



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SERVICE DELIVERY FRAMEWORK FOR COMMUNITY COLLEGES

JUNE 2016

SERVICE DELIVERY MODEL FOR COMMUNITY COLLEGES

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ACCRONYMS AND ABBREVIATIONS

AET – ADULT EDUCATION AND TRAINING

CET ACT ĩ CONTINUING EDUCATION AND TRAINING ACT, 16 OF 2006

CET COLLEGES ĩ COMMUNITY EDUCATION AND TRAINING COLLEGES

DDP ĩ DISTRICT DEVELOPMENT PLAN

DHET ĩ DEPARTMENT OF HIGHER EDUCATION AND TRAINING

ETD ĩ EDUCATION TRAINING AND DEVELOPMENT

ICT

IDP ĩ INTEGRATED DEVELOPMENT PLAN

NDP ĩ NATIONAL DEVELOPMENT PLAN

PDP- PROVINCIAL DEVELOPMENT PLAN

PED ĩ PROVINCIAL EDUCATION DEPARTMENT

PSET ĩ POST SCHOOL EDUCATION AND TRAINING

TVET ĩ TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

1. INTRODUCTION AND BACKGROUND

The Department of Higher Education and Training (DHET) was created to advance the national vision of a coherent, comprehensive and differentiated post-school system, which is capable of contributing to the lives of individuals, the national economy and to the development of an equitable and capable South African society; by effectively planning, regulating, resourcing and coordinating the provision of post-school education and training system for learning opportunities for youth and adults .

The President appointed the Minister for Higher Education and Training under the Presidential Act of 11 May 2009 and established the Department of Higher Education and Training in terms of Proclamation No. 48, 7 July 2009.

Subsequent to this the Proclamation No.44 of 2009, published in Government Gazette No.32367 of 1 July 2009, which transferred the administration of the Adult Education and Training Act, 2000 (No.52:200) and the Further Education and Training Act, 2006 (Act 16:2006) to the Minister of Higher education and Training.

The legislative responsibility for the Adult Education and Training (AET) was transferred to the Minister of Higher Education and Training through the Higher Education and Training Amendment Laws Act , 2010 (Act No.25 : 2010)

The White Paper on Post Education and Training published in November 2013 promulgates the establishment of a single, coordinated post education and training system a with a vision to:

- *Build a fair , equitable , non-racial , non-sexist, and democratic South Africa*
- *Expand access , improve quality and increase diversity of provision*
- *Build a stronger and more cooperative relationship between education and training institutions and the workplace*
- *Build a system that is responsive to the needs of individual citizens and of employers in both public and private sectors as well as broader societal and development objectives*

The repealed AET Act (2000) gave way to the Continuing Education and Training (CET) Act, 2006 which establishes the new institutional type namely Community Education and Training (CET) Colleges a third institutional tier for the Post School Education and Training System.

The CET Colleges are new institutional type in the Post School education and Training which cater for youth and adults who did not complete their schooling or never attended school thus do not qualify to study at TVET Colleges or Universities.

The migration of the function of Adult Education and Training (AET) sector from the Provincial Departments of Education (PEDs) to the Ministry of Higher Education and Training took effect on 01 April 2015.

The National Policy on Community Colleges establishes the overarching institutional policy framework for the establishment of CET Colleges.

The first 9 CET Colleges established with the administrative and management responsibilities of the 3276 Community Learning Centers across the 9 provinces

2. OBJECTIVES OF SERVICE DELIVERY FRAMEWORK FOR CET COLLEGES

CET Colleges are complex to manage and they demand a high level of sophistication in terms of management and administration become and stay relevant and responsive to local needs. This framework serves as guide for CET Colleges in crafting their service delivery models within their fiduciary obligations.

The objectives of the framework is to assist the CET Colleges be able to translate the Macro Policies to Micro level for effective service delivery.

CET Colleges are new game changer in the PSET systems and must be dynamic, flexible and proactive in addressing socio- economic challenges at a Micro level. In this regarded they are not only limited by the legislation framework of the DHET only but demand multi-dimensional in planning, management, governance and administration. The CET Colleges must be able to create

a demand for relevant and quality ETD the programmes through their response to local community needs.

3. RATIONALE FOR THE SERVICE DELIVERY MODEL FOR CET COLLEGES

To launch the CET Colleges as a new game changer in the PSET system to forge and accelerate transformation and social cohesion through achievement of the objectives of the White Paper on PSET as follows:

- To promote education and social justice
- To synergies a coordinated system
- Expand access, improve quality and increase diversity
- Promote work integrated learning
- Responsiveness

CET Colleges must be able to define transformation by the type of services they render to a particular people. They should be able to see themselves progressively shifting away from adult illiteracy programmes to more lifelong learning and vocational education based programmes.

