

**MEMORANDUM OF UNDERSTANDING
ENTERED INTO BY AND BETWEEN**

**THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING
HEREIN REPRESENTED BY MR GWEBINKUNDLA QONDE
IN HIS CAPACITY AS DIRECTOR-GENERAL,
BEING DULY AUTHORISED
(hereinafter referred to as the "DHET")**

AND

**THE CATHOLIC INSTITUTE OF EDUCATION
HEREIN REPRESENTED BY MS JANICE SELAND IN HER
CAPACITY AS DIRECTOR,
BEING DULY AUTHORISED
(hereinafter referred to as the "CIE")**

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1. OVERVIEW

This Memorandum of Understanding serves to formalise the collaborative cooperation between the Department of Higher Education and Training and the Catholic Institute of Education in respect of the establishment of Community Education and Training Colleges, as envisaged in the National Policy on Community Education and Training Colleges.

2. INTRODUCTION

The administration of the Adult Education and Training Act, 2000 and the Continuing Education and Training Act, 2006 was transferred to the Minister of Higher Education and Training, published by Proclamation No. 44, in Government Gazette No. 32367 of 1 July 2009.

The legislative responsibility for the Adult Education and Training (AET) sector was transferred to the Minister of Higher Education and Training (DHET) through the Higher Education and Training Laws Amendment Act, 2010 (Act No. 25 of 2010); the Further Education and Training Colleges Amendment Act, 2012 (Act No. 3 of 2012) and the Further Education and Training Colleges Amendment Act, 2013 (Act No. 1 of 2013).

The Adult Education and Training Act, 2000 (Act No. 52 of 2000) was repealed by the Further Education and Training Colleges Amendment Act, 2013 (Act No. 1 of 2013). The Continuing Education and Training Act, 2006 now governs continuing education and training and provides for the establishment of Community Education and Training Colleges (CETCs) as a new institutional type within the Post-School Education and Training system.

The National Policy on Community Education and Training Colleges serves as an initial process to establish the overarching institutional policy framework for the establishment of Community Education and Training Colleges. The policy acts as a transitory policy framework for the migration of the function of the AET sector from the Provincial Departments of Education to the DHET with effect from 1 April 2015.

3. BACKGROUND

According to the Report of the Ministerial Task Team on Community Education and Training Centres (CETCs) 2012, the two disadvantaged groups are adults and young people who are outside of the formal economy and formal workplaces, who are not in educational institutions, who have few opportunities for access to first or second-chance learning and lifelong learning.

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These groups include close to 12 million adults with less than Grade 9 education in 2007; including the nearly 3 million young people not in employment or in education and training (NEETs) between the ages of 18-24 who are also in need of education and training opportunities.

Further to Community Learning Centres (CLCs), most of which are located at schools and provide institutional learning to adults on a part-time basis, there are also skills centres run by faith-based organisations (FBOs), non-governmental organisations (NGOs) and community-based organisations (CBOs) with a diverse range of offerings.

During January 2014, the Minister of Higher Education and Training launched the White Paper for Post-School Education and Training in which key challenges facing South African higher education and training were identified. The White Paper articulates many weaknesses with regard to the current provisions of AET due to, among other things, insufficient resources, inadequate staffing, weak infrastructure and poor articulation.

The Report of the Task Team proposed the establishment of Community Education and Training Colleges (CETCs) and Community Learning Centres (CLCs) as a third tier of institutional type alongside Universities and TVET Colleges. The CETC sector is envisaged to cater for second-chance learning opportunities for out-of-school youth and adults, by building on the current offerings of the CLCs, which offer general education programmes. They must also add to the general education programmes by offering vocationally-oriented skills and knowledge programmes leading to sustainable livelihoods outside of the formal sector. Community Education and Training Colleges will be a diverse set of institutions, offering programmes that are appropriate to their particular communities.

The introduction of Community Education and Training Colleges as a new institutional type is envisaged to play a pivotal role in contributing to improved levels of educational attainment among youth and adults.

4. PROCESS OF ESTABLISHING COMMUNITY EDUCATION AND TRAINING COLLEGES

The Minister established and then merged Community Education and Training Colleges so that there is currently one Community Education and Training College Administrative Centre (CETCAC) per Province, by Notices No. 297-305 published in Government Gazette No. 38674 of 7 April 2015. These CETCACs are meant to play an administrative role for the management and governance of the renamed Community Learning Centres (CLCs).

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The delivery sites of the CETCACs are referred to as Community Learning Centres (CLCs).

The establishment of the pilot Community Education and Training Colleges will be a gradual process and will take place on a phase-in basis starting with one Community Education and Training College as a pilot project in each province. CETCs should be established by the end of September 2015 and operating by April 2016. The Pilot will allow for CETCs to link with smaller centres as delivery sites.

Councils for the CETCACs (one CETCAC per province) have been established through the appointment of five Ministerial appointees, as contemplated in the CET Act, 2006.

The purpose of the pilot colleges is to provide an opportunity for the DHET to begin the process of establishing district based Community Education and Training Colleges and to gain experience that will be useful in rolling out Community Education and Training Colleges in every district in the country.

Community Education and Training Colleges may also be established on the basis of collaboration between the DHET and the community-owned or private institutions such as Faith-Based Organisations or other education and training centres. Such collaborations will be entered into in line with the appropriate Ministerial authority.

The National Policy on Community Education and Training Colleges provides for and determines the nature of the collaboration in the establishment of CETCs.

To start the process an Advisory Task Team has been established which includes the Director General, Researchers, FBOs, NGOs and others in thinking through the activities of the CETCs – to ensure that the identity is different from TVET Colleges and Universities. The Task Team must demonstrate that the DHET is responding to the country's skills needs and is not time bound.

