

NP-PSET CET TT Task Team Workplan: June 2016

Introduction

This document maps the Community Education and Training (CET) Task Team (TT) work onto the agreed NP-PSET Framework in order to identify the workplan for the TT. This version has been cut down from the original framework in order to clearly outline the work being done.

CET Vision

Opening up diverse learning opportunities for individuals and communities within a community context, to enhance their chances of success in finding work, starting and sustaining businesses, improving the quality of their lives, and progressing into other post school institutions.

Purpose of CET

The primary purpose of CET is to offer a range of open access education and training opportunities to adults and youths who are not in education, training or employment, in a community context, including both formal and non-formal opportunities, to meet the learning aspirations of individuals and communities. CET should also *“assist community organisations and institutions, local government, individuals and local business to work together to develop and enhance their communities, by building on existing knowledge and skills* (CETC TT Report, 2012). We need to conceptualise community colleges as “open” institutions, and this must be elaborated on.

Scope of CET

Community Education and Training is defined in the Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers (DHET, 2014) *as all learning and training programmes leading to qualifications and part qualifications at levels 1 to 4 of the National Qualifications Framework provided for at a college in terms of the Further Education and Training Colleges Amendment Act, 2013, Section 1. (b) (Vol. 573, Government Gazette No. 36271, 19 March 2013)* (DHET, 2014). Through this process we are redefining the qualifications and programmes to provide a broader range and scope of provision.

The CET sector will build on current interim community colleges and community learning centres (former PALCs). Private providers and skills development institutes, as well as nongovernmental organisations (NGOs), community based organisations (CBOs) non-profit organisations (NPOs), and religious organisations offering community education and training are also part of the community education and training sector. Some of these providers train ‘beneficiaries’ of government initiated programmes like the expanded public works programme (EPWP) and the Community Work Programme (CWP). The White Paper and the Draft Policy on Community Colleges advise that *“community colleges may enter into partnerships with the other institutions to enhance their capacity to meet the education and training needs of youth and adults”*. The nature of such partnerships will be determined by the plan.

Focus Area/Chapter title	Description of chapter and work to be done.	Proposals for work to be done
1. Rationale	The rationale section will set out the challenges with the post school sector and the economy (NDP), to set out an argument for why we need Community Colleges. It will talk to what the WP says about CET, the constitutional provisions on education for adults, as well as outline the social justice dimension (education as a public good). We also need to consider current thinking about the measure of a country's development not being seen entirely in economic terms but also in terms of human development and the development of human capabilities. The chapter will outline the envisaged political and social benefits of having a community education sector, and equally the dangers of not having one.	<i>The Coordination Unit will start working on this section, with a view to presenting a draft at the July meeting.</i>
2. Context	The context will map out the demand for community education and training by students, the labour market, employers and communities. It will reflect on what the current adult education situation is, as well as the potential demand for community education and training, the NEET situation, current enrolments in the PALCs. It will also look at the programmes, infrastructure and resources currently available in adult education, who the educators are etc. The chapter will highlight the current weaknesses including the lack of funding available for community colleges, and the pilots. It will also reflect on the potential demand for CET and who the students are who may access community colleges.	<i>An introductory chapter is necessary, setting out the context for community education and training. What is the current context, and what are the demands for a new CET system? Who are the students who currently access, and should access CET in the future? This needs to draw together the various pieces of research that have been produced in the system to provide an overall picture of demand for CET. New research is not necessary as this chapter will set out what is known about the sector. It needs to be pulled together into an introductory piece. Much work has already been done on this by Dr Lolwana and Prof Aitchison for the MTT on funding for TVET and CET Colleges. This section also includes a reflection on the history of the development of CET (or lack thereof) drawing on existing research (as presented to the TT by Prof Aitchison) as well as some reflection on community college</i>