4. LEGISLATIVE MANDATE

CET Colleges derive their legislative mandate from the

1. Higher Education and Training Act,
2. Continuing Education and Training Act , 2006
3. National Policy on Community Colleges , 2015
4. White Paper on Post School Education and Training , November 2013

5. INSTITUTIONAL PLANNING AND LANDSCAPE FOR CET COLLEGES

The WP-PSET, read with the Medium Term Strategic (MTSF) and the National Development Plan (NDP): Vision 2030 states that CET college system needs to expand access to 1-million students by 2030 while simultaneously improving quality. The ultimate institutional landscape for the CET Colleges is that they will be located within the 52 district municipalities. The planning for this sector demands a clear targets depicted by the provincial deprivation indices with clear with a clear profile for both rural and urban dynamics including the levels of high concentration of illiteracy and poverty rates per district municipality.

If Community Colleges are to redefine community transformation, districts demographics information are key for a responsive and relevant Community Education system. The department has to commission a National survey for a long term planning. This should also assist for the long term planning for expansion of the Community College, targeting key strategic areas for establishing Colleges to improve access.

The expansion of structured learning should ensure that the system is diverse , juxtaposed with formal and informal learning , packaged in various unit courses and full qualifications ranging from NQF level 1 to 4 without cloning the TVET Colleges.

6. DHET STRATEGIC PLAN 2015/16- 2019/20

6.1 The DHET subscribe to NDP outcome 5 as:

A SKILLED AND CAPABLE WORKFORCE TO SUPPORT INCLUSIVE GROWTH PATH

OUTCOME 5 has the following sub- outcomes:

1. A credible institutional mechanism for labour market and skills planning
2. **Increase access and success in programmes leading to intermediate and high level learning**
3. Increase access to and efficiency of high level learning occupationally directed programmes in needed areas
4. Increased access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a specific focus on artisan skills

6.2 The DHET strategic plan is driven by 7 strategic goals as follows:

Strategic Goal 1: Increase the number of skilled youth by expanding access to education and training for the youth.

Strategic Goal 2: Adequately capacitated individual institutions for effective provision or facilitation of learning

Strategic Goal 3: Increase the number of students successfully entering the labour market upon completion of training

Strategic Goal 4: Expand research, development and innovation capacity for economic growth and social development

Strategic Goal 5: A college curriculum that is responsive to the demands of the market place and can transform and adapt quickly and effectively to changing skills needs, with a special emphasis on artisan training.

Strategic Goal 6: A credible institutional mechanism for skills planning to support an inclusive economic growth path

Strategic Goal 7: A highly effective, professional, efficient administration informed by good corporate governance practices

7. CET COLLEGES STRATEGIC GOALS

CET Colleges core mandate is derived from the sub outcome as below

Sub-outcome 5 .2: Increase access and success in programmes leading to intermediate and high level learning

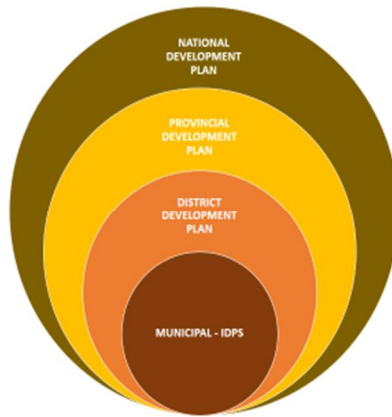
Strategic Goal 1: Increase the number of skilled youth by expanding access to education and training for the youth.

7.1 OTHER KEY STRATEGIC PRIORITIES

National Development Plan 2030 and MTSF

The Provincial and Districts Development Plans

Municipal Integrated Development Plans and the Ward based plans



According to the Ministerial Task Team Report on Community Education and Training Centres 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, let alone lifelong learning

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 years who are also in need of education and training opportunities (Baatjes, 2008)

The findings of the 2011 South African Census reveal that 15 918 454 South Africans aged 20 years and above, have not completed Grade 12. This figure represents 60% of the population in the said cohort.

