



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**THE UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION
(UNESCO) INSTITUTE FOR LIFELONG
LEARNING (UIL) TO VISIT SOUTH AFRICA
14 NOVEMBER 2023**

CET BRANCH PRESENTATION



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BACKGROUND

In 2013, Government approved the White Paper on Post-School Education and Training, (WPPSET) which envisioned the transition of Adult Education and Training (AET) that was offered through Public Adult Learning Centres (PALCs) to CET colleges.

To give effect to this policy pronouncement, 9 Community Education and Training Colleges (one per province) were established under each of which the former Public Adult Learning Centres were incorporated as Community Learning Centres (CLCs) in 2015 as per pronouncements in the CET Act.

The administration of Community Education and Training (CET) colleges migrated from the Provincial Education Departments (PEDs) to DHET in April 2015.

However, the examinations function migrated on 01 April 2022, with some functions shared with PEDs. The Department gazetted the centres as submitted by PEDs.

BACKGROUND

WHITE PAPER OF POST-SCHOOL EDUCATION AND TRAINING

The introduction of community colleges will take a phased approach and will be preceded by a pilot process to help inform further development of the concept and its roll-out throughout the country. It is envisaged that the community colleges will have a headcount enrolment of one million by 2030, as compared to the 265 000 in the PALCs in 2011 (WP-PSET)

NATIONAL POLICY ON COMMUNITY COLLEGES

The mandate is to provide access to and ensure success of the out-of-school youth and adults in second chance education, training and development opportunities to raise the base of their learning to enable them to progress to further learning opportunities and or skilling for sustainable livelihoods.

THE COMMUNITY EDUCATION AND TRAINING COLLEGE SYSTEM: NATIONAL PLAN

FOR THE IMPLEMENTATION OF THE WHITE PAPER FOR POST SCHOOL EDUCATION AND TRAINING SYSTEM (2019) (THE CET SECTOR PLAN)

VISION

The vision of the CET College System:

A differentiated system that opens up diverse, flexible, accessible quality lifelong learning opportunities for individuals and communities, so that they can improve their quality of life, by progressively articulating into further learning, employment and or sustainable entrepreneurship.

Therefore, increase access and success in programmes leading to intermediate and high level learning.

CET programme is meant to cater for out of school youth and adults who have never been to school, those who seek second chance to study in order to improve their livelihood, improve chances of access to higher education institutions and those who seek to improve their chances of employment.

Principles underpinning the establishment of CET College

- Social justice;
- Community determination, access, participation, success and development;
- Partnerships, employer and work organisation involvement;
- Local community developmental agenda determination;
- Inter-departmental cooperation;
- Agency for the State's developmental agenda; and
- Robust research, monitoring and evaluation.

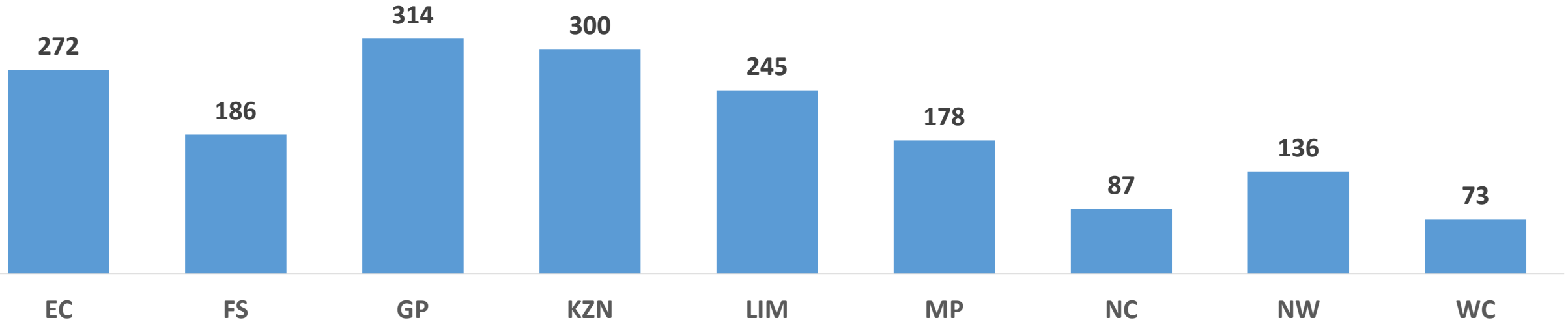
RESEARCH UNDERPINNING CET COLLEGES

- Ministerial Committee on Adult Education and Training (2008) on programmes for adults.
- Ministerial Committee on a Post School Education and Training System (2009) on the establishment of a post school education and training system.
- Ministerial Committee on the establishment of Community Education and Training Colleges (2012) provided guidance on the establishment of CET Colleges. It further made recommendations on the appropriate PQM to be provided in CET Colleges.
- Durban University of Technology – the ideal institutional model for Community Colleges in South Africa (2017) – commissioned by a Task Team set up by the Director-General, the research provided institutional models for the establishment of CET Colleges.
- Durban University of Technology – report on the nine pilot sites (2018) – as a continuation of the report on an institutional model, research was done in nine pilot sites for examining the capacity, infrastructure and funding it will take to establish viable Community Learning Centres (CLC) under the CET Colleges.
- OECD (2019) Community Education and Training, Getting Skills Right – the report made recommendations on a range of areas, including programmes and qualifications.

LEGISLATION AND POLICY

- Continuing Education and Training Act
- Regulations on the Assessment Process and Procedures for Adult Education and Training (AET) National Qualifications Framework (NQF)
- *Regulations on the conduct, administration and management of assessment for the National Senior Certificate for Adults (NASCA)*
- National Policy on Minimum Requirements for programmes leading to qualifications for educators and lecturers in Adult and Community Education and Training
- National Policy on Learning and Teaching Support Materials
- National Policy on Curriculum Development and Implementation in CET Colleges
- *National Policy on the conduct, administration and management of assessment for the GETCA*
- National Policy on Student and Community Support Services
- National Policy pertaining to the conduct, administration and management of College examinations
- Draft Policy on Lecturer Development and Support
- Draft Policy on Minimum Qualification Requirements for employment in CET Colleges
- *Draft Policy on Minimum Admission Requirements for Entry into Higher Education Institution Programmes Requiring a National Senior Certificate for Adults (NASCA)*
- National Strategy for Partnerships in CET Colleges
- National Improvement Plan for Teaching and Learning for CET Colleges
- Time-Table Norms and Standards for CET Colleges

