



higher education
& training

Department:
Higher Education
REPUBLIC OF SOUTH AFRICA

Update on the planning and implementation of Community Education and Training

19 January 2016

White Paper Policy Objectives

- Create a single, coordinated post-school E & T system
- Expand access. Headcount enrolment targets for 2030 are:
 - 1.6 million in public universities (from approx. 940 000)
 - 2.5 million in TVET colleges (from 650 000)
 - 1.0 million in community colleges (from 265 000)
 - 0.5 million in private institutions
- Improve quality and increase diversity
- Expand workplace training and other partnerships
- A system that is responsive to the needs of individual citizens and employers and to broader societal, developmental objectives

White Paper for Post School Education and Training: Community Colleges

- **NATURE** - A new, multi-campus, institutional type- social/ community education
- **TARGET GROUP** - Will target mainly youth and adults who for did not complete their schooling or who never attended school- **1 million by 2030**
- **MISSION** – Dynamically linked to communities. Draw on non-formal sector
- **PERSONNEL** – Core of full-time staff, led by **Director and 3 DDs**
- **PROGRAMMES** - Programmes to include **academic, vocational/skills and community/citizenship education**. Will assist to build skills for public programmes (e.g. EPWP, CWP). Qualifications – GETCA, SC & NASCA
- **INFRASTRUCTURE** – Use current infrastructure (TVET, School, NGOs, Universities, Faith Based organisations)
- **NETWORKS** – The Community College will network with other providers to implement its programmes.
- **IMPLEMENTATION** - Phased introduction preceded by a pilot.

White Paper for Post School Education and Training - SAIVCET

A national, dedicated structure that will support TVET and community colleges and the skills development system more generally. Over time, its full role will include the following:

- Developing curricula & materials for TVET & community colleges.
- Upgrading knowledge & skills of TVET and community college staff.
- Initiating research into TVET and community colleges.
- Promoting dialogue, coordination and linkages between and among TVET & community colleges, universities, SETAs and employers, to enhance coherence and articulation.
- Monitoring and evaluation of TVET and community colleges (through a relatively autonomous unit).
- Advising the Minister on vocational and continuing education.

Ministerial interventions on transforming Adult Education and Training

Lubisi report (2006)- Establishment of the Mass Literacy Campaign – **Kha Ri Gude Mass Literacy Campaign.**

Mathe report (2008)- Restructuring of Adult Education – **Development of NASCA and GETCA.**

Lolwana report (2009)- After School, What? – **establishment of a post school system.**

Potgieter-Gqubule report (2011) – Community Education and Training Centres – **establishment of Community Colleges and Community Learning centres.**

Strategic Planning

1. The development of institutional strategic and annual performance plans being developed – requirement of the CET Act
2. The process requires institutions to submit to the Minister plans for sign-off by the end of November of each year:
 - a. Strategic overview
 - b. Vision, mission and values
 - c. College situational analysis: performance and organisational environment
 - d. National strategic outcomes
 - e. Strategic objectives: access, retention, success
 - f. Resource considerations
 - g. Risk management
 - h. Budgets

Strategic Planning considerations

AUDITOR- GENERAL OF SOUTH AFRICA

Education sector report, 2015

NATIONAL TREASURY

Budget allocation – 2016/17 – 1.9 billion

Medium Term Budget Policy Statement

DEPARTMENT OF PLANNING, MONITORING AND EVALUATION

Design Evaluation on the *Draft* Policy on Community Colleges, 2015

INTERNATIONAL OBLIGATIONS

Confintea VI – resolutions –Global Report on Adult Learning and Education (GRALE)

Policy and Legislation

The promulgation of new legislation – Continuing Education and Training Act, 2006 (Act No. of 2006) requires subordinate legislation and policy to be developed:

- National Policy on Community Colleges
- National Norms and Standards for funding Community Colleges
- Call for the registration of private adult learning centres as private colleges
- Establishment of Community Colleges
- Establishment of Community College Councils
- Merger of public adult learning centres under Community Colleges
- Qualification Policy for lecturers teaching in Community Colleges

Institutional Infrastructure

- Use of existing infrastructure
- Secure infrastructure in TVET Colleges
- Using school or provincial infrastructure
- Access infrastructure from partners
- Expand infrastructure to ensure own institutional identity

Community College Governance Structures

- Suitable governing mechanisms must be put in place. The structure should be representative of all the key stakeholders in communities.
- Contextualization of governance mechanisms in Community Colleges will be critical.
- CETCs to be governed by Councils – Ministerial appointees, community representatives etc.
- Appointment of council members to be has been gazette.