Census 2011 data further sheds some light on the numbers of youth and adult learners nationally, including learners with disabilities as follows: NB; revised stats

- a) 665 874 or 8.6% have no schooling;
- b) 790 134 or 12.2% have some primary schooling;
- c) 413 895 or 4.6% have completed primary schooling; and
- d) 481 577 or 33.9% have some secondary but did not complete grade 12.
- e) 2,870,135 or 7,5% of the total population are people living with disabilities

According to the White Paper on Post School Education and Training (WP-PSET) (DHET, 2013a), community colleges that shall be established will cater for a diverse range of needs from the economy and the community. Community colleges should provide the following educational opportunities:

- Completion of school for second chance learners who did not complete schooling
- Continuing education for those who want to acquire labour market skills or further their education post literacy
- Reskilling for those who want to pursue another area of work
- Developing skills for sustainable livelihoods including entrepreneurship
- Community based needs for example community health care, parenting and childcare, early childhood development, caring for the aged, home based care for HIV/AIDS, and skills for self employment

CET Colleges must be key in driving the objectives of the various sector plans as

- Poverty eradication plans
- Infrastructure plans
- ICT
- Provincial Socio- economic strategies
- Districts Development plans
- Social Accord, just to mention a few.

7.2 PRINCIPLES UNDERPINNING THE CET COLLEGES

The establishment and operations of CET Colleges are founded on a set of principles:

- a) Expansion of access to education and training to all youth and adults, especially those who have limited opportunities for structured learning, including learners with disabilities;
- b) Provision of good quality formal and non-formal education and training programmes;

- c) Provision of vocational training that prepares people for participation in both the formal and informal economy;
- d) Close partnerships with local communities, including local government, civil Society Organizations, employers' and workers' organizations and alignment of programmes with their needs;
- e) Partnerships with government's community development projects;
- f) Local community participation in governance; and
- g) Collaboration and articulation with other sections of the post-school system.

8 CET COLLEGES SERVICE DELIVERY MODEL

The service delivery framework shapes the institutional characteristics of CET Colleges in promoting access and success to CET Colleges. The CET Colleges should strive to not only provide teaching and learning but brand themselves to be the service providers of choice.

9 .EDUCATION, TRAINING AND DEVELOPMENT STRATEGY

A comprehensive Education, Training and Development (ETD) Programme Strategy Framework informed by macro policy directives must guide the diversified Programme provision. The planning framework must assist to indicate Colleges to progressively shift from illiteracy programmes to show expansion of structured learning to a more diversified approach juxtaposed to formal and non -formal packages, with clear vocational streams from NQF level 1-4 without cloning the TVET Colleges' programmes. The role of the national coordination of Recognition of Prior Learning to detect all forms of learning to accelerate career pathing and progression. The promotion of African Languages in CET Colleges especially in the sub levels literacy programmes to strengthen and improve functional competencies for improved student performance.

The ETD Strategy must facilitate the programmes that promote both skills for the formal and non-formal economy.

9.1 COLLABORATIONS

9.1.1 Transversal agreements with Sister Departments

- a) DHET has to establish a Co-operative Academy as this has been removed under the provisions of Co-Operative Institutions in terms of the Co-operatives Amendment Act No. 6 of 2013. This positions the CET Colleges as one of the delivery sites for the provision of Small and Medium Enterprise Developments in partnership with the **Department of Small Business Development**.
- b) The **Department of Science and Technology** in rolling out the Centre of Entrepreneurship and Technology sites.
- c) **The Department of Agricultural, Forestry and Fisheries**.
- d) **Department of Rural Development and Land Reform** in spearheading programmes like cooperatives for land and land utilization through the training programmes for Communal Property Associations.
- e) **Department of Public Works** in Collaboration with **Cooperative Governance and Traditional Affairs** on Expanded Public Works Programme and district and local municipalities for youth and education programmes and infrastructure and learning space.
- f) Collaborations with **Workers Movement** and the **Department of Labour** for Worker Education Programme
- g) Collaboration with **Department of Health** for Community Health Programmes
- h) Department of Basic Education with **Technical High Schools** and
- i) The quick wins must be derived from the already existing agreements. A strategic partnership with clear targets and timeframes and funding mechanisms must be in place.

9.1.2 Intra Collaboration with DHET

- a) Sharing of Space and Resources. For CET Colleges to effectively function, a collaboration with Skills Branch and **TVET branch** remains critical.

- b) There must be identified **skills centres** for practical learning and available funding for skills provision. Skills branch to craft guidelines for the compliance of CET Colleges to skills funding and the role of SETAs to support CET Colleges.
- c) The National Strategy for Township and Rural Revitalisation should spearhead the skills development of local communities with CET Colleges central to delivery and implementation.
- d) Partnerships with Universities for research and development programmes

9.1.3 Collaborations with Industries

9.1.4 COLLABORATIONS WITH OTHER AGENCIES

Voter Education and Citizenship Programmes in Collaboration with Independent Electoral Commission (IEC). CET Colleges through their accessible sites to the local communities are viewed as strategic partnerships in the rolling out of the Voter Education Programmes

9.1.5 COLLABORATIONS WITH NGOS, FBOS AND CBOS