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For purposes of reference, all Proclamations, Government Notices, General Notices and Board Notices published are included in the following table of contents which thus forms a weekly index. Let yourself be guided by the gazette numbers in the righthand column:

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NO. 842

31 JULY 2020

CONTINUING EDUCATION AND TRAINING ACT, 2006 (ACT NO.16 OF 2006)**CALL FOR PUBLIC COMMENTS ON THE DRAFT NATIONAL POLICY ON STUDENT AND COMMUNITY SUPPORT SERVICES FOR COMMUNITY EDUCATION AND TRAINING COLLEGES**

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education, Science and Technology, in terms of section 41B(1) of the Continuing Education and Training (CET) Act, 2006 (Act No.16 of 2006), hereby invite public comments on the *Draft National Policy on Students and Community Support Services for Community Education and Training Colleges*.

The *Draft National Policy on Students and Community Support Services for Community Education and Training Colleges* is accessible on the website of the Department: www.dhet.gov.za.

All interested persons and organisations are invited to comment in writing and direct their comments to: Director-General: Department of Higher Education and Training

Attention: Mr David Diale

Chief Director: Education, Training, Development and Assessment

By post: Department of Higher Education and Training
Private Bag X174
PRETORIA
0001

By email: Diale.D@dhet.gov.za

Comments should reach the Department within 30 calendar days after the publication of this Notice.



Dr BE Nzimande, MP

Minister of Higher Education, Science and Technology

Date: 05/05/2020



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**DRAFT NATIONAL POLICY ON STUDENTS AND COMMUNITY SUPPORT SERVICES
FOR COMMUNITY EDUCATION AND TRAINING COLLEGES**

**Draft National Policy on Students and Community Support Services for Community
Education and Training Colleges**

Department of Higher Education and Training
117-123 Francis Baard Street
Private Bag X174
Pretoria
0001
South Africa

Tel: +27 12 312 5911
Fax: +27 12 312 6770

www.dhet.gov.za

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ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
CBO	Community Based Organisation
CET	Community Education and Training
CLC	Community Learning Centre
DHET	Department of Higher Education and Training
DOH	Department of Health
FBO	Faith Based Organisation
GETC	General Education and Training Certificate
ICT	Information and Communication Technology
LO	Life Orientation
LTSM	Learning and Teaching Support Material
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MYPE	Mid-Year Population Estimates
NASCA	National Senior Certificate for Adults
NCV	National Certificate Vocational
NDP	National Development Plan
NEET	Not in employment, education or training
NGO	Non-Governmental Organisation
NPO	Not- for-Profit Organisation
NPPSET	National Plan for Post-School Education and Training
NSC	National Senior Certificate
NYDA	National Youth Development Agency
OECD	Organisation for Economic Co-operation and Development
PSET	Post-School Education and Training
RPL	Recognition of Prior Learning
SC	Senior Certificate
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
WP- PSET	White Paper on Post-School Education and Training
WHO	World Health Organization
WIL	Work Integrated Learning

DEFINITION OF TERMS

a) Articulation

The process of forming possibilities of connection between qualifications and /or part qualifications to allow for the vertical, lateral and diagonal movement of learners through the formal education and training system and its linkages with the world of work.

b) Assistive devices

Devices that assist people with disabilities in particular those with severe disabilities to enhance their quality of life by promoting independence.

c) Barriers to learning

Systematic and/or intrinsic difficulties that prevent students from effective learning.

d) Career guidance

Services and activities intended to assist individuals of any age and at any point of their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector.

e) Community

Community is defined by being located within and contributing to the local needs of the people, local development, building social agency and social cohesion.

f) Community Education and Training student

Refers to youth aged 15-34 years and adult students who attend at a public Community Education and Training college that is registered with the Department of Higher Education and Training. A student may be registered for a full time academic programme and will be sitting for one or more examinations or a student may be registered for a short term skills or non-formal programme.

g) Completion rate

A ratio of the number of students who passed the exit assessment, to the number of students who wrote the assessment.

h) Disability

The loss or elimination of opportunities to take part in the life of the community, equitably with others that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent,

temporary or episodic in nature; thereby causing activity limitations and participation restriction within the mainstream society.

i) Recognition of Prior Learning

The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

j) Life-long learning

The development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetime and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment.

k) Students and community support services

In the context of CET, students and community support services refers to the provision of multi-pronged college support services required by the students. The services include academic and psycho-social support aimed at improving student retention and success. Support services are rendered through partnerships with NGOs and NPOs who are already facilitating some of the support in communities. Students and community support services entail academic, personal, social, informational counselling, guidance and support in order to assist students with life-long learning, employment services and entrepreneurship opportunities.