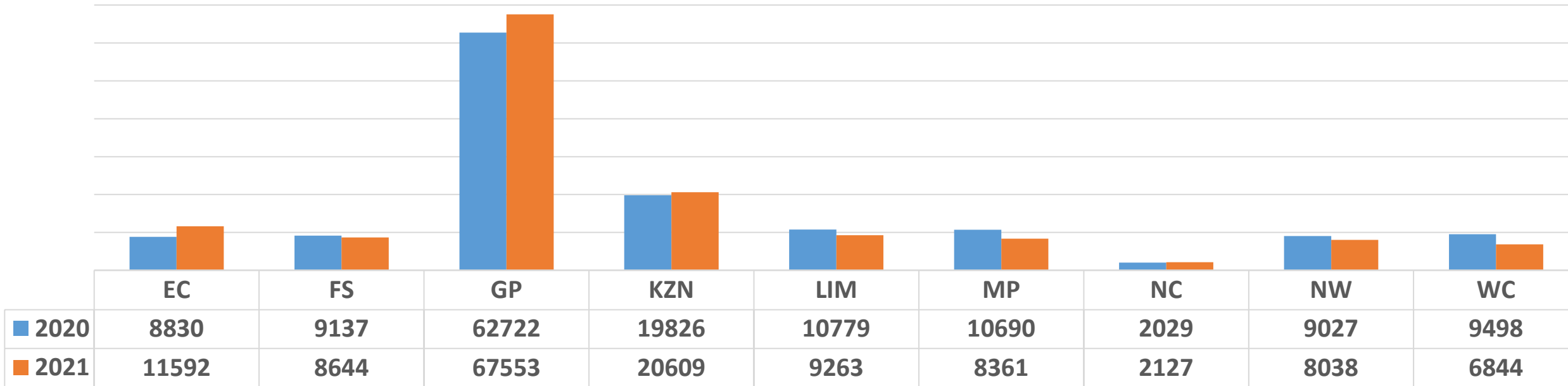
INSTITUTIONAL LANDSCAPE – NUMBER OF LEARNING CENTRES



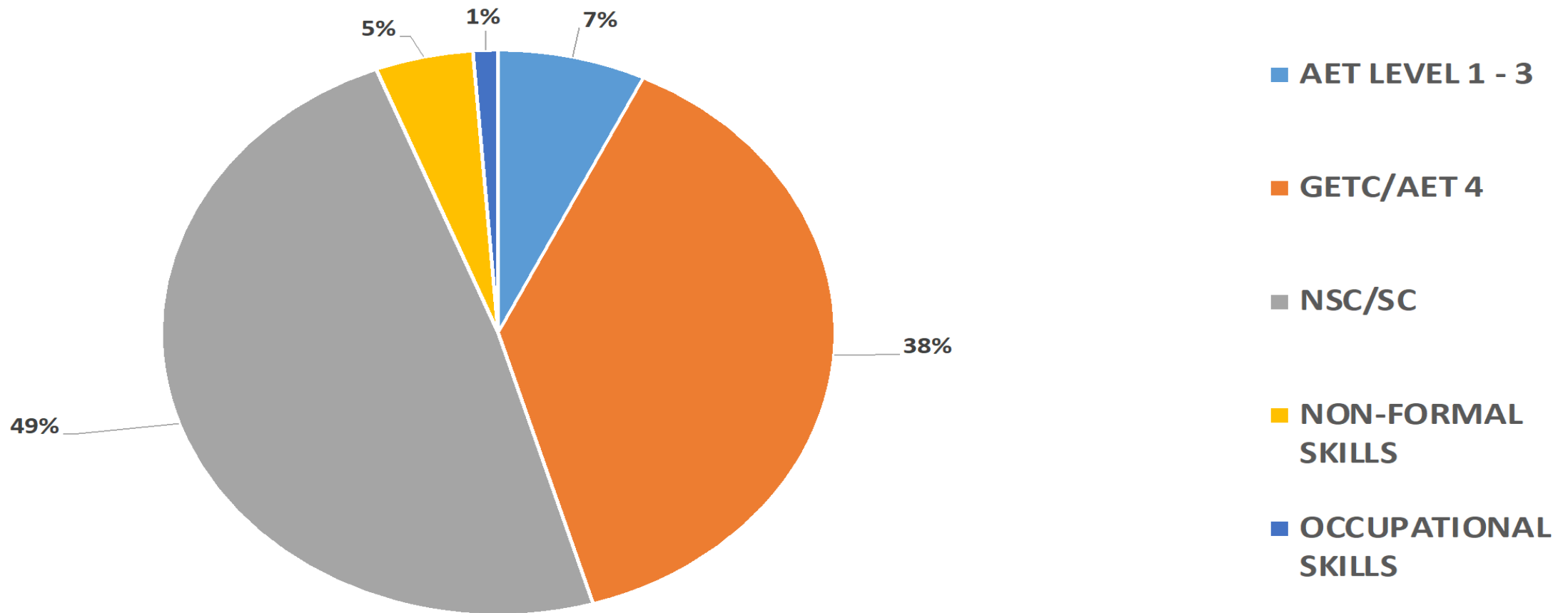
■ TOTAL NUMBER OF LEARNING CENTRES

- In total, the CET college sector comprises 1791 centres, disaggregated into 200 Community Learning Centres (CLCs) and 1591 Satellite Centres (SCs)
- The spread of the learning sites takes account of the geography of the colleges, including rurality, density and access to transport
- Gauteng and Kwa-Zulu Natal account for the highest number of learning sites (34,3%), based on the populations in the respective Provinces. Noteworthy is that the number of centres is disproportionate to the number of students enrolled by the two colleges (61,6%). GP alone contributes 47,7% to enrolments

STUDENT ENROLMENTS IN CET COLLEGES: 2020 AND 2021

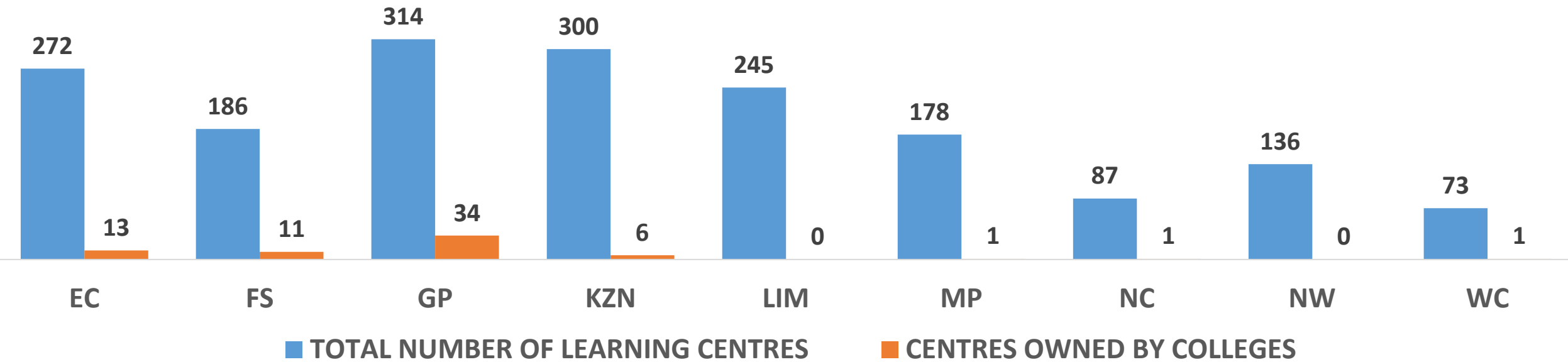


- Three Colleges, Eastern Cape, Gauteng and Kwa-Zulu Natal were outliers in realising real increment in enrolments between 2020 and 2021
- The Northern Cape saw a marginal increase in enrolments (4,8%)
- Of interest is that the factor fueling the increase in enrolments is the introduction of non-formal skills programmes, which increased from 2,5% (2020) to 5% (2021)
- The Western Cape saw a huge decrease in enrolments of 27,9%



- NSC and GETC represent 87% of all enrolments
- There has been a marked increase in non-formal skills programmes, from 2,5% (2020) to 5% (2021). Together with occupational skills programmes, they contribute 6% enrolments.

