SERVICE DELIVERY FRAMEWORK FOR COMMUNITY EDUCATION AND TRAINING COLLEGES
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<th>Acronym</th>
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<tbody>
<tr>
<td>AET</td>
<td>Adult Education and Training</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<td>CBO</td>
<td>Community Based Organisation</td>
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<td>CET Act</td>
<td>Continuing Education and Training Act, Act no. 16 of 2006</td>
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<td>CET</td>
<td>Community Education and Training</td>
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<td>CLCs</td>
<td>Community Learning Centres</td>
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<td>DAFF</td>
<td>Department of Agriculture, Forestry and Fisheries</td>
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<td>DCGTA</td>
<td>Department of Corporate Governance and Traditional Affairs</td>
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<td>DOH</td>
<td>Department of Health</td>
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<td>DOL</td>
<td>Department of Labour</td>
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<td>DDP</td>
<td>District Development Plan</td>
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<td>DHET</td>
<td>Department of Higher Education and Training (the Department)</td>
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<td>DPW</td>
<td>Department of Public Works</td>
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<td>DRDLF</td>
<td>Department of Rural Development and Land Reform</td>
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<td>DSBD</td>
<td>Department of Small Business Development</td>
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<td>ETD</td>
<td>Education Training and Development</td>
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<td>FBO</td>
<td>Faith Based Organisation</td>
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<td>GEFETQSF</td>
<td>General and Further Education and Training Qualifications Sub-Framework</td>
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<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>IEC</td>
<td>Independent Electoral Commission</td>
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<td>IDP</td>
<td>Integrated Development Plan</td>
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<td>Abbreviation</td>
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<tr>
<td>MTSF</td>
<td>Medium Term Strategic Framework</td>
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<td>NDP</td>
<td>National Development Plan</td>
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<td>NEET</td>
<td>Not in Education, Employment, or Training</td>
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<td>NPO</td>
<td>Non-Profit Organisation</td>
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<td>National Qualifications Framework</td>
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<td>National Skills Development Strategy III</td>
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<td>PQM</td>
<td>Programme Qualification Mix</td>
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<td>QCTO</td>
<td>Quality Council for Trades and Occupations</td>
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<td>QMS</td>
<td>Quality Management System</td>
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<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<td>SDG</td>
<td>Sustainable Development Goals</td>
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<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<td>SEDA</td>
<td>Small Enterprise Development Agency</td>
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<td>SETA</td>
<td>Sector Education and Training Authority</td>
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<td>SMME</td>
<td>Small Medium &amp; Micro Enterprises</td>
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<td>SSS</td>
<td>Student Support Services</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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SECTION 1: POLICY AND LEGISLATIVE BACKGROUND AND CONTEXT

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

2. In terms of the Presidential Proclamation No.44 of 2009 as published in Government Gazette No.32367 of 1 July 2009, the administration of the Adult Basic Education and Training Act, 2000 (Act No. 52 of 2000) (hereafter as ABET Act) and the Further Education and Training Act, 2006 (Act No. 16 of 2006) was assigned to the Minister of Higher Education and Training.


4. The repealed ABET Act gave way to the Continuing Education and Training (CET) Act, (Act No. 16 of 2006). The new Act provides for the declaration or establishment of a new institutional type namely Community Education and Training (CET) Colleges, which is a third institutional type alongside Technical and Vocational Education and Training (TVET) colleges and universities. The CET Colleges are meant to 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.

5. The migration of the Adult Education and Training (AET) function from the Provincial Departments of Education (PEDs) to the Department took effect on 01 April 2015. While the CET Act provides for the establishment of Community Colleges as a third institutional type of the PSET system, the National Policy on Community Education...
and Training Colleges provides the overarching institutional policy framework for CET Colleges and their existence as multi-site institutions.

6. The first nine CET Colleges were established in April 2015 and tasked with administrative and management responsibilities of the inherited 3,276 Public Adult Learning Centres (PALCs) which are clustered as learning sites under each CET College. The centres are known as Community Learning Centres and serve as learning sites of each Community College in line with Government Notices No. 297, 298, 299, 300, 301, 302, 303, 304 and 305 published in the Government Gazette No. 36674 of 7 April 2015.