INTRODUCTION AND BACKGROUND

1. The establishment of Community Education and Training (CET) within the Department of Higher Education and Training (DHET) is the realization of the *White Paper on Post-School Education and Training (WP-PSET)*, 2013. CET colleges are a third institutional type geared to reflect a new thinking about community education and training in South Africa.
2. CET colleges are a significant part of the country's educational landscape intended to serve communities by offering programmes, information, services and learning opportunities that are responsive to community needs. CET colleges are therefore designed to contribute to a differentiated Post-School Education and Training (PSET) system that is meant to accelerate, deliver and accommodate the educational needs of many South Africans who are currently not accommodated by Universities and Technical and Vocational Education and Training (TVET) colleges.
3. The WP-PSET clearly indicates that CET colleges are a training system designed to cater for the needs of millions of youth and adults who are not in employment, education or training (NEET). *The Quarterly Labour Force Survey (Quarter 2:2019)* shows that 6.7 million people are unemployed and 57% of the unemployed have an educational level below matric, followed by 33.4% of those with matric. The total number of persons between the ages of 15-34 years who are not in employment, education or training is 40.3%. This marks the number of people that can be accommodated and supported within CET colleges.
4. The *2018 Mid-Year Population Estimates (MYPE)* illustrate that there are millions of South Africans who can continue to benefit from the expansion and quality provision of CET college programmes and services. The 2018 MYPE indicates that 4.5% of South Africans have no formal school education at all, 9.1% have some primary schooling, 4.4% have completed primary schooling, and 8.3% have some secondary education but did not attain a Grade 12 equivalent qualifications such as the Senior Certificate (SC), National Senior Certificate (NSC) or National Certificate (Vocational) (NCV) qualification. This illustrates the urgency for CET colleges to respond to the need to educate and support many South Africans who would not otherwise have access to higher education.
5. A report of the Director – General's Advisory Task Team: *The Ideal Institutional Model for Community Colleges in South Africa (2017)* indicates that CET colleges are to

contribute to finding solutions for the NEETs' challenge by offering support and training that relates to people's lives and helping them to discover options open to them and finding ways out of poverty and unemployment.

6. The development of the National Policy on Students and Community Support Services for Community Education and Training Colleges is in response to the *Report of the task team on Community Education and Training Centres (2013)* which points out numerous challenges that community education students are facing, namely :
 - 6.1 High drop-out rates;
 - 6.2 Poor access to markets and access to information;
 - 6.3 High unemployment and poverty;
 - 6.4 Alcohol and drug abuse;
 - 6.5 Crime;
 - 6.6 Suicide amongst the youth;
 - 6.7 Teenage pregnancy and child abuse;
 - 6.8 Health issues; and
 - 6.9 Boredom.
7. The report recommends that community education programmes and support services provided by CET colleges must be locally orientated and informed by these contextual realities.
8. *The Post-School education and training monitor: Macro-Indicator Trends (2019)* indicates that the General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) completion rates were below 50% for the period 2010-2016 and by 2016 had dropped to 35.9%. The completion rate for females was 36.9% and 31.9% for males. This marks an academic challenge that requires inputs and various forms of support, including learning and teaching support intervention programmes by students and community support services in CET colleges.
9. The Statistics South Africa *Community Survey: Profiling Socio-Economic status and living arrangements of persons with disabilities in South Africa (2006)* indicates that education attainment indicators are worse for people with disabilities. At least less than 0.1 % completed a certificate while those who completed grade 12 are less than 0.5%. This reduces the number of people with disabilities who can enter into higher education. Research by Garrison-Wade (2012) indicates that there are still significant access and retention barriers within higher education institutions. Students with

disabilities still experience a number of barriers. This necessitates inclusive support programmes that must accommodate people with barriers to learning within CET colleges.

