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Welcome to Izwi-CET, the Voice of Community Education and Training

Deputy Director-General: CET Thembisa Futshane

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The White Paper for Post School Education and Training called for the establishment of CET Colleges as the third tier of institutions in the PSET system. The CET College System was established in 2015, so it’s important to reflect on the journey. This reflection takes place in a worsening socio-economic context, characterised by increasing poverty, unemployment and inequality. These challenges have been exacerbated by Covid-19, impacting livelihoods, employment, and the health and wellness of communities. CET Colleges, as part of the Post School Education and Training system, have the potential to address some of these challenges.

CET Colleges were established to target out-of-school youth and adults who require various forms of skilling, including upgrading of qualifications, second chance learning, non-formal programmes and the provision of skills programmes to contribute to different forms of livelihoods. CET Colleges are part of government's instrument for the provision of mass skills programmes as a contribution and a response to the Economic Reconstruction and Recovery Plan. Resourcing and capacity building interventions must position CET Colleges to play this role.

The problem recognised in the previous Adult Education and Training system was that it had limited programmes, inadequate second chance opportunities and minimal support for non-formal education. The previous AET system did not attract many students and those participating in it did not perform well. The CET College system is meant to ensure that these problems are addressed.

Various research processes were undertaken to establish CET Colleges and their programme offerings. In 2012, a Ministerial Committee on the establishment of Community Education and Training Colleges provided guidance. It also made recommendations on the appropriate programme and qualification mix to be provided.

In 2017, the Durban University of Technology (DUT) undertook research on the ideal institutional model for Community Colleges in South Africa. Nine pilot sites examined the capacity, infrastructure and funding required to establish viable Community Learning Centres (CLCs) under CET Colleges.
In 2019, the Organisation for European Cooperation and Development (OECD) developed a report on Community Education and Training. Getting Skills Right. The report made recommendations, including programmes and qualifications. Included were recommendations on the need to create pathways from basic skills programmes to second chance secondary education, an inventory of the already available vocational skills training programmes in communities, and which training programmes to offer at CET institutions. There was also a recommendation to ensure that there are easy pathways from the CET vocational skills programmes into TVET programmes.

These research interventions have established a good basis for considering the provision of properly articulated mass skills programme interventions driven by CET Colleges. Policies and plans have been developed to establish, strengthen and stabilise the CET Colleges system. CET College Councils and management have been put in place, funding capacity and systems have been developed, staffing processes are underway, and pilots and partnerships on programmes have been established. However these interventions have not been fully realised as there continues to be limited capacity and resources to expand and upscale them.

The CET College system continues to suffer from lack of a clear institutional identity, appropriate infrastructure, data and information systems, and advocacy for the college system. These matters are constantly being dealt with as part of the interventions reflected in the CET sector plan.

To catapult CET Colleges as viable and responsive institutions, partnerships with PSET institutions are key. There is a need to strengthen and stabilise funding commitments with SETAs on a medium to long-term basis. This will enable the CET Colleges to have predictable funding for purposes of multi-year planning. The current partnerships must be strengthened and expanded.

The National Skills Fund, as per its strategic plans and priorities, must fund the capacity building of CET Colleges and the Colleges’ pilot processes for diversification of programmes.

Funding for the implementation of the National Senior Certificate for Adults must be prioritised as part of ensuring that out-of-school youth and adults complete their matric equivalent education, and therefore access further learning and skills training.

To drive mass skills provision, CET Colleges must partner with TVET Colleges, faith-based skills centres, technical schools and SETA skills centres to be able to address infrastructural challenges in the short term. In undertaking mass skills provision, the role of the QCTO is critical. The engagements with the QCTO must enable quicker accreditation of skills programmes so that CET Colleges are enabled to drive mass skills provision for the country.

All stakeholders must be engaged around this vision of mass skills provision so that the intervention is visible and impactful. A summit of stakeholders will be an ideal platform for the planning, support and resourcing of the intervention. The CET team will make announcements in this regard in due course.

There are 9 Community Education and Training Colleges (one in each Province) that have been established.

There are 1791 learning sites, (200 main centres and 1591 satellites centres).

Government has committed to increasing youth and adult involvement in Community Education and Training to 1-million by 2030.

Who can study at CET Colleges?
CETs are ideally suited to young people and adults who have never been to school, or those with some primary or secondary school