PHYSICAL INFRASTRUCTURE IN THE SECTOR PER COLLEGE

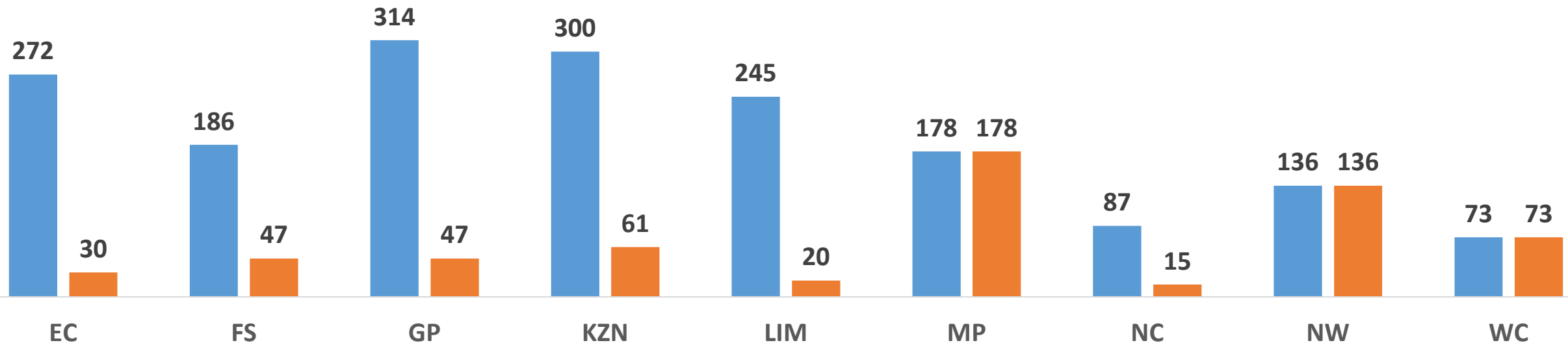


- The percentage of centres with own delivery sites is low
- GP (34); EC (13) & FS (11) are the only three colleges that own more than 10 centres each
- LP and the NW do not have any centres in their name
- MP, NC and the WC have one centre each that they own
- There is much potential due to migratory patterns for the sector to identify abandoned schools, particularly in the urban centres
- The Department of Public Works and Basic Education need to be further engaged in order to repurpose abandoned schools and how the CET sector can access such empty schools
- 96% of learning sites operate from DBE premises, mostly on a platooning system
- It should be noted that a tranche of R1 billion has been set aside for the development of physical infrastructure

ICT INFRASTRUCTURE AVAILABILITY IN THE COLLEGES – HARDWARE

■ TOTAL NUMBER OF LEARNING CENTRES

■ AVAILABILITY OF WORKING GADGETS

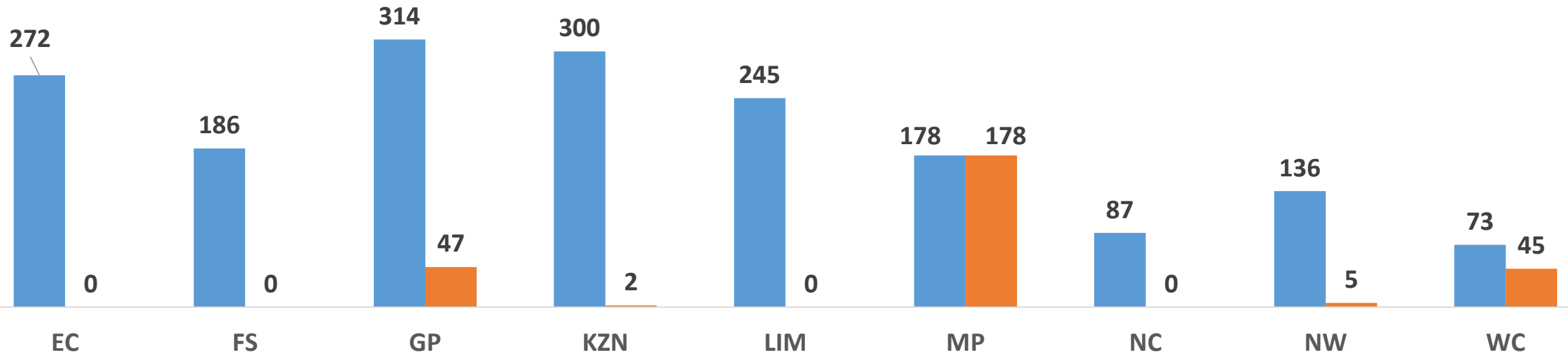


- Noteworthy is that in 3 colleges, MP, NW and WC; **ALL** learning centres have a working gadget in the form of a desktop computer, laptop, ipad, tablet, etc.
- In the rest of the colleges, all CLCs (main centres) have a working gadget.
- What still needs to be addressed is the deployment of technology at Satellite Centres in the remaining 6 colleges

ICT INFRASTRUCTURE AVAILABILITY AT THE COLLEGES - INTERNET CONNECTIVITY

■ TOTAL NUMBER OF LEARNING CENTRES

■ AVAILABILITY OF INTERNET CONNECTIVITY



- The overwhelming majority of centres do not have access to internet connectivity
- The only college with 100% access to connectivity is MP, followed by the WC at 61,6%
- In 4 colleges, EC, FS, LIM and NC, there is no connectivity at the delivery sites
- Noting the ambition expressed of rolling out web-based systems, including in administration and learning and teaching, it will be critical that connectivity is deployed across all learning sites urgently.

STUDENT PERFORMANCE

- Community Education and Training (CET) Colleges were established in 2015 as a result of the function shift from the nine Provincial Education Departments (PEDs) to the Department of Higher Education and Training. The budget for CET Colleges being utilised is as received from PEDs in 2015. This has meant that the expanded mandate of CET Colleges is being undertaken within the current and inherited resources from PEDs.
- Currently Programme 6 is allocated R 2.6 billion for the current financial year, with R2.4 billion going into lecturer salaries. The remainder of the funding is allocated to operations. The net effect of this is that there is inadequate funding for operations, particularly on learning and teaching and meeting enrolment targets.
- The preliminary figures for 2022 indicate that the system is performing at 59.6% against a target of 52%.** This is yet to be verified given outstanding results for some Colleges. The return on investment as demonstrated by the student performance is not satisfactory. There is a downward trend on enrolments for the GETC: ABET qualification. Despite teaching and learning interventions since 2019, the capacity of CET College to manage and support students and thereby contribute to student success requires improvement. Research on students success has been commissioned.

| Year | Number registered | Number wrote | Number completed | Target | Completion rate (%) |
|------|-------------------|--------------|------------------|--------|---------------------|
| 2019 | 75 980 | 53 945 | 41 638 | 45% | 77.2 |
| 2020 | 64 726 | 39 340 | 22 764 | 47% | 57.9 |
| 2021 | 58 262 | 42 179 | 25 780 | 49% | 61.1% |

Governance and Management

- CET Colleges are governed by a council established in terms of *The Continuing Education and Training Act (Act No. 16 of 2006)*
- The Council is composited by Ministerial appointees, external appointees with expertise on Finance, HR, Education and Law and a donor representative. From the college side, the Principal, a member of the academic board, 2 members from Student Representative Council, a lecturer representative , a support staff representative
- A fully constituted council must have 16 members.

Governance and Management Continuation

- Colleges are managed by a Principal appointed by the Minister in terms of the Public Service Act. The Principals are supported by the Deputy Principals Academic, Finance and Corporate Services
- The Community Learning Centres are managed by Centre Managers.

Institutional planning

CET Colleges operate on a national academic calendar developed and approved by the Department.