7. The White Paper on Post School Education and Training (WP-PSET) published in November 2013 advocates for the establishment of a single, coordinated PSET 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.

8. In the context of the legal and policy provisions above, the Department and the Department of Performance Monitoring and Evaluation agreed in the Medium Term Strategic Framework (MTSF) 2014-2019 that there was a need for the Department to develop a Service Delivery Framework which must outline what services are to be delivered by the new institutional type; for which target group and through what modalities.

9. Further, this Framework must be read in conjunction with the following policies regulating CET Colleges:
   a) National Policy on Community Colleges
   b) National Policy for the Monitoring and Evaluation of Community Colleges
c) National Policy on Curriculum Development and Implementation in Community Education and Training Colleges

d) National Strategy on Partnerships within Community Education and Training

SECTION 2: OBJECT OF AND RATIONALE FOR THE FRAMEWORK

10. The CET Colleges are complex to manage and they demand advanced expertise and high levels of sophistication in terms of management and administration to ensure relevance and responsiveness to local needs. This framework serves as guide for the CET College councils to:

a) Develop their service delivery framework within their fiduciary obligations taking cognisance of local dynamics.

b) Translate the macro-policies for micro-level implementation for effective service delivery.

c) Promote CET Colleges as a new game changer in the PSET system which is dynamic, flexible and proactive in addressing socio-economic challenges at a micro level.

d) Ensure that the CET Colleges are multi-dimensional in planning, management, governance and administration.

e) Ensure that the CET Colleges are able to create a demand for relevant and quality education, training and development (ETD) programmes in response to local community needs.

11. In addition to the Framework being a guide for councils and the oversight role of the Department, the Framework is based on the Department’s understanding of the need for Community Colleges to deliver their services in line with national priorities and South Africa’s international obligations.

NATIONAL PRIORITIES

12. The establishment of the CET Colleges within the PSET system introduces a new approach to forge and accelerate transformation and social cohesion through achievement of the following objectives of the WP- PSET:

a) To promote education and social justice
b) Expand access, diversify programme offerings, enhance student success and improve quality of the education for all

c) Promote work integrated learning

d) Offer relevant and responsive curriculum

13. The CET Colleges must be able to define transformation by the type of services they render to unskilled and semi-skilled people. Further, constitutionally, the services that must be rendered by Community College must assist illiterate people to realise their right to basic adult education and progressively propel the service recipients towards lifelong learning and vocational education based programmes which are demand driven. The service must further assist to channel students to further learning, enhance their chances of employability or assist them to create jobs through their own SMMEs, and most importantly, expose students to lifelong learning programmes that improve personal development.

14. According to the Ministerial Task Team Report on Community Education and Training, 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.

15. The 2015 General Household Survey report published in June 2016 shows that there are 18.8 million South Africans who are 20 years of age and older, who can benefit from the expansion and quality provision of services by CET colleges. The permutations of the figure of 18.857 million are disaggregated below:
   a) 1.711 million people who have no formal school education at all
   b) 3.478 million people who have some primary schooling
   c) 1.6 million people who have completed primary schooling
   d) 12.079 million people who have some secondary education but did attain a Grade 12 equivalent qualification

16. Another factor that compounds the education and training for the 18-million people is that the quality of provision is poor, as evidenced by 15.1% of those who have some primary schooling and those who have completed primary schooling, as well as those who have some secondary schooling who are still functionally illiterate. Understood in the parlance of the United Nation’s Education, Scientific and Cultural Organisation
(UNESCO) functional literacy refers to a way of preparing adults and out of school youth for a social, civic and economic role that goes beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing.