Two additional Policies for Norms and Standards for funding of Community Education and Training Colleges will be gazetted.

5. CIE THABISO SKILLS INSTITUTE

In 2007 a national conference of skills centres operating under the auspices of the Catholic Church in Southern Africa and other interested parties took place. At the conference, the need for a central agency to serve as a co-ordinating body was identified. This body would support

existing skills centres in the delivery of quality programmes through the creation of networking opportunities and the sharing of resources.

The outcome was the establishment in 2010 of the CIE Thabiso Skills Institute. The CIE Thabiso Skills Institute defines itself as a value-adding skills development support agency for faith-based skills development centres including Public Adult Learning Centres operating under the auspices of the Catholic Church. Its role is to assist the centres to function as centres of excellence in skills development, employment creation and poverty alleviation.

The CIE Thabiso Skills Institute has developed an effective Life Skills programme which is offered at skills centres. All the Life Skills facilitators have attended an experiential training programme as well as a Healing through Training Workshop. The Life Skills Programme prepares learners for the world of work, and there appears to be a marked improvement in the attitude of the learners, both in the classroom/workshop and in the work environment, who have participated and completed the Life Skills course. The Institute, together with the skills centres it serves, strives towards the holistic development of their learners by offering quality training that meets the physical, intellectual, moral, spiritual and social needs of learners.

Skills centres affiliated to the CIE Thabiso Skills Institute operate within a Catholic ethos and their work is based on the following principles:

- respecting human dignity;
- solidarity;
- overcoming poverty through quality education and skills;
- holistic, sustainable community care and development; and
- actively working towards social justice for the common good

The centres offer a range of skills training programmes including continuing education and training and those listed below:

- Bricklaying
- Construction Carpentry
- Plumbing
- Cabinet Making
- Upholstery
- Electrical
- Welding
- Motor/Diesel Mechanics
- Sewing
- Arts and Crafts
- Baking
- Assistant Chef
- End User Computing
- Agriculture, Permaculture

The majority of centres are accredited with relevant SETAs which include AGRISETA; MICTSETA; FP&MSETA; CETA; ServicesSETA; MerSETA; EWSETA and CATHSETA. Accreditation with SETAs has led to systematising good business practice. Quality management is seen as an integrated continuous process with all centres having quality management systems in place or are being assisted by the CIE Thabiso Skills Institute in this regard.

6. ENGAGEMENTS BETWEEN THE PARTIES

The DHET has been mandated by the Minister to collaborate with faith-based; non-profit and community-based organisations who offer continuing education and training and/or accredited programmes in order that provisioning that already exists is put to good use.

The focus of engagements between the parties to date has been on the possible areas in which collaboration could facilitate the implementation of Community Education and Training Colleges. These engagements, which commenced in February 2014, followed the CIE Thabiso Skills Institute's submissions on the White Paper for Post-School Education and Training and have resulted in two centres being gazetted as the sites for Community Education and Training Administrative Centres.

Engagements are currently underway regarding the possible utilisation of centres in certain provinces as pilot Community Learning Centres.

7. UNDERTAKING BY THE PARTIES

The on-going engagements have led the parties to recognise the need to formalise the collaboration through a Memorandum of Understanding.

The parties, namely the CIE and the DHET accordingly record the basis for the collaboration as follows:

7.1 The Department of Higher Education and Training

The DHET hereby undertakes to:

- a. Advise the CIE of any developments, legal or otherwise, relating to the establishment and implementation of Community Education and Training Colleges in the post-school education and training sector;
- b. Engage with the CIE with regard to any matters relating to the renamed Public Adult Learning Centres operating on property owned by the Catholic Church;
- c. Engage with the CIE on any potential opportunities for skills centres affiliated to the CIE Thabiso Skills Institute in the Community Education and Training College sub-sector;
- d. Provide guidance and assistance as deemed appropriate to the integration of skills centres affiliated to the CIE Thabiso Skills Institute into the Community Education and Training College sub-sector; and
- e. Advise and engage with the CIE of any arrangements and negotiations with any of the centres affiliated to the CIE Thabiso Skills Institute and any centre located on Catholic Church property.

7.2 The Catholic Institute of Education

The CIE hereby undertakes to:

- a. Provide whatever assistance within its means to the DHET in support of the establishment of Community Education and Training Colleges;
- b. Assist the DHET with the identification of potential sites for Community Education and Training Colleges and Community Learning Centres and provide such information as may be required in this regard;
- c. Assist centres affiliated to the CIE Thabiso Skills Institute and the owners of the properties on which they operate with the legal and other requirements related to their integration into the Community Education and Training sub-sector;
- d. Inform the DHET of any developments with any of the centres affiliated to the CIE Thabiso Skills Institute which may impact on their potential integration into the Community Education and Training sub-sector.

8. GOOD FAITH

In implementing the Memorandum of Understanding and in all dealings with each other, the Parties undertake to observe the utmost good faith and give full effect to the intended purpose of the Memorandum of Understanding.

9. ENTIRE MEMORANDUM OF UNDERSTANDING

The Parties record that this document, inclusive of any Annexures, constitutes the entire Memorandum of Understanding between them and that there are no prior or collateral Memorandum of Understandings between them.

9. NOTICES AND DOMICILLIA

The Parties choose as their respective domicilium citandi et executandi (address) for the purpose of serving any notice or for any other purpose arising from the Memorandum of Understanding.

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SIGNED AT Johannesburg on this 22 day of February 2016

For and on behalf of the Catholic Institute of Education

M. Seland

Who warrants that she is duly authorised thereto.

As WITNESSES

SIGNED AT PRETORIA on this 29 day of APRIL 2016

For and on behalf of the Department of Higher Education and Training

[Signature]

Who warrants that he is duly authorised thereto.

As WITNESSES