The colleges plans both the Strategic Plans and the annual performance plans are developed at the college and approved by council and submitted to the Department for approval, support and monitoring purposes.

The plans are informed by system targets set by the Department.

NATIONAL NORMS AND STANDARDS FOR FUNDING CET COLLEGES

- The minimum norms and standards are determined by the Minister in line with section 23 of the CET Act 16 of 2006.
- The Minister published a policy on the National Norms and Standards for Funding CET Colleges (NNSF-CET Colleges) in March 2020.
- The purpose of the funding norms policy is to govern and provide all funding and expenditure for the services offered at the CET Colleges.
- The policy seeks to address the imbalances of the past such as Fairness, Equity and encourage Efficiency and Accountability.

PROGRAMME QUALIFICATION MIX

- The CET Branch has finalized the 2023 National Register of Programmes. The 2023 National Register comprises the Programme and Qualification Mix that CET Colleges will be offering in the 2022 academic year
- All 9 CET Colleges offer the following Programme and Qualification Mix:
 - **Literacy Programmes** (AET Levels 1, 2 and 3);
 - **GETC: ABET** (NQF Level 1);
 - **Senior Certificate (amended)** (NQF Level 4) – offered in collaboration with the DBE;
 - **Occupational Skills programmes** (accredited part qualifications) – offered in collaboration with SETAs, DSI, QCTO and the CIE (Catholic Institute of Education); and
 - **Non-Formal Programmes** – offered in collaboration with DVV International (the German Institute for Adult Education) and local NGOs.

Skills Programmes

| CET COLLEGE | OCCUPATIONAL SKILLS PROGRAMMES | NON-FORMAL PROGRAMMES |
|-------------|---|---|
| LP | <ul style="list-style-type: none"> • Animal Health • Domestic Water & Drainage Repairer | <ul style="list-style-type: none"> • Food processing |
| MP | | <ul style="list-style-type: none"> • Basic Computer Literacy |
| NC | <ul style="list-style-type: none"> • Welding • Computer & Digital Assistant | |
| WC | <ul style="list-style-type: none"> • Arc and Gas Welding • Computer Training | <ul style="list-style-type: none"> • Basic Computer Literacy |
| NW | <ul style="list-style-type: none"> • Plant Production • Plumbing • Community House Building • End User Computer | <ul style="list-style-type: none"> • Construction • Electrician |

Skills Programmes

| CET COLLEGE | OCCUPATIONAL SKILLS PROGRAMMES | NON-FORMAL PROGRAMMES |
|-------------|--|--|
| EC | <ul style="list-style-type: none"> • Horticulture • End User Computer • Welding | <ul style="list-style-type: none"> • Entrepreneurship and Business Skills • Shoe making and repairs • End User Computer |
| FS | <ul style="list-style-type: none"> • Automotive Body Repair & Maintenance • Arc Welder • Entrepreneurship • Business practices | |
| GP | <ul style="list-style-type: none"> • Waste Water Treatment • End User Computer • Building and Civil Construction • Plumbing | <ul style="list-style-type: none"> • Auto Mechanic • New Venture Creation |
| KZN | <ul style="list-style-type: none"> • Plumbing • Domestic Drainage Maintenance • End User Computer | <ul style="list-style-type: none"> • Gardening |

CIVIC EDUCATION PROGRAMME

An NQF level 5 qualification on *Civic and Health Peer Education* skills programme has been developed.

The Civic Education component of the qualification is aimed at addressing the rights and responsibilities of citizens as contained in the Constitution. The qualification, in its design is meant to ensure that participants in the programme also share with other ten students the content offered through the programme – *'Each One Reach and Teach Ten.* Civic engagement and peer education: civics, voting and volunteerism; countering racism, stigma and discrimination; environmental health; listening and conversation skills; public speaking and presentation; skills leadership and organisational skills; conflict resolution skills; digital citizenship and being a digital citizen in a pandemic.

Gender-based violence, gender equality, and sexual and gender diversity: understanding GBV; clarifying the myths about GBV; obligations of PSET institutions; how to speak out about GBV; the law, our Constitution and rights regarding GBV; sexual and gender diversity and gender equality; coming out, attitudes and self-awareness; LGBTQI+ health.

CIVIC EDUCATION PROGRAMME

Mental health: mental health and stress management; dealing with depression and anxiety; identifying eating disorders; basic counselling and referral skills for peer educators.

Disability: understanding disability and disability discrimination; promoting disability awareness; dealing with disability as a peer educator.

Communicable diseases and sexual and reproductive health: HIV awareness and new perspectives; TB prevention and cure; STI awareness and prevention; sexual health facts and myths about sexual health; safer sex; maternal health and contraception; reproductive health rights resilience, self-management and self-care.

Alcohol and substance abuse and resilience: causes of alcohol and substance abuse; the effects of substance abuse on holistic health; alcohol and drug abuse prevention; basic risk reduction; peer counselling; balanced nutrition on a budget; benefits of physical activity.

Transforming MENTalities will be another module that is added to the programme.

DIGITAL LITERACY AND OTHER ICT INTERVENTIONS

- ICT training has taken place with NEMISA for lecturers on digital literacy. The target was for 2500 lecturers to be trained. Final report on training awaited from NEMISA.
- ICT infrastructure funded by the Wholesale and Retail SETA for the 54 pilot centres. As of March 2023, eight of the Colleges had completed the establishment of ICT laboratories.
- Additional funding has been made available by W&R SETA for alternative energy source for the labs. Solar panels will be established as part of the
- Additional 13 ICT labs established have been established in the Gauteng College through the partnership with Ecolabs. Funding from the DBSA and Services SETA has supported the establishment of the labs.
- Site visits conducted at the Ecolabs funded ICT labs in Gauteng have indicated that functionality of the labs and access to data will be issues that needs to be dealt with.
- In partnership with ETDP SETA and CPUT, nine digital learning platforms are being established in Colleges. The current focus of the project is on working on uploading content for the platforms and training super users for the management and administration of the platform. Additional funding has been made available for training on the platform.
- Partnership with DSI and TIA on the development of ICT skills for innovation. Three CLCs selected for this intervention in KZN, N Cape and N West.

HEALTH AND WELLNESS INTERVENTIONS

- Rollout more activations of **First Things First** to selected CLCs and SLCs to ensure that more students are assessed and linked to care. It is expected that the Branch and Colleges will receive communique to identify centres where activation can happen.
- Training of officials responsible for SCSS. Training will be coordinated through Head office. The Department will work with colleges on the numbers to be trained and dates. It is expected that Higher Health will be responsible for content of the training.
- Expand training on basic counselling to the rest of centre managers.
- Development of the GBV policies, implementation guidelines, monitoring tool and mediation of the policy.

HEALTH AND WELLNESS INTERVENTIONS

- Training of SRCs on HH extramural curriculum. Training will be coordinated through the Department. Colleges will be expected to carry costs for transport and accommodation. Expected to happen by end July 2023.
- Establishment of comfort zones. Colleges were requested to submit names of CLCs for consideration by HH. 6 Colleges have submitted, the submissions were communicated to HH. HH will visit the centres to assess suitability and determine the needs and costs. Comfort zones will be established at the cost to HH.
- Support to Deputy Minister programme with CET students in September 2023 (CET Month activity).