17. Against the backdrop of the above figures, the WP-PSET argues that community colleges shall cater for a diverse range of needs from the economy and the community. Community colleges are envisaged to provide the following educational opportunities:

a) Supporting the out-of-school youth and adults to realise their right to adult basic education
b) Completion of school for second chance learners who did not complete schooling
c) Continuing education for those who want to acquire labour market skills or further their education post literacy and post-secondary education
d) Reskilling for those who want to pursue another occupation
e) Developing skills for sustainable livelihoods including entrepreneurship
f) 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

18. In terms of the Medium Term Strategic Framework (MTSF) 2014-2019, which is a government framework for the implementation of the National Development Plan, the Department is assigned the responsibility of realising the intent and content of Outcome 5: To produce a skilled and capable workforce to support an inclusive growth path. The Community Colleges are expected to play a role in achieving the targets of the following sub-outcomes:

a) A credible institutional mechanism for labour market and skills planning
b) Increase access and improve success in programmes leading to intermediate and high level learning
c) Increase access to and efficiency of high level learning occupationally directed programmes in needed areas
d) 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
19. Pursuant to the MTSF Outcome 5 as well as the sub-outcomes of the Department mentioned above, the Department has designed its 2014/15-2019/20 Strategic Plan in such a manner that it is underpinned by the following seven outcome-oriented goals:

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

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

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

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

e) 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.

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

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

20. The CET Colleges core mandate is derived from sub-outcome 5.2, 5.3 and 5.4 as well as the Department's strategic goals no. 1, 2, 3, 5, 6 and 7 as defined in par. 22 above.

INTERNATIONAL COMMITMENTS

21. For South Africa to remain globally competitive it is imperative to continue to subscribe to international policy prescriptions for socio-economic development. There are 17 Sustainable Development Goals (SDGs) which are the Blueprint for all Nations to contribute to sustainable development.

a) In particular, Goal 4 states "Ensure inclusive equitable education and promote lifelong learning opportunities for all"

b) Sub goals 4.6 sates "by 2030, ensure that all youth and at least a % of adults both men and women achieve literacy and numeracy"
22. In 2013, UNESCO hosted an international conference on Learning Cities in Beijing, China. The outcome of the Beijing Conference was the *Beijing Declaration on Building Learning Cities*, which outlines the role of lifelong learning in promoting inclusion, prosperity and sustainability in cities and it affirms commitments to twelve actions for developing learning cities\(^1\). Based on the said Beijing Declaration, the focal areas below indicate the services that the CET Colleges must render to the citizens of South Africa informed by its international commitments:

a) Empowering individuals and promoting social cohesion through:
   - Ensuring that every citizen has the opportunity to become literate and obtain basic skills;
   - Encouraging and enabling individuals to actively participate in the public life of their city;

b) Enhancing economic developments and cultural prosperity by stimulating inclusive and sustainable economic growth;

c) Promoting sustainable development by promoting sustainable development through active learning in all settings;

d) Promoting inclusive learning in the education system by:
   - Expanding access to and participation in adult education and technical and vocational training;
   - Improving the flexibility of lifelong learning systems in order to offer diverse learning opportunities;

e) Revitalizing learning families and communities by:
   - Establishing community based learning spaces and providing resources for learning in families and communities;
   - Ensuring that community education and learning programmes respond to the needs of all citizens;
   - Mobilising communities to participate in community learning, giving special attention to the vulnerable and disadvantaged groups, people with disabilities and senior citizens;

f) Facilitating learning for and in the workplace by:
   - Helping public and private organisations to become learning organisations;
   - Providing appropriate learning opportunities for unemployed youth and adults;

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\(^1\) Guidelines for Learning Cities – UNESCO document
g) Extending the use of modern learning technologies through:
   - Developing policy environments favourable to the use of ICT for learning;
   - Training administrators, educators, to use technologies to enhance learning;
   - Expanding citizen’s access to ICT tools and learning programmes;
   - Developing e-learning resources.

h) Enhancing quality learning through:
   - Promoting a paradigm shift from teaching and learning and mere acquisition of information to the development of creativity and learning skills;
   - Employing appropriately trained administrators, and educators;
   - Providing support to learners with special educational needs;

i) Fostering a culture of learning throughout life through:
   - Acknowledging the importance of learning in informal and non-formal settings and developing systems that recognise and reward all forms of learning;
   - Recognising the role of communications, media, libraries, museums, sports & cultural, community centres as learning space;
   - Organising and supporting public events that encourage and celebrate learning;
   - Providing adequate information, guidance and support to all citizens and stimulate them to learn through diverse pathways.