Focus Area/Chapter title	Description of chapter and work to be done.	Proposals for work to be done
		models internationally (as presented by Dr Lolwana). <i>The Coordination will start working on this section with a view to presenting a draft at the July meeting.</i>
3. Vision	The first 2 sections will then lead to the explicit articulation of the Vision and principles of the new community education and training sector, and in particular the public community colleges proposed. The potential role of CET is not well understood and given the relative marginalisation of the sector, there is value in articulating as much as possible of the vision for the sector. This will also require some advocacy work so that people are able to buy-in to the vision for CET and CET Colleges. This is likely to be a short section – perhaps one or two pages, and will be critical for starting some of the discussions about the development of the sector, obtaining funding for the pilots, and starting discussions both within the DHET and across the different Task Teams about the boundaries of the CET sector and its links with other parts of the system.	<i>The Coordination will start working on this section with a view to presenting a draft at the July meeting.</i>
4. Developing the Sector 4.1 Developing institutions	This is the core part of the CET section of the Plan, and includes a number of sub-sections. This section on developing institutions will set out the planned growth parameters for the public CET sector to 2030, and articulate the institutional boundaries, but also how colleges, learning centres and satellites will operate. How do we see institutions developing within district municipality boundaries? The necessary infrastructure in terms of classrooms, workshops etc will also need outlining here as well as in terms of core infrastructure. What will the core Community College (centre) need in terms of infrastructure and resources. What will be the role of municipalities in supporting the hub? And how will the central community college hub work?	Need to think about work required here. What will the relationship be between the pilots and the formal development of the system?

Focus Area/Chapter title	Description of chapter and work to be done.	Proposals for work to be done
	Some GIS mapping will be necessary as a starting point to look at the relative distance of the central colleges, the centres and satellites across the district municipalities and metros. What infrastructure is required for the development of the sector? How can we effectively utilise facilities from other institutions in PSET or even basic education to achieve the envisioned size and shape? A later chapter will elaborate on the necessary frameworks and principles for infrastructure and facility sharing.	
4.2 Developing programmes	The overall enrolment targets and planning processes will need to be articulated in this section. This will include the overall mix of programmes (high level targets) as well as the use of distance and other technology-supported learning models. The Task Team has identified five major programme area types: General Education; Skills programmes; Community education programmes; Post-secondary education; and entrepreneurship and small business development. These will be elaborated on in this section. The section needs to elaborate on the development process of the programmes, qualifications and curricula. How will this development take place and who are the major role players involved? The role of SAIVCET, QCTO, DHET, Umalusi etc. It is anticipated that from the outset there will be programmes offered by outside organisations (non-profits specifically). How can this be made to work and who are these outside players? What will the process of programme approval for the Colleges be, as the process of only operating Ministerially-approved programmes is unlikely to work in this context? At what levels will different programmes be approved- (at national, regional, college level?) What kind of quality assurance processes will be put in place and how will they operate? This must include thinking about accreditation, assessment, examinations and certification.	The CET TT will suggest the sequencing of work needing to be done, the frameworks, criteria, principles, logics, and methodologies overall – with time frames – but to signal to the DHET what work will need to be done within these frames to inform the PQM in the Colleges over time. Write up of 5 case studies of 5 districts in different provinces, analysing the education, social, economic and employment data and current provision. (1 metro, 2 urban, and 2 rural). This is suggested as desktop research. The work on the 5 case studies needs to be brought together in a paper which outlines the approach over time, and sets out the proposals for how PQMs will be determined (criteria) and how this process will be implemented: how DHET will inform the colleges re priorities, how local needs will be taken into account and how decisions will be