10. Research conducted by Cooper (2007); Zivin, Eisenberg, Gollust and Golberstein (2009) and Tait (2014) indicate that a myriad of factors contribute to student attrition and non-completion of college studies. These factors include students who come from low income families; students who struggle with competing priorities such as college, family and work; mental health problems; time pressure; lack of self-management; family problems; logistics and support and academic challenges. CET college students are also not immune to such challenges. Relevant support programmes must be in place to address these challenges within CET colleges.
11. The *World Health Organisation (WHO) (2018)* report indicates that South Africa has the third highest burden of disease. Social ills affecting South African communities in general cannot be overlooked as CET colleges are located within communities affected by social ills. CET colleges must therefore be an integral part in prevention and support programmes in synergy with relevant community stakeholders.
12. The report of the *Director-General's Advisory Task Team on Community Education and Training : The Ideal Institutional Model for Community Colleges in South Africa (2017)* recommends community colleges to offer strong support and advice on programmes and learning options related to career possibilities, employment, information on community issues, work experience, labour market and placement agencies, financial aid and academic support.
13. The *Ministerial Committee Report on post-compulsory and post-schooling provision in South Africa (2009)* points out that youth and adults experience an impediment in terms of not knowing how to navigate the educational system due to lack of career information and guidance. The lack of information makes it difficult for youth and adults to make decisions with regards to work and opportunities for progressing to further learning. The report recommends urgent attention in the following areas:
 - 13.1 Student recruitment and retention;
 - 13.2 Counseling and guidance;
 - 13.3 Orientation;
 - 13.4 Extracurricular activities;
 - 13.5 Financial Aid information;

13.6 Articulation; and

13.7 Linking with placement agencies

14. *The Report of the Task Team on Community Education and Training Centres (2013)* locates the sphere of adult and youth education in communities with strong varied links with local Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs), local government, local economy and labour markets. The students and community support services interventions must therefore be provided in synergy with these organisations.
15. A research study by Mutula (2016) reiterates that community learning centres (CLCs) cannot operate in isolation, but as part of the community. CET colleges must establish centre-community relations in order to enhance their efficiency and for the community to benefit reciprocally.
16. Proposal seven (7) of the *Community Education and Training College System: National Plan for the Implementation of the White Paper for Post-School Education and Training System 2019-2030 (2019)* refers: “Developing steering mechanisms to regulate and support appropriate provision of community education and training programmes. The development of a *National Policy on Students and Community Support Services for Community Education and Training Colleges* is therefore one of the targets within proposal seven (7) that alludes to the provision of appropriate academic, psycho-social support, career advice and guidance and provision of support for entry into self-employment initiatives and cooperatives through establishing linkages with entrepreneurship hubs and employment creation initiatives.

RATIONALE

17. The *White Paper for Post-School Education and Training* indicates that community colleges must ensure that the kind of education and training provided in CET colleges is of good quality and enables its recipients to make significant progress in learning, teaching and development. It also highlights that support of students is important to ensure that students adapt to the demands of college life and that they meet the demands of college programmes.
18. Students in CET colleges are faced with a myriad of academic, psycho-social, wellness, disability and unemployment challenges. However, the current provisioning of students and community support services in CET colleges remains inconsistent, inadequate and fragmented. CET colleges are lagging behind in the provision of

differentiated and structured support services for students and this contributes to poor student retention and success rates of CET students.

19. In addressing the identified student challenges in synergy with other departmental policies, CET colleges require a standardised policy that gives guidance on the provision of structured and multi-pronged support services that will contribute in improving the throughput rates of CET students.

PURPOSE OF POLICY

20. The *National Policy on Students and Community Support Services for Community Education and Training Colleges* is developed to guide and assist CET colleges to establish and provide structured students and community support services that are relevant to the contextual needs of community education and training students.

DEFINITION OF STUDENTS AND COMMUNITY SUPPORT SERVICES

21. In the context of CET, students and community support services refers to the provision of multi-pronged college support services required by the students. The services include academic and psycho-social support aimed at improving student retention and success. Support services are rendered through partnerships with NGOs and NPOs who are already facilitating some of the support in communities. Students and community support services entail academic, personal, social, informational counselling, guidance and support in order to assist students with life-long learning, employment services and entrepreneurship opportunities.

LEGISLATION AND POLICY CONTEXT

22. The *National Policy on Students and Community Support Services for Community Education and Training Colleges* must be read in conjunction with the following legislation and policies:

Constitution of the Republic of South Africa

- 22.1. The *Constitution of the Republic of South Africa, 1996* indicates that everyone has the right:
 - a) to basic education, including adult basic education; and
 - b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

22.2. It further affirms the democratic values of human dignity, equality and freedom. It stipulates the unlawfulness of all forms of discrimination which include discrimination based on race, gender, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. In the context of the CET College system, colleges must strive to provide support and programmes that are in line with the Constitution and eliminate all forms of discrimination.

Continuing Education and Training Act

22.3. The directive principles of the *Continuing Education and Training Act (Act No.16 of 2006)* specifies that further education and training systems should contribute to the full personal development of each student, and to the moral, social, cultural, political and economic development of the nation at large, including advancement of democracy, human rights and the peaceful resolution of disputes. As such, students and community support services must provide services that will contribute to their full personal development.