j) Strengthening political will and commitment through:
   - Developing and implementing well-grounded and participatory strategies for promoting lifelong learning for all;

k) Improving governance and participation of all stakeholders through
   - Establishing intersectoral coordination mechanism to involve governmental organisations and the private sector in building learning cities;

l) Boosting resource mobilization and utilisation though:
   - Encouraging greater financial investments in lifelong learning by government, civil society, private sector organisations and individuals.
   - Encourage citizens to contribute their talents, skills, knowledge and experience on voluntary basis.
SECTION 3: PRINCIPLES AND PILLARS UNDERPINNING THE FRAMEWORK

PRINCIPLES UNDERPINNING SERVICE DELIVERY BY CET COLLEGES

23. The establishment and operations of the CET Colleges are founded on the following 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 quality formal and non-formal education and training programmes;
   c) Provision of vocational education and training that prepares people for participation in both the formal and informal economy;
   d) Close partnerships with local communities, local government, civil society organizations, employers’ and workers’ organizations;
   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 education and training system.

PILLARS OF THE SERVICE DELIVERY FRAMEWORK

24. The service delivery framework shapes the institutional characteristics of CET Colleges in increasing access to and improving success in CET Colleges. The CET Colleges should strive not only to provide teaching and learning, but to also to brand themselves as service providers of choice. For CET Colleges to make significant impact, they need to have a holistic approach to education and training. They must be able to provide increased access to the following programmes and qualifications offerings:

   a) **General education**

      - Functional literacy/numeracy programmes (AET 1-4)
      - Secondary qualification to cater for the 12.07 million youth and adults who do not have Grade 12 equivalent qualifications.
b) **Vocational/Occupational qualifications or part-qualification**

Such programmes and qualification or part-qualification may be offered in collaboration with local authorities, Sector Educations and Training Authorities (SETAs), community organisations and other Government Departments. The qualifications or part-qualification that are to be offered with the support of the SETAs are qualifications registered on the Occupational Qualifications Sub-Framework (OQSF) and are quality-assured by the Quality Council for Trades and Occupations (QCTO).

c) **Community Based Non-formal programmes**

These are programmes that are envisioned to align with local context and are offered by a CET college on the basis of the needs of local authorities and communities. These pillars are graphically represented in the Triad below.

![Figure 1: A Triad for Service Delivery by Community Colleges](image)
SECTION 4: INSTITUTIONAL PLANNING AND LANDSCAPE

25. The WP-PSET, read with the MTSF and the NDP states that CET college system needs to expand access to one million students by 2030 while simultaneously improving quality. In terms of the National Policy on Community Colleges, the ultimate institutional landscape for the CET Colleges is that 52 CET Colleges need to be established and be located within the 44 District Municipalities and 8 Metropolitans.

26. Local Municipalities are envisaged to have learning sites in the form of Community Learning Centres and Satellite Centres. The planning for this sector demands clear targets as depicted in the Provincial Multi-Deprivation Indices (PMDI) with clear demographic profiles for both rural and urban dynamics including the levels of high concentration of illiteracy and poverty rates as well as intermediate skills demand per district municipality. In other words, which part of the Triad in Figure 1 is emphasised by the CET College must solely depend on the research by the college and the community demands.

27. If Community Colleges are to redefine community transformation, the availability of district municipality demographics is crucial for a responsive and relevant CET college system. The Provincial Growth and Development Strategy (PGDS) should contain this information and CET Colleges must tap hereinto for the basis of developing their long- and short-term plans for institutional planning for the establishment of CLC and Satellite Centres. The process of opening and closure of CLCs and satellites must comply with the prescripts of the Policy and Procedures for regulating the opening, merging and closing of Community Education and Training Colleges learning sites, published in Government Gazette No. 40843 of 15 May 2017. The CLCs and Satellite Centres are meant to bring education, training and development services closer to communities for ease of access. Figure 2 below indicates how the plans cascade into each other towards a coordinated government plan.
SECTION 5: EDUCATION, TRAINING AND DEVELOPMENT

CET COLLEGE PROGRAMME AND QUALIFICATIONS MIX

28. A comprehensive ETD programme framework informed by macro policy directives must guide the diversification of programme offerings in CET Colleges. The CET Colleges PQM must be informed by a combination of macro-, meso- and micro-socio-economic imperatives. The planning framework must assist Colleges to progressively shift from literacy programmes towards expansion of structured learning with a more diversified approach juxtaposing formal and non-formal programmes focusing on clear foundational, intermediate and post-secondary qualifications without cloning the TVET programmes.