Governance

Legislation provides for three categories of members:

- Ministerial appointees
- Internal stakeholders (lecturers, students, support staff, donors, academic board)
- External members with expertise (legal, finance, education, human resource)
- Council resolutions adopted on a central advertisement for the call for external members with expertise.

FUNDING NORMS FOR COMMUNITY COLLEGES

- The Interim National Norms and Standards for Funding CET Colleges (NNSFCET) provide for a **funding mechanism** for CET Colleges.
- These norms and standards have been developed to deal with the **transition of PALC to CET Colleges** which is a new institutional type in terms of the CET Act.
- The funding norms **guide spending at different levels** i.e. national, regional and learning institution level
- Minister has approved the funding norms and sent them to the **Minister of Finance for concurrence**. Concurrence received from Minister of Finance on the interim norms.
- **A Ministerial Task Team** has been established to review funding for TVET and CET Colleges. A report is expected to be submitted to the Minister by the end of the financial year.

Curriculum

Draft curriculum developed for the following:

National Senior Certificate for Adults (NASCA)

- Curriculum gazetted for public comments;
- Engagement with Curriculum Reference Group, Higher Education South Africa and Umalusi;
- Light Appraisal process by Umalusi experts;
- Curriculum statements completed – editing and layout, final approval by the Minister.

General Education and Training Certificate (GETCA)

- Policy on the GETCA published by Umalusi in October 2015;
- GETCA registration of the qualification by SAQA
- Curriculum teams being established for the curriculum development process for the GETCA.

Examinations and Assessment

- General Education and Training Certificate examinations administered by Provincial Education Departments till 2017.
- A plan for the absorption of the GETC function from PEDs needs to be developed.
- Draft Regulations on the conduct, administration and management of assessment for the National Senior Certificate for Adults was published for comments in October 2015. closing date was on the 17th of November 2015. Draft regulations being finalized for Minister's approval.
- Draft Regulations on admission to Higher Education for NASCA candidates being drafted.

LECTURER ISSUES

1. IMPLEMENTATION OF THE QUALIFICATION POLICY

- First proposed programme on the Policy submitted to DHET for assessment;
- Assessment on the university programme done by the Assessment Committee.

2. DEVELOPMENT OF POST PROVISIONING NORMS

- Process being undertaken to work on a PPN model for the CET College.

3. SKILLS DEVELOPMENT COMMITTEE (WSP)

- DHET committee established to deal with programmes for training and development for TVET and CET College lecturers.

4. RENEWAL OF CONTRACTS, 2016

- Renewal of contracts for 2016 for educators and the development of a different appointment regime for those paid on a casual basis.

Piloting of Community Colleges Approach

- Access to post-school education and training opportunities.
- Integration of post-school education and training institutions.
- Partnership with NGO/CBO/Private Organisations/Religious organisation.
- Integration of research and development in the community development agenda of government, its entities and institutions.
- Optimal utilisation of government existing infrastructure, human resources, research capability and funding.
- Properly managed interrelatedness of institutional missions.

Piloting of Community Colleges

DG Advisory Task Team

- The role of the task team will be to discuss and give guidance on all matters regarding community education, training and development
- Determine the defining features of a community college that make such an institutional type unique and different from Technical and Vocational Education and Training College in terms of:
 - Vision
 - Mission
 - Mandate
 - Programmes
 - Functionality
 - Resourcing

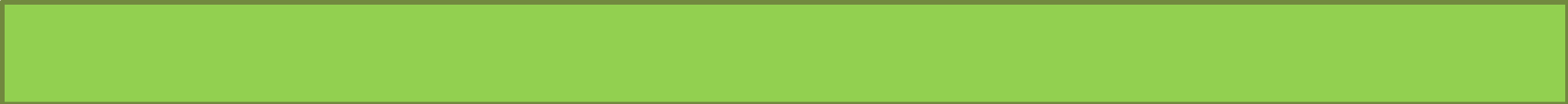
Piloting of Community Colleges

Pilot Colleges

- Identification of 9 pilot sites

DHET Capacity

- Elevate function to a Branch – draft organogram completed, Budget programme approved by National Treasury



THANK YOU