Protection of Personal Information Act

22.4. The *Protection of Personal Information Act, 2013* describes the importance of handling personal information with caution. It is aimed at ensuring that South African institutions conduct themselves in a responsible manner when collecting, processing, storing and sharing personal information. In line with the *Protection of Personal Information Act*, this policy supports the protection of personal information when dealing with student records unless otherwise there are consent agreements relating to support to be provided.

White Paper for Post School Education and Training

22.5. The *White Paper on Post-School Education and Training (2013)* indicates that support of students is crucial to aid students to adapt to the college demanding life and programmes. CET colleges are therefore expected to provide diverse and relevant support to students upon college entry up until they articulate into further studies, find employment or start up their own businesses.

White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System

22.6. *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)* makes provision for the inclusion of learners with barriers to learning in the mainstream classroom. It advocates for equal

educational access and this has implications for teaching and learning activities. As such, CET colleges must make provision for the inclusion of students with disabilities in teaching and learning and extra-curricular activities.

National Youth Policy 2020

22.7. The *National Youth Policy 2020* highlights interventions that are proposed to promote optimal development of young people as individuals as well as members of the South African Society. The policy makes proposals that promote youth employment, work exposure, entrepreneurship, rural development, education, guidance, health and inclusion of youth, including those with disabilities. The policy directs government departments, including the Department of Higher Education and Training to partake in the implementation of the policy.

Recognition of Prior Learning Coordination Policy

22.8. The *Recognition of Prior Learning Coordination Policy, 2016* describes the importance of recognizing previous knowledge, skills and competencies recognized towards access, mobility and career paths. Moreover, it seeks to accelerate the redress of unfair discrimination in education, training and employment opportunities. As such, this policy recognizes the importance of recognition of prior learning as part of relevant community support.

National Policy for an Integrated Career Development System for South Africa

22.9. The *National Policy for an Integrated Career Development System for South Africa, 2017* indicates that career development services must be provided to individuals across their life span. Career development is necessary to facilitate informed learning pathways and subject choices. Career development services should be an integral part of in-service and adult learning programmes and should be seen as key in preventing unemployment, particularly long-term unemployment. CET colleges should therefore enable career development services for the benefit of students and communities where colleges are located.

National Policy on Learning and Teaching Support Materials

22.10. The *National Policy on Learning and Teaching Support Materials, 2016* indicates that every student and lecturer must access the minimum set of core materials required to implement formal; skills and non-formal programmes. As such, CET colleges must ensure timely provision of teaching and learning

materials to meet the requirements of specific formal; skills and non-formal programmes.

National Policy for the Monitoring and Evaluation of Community Education and Training Colleges

22.11. The *National Policy for the Monitoring and Evaluation of Community Education and Training Colleges, 2016* guides the education, training and development cluster of the CET system to monitor and evaluate teaching and learning management. As such, colleges must ensure that support provided to students is of good quality and there must be regular and on-going monitoring and evaluation of support programmes by colleges and regional offices.

National Strategy on Partnerships within Community Education and Training

22.12. The *National Strategy on Partnerships within Community Education and Training, 2016* provides guidance on the collaborative initiatives that colleges must have with various state organs. Colleges are directed to form strategic partnerships that will contribute and assist in building capacity within. Partnerships must be with local business, Faith Based Organisations (FBOs), NGOs, Sector Education and Training Authorities (SETAs), Universities, TVET and existing public and private institutions in the areas of work integrated learning, job placement, health and wellness, disability support, academic support, extracurricular and financial aid.

Strategic Policy Framework on Disability for the Post School Education and Training System

22.13. The *Strategic Policy Framework on Disability for the Post School Education and Training System (2018)* indicates that teaching and learning practices as well as the pedagogical curricula design should reflect the context of social inclusion in institutions. In line with the framework, CET colleges must provide services that will cater for the needs of students with disabilities by providing them with support upon entry and during teaching and learning so that they are fully included in college programmes.

Policy Framework for the Realisation of Social Inclusion in Post –School Education and Training Institutions

22.14. The *Policy Framework for the Realisation of Social Inclusion in Post-School Education and Training Institutions (2016)* locates the entire PSET system within the universal human rights discourse. The framework promotes social

inclusion as a concept that embraces the entire humanity and cuts across all factors that divide human beings. CET colleges must therefore enable a teaching and learning environment that is inclusive of all people.

National Plan for Post –School Education and Training

22.15. The *National Plan for Post-School Education and Training (NPPSET)* provides guidance on the establishment of community colleges and how to strengthen them to serve the needs of many people that require post –school education and skills development opportunities. The plan indicates that student support services are necessary to promote student success. CET colleges must therefore have student support services programmes that offer appropriate academic and psychosocial support as required by the students.