29. The CET Colleges need to position themselves to offer qualifications that are para-based. These may include teacher aides, nurse aides, and para-legal qualifications, etc. The Colleges PQM must promote diversified programmes per CLC and Satellite centres or differentiation for specific programmes. The PQM should assist CET Colleges to define capacity for lecturer qualification, skills and competencies in need. The CET Colleges Skills Development Plans must be underpinned by the skills demand and should project future reskilling developments plans that are in line with the Colleges transitions from foundational courses to intermediate and post-secondary provisions.
INCREASING ACCESS AND SUCCESS

30. The CET Colleges should not to only aim at increasing access; they should also aim at the measurability of their impact in terms of student success and the colleges' ability to provide opportunities for further learning. The admission plan should define variables that enhance the chances of student employability or self-employment so as to direct admissions to demand-driven enrolments.

31. To this effect, the Department is to develop a national policy framework for student admissions in CET Colleges. Such a policy should define the process of student admissions and registration. The framework must inform CET college councils how they should formulate their own individual college admission policies.

32. The Department’s Recognition of Prior Learning (RPL) Policy should assist colleges to design RPL and Articulation services. The role of the national coordination of RPL services is to detect all forms of learning to accelerate learning and learner placement, career pathing and progression.

33. The promotion of African Languages in CET Colleges especially in the sub levels of literacy programmes to strengthen and improve functional competencies for improved student performance should be emphasised.

QUALITY ASSURANCE IN COMMUNITY EDUCATION AND TRAINING

34. With regard to quality assurance regime the National Policy on Community Colleges states that Community Education and Training Colleges shall offer qualifications or part-qualifications that are registered on Levels 1 to 4 of the National Qualifications Framework (NQF). General academic or vocational qualifications or part-qualifications registered on the General and Further Education and Training Sub-Framework (GENFETQSF) shall be quality-assured by Umalusi. Occupational qualifications or part-qualifications registered on the OQSF shall be quality-assured by the QCTO.
35. As part of the quality assurance continuum, the policy states that if a qualification offered by a Community Education and Training College requires a summative exit national examination administered by the Department as the assessment body, the Community Education and Training College offering such a qualification must be registered as an examination centre in a manner determined by the Department.

36. Non-formal programmes that do not lead to qualifications will be quality assured through the agreed institutional quality assurance processes.

37. Against the background of the above policy injunctions, it has to be acknowledged that the CET Colleges inherited high levels inefficiency which manifest themselves in high dropout rates and poor student performance. For CET Colleges to provide quality education, training and development, they need to subscribe to appropriate quality management systems (QMS).

38. The QMS for CET Colleges must be able to profile their institutional characteristics in terms of:
   a) expenditure focus and patterns (investment in education, training and development);
   b) Quality of teaching and learning (student attendance, number of courses and instructional time);
   c) institutional capacity (quality and capacity of governance, management, staff and students);
   d) Resources (infrastructure, funding, ICT);
   e) Nature of programmes and qualifications (quality, relevance and responsiveness),
   f) Student success rate (student performance and progression rates); and
   g) ETD impact (student employment, self-employment rates; socio-economic impact in local communities, behavioural change due life-long learning programmes).

39. The systems of CET Colleges must be benchmarked against both international and national standards. In this regard, tools for quantitative and qualitative reports should be in line with the monitoring and evaluation policy referred to in paragraph 9(b).
STUDENT SUPPORT SERVICES

40. The Department is the process of developing the National Policy on Student Support Services for CET Colleges which defines in depth the roles, responsibilities and areas of focus for student support services.