HUMAN RESOURCE DEVELOPMENT

- POLICY DEVELOPMENT
- ESTABLISHMENT OF STRUCTURES
- STANDARDISATION OF CONDITIONS OF SERVICE
- LECTURER DEVELOPMENT AND SUPPORT
- CONTINUOUS PROFESSIONAL DEVELOPMENT
- REGISTRATION AND LICENSING
- PERFORMANCE ASSESSMENT AND APPRAISAL
- RESEARCH ON LECTURER SUPPLY, UTILISATION AND DEVELOPMENT

HUMAN RESOURCE DEVELOPMENT

| | |
|--|--|
| Qualification information | 2019 12 049 lecturers |
| Deemed to be unqualified | 3 561 (29.6%) |
| Academically qualified and professionally unqualified | 614 (5.1%) |
| Deemed to be academically and professionally qualified but for the schooling sector | 3 487 (28.9%) |
| Deemed to be academically and professionally qualified for the CET sector | 4 387 (36.4%) |
| Needs analysis (qualifications that lecturers should study) | 2019 12 049 lecturers |
| Lecturers that require an initial professional qualification: Dip. (ACET) or the B Ed (ACET) | 3 561 (29.6%) |
| Lecturers that require the capping initial professional qualification: Adv. Dip. (ACETT) | 614 (5.1) % |
| Lecturers that require the retraining qualification: Adv. Cert (ACET) | 3 487 (28.9%) |
| Lecturers that can proceed to relevant postgraduate qualifications in Adult and Community Education and Training | 4 387 (36.4%) |

UTILISATION OF LECTURERS, 2021

| College | Number of lecturers | Number of students | Lecturer: Student Ratio (2021) |
|---------------------------|---------------------|--------------------|--------------------------------|
| Eastern Cape CET College | 2 271 | 11 592 | 5.1 |
| Free State CET College | 824 | 8 644 | 10.49 |
| Gauteng CET College | 1 815 | 67 553 | 37.22 |
| KwaZulu-Natal CET College | 2 536 | 20 609 | 8.13 |
| Limpopo CET College | 1 112 | 9 263 | 8.33 |
| Mpumalanga CET College | 1 160 | 8 361 | 7.2 |
| Northern Cape CET College | 166 | 2 127 | 12.81 |
| North West CET College | 823 | 8 038 | 9.77 |
| Western Cape CET College | 319 | 6 844 | 21.45 |
| National | 11 026 | 143 075 | 12.98 |



MASTER TRAINING PLAN TARGETS

Proportion of CET college PQM offerings (in 2021)

Source: 2021 Annual Report on Teaching and Learning

| | | |
|---|--|------------------------------|
| Formal academic qualifications 43,6%=GETC: ABET (NQF Level 1) 42,2%=Grade 12 (NQF Level 4) 5,2%=AET L3; 2,6%=AET L2; 2,0%= AET L1 0,2%=Grade 11; 0,2%=Grade 10 | Skills, occupational and vocational programmes & qualifications | Non-formal programmes |
| 96% | 1,5% | 2,5% |

| Period | Ratios - Academic : Skills : Non-formal |
|------------------|---|
| Year 0 (2022/23) | 96% : 1,5% : 2,5% |
| Year 1 (2023/24) | 70% : 20% : 10% |
| Year 2 (2024/25) | 60% : 25% : 15% |
| Year 3 (2025/26) | 50% : 30% : 20% |
| Year 4 (2026/27) | 40% : 35% : 25% |
| Year 5 (2027/28) | 30% : 40% : 30% |

NATIONAL NORMS AND STANDARDS FOR FUNDING CET COLLEGES

The minimum cost drivers in funding CET colleges are:

- Learner and Teacher Support Material (LTSM)
- Consumables
- Lease costs for the Colleges head office
- Municipal services
- Infrastructure repairs and maintenance
- Special Needs in education

LEGISLATIVE REQUIREMENTS: CET ACT, ACT NO. 16 OF 2006:

Section 22: Responsibility of the State regarding Funding of Public Colleges:

(1).Minister must from Money appropriated by Parliament fund public Colleges on a Fair, Equitable and on a Transparent basis.

Section 24: Funds of Public Colleges:

(1) The funds of public college consist of:

- Funds allocated by the State
- Any donations or contributions received by public colleges
- Money raised by the Public Colleges
- Money raised by means of Loans, subject to approval by the minister
- Income derived from investment
- Money received from services rendered,
- Money payable by students for continuing education and training qualifications or part qualifications provided by the college
- Funds from other source.

POLICY REQUIREMENTS: NNSF-CET COLLEGES

Par 26: Development of a Costing Model:

A costing Model with detailed costing of programmes as well as a sustainable funding framework are required.

Funding framework will ensure an appropriate funding formula which takes into account all possible variables, including but not limited to:

- Enrolment numbers,
- Programme and qualification mix
- Duration of programmes,
- Lecturing and support staff required for different programmes



SUSTAINABLE FUNDING MODEL FOR PUBLIC CET COLLEGES

The aim of the project was to respond to a requirement set by the policy on National Norms and Standards for Funding CET Colleges in South Africa

The policy requires the development of a

“costing model with detailed costing of programmes”

which can be used to develop

“a sustainable funding framework”.

or an

“appropriate funding formula which takes into account all possible variables.”

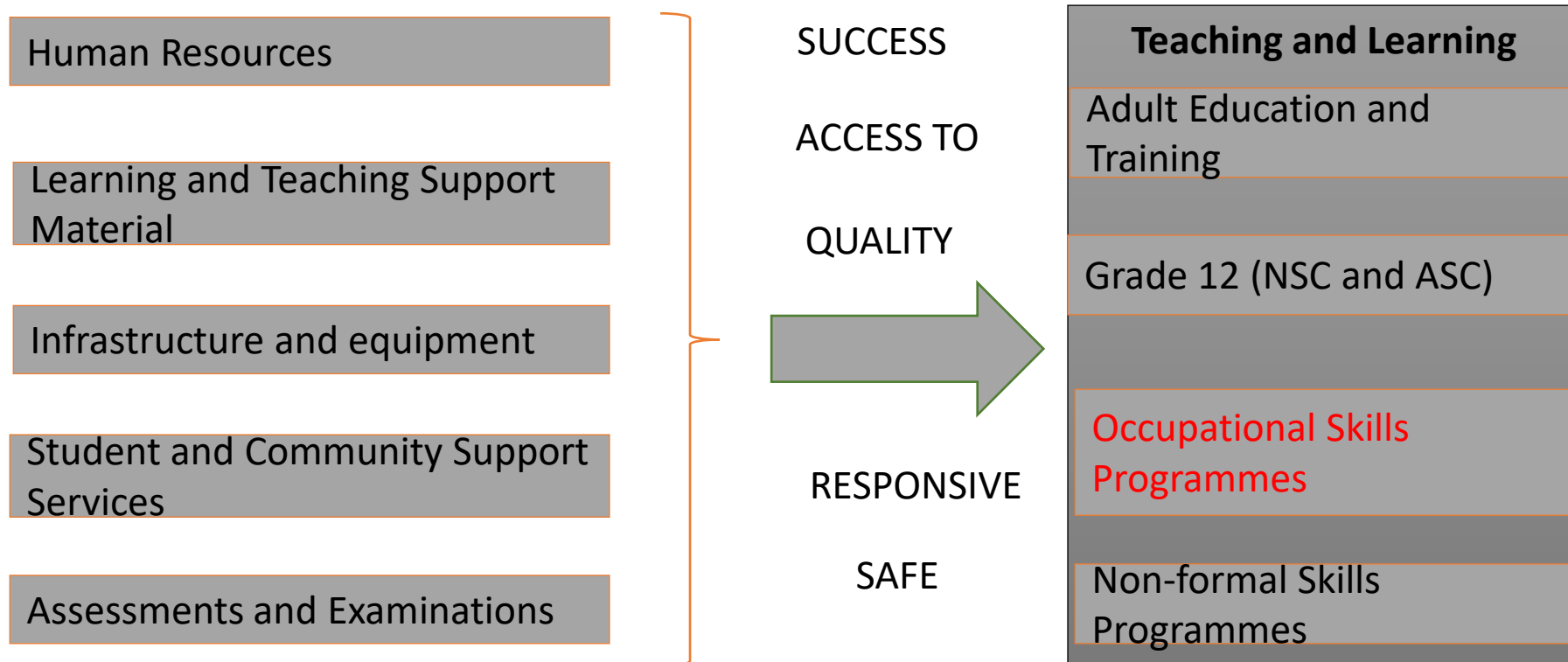


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SUSTAINABLE FUNDING MODEL FOR PUBLIC CET COLLEGES:

Building blocks



ESTIMATED OPTIMAL BUDGET: PUBLIC CET COLLEGES

Table 1: Model's estimation of costs based on assumptions as currently defined

| Spending Items | Eastern Cape | Free State | Gauteng | KwaZulu-Natal | Limpopo | Mpumalanga | Northern Cape | North West | Western Cape | SA |
|---|---------------------|--------------------|---------------------|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| Skills development | R1 471 481 | R699 968 | R2 667 183 | R887 793 | R386 162 | R510 092 | R121 625 | R763 426 | R83 820 | R7 591 551 |
| Learning and Teaching Support Material | R25 117 887 | R20 749 237 | R118 927 427 | R54 101 641 | R31 176 135 | R29 569 113 | R4 891 105 | R24 406 295 | R19 004 006 | R327 942 845 |
| Infrastructure (Rent, R&M, and utilities) | R24 127 710 | R15 631 419 | R29 799 222 | R27 698 933 | R20 627 838 | R15 060 609 | R7 308 932 | R11 434 500 | R7 568 724 | R159 257 886 |
| Equipment (Replacement, purchase and M&R) | R6 407 180 | R3 970 305 | R14 091 356 | R8 960 297 | R5 033 155 | R4 003 103 | R1 630 204 | R3 041 064 | R3 293 315 | R50 429 979 |
| Security | R37 195 331 | R9 926 136 | R1 098 842 | R34 209 699 | R21 211 289 | R21 209 971 | R10 897 427 | R10 740 345 | R10 936 307 | R157 425 346 |
| Travel and transport | R15 892 177 | R10 459 110 | R11 088 079 | R18 786 259 | R11 052 998 | R8 343 428 | R8 375 144 | R8 750 004 | R3 681 165 | R96 428 363 |
| Telephone, postage, internet, network and communication costs | R1 883 832 | R1 321 812 | R2 344 092 | R2 207 220 | R1 711 224 | R1 303 782 | R709 200 | R1 005 372 | R629 814 | R13 116 348 |
| Information dissemination, marketing and advocacy | R3 519 844 | R1 868 172 | R6 247 133 | R4 793 001 | R2 447 261 | R1 892 832 | R871 202 | R1 422 264 | R1 847 655 | R24 909 365 |
| Student Representative Council | R415 646 | R362 919 | R328 334 | R436 947 | R355 144 | R354 417 | R368 896 | R359 784 | R278 207 | R3 260 294 |
| Overheads | R4 000 000 | R4 000 000 | R4 000 000 | R4 000 000 | R4 000 000 | R4 000 000 | R4 000 000 | R4 000 000 | R4 000 000 | R36 000 000 |
| Total | R120 031 087 | R68 989 077 | R190 591 668 | R156 081 790 | R98 001 206 | R86 247 345 | R39 173 737 | R65 923 054 | R51 323 013 | R876 361 978 |
| Percentage for each college | 13,7% | 7,9% | 21,7% | 17,8% | 11,2% | 9,8% | 4,5% | 7,5% | 5,9% | 100,0% |

Table 2: Budgetary distribution based on the results presented in table 1 above

| Spending item | Eastern Cape | Free State | Gauteng | KwaZulu-Natal | Limpopo | Mpumalanga | Northern Cape | North West | Western Cape | SA |
|---|--------------|-------------|--------------|---------------|--------------|-------------|---------------|-------------|--------------|---------------|
| Skills development | 1,2% | 1,0% | 1,4% | 0,6% | 0,4% | 0,6% | 0,3% | 1,2% | 0,2% | 0,9% |
| Learning and Teaching Support Material | 20,9% | 30,1% | 62,4% | 34,7% | 31,8% | 34,3% | 12,5% | 37,0% | 37,0% | 37,4% |
| Infrastructure (Rent, R&M, and utilities) | 20,1% | 22,7% | 15,6% | 17,7% | 21,0% | 17,5% | 18,7% | 17,3% | 14,7% | 18,2% |
| Equipment (Replacement, purchase and M&R) | 5,3% | 5,8% | 7,4% | 5,7% | 5,1% | 4,6% | 4,2% | 4,6% | 6,4% | 5,8% |
| Security | 31,0% | 14,4% | 0,6% | 21,9% | 21,6% | 24,6% | 27,8% | 16,3% | 21,3% | 18,0% |
| Travel and transport | 13,2% | 15,2% | 5,8% | 12,0% | 11,3% | 9,7% | 21,4% | 13,3% | 7,2% | 11,0% |
| Telephone, postage, internet, network and communication costs | 1,6% | 1,9% | 1,2% | 1,4% | 1,7% | 1,5% | 1,8% | 1,5% | 1,2% | 1,5% |
| Information dissemination, marketing and advocacy | 2,9% | 2,7% | 3,3% | 3,1% | 2,5% | 2,2% | 2,2% | 2,2% | 3,6% | 2,8% |
| Student Representative Council | 0,3% | 0,5% | 0,2% | 0,3% | 0,4% | 0,4% | 0,9% | 0,5% | 0,5% | 0,4% |
| Overheads | 3,3% | 5,8% | 2,1% | 2,6% | 4,1% | 4,6% | 10,2% | 6,1% | 7,8% | 4,1% |
| Allocation across CETCs | 13,7% | 7,9% | 21,7% | 17,8% | 11,2% | 9,8% | 4,5% | 7,5% | 5,9% | 100,0% |

FUNDING GAP AND DISTRIBUTION

| | |
|--|---------------------|
| Funding available for CETC sector transfer subsidy | R211 641 000 |
| Funding gap | 76% |

Table 3: Distribution of funding across colleges and budget items based on the distribution presented in Table 2 and the funding available for the sector