CET College System: National Plan for the Implementation of the WP- PSET System 2019-2030

22.16. The *Community Education and Training College System: National Plan for the Implementation of the White Paper for Post-School Education and Training System 2019-2030 (2019)* maps out a strategic policy direction that CET colleges must follow. It highlights the development of the students and community support services policy as one of the steering mechanisms to regulate and support appropriate provision of community education and training programmes. Students and community support services must therefore ensure the provision of appropriate academic, psychosocial support, career advice and guidance and provision of support for entry into self-employment initiatives and cooperatives through establishing linkages with entrepreneurship hubs and employment creation initiatives.

Norms and Standards for Funding Community Education and Training Colleges

22.17. *Paragraph 77 of the Norms and Standards for Funding Community Education and Training Colleges* indicates that Student Support Services must be funded on the basis of full time equivalents as state funded programmes. This cover must cover academic and social support. Poor students need more support particularly in the case of rural areas. As such, colleges must make provisions for such support in line with the *Norms and Standards for Funding Community Education and Training Colleges*.

National Development Plan, 2030

22.18. The *National Development Plan, 2030* advocates a strong relationship between the college sector and the industry in order to improve the quality of training in colleges. This is aimed at quick absorption of college graduates into jobs. Industry is envisaged to provide practical training. Colleges are therefore encouraged to work with industry to prepare students for work integrated learning (WIL) thus increasing chances for employment of youth and adults in communities.

PRINCIPLES UNDERPINNING THE NATIONAL POLICY ON STUDENTS AND COMMUNITY SUPPORT SERVICES FOR CET COLLEGES

23. The development of the *National Policy on Students and Community Support Services for Community Education and Training Colleges* is based on principles put forth by the *National Policy on Community Education and Training*. Accordingly, the following principles underpin the establishment of this policy:

- 23.1. 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;
- 23.2. Diversification and transformation of institutions that promote the goals and objectives of a progressive socio-economic agenda;
- 23.3. Provision of vocational training that prepares people for participation in both the formal and informal economy;
- 23.4. Close partnerships with local communities, including local government, civil society organizations, employers' and workers' organizations and alignment of programmes with their needs,
- 23.5. Partnerships with government's community development projects; and
- 23.6. Collaboration and articulation with other sections of the post –school education system.

SCOPE AND APPLICATION

24. This policy is applicable to all CET colleges established by the Minister in terms of the *Continuing Education and Training Act, 2006 (Act No.16 of 2006)*.

CET COLLEGE STUDENTS AND COMMUNITY SUPPORT SERVICES MODEL

25. The *National Plan for Post-School Education and Training* indicates that colleges must offer appropriate academic and psycho-social support, as required by the students. Academic and psycho-social support must improve retention and success of CET students. In alignment with the *NPPSET*, the *National Policy on Students and Community Support Services for Community Education and Training Colleges* advocates for a student-community centred and multi-pronged provision of structured support to CET students.
26. Support offered must be differentiated and meet the unique needs of CET students. Upon entry, colleges must adequately profile the individual needs of each student, assist with recognition of prior learning and ensure that differentiated, diverse and blended support interventions are in place.
27. Students and community support services interventions, through college staff and external stakeholders must integrate various dimensions, i.e. personal, intellectual, social, emotional, physical, environmental, entrepreneurial and occupational dimensions. Commitment in all these areas is required for optimum balance in learning and development of CET students.
28. Whereas some students and community support programmes can be provided in groups, it should be noted that not all interventions should be provided using a blanket approach as students' needs may not all be the same. Support provided must be differentiated. The following elements should then be considered when colleges provide support:
 - 28.1. **Identity:** A student has the opportunity to interact with students and community support services personnel on a one-to-one basis;
 - 28.2. **Individualization:** The interaction with personnel is individualized, based on the specific needs and goals; and
 - 28.3. **Interpersonal interaction:** The interaction is mutual and reciprocal, with learning and performance as goals rather than simply information delivery.
29. As outlined in paragraphs 6, 10 and 13, CET colleges must provide strong support and advice programmes to students. CET colleges must provide support to students in four equally important core areas underpinned by partnerships, namely:
 - 29.1 College entry support;
 - 29.2 Learning, training, development and wellness support;