COMMUNITY MOBILISATION AND PARTICIPATION

41. Community education and training should be community-driven and should support community participation because of the value that it brings in enhancing the lives of the local community. Ideally, the governance model of CET College should allow for the participation local communities with a view to engender a sense of ownership for their CET Colleges and to support council and management.

SECTION 6: PARTNERSHIPS AND COLLABORATIONS

42. In terms of the National Policy on Community Colleges, the CET college must form close partnerships with local communities, including local government, civil society organisations, employers' and workers' organisations and alignment of programmes with their needs. The policy further states that CET colleges must form partnerships with other government departments to enhance the implementation government's community development projects.

43. The primacy of CET college partnerships with other government department is also amplified by in section 38 of the National Strategy on Partnerships within Community Education and Training. The Strategy argues that:

Various government department have developed interventions and programmes that may have benefits for communities. Integrating these initiatives with the role of Community Colleges as part of enhancing government delivery is critical.

INTERDEPARTMENTAL PARTNERSHIPS AND COLLABORATIONS

44. To this effect the Department has identified the following Departments as well as the rationale and merits for the potential partnership with the CET colleges:
a) **Department of Small Business Development**: The CET college partnership with this department has a potential of position the CET colleges as delivery sites for the provision of Small and Medium Enterprise Development programmes.

b) **Department of Women, Children and People with Disabilities**: The collaboration with this department enables it to provide oversight on the participation of women in development programmes in the CET Colleges. It can also lobby for the utilisation of CET Colleges space to campaign and advocate for participation of women in construction, transport, mining, agriculture technology, etc. In regards to such advocacy campaigns, the relevant SETA may also be brought on board. This Department may be crucial in assisting colleges to implement policy frameworks to support people with disabilities.

c) **Department of Social Development**: The partnership with this department may enable the CET College to utilise the Youth Centres as part of the community education and training provision. Further, such partnership might also strengthen relation between CET colleges and NPO, CBO, and FBO support the works of the CET Colleges and also to ensure that People with disabilities do access CET Colleges and CET Colleges are a service provider of choice to provide organisational development programmes for the NPOs. Community college may also be involved in the delivery of Community Workers Development Programme.

d) **Department of Science and Technology**. In this regard the partnership may assist in rolling out the Centres of Entrepreneurship and Technology, whereby some CET college CLCs operate as sites.

e) **Department of Rural Development and Land Reform**: The CET College benefit in spearheading programmes like cooperatives for land and land utilization through the training programmes for Communal Property Associations.

f) **Department of Public Works**: In this regard a partnership can be forged for training the youth participating on Expanded Public Works Programmes, as well as securing unutilised or under-utilised government infrastructure with a view to increase the number of sites that operate 8 hours per day.
g) **Department of Labour:** This partnership, in collaboration with **Workers Movement** may ensure that Community Colleges serve as sites for the delivery of worker education programme and employment services.

h) **Department of Health:** This collaboration will enable the CET College to get accredited for the delivery of Community Health Programmes.

i) **Department of Basic Education** with **Technical High Schools** for CET Based Vocational Skills Programmes.

45. 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.

**INTER-BRANCH COLLABORATIONS WITHIN THE DEPARTMENT**

46. For CET Colleges to function effectively, a collaboration with Skills Development and TVET branches of the Department remains critical, in particular with a view to sharing infrastructure and other resources. For example there is a need to identify skills centres and TVET colleges' campuses that can partner with the CET colleges for practical learning.

47. The **National Strategy for the Revitalisation Township and Rural Economy** provides a framework for spearheading the skilling of local communities with CET Colleges being central to delivery and implementation. Partnerships with Universities and CET Colleges is critical for research for CET Colleges as well as development and quality assurance of CET Community-based programmes.

**COLLABORATIONS WITH INDUSTRIES AND PROFESSIONAL BODIES**

48. Partnerships with industries and professional bodies should be viewed as a strategic move to strengthen the reputation of the CET Colleges and improve the prospects of students' employability. This will also position CET Colleges as reputable service providers of high quality programmes and qualifications.
49. This collaboration may be further enhanced through creating links with local business fora as well as chambers of commerce and industries.