Focus Area/Chapter title	Description of chapter and work to be done.	Proposals for work to be done
	The Plan will need to provide signals for all the above areas and set out a framework for approvals, funding and QA that will allow for the kind of flexibility necessary. What role will SAiVCET (or another structure?) play in curriculum development? Will there be a convenor system? What learning resources/LTSM will be necessary, how will they be developed and by whom? This section also needs to address the principles and policy on articulation; the role of partnerships in particular relationships with non-governmental providers; and workplace learning.	made re PQM per college (including proposed enrolment figures). What specific work can be done on the current adult education (general education) qualifications? This section will need to set out the current problems in this area and where improvements are necessary. Each of the five major areas need some specific proposals and elaboration. Some work has been done on what current offerings can be brought into the community college sector.
4.3 Partnerships and coordination.	This section will need to elaborate on the frameworks, principles and systems necessary to ensure workable partnerships for programme delivery.	A framework document will need to be developed.
4.4 Developing educators and lecturers for the CET sector	This section will outline the necessary lecturing skills needed for the sector and elaborate on both appointment and staffing management issues, as well as staff development and training (both professional development and initial education and training). What CORE staffing will be necessary for the CET sector? What will be the approach to managing staffing and contracts. This includes classification, labour relations and professional development. What will be the role of SAiVCET (and other bodies such as universities) in supporting lecturer development?	Some work is necessary here to outline the staffing frameworks and systems, as well as looking at the nature of staffing necessary for the new system.
4.5 ICT- infrastructure	This section will outline the plan for developing the necessary ICT infrastructure to support programme delivery in the community college sector. This links to the modes of learning proposed and the types of learning resources necessary, including the use of open learning resources.	Needs to be linked both to the infrastructure development and programme development sections.

Focus Area/Chapter title	Description of chapter and work to be done.	Proposals for work to be done
4.6 Student and community support initiatives	This section will elaborate on what kinds of student and community support initiatives are necessary to support the work of the Community colleges. What core support is necessary and what kinds of services are necessary to support the adequate development of programme delivery, administration, and an effective education and training system? This section must also address the issues of disability and special needs; academic support; career guidance; child-care and other services.	Some work needs to be done here to think through the necessary student support to support the vision for community colleges.
5. Funding	This section will elaborate on the necessary funding for the sector, outlining the rationale for special grants necessary to establish the system (and run the pilots). Then the section will need to set out the frameworks and principles for funding the system, and outline the necessary funding model and mechanisms. How will costing be done? What kind of framework is necessary for adequate funding? What core funding is necessary for the colleges? What will the core sources of funds be, and how will they be managed? What roles and responsibilities are necessary at different levels of the system, to support the funding framework?	The overall frameworks and models need to be outlined. This work needs to be sequenced with that of the MTT looking at funding norms for the sector.
6. Governance, management and leadership	This section will outline the governance model necessary for the sector. What are the governance structures necessary and what is their relationship to the DHET, to communities, to local government? What management structures are necessary within colleges and how will institutional management work?	Proposals need to be developed here.
7. Planning, monitoring and evaluation	What will be the planning and monitoring framework for the CET sector? What indicators will be used to monitor and evaluate the sector? What data will need to be collected and how? What capacity is necessary to support this aspect of the system?	Possibility of developing a theory of change for CET that fits into the PSET system, with assumptions clearly mapped out Development of baselines, indicators and targets for the plan. Workshop with the CET branch.

Focus Area/Chapter title	Description of chapter and work to be done.	Proposals for work to be done
		Impact evaluation design included as part of the Plan.
8. Structure and functioning of DHET	This is a key piece of work to support the other aspects of the Plan for CET. What structures and roles are necessary within the DHET, within regions and outside of the DHET to support the growth and development of the sector? This will not be a formal part of the Plan but will have to be developed to support the Plan. Roles and responsibilities and functions will have to be outlined. This is particularly important given the current scope of support and monitoring functions in this area.	OD review of CET branch to determine adequate staff complement in line with the new institutional forms.
9. Policy and Legislative Implications	There are likely to be significant changes necessary to current policy and legislation to support the growth of the new system. Policy and legislative implications need to be drawn out from each sub-section of the plan to ensure that the necessary framework are in place.	A formal policy review will be necessary alongside the development of the other aspects of the Plan. This is cross-cutting work and any policy or legislative change will be identified as the Plan is being developed in the other areas.