- 29.3 Inclusive support; and
- 29.4 Community, linkages and exit support

COLLEGE ENTRY SUPPORT

- 30. *WP-PSET* indicates that educational opportunities for adults and youth are insufficient and therefore introduces CET colleges as a new type of institution that is designed to cater mainly for youth and adults who did not complete their schooling or never attended school and thus do not qualify to study at TVET colleges and universities. As such CET colleges are envisaged to increase access rates of youth and adults by a headcount enrolment of one million by 2030.
- 31. *Strategic Objective 1 of the CET College System National Plan for the implementation of the WP-PSET system 2019-2030: to increase access by adults and youth to community education and training programmes* requires CET colleges to have college entry support interventions that will enable and promote access of youth and adults. In line with the NPPSET, CET colleges must enable and promote access through the provision of various services.
- 32. Upon entry, CET colleges must inform community members about a range of programmes and qualifications that are offered. Colleges must advise on formal and non- formal programmes, duration and articulation pathways upon completion. Career advice must be made available through Regional Offices and the DHET's Career Development Services. As part of college entry support, the following services must be offered:
 - 32.1 Career guidance and counselling;
 - 32.2 Conduct student profiling (obtaining detailed information about students, including academic history, any barriers to learning, disability and support needed by the students);
 - 32.3 Administer placement tests to enable correct placement of students into different AET levels;
 - 32.4 Provide assistance with recognition of prior learning (RPL);
 - 32.5 Facilitate student induction and orientation;
 - 32.6 Introduce students into college policies and procedures such as the student code of conduct, attendance and punctuality, discipline, examination and assessment policies; and
 - 32.7 Provide registration and financial aid information.

LEARNING, TRAINING, DEVELOPMENT AND WELLNESS SUPPORT

33. Section 3.2.4 of WP-PSET indicates that it is crucial that the education and training provided in community colleges is of good quality and enables its recipients to make significant progress in learning, training and development. Strategic objective 2 of the *CET College System National Plan for the Implementation of the WP-PSET System 2019-2030* refers: “Improve youth and adults’ success in education and training programmes”. This indicates a need for a gradual increase of student completion rates by CET colleges. CET colleges must provide appropriate academic and psycho-social support as required by students so as to improve retention and success rates.

Learning, Training and Development Support Interventions

34. The *CET College System National Plan for the Implementation of the WP-PSET system 2019 -2030* projects a student completion rate of 78% by 2030. This requires appropriate academic support interventions such as timeous provision of learning, teaching and support materials (LTSM) and a variety of learning, training and development support interventions. *The National Policy on Learning and Teaching Support Materials* highlights that students and lecturers must be provided with quality LTSM to comply with the curricular needs of the college. Students must have access to quality resources that are appropriate, current and relevant.
35. Learning, training and development support interventions must also include the following services:
- 35.1 Basic literacy skills programmes;
 - 35.2 Additional resource materials to supplement prescribed textbooks;
 - 35.3 Provision of distance learning options for adults and youth that are working and students that reside in remote rural areas;
 - 35.4 Structured peer study groups and well managed study WhatsApp Messenger Groups;
 - 35.5 In-class peer mentor support programme (to be led by best performing students);
 - 35.6 Revision classes and catch up programmes;
 - 35.7 Workshops on study skills, preparing for examinations and time management;
 - 35.8 On-line resources to enhance and stimulate learning;
 - 35.9 Access to information and communication technology (ICT) to promote research;

- 35.10 Access to community library services and study areas;
- 35.11 Use of a variety of learning, teaching and development methodologies by lecturers;
- 35.12 Provision of lecturer comments on marked assignments;
- 35.13 Collaborative- teaching by lecturers to enhance learning;
- 35.14 Reading, writing, spelling and poetry clubs;
- 35.15 Monitoring of students with slow academic progression; and
- 35.16 Motivation sessions.

Monitoring of attendance and punctuality

- 36. CET colleges must monitor student's attendance and punctuality as classes and sessions missed may have a negative impact on the success of various support interventions. Lecturing staff must identify repeated absenteeism that is not accompanied by formal documentation that explains absence. One-on-one sessions with the affected students must be organised so that early intervention strategies are developed in partnership with the students. CET colleges must develop their own attendance and punctuality policies.

Wellness Support

- 37. In line with the *National Youth Policy 2020*, CET colleges must work in partnership with other government departments and NGOs to support healthy lifestyles, sports and extracurricular activities. CET colleges must have structured and coordinated health and wellness and extracurricular programmes.
- 38. CET colleges, through partnerships with NGOs and NPOs must offer appropriate psycho-social support as required by the students. CET colleges must establish a referral system with relevant NGOs, NPOs and relevant government departments that already provide the service to the community.
- 39. In partnership with relevant stakeholders, CET college students must have access to the following wellness support interventions:
 - 39.1 Referrals for individual and group counselling support;
 - 39.2 Coaching and mentoring;
 - 39.3 Health, wellness and development programmes for youth and adults;
 - 39.4 Hunger alleviation programmes in synergy with various NGOs, FBOs, retail industry and relevant government departments and