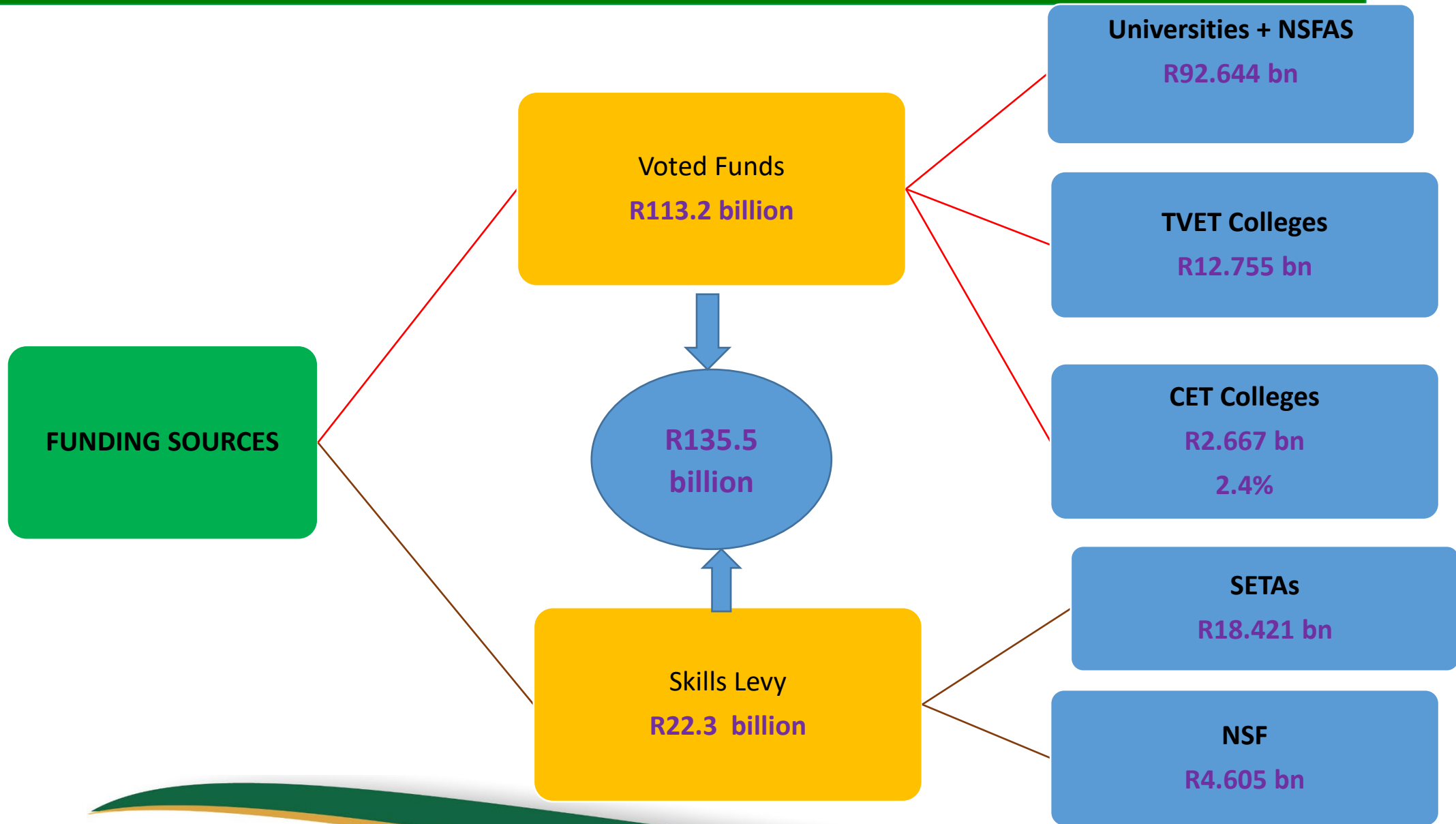
| Spending item | Eastern Cape | Free State | Gauteng | KwaZulu-Natal | Limpopo | Mpumalanga | Northern Cape | North West | Western Cape | Total |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------|--------------------|--------------------|---------------------|
| Skills development | R355 362 | R169 042 | R644 124 | R214 402 | R93 258 | R123 187 | R29 372 | R184 367 | R20 242 | R1 833 356 |
| Learning and Teaching Support Material | R6 065 958 | R5 010 931 | R28 720 917 | R13 065 521 | R7 529 022 | R7 140 927 | R1 181 200 | R5 894 109 | R4 589 458 | R79 198 041 |
| Infrastructure (Rent, R&M, and utilities) | R5 826 830 | R3 774 980 | R7 196 498 | R6 689 279 | R4 981 613 | R3 637 130 | R1 765 104 | R2 761 426 | R1 827 843 | R38 460 704 |
| Equipment (Replacement, purchase and M&R) | R1 547 331 | R958 827 | R3 403 056 | R2 163 907 | R1 215 505 | R966 747 | R393 694 | R734 415 | R795 334 | R12 178 816 |
| Security | R8 982 655 | R2 397 157 | R265 370 | R8 261 626 | R5 122 516 | R5 122 198 | R2 631 723 | R2 593 788 | R2 641 113 | R38 018 146 |
| Travel and transport | R3 837 953 | R2 525 870 | R2 677 766 | R4 536 873 | R2 669 294 | R2 014 934 | R2 022 593 | R2 113 122 | R889 000 | R23 287 404 |
| Telephone, postage, internet, network and communication costs | R454 945 | R319 217 | R566 097 | R533 043 | R413 260 | R314 863 | R171 271 | R242 797 | R152 100 | R3 167 592 |
| Information dissemination, marketing and advocacy | R850 041 | R451 163 | R1 508 680 | R1 157 507 | R591 012 | R457 118 | R210 395 | R343 476 | R446 208 | R6 015 600 |
| Student Representative Council | R100 378 | R87 645 | R79 292 | R105 522 | R85 767 | R85 592 | R89 088 | R86 888 | R67 187 | R787 359 |
| Overheads | R965 998 | R965 998 | R965 998 | R965 998 | R965 998 | R965 998 | R965 998 | R965 998 | R965 998 | R8 693 983 |
| Total | R28 987 450 | R16 660 829 | R46 027 797 | R37 693 678 | R23 667 245 | R20 828 693 | R9 460 439 | R15 920 386 | R12 394 483 | R211 641 000 |
| | 13,7% | 7,9% | 21,7% | 17,8% | 11,2% | 9,8% | 4,5% | 7,5% | 5,9% | 100,0% |