COLLABORATIONS WITH OTHER GOVERNMENT AGENCIES AND ENTITIES

50. Although the list below is not exhaustive, the Department has identified the following government agencies and entities as potential strategic partners for the development and evolution of the envisaged community education and training system:

a) **Independent Electoral Commission**: Voter education and citizenship education are critical for the strengthening of democracy and social cohesion. To develop and offer such programmes the CET colleges need to collaborate with the Independent Electoral Commission (IEC).

b) **Small Enterprise Development Agency**: It is critical that the CET colleges enter into partnership with this agency to provide mentorship and coaching programmes for emerging entrepreneurs and cooperatives development.

c) **National Youth Development Agenda**: Given that CET College sites are easily accessible to local community, it would be in the best interest of the community if the NYDA establishes information desks in all CET Colleges as part of student support services.

d) **Sector Education and Training Authorities**: There is acceptance and understanding that for CET colleges to offer occupational qualifications, they must be accredited by the Quality Council for Trades and Occupations (QCTO). While seeking accreditation, the CET colleges must enter into partnership with the SETAs to delivery SETA-specific programmes that are needed in local communities.

e) **National Skills Fund**: Outcome 4.4 of the National Skill Development Strategy III (NSDS) acknowledges the primacy of language, literacy and numeracy skills for improved economic and social participation, productivity and social inclusion. In the quest for partnership with the National Skills Fund (NSF) it is important that the Branch submits funding request to the NSF for supporting the training of the youth and adults in occupational qualifications or part-qualification registered on the Occupational Qualifications Sub-Framework (OQSF).
Partnerships with non-governmental organisations, faith-based organisations and community-based organisation

51. The underlying rationale for CET college partnerships and collaborations with non-governmental organisations (NGOs), faith-based organisations (FBOs) and community-based organisation (CBOs) may be infrastructure utilisation, promoting quality education and training, institutional capacity building and organizational development services and piloting of CET College Models.

SECTION 7:
INVESTMENT IN COMMUNITY EDUCATION AND TRAINING COLLEGES

52. For CET Colleges to provide effective and efficient service delivery to local communities the following aspects need to be prioritized as part of investing in CET Colleges.

FUNDING FRAMEWORK

53. The Department inherited a grossly underfunded adult education and training from the provincial departments of education. Given the magnitude of the role of the CET Colleges in the PSET system, the Department has to move quickly to develop funding framework that is both prescriptive but be descriptive in nature to promote effective service delivery.

STAFFING MODELS

54. The Norms and Standards for Staffing for CET should cater for permanent, part time and contract based employments to cater for diversity and flexibility of provision.

CAPACITY FOR CET COLLEGES

55. The CET Colleges are complex in nature and therefore demand high levels of leadership and governance skills and competencies. Efficiency and effectiveness will be guided by developing synergized systems that minimize risks by reducing additional intervention programmes.
PHYSICAL AND ICT INFRASTRUCTURE

56. The CET Colleges must invest in physical infrastructure to accommodate students and progressively move away from platooning in the main stream schools. Investment in ICT will enable CET Colleges to progressively shift towards using various modes of curriculum delivery such as contact sessions, distance learning and e-learning. Operational efficiency should promote global competitiveness in terms of admissions and registration processes, administrative support functions, student support services, communications, assessment systems, etc.

SECTION 8: MONITORING AND EVALUATION

57. The National Policy on Monitoring and Evaluation for CET Colleges is consistent with the Service Delivery Framework through the identified areas focus for monitoring and evaluation.

SECTION 9: CONCLUSION

58. The Service Delivery Framework for CET Colleges prescribes the roadmap towards an effective and efficient service delivery by CET Colleges. It remains the responsibility of the CET College to ensure that the College's strategic plans reflects the implications of the service delivery framework in terms of their plans, resourcing and partnerships. It also has implications for the policy instruments for further development to support this policy framework.

SECTION 10: COMMENCEMENT

59. This Service Delivery Framework takes effect on the date of approval by the Director-General.