39.5 Extra-curricular activities.

INCLUSIVE SUPPORT

40. DHET institutions, including CET colleges are mandated to embrace inclusion of all types of students in all college academic and extracurricular activities. CET colleges must therefore eliminate all forms of discrimination and promote the inclusion of all students in college activities.
41. In partnership with the DHET, Planning Branch: Social Inclusion and Equity Directorate and other relevant stakeholders, CET colleges must facilitate social inclusion advocacy and awareness workshops that will raise awareness about social inclusion amongst staff and students.
42. CET colleges must create a conducive teaching and learning environment that enables access and eliminate barriers that prevent vulnerable youth and adults from participating in CET college programmes. Colleges must provide programmes and services that promote diversity and integration during teaching and learning and in extra-curricular activities.

Early Identification of students with disabilities

43. CET colleges must have a system to identify students with disabilities. Students with disabilities must be encouraged to disclose their inclusive support needs upon registration so that colleges can plan for timeous and relevant support interventions.

Universal Design

44. CET colleges must provide differentiated support services that are relevant to the needs of all students such as disability, age, language, etc. College Academic Boards in synergy with students and community support services and relevant college stakeholders must develop strategies of accommodating students who are vulnerable and students with disabilities within existing college programmes and activities.
45. The curriculum must be made accessible to all learners by providing learning materials that accommodate the needs of all students. CET colleges must plan for sustainable resources, assets and infrastructure that will accommodate various kinds of disabilities. For students that are blind or partially sighted, colleges must make provisions for enlarged fonts and braille.

Assistive Technology

46. Assistive technology is necessary to enable and to enhance a conducive teaching and learning environment for students with disabilities. CET colleges must ensure that there is assistive technology to enable and enhance a conducive teaching and learning environment that accommodates students with disabilities.
47. In line with the *Norms and Standards for Funding Community Education and Training Colleges*, students with inclusive support needs must be catered for and funded by adding an additional weight to the FTE calculations. This means extra funding for students with inclusive support needs in a particular programme. The weighting must match the actual resources, support required and evidence that assistance is actually provided and that extra staff are employed.

Capacity Building of CET lecturers

48. The Department and CET colleges must plan for capacity building programmes for both administrative and lecturing staff on inclusive education and transformation priorities of the Department.
49. Lecturing staff must be continuously and adequately trained on inclusive education. CET colleges must consider enrolling lecturing staff for a formal Inclusive Education qualification. CET colleges must also organise disability sensitization and inclusion workshops for both staff and students on a regular basis.

Concessions

50. Concessions related to disabilities of reading, basic spelling, writing and mathematical disorder may be granted in accordance with *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System, 2001*.
51. Students with disabilities must provide necessary supporting documentation such as medical reports to aid in applying for concessions on time. Applications for concessions must be evaluated by provincial assessment structures responsible for students with disabilities in CET colleges.
52. Based on assessments and approval from the provincial assessment structures, support of students with disabilities may include any of the following interventions:
 - 52.1 Academic concessions (amanuenses/scribes, extra time and enlarged fonts);
 - 52.2 Orientation and mobility into the college environment;

- 52.3 Independence training;
- 52.4 Assistive devices and human support;
- 52.5 Availability of LTSM in other accessible formats;
- 52.6 Individual attention;
- 52.7 Counselling and support;
- 52.8 Skills development;
- 52.9 Assistance with employment;
- 52.10 Assistance with articulation;
- 52.11 Exposure to business opportunities and
- 52.12 Referrals to specialist organisations

COMMUNITY, LINKAGES AND EXIT SUPPORT

- 53. Community, linkages and exit support is critical to the evaluation of the success of CET college programmes, students and community support services as well as functional college-community systems. In line with the *National Strategy on Partnerships within Community Education and Training*, colleges must form collaborative initiatives with various community and state organs in order to be successful.
- 54. The capacity of colleges must be strengthened in order to enhance the support system that must be provided through CET colleges. The *NPPSET* indicates that CET colleges must serve as community information hubs and offer career advice, employment services, provide support for entry into self-employment initiatives and cooperatives through linkages and partnerships.
- 55. CET colleges in partnership with relevant stakeholders must carry out a variety of activities and programmes to promote success of CET students and community linkages, namely:
 - 55.1 Formalise partnerships with college stakeholders through Memorandum of Agreements (MOA) and Memorandum of Understanding (MOU) for work shadowing, job placement opportunities, articulation, wellness, disability support and small business development initiatives and cooperatives;
 - 55.2 Create and maintain a database of college and community stakeholders;
 - 55.3 Provide college information to communities;
 - 55.4 Provide information on community development initiatives to students;
 - 55.5 Provide career guidance and articulation information to college communities;
 - 55.6 Provide assistance with RPL;