HISTORAL PROPORTION OF FUNDING Vs FUNDING MODEL

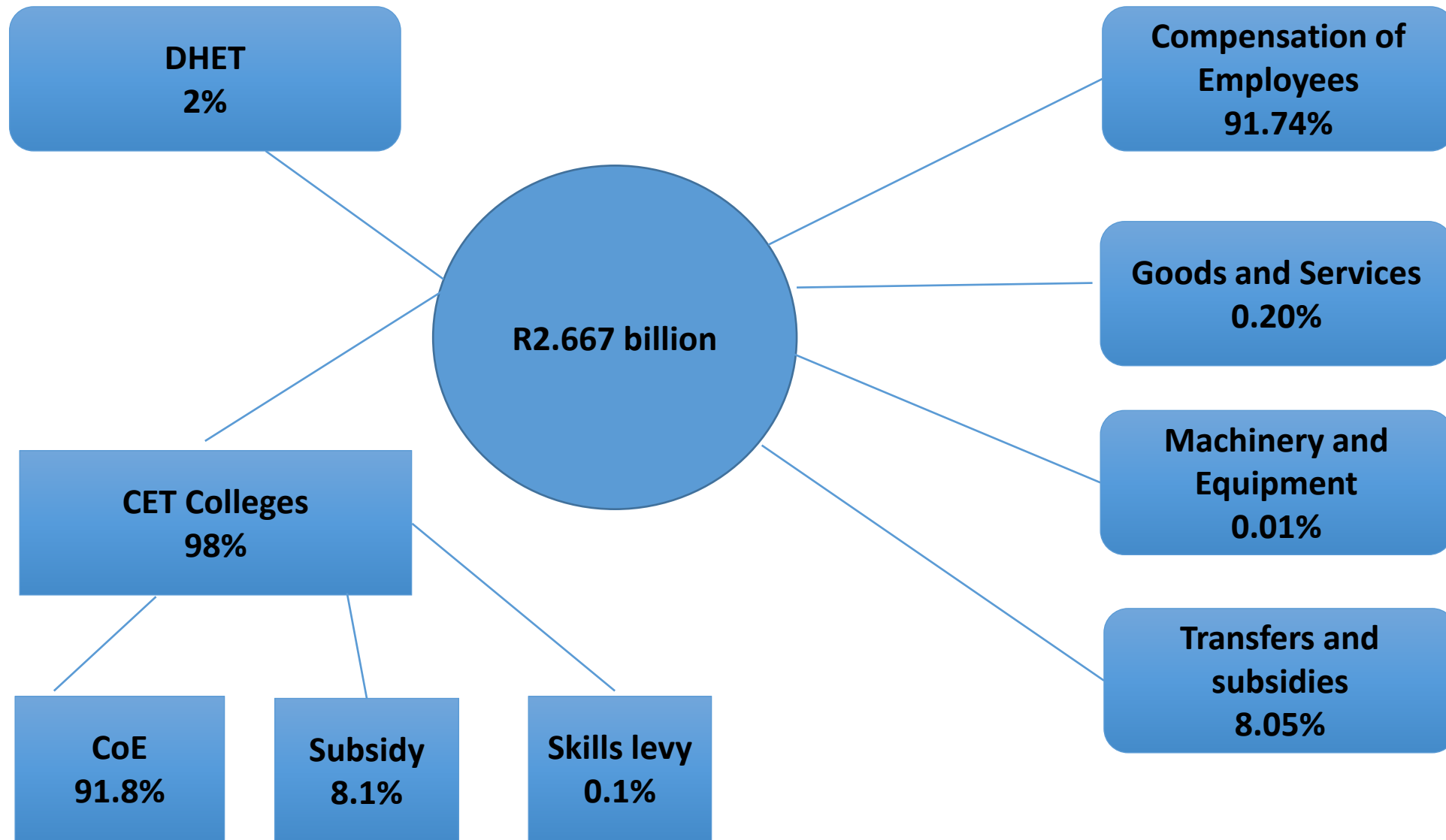
| CETC | 2020 | 2021 | 2022 | 2023 | Model: 2023 |
|------|--------|--------|--------|--------|-------------|
| EC | 10.00% | 10.00% | 11.20% | 11.20% | 13,7% |
| FS | 7.00% | 7.00% | 7.80% | 7.80% | 7.9% |
| GP | 27.80% | 27.70% | 25.50% | 25.50% | 21.7% |
| KZN | 21.10% | 21.00% | 20.10% | 20.10% | 17,8% |
| LP | 8.10% | 8.00% | 9.30% | 9.30% | 11.2% |
| MP | 8.00% | 8.00% | 8.40% | 8.40% | 9,8% |
| NC | 3.80% | 4.20% | 4.40% | 4.40% | 4.5% |
| NW | 6.00% | 6.00% | 6.40% | 6.40% | 7.5% |
| WC | 8.00% | 8.00% | 7.10% | 7.10% | 5,9% |



Funding for 2023/24



FUNDING CET SPLIT FOR 2023/24



PARTNERSHIPS

MoUs:

- The Department through its CET Branch, has entered into a partnership with the Institute for International Cooperation of the **German Adult Education Association** also known as the Deutscher Volkshochschul-Verband e.V. (DVV). This partnership will assist colleges in the **provision of non-formal education programmes**. This partnership commenced in 2020 and has been renewed till 2025. It was piloted in **4 colleges (GP, EC, WC, NC)** with capacity building workshops on non-formal education (NFE). An implementation plan has been drafted and ready for implementation

Intergovernmental Protocols:

- The **Department of Basic Education (DBE)** has partnered with the Department to offer **Second Chance Matric Programme (SCPM)** resources to students.
- The Department has partnered with **Provincial Education Departments (PEDs)** for **hosting** of Community Learning Centres (CLCs). To date 90% of CLCs operate in school facilities.
- The Department has a protocol with the **Department of Correctional Services (DCS)** for the provision of **GETC: ABET qualification** to NEETs in the care of correctional facilities.

PARTNERSHIPS

Interdepartmental Protocols (cont.):

- The Department of Small Business Development (DSBD) through its entity **Small Enterprise Development Agency (SEDA)** has entered in an MoU with the Department for the **provision of entrepreneurship programmes**. This partnership has led into **450 beneficiaries** who have gone through the programmes. Currently, a research is being conducted to trace the progress made by the beneficiaries, with regards to starting their own businesses.
- **The Department has partnered with the Department of Science and Innovation (DSI)** for the provision of Living Labs. This has been facilitated through the involvement of DSI with MICT SETA. Currently, 1 lab has been established in Bofolo, EC (2022) and is ready for operation. 3 more labs are being established for KZN, NW and NC in the current financial year.
- The Department has a recent Protocol with the **Department of Agriculture, Land Reform and Rural Development on the NARYSEC programme and other programmes of the Department**. An implementation plan has been developed.

PARTNERSHIPS

- Another partnership is that of **Ecolabs** which is a social enterprise that aims to optimise the **Information and Communication Technology (ICT)** infrastructure in townships and rural schools. Ecolabs uses obsolete, redundant or unserviceable computer equipment to **build computer labs** (known as Ecolabs) in **schools and libraries**. To date **13 Ecolabs** have been established in the Gauteng College with funding from Services SETA and CHIETA.
- An MoU has been entered with **Publishers' Association of South Africa (PASA)**. This partnership assists in the **development of Learning and Teaching Support Materials (LTSM)** including the **National LTSM catalogue**. This includes the **procurement of LTSM**.
- The **NSF** has funded CET with **R200 million** for capacity building in the **provision of new skills programmes**. Currently, **administrative due diligence** and contracting is being conducted. CET Colleges to roll-out the project during 2023 once the administrative processes are completed.

PARTNERSHIPS

Partnerships with Institutions of Higher Education:

- **University of Fort Hare** has signed an MoU with the Department on the training of identified programmes and capacity building for lecturers and college management. This will also assist in the strengthening of Growth priorities for EC, which include the **Agricultural sector**.
- The Department has also signed an MoU with the **Tshwane University of Technology (TUT)** in the provision of **Basic Engineering skills**. This includes the provision of skills in the renewable energy space i.e. **Solar Maintenance & Installation**.
- Another MoU was signed with the **University of Johannesburg** for the provision of **Digital skills training**.

Partnerships with Faith-based Organisations

- The Department has entered into an MoU with the **Catholic Institute of Education (CIE)** for the provision of skills to students. Currently, 4 Community Learning Centres (CLCs) are located in **Catholic facilities**
- Other partnerships are being pursued with **Zion Christian Church, South African Council of Churches, Muslim Judicial Council** as part of the faith-based community.

CONCLUSION -CRITICAL AREAS OF SUPPORT REQUIRED

- Infrastructure access, maintenance and development – need for an infrastructure grant
- Expansion and diversification of programmes to be able to respond to adults and out-of-school education, training and skills needs.
- Lecturer Development to enable the introduction of new skills programmes in line with the 3-year master plan targets.
- Advocacy, marketing and lobbying for the CET College sector.
- Targeted increase in the budget to respond to the 2030 target of a million student in the CET College sector.

Thank You!

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REPUBLIC OF SOUTH AFRICA

