ri Gude</i> Learning Network	Literacy and public education	Literacy, public and community education [Multi-ministry delivery]
4 to 5	Community colleges	First, second chance Senior Certificate. Vocational and occupational programmes	NASCA, NC(V), soft vocational skills, social learnerships, para-professional programmes, university bridging Some CLCs focus on hard vocational skills and NCV
	Adult, Youth and Community Learning Institute	Develop and support literacy, adult education, community and public learning	Policy, Curriculum, virtual collaboration mechanism

The White Paper 2013

- ▶ The White Paper included a brief section (pp. 20-24) proposing core-funded and well-staffed Community Colleges (which would cluster the Public Adult Learning Centres) and expand provision nearly 400%.
- ▶ They would offer education and training, formal and non-formal, for community needs, literacy and citizenship education, not only income generation.
- ▶ Community colleges “must therefore be designed to be flexible in meeting the needs of their own particular communities. The colleges must build on the experiences and traditions of community and people’s education developed by non-formal, community-based and non-governmental organisations over many decades.”
- ▶ They would be provided with “adequate infrastructure and a critical mass of full-time staff” and could enter into partnerships with community-owned, private or church run education and training centres. There would be a pilot phase. Learner support and career guidance services to be established, as would Youth Advisory centres.
- ▶ They would be monitored and evaluated by a division within a new South African Institute for Vocational Education and Training.

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- ▶ The White Paper said that the PALCs, now that they were the DHET responsibility, would be clustered into the new community colleges.
 - ▶ The DHET would develop funding formulae with core funding to be complemented by Sector Education and Training Authority (SETA), National Skills Fund and private monies. Colleges could charge fees but they should be kept to minimum. As far as possible students were to be “fully funded”.
 - ▶ Colleges “must select suitable and qualified adult educators” and new ones trained and older ones retrained. There would be qualifications policy and guidelines for “the recognition of capacities and experience that exist within communities”.
 - ▶ And, echoing a strong recommendation from the Task team, “Universities – and TVET colleges where appropriate – will be supported to develop capacity to train adult educators. Many university-based adult-education units have unfortunately been closed in the past two decades. However, at least two universities have established centres for post-school studies. This is an important development which should be encouraged. Such centres could become hubs for training adult educators and promoting articulation in the post school sector, as well as becoming nuclei for research on the sector.” (p. 23).



On the initial implementation there would be:

- ▶ Phased introduction after 9 pilots (one per province)
 - ▶ Principals to be appointed by the DHET Councils will have ministerial appointments
 - ▶ Community, local government, local business, other post-school institutions
 - ▶ Development of long-term plan
 - ▶ Phased expansion and improvement of infrastructure
 - ▶ DHET to oversee clustering of PALCs
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- ▶ On programmes there was reference to a mix of the current formal PALC offerings (the General Education and Training Certificate and the Senior Certificate) and the new National Senior Certificate for Adults (NASCA) as well as to various occupational and non-formal programmes and courses. There would be community responsiveness and citizen and social education.

Better late than never – a vision

- ▶ Design Evaluation of the Policy on Community Colleges (2014 – 2015)

Theory of change: part 1

“Imagine a community college”

- ▶ 8-9 October 2014
- ▶ This was a visualisation activity imagining what Community Colleges should like.
 - ▶ How would they be structured?
 - ▶ What types of programmes would be offered?
 - ▶ How would learning and teaching take place?

Imagine a community college

Component	Vision
Policy	Aligned with vision and goals for the country and developed with full stakeholder participation
Location	In an accessible location with a central site and satellite Community Learning Centres widely distributed
Beneficiaries	For adults and especially NEETs
Functioning	Fully functional with teachers teaching Interactive and responsive Linked to community and its challenges Well run, managed, governed Viable A sophisticated learning institution Community orientated
Articulation	Programmes articulate with further education and employment opportunities
Partnerships	Variety of partners sponsoring various projects including Learners doing apprenticeships with SETAs

Component	Vision
Staff	Good teachers Qualified, knowledgeable teachers teaching Qualified teachers Community members as teachers Motivated
Hours	Open week days and weekends from morning till night (10 pm)
Infrastructure and resources	Really well resourced with stress on access to modern state of the art information technology Good physical infrastructure including computers and ubiquitous free wif-fi Accessible, supportive, responsive spaces Lively noisy spaces Quite areas for independent study Many spaces for group work Good signage Outdoor lunch area
Quality	High standards
Diversity	Of people, languages, ages and skills Programmes and courses (formal and non-formal)
Atmosphere	Vibrant, engaging, learning, enabling, happy centre and spaces with many young people around

Community College Project Logical Framework Matrix

Logic of intervention	
Overall objective (goal/aim)	To provide life-long learning and second chance opportunities to youth and adults (employed and unemployed) to improve their levels of educational attainment, foundational competence and skills for employment and human development
Purpose (specific objective(s))	Through the establishment of a networked, decentralised community college system to respond to the human development needs of a large portion of youth (NEETs) and adults who were extruded from the education system to participate meaningfully in society and in an increasingly knowledge-based economy