- 55.7 Provide labour market information;
 - 55.8 Facilitate work readiness workshops for students;
 - 55.9 Assist community members to access a database of employers;
 - 55.10 Link communities with job placement agencies and employer organisations;
 - 55.11 Facilitate juvenile offender rehabilitation and community reintegration programmes (e.g. courses for ex-offenders and drug addicts) in partnership with the Department of Justice and Correctional Services;
 - 55.12 College -community outreach programmes for people with special learning needs;
 - 55.13 College open days, including for disabled people organisations and
 - 55.14 Develop student tracking systems and alumni database.
56. Students and community members must be given information on where, when, how and who will assist them to access such services as not all CET colleges may be equipped for the provision of some of the services on site and moreover some may not be able to provide services to the community throughout the day. A referral system must be in place.

STRUCTURES FOR STUDENTS AND COMMUNITY SUPPORT SERVICES

57. As a new component within the CET college system, interim students and community support services units must be established at all CET colleges. Colleges must identify and train dedicated lecturers to perform students and community support services duties.
58. Dedicated lecturing staff must perform the following duties:
- 58.1 Planning and managing of overall students and community support functions;
 - 58.2 Coordinating college entry support functions;
 - 58.3 Coordinating learning, training, development and wellness support interventions;
 - 58.4 Coordinating inclusive support initiatives for students with barriers to learning and
 - 58.5 Coordinating community, linkages and exit support initiatives.
59. A process of appointing full time staff members who will undertake students and community support duties will be determined by the Department.
60. CET regional officials must build mechanisms of supporting, coordinating and sharing best practices within CLCs.

RESOURCING STUDENTS AND COMMUNITY SUPPORT SERVICES

61. Colleges must avail and negotiate for relevant resources to enable proactive and vibrant students and community support services. Resources may include, but not limited to, adequate provision of learning and teaching support materials, access to library services, study areas, counselling rooms, ICT facilities, smart boards, assistive technology, audio visual equipment, photocopying and printing facilities, extra mural activity facilities and sporting kits.
62. Colleges must work in partnership with other PSET institutions, government departments, municipalities, NGOs, Agencies and FBOs for access and provision of the above-mentioned resources.

FUNDING OF STUDENTS AND COMMUNITY SUPPORT SERVICES

63. Funding of students and community support services must be in accordance with the provisions of the *Norms and Standards for Funding Community Education and Training Colleges*.
64. *The Norms and Standards for Funding Community Education and Training Colleges* make provision for students with inclusive support needs. Actual extra resources and support required by the students must be provided and evidence be provided thereafter.

ADVOCACY AND COMMUNICATION STRATEGY

65. There is a need to communicate the envisaged change espoused by the policy, to gain acceptance and to institutionalise students and community support services in all CET colleges. The *National Policy on Students and Community Support Services for CET colleges* requires adequate advocacy and communication amongst all CET stakeholders such as regional office staff, CET college staff, students, and all relevant college stakeholders.
66. Students and community support services will be part of engagements in the appropriate forums established by the Department and colleges.

MONITORING AND EVALUATION

67. This policy takes into account that colleges will offer a wide variety of services, colleges are therefore expected to record services rendered through intake forms.

68. In accordance to *the National Policy for the Monitoring and Evaluation of Community Education and Training Colleges, 2016*, the DHET in conjunction with CET Regional office will develop a monitoring and evaluation tool that will guide, monitor and evaluate the effective implementation of students and community support services in CET colleges.
69. Key elements that will be monitored and evaluated are:
- 69.1 College entry support;
 - 69.2 Learning, training, development and wellness support;
 - 69.3 Inclusive support and
 - 69.4 Community, linkages and exit support.
70. Colleges must submit quarterly monitoring and evaluation reports through Regional offices. Reports must comply with the monitoring and evaluation tool.
71. Regional offices must develop management plans to monitor and support students and community support services at all colleges.

ROLES AND RESPONSIBILITIES

72. The *National Policy on Students and Community Support Services for Community Education and Training Colleges* requires implementation by various stakeholders. The determination of the roles and responsibilities will be in the implementation plan that will be developed after the policy is approved.

SHORT TITLE AND COMMENCEMENT

73. This policy shall be called the *National Policy on Students and Community Support Services for Community Education and Training Colleges*.
74. The implementation of this policy will take effect on the date of publication by notice in the Government Gazette.
75. A comprehensive implementation guideline will be developed to articulate a standard approach of implementing students and community support activities at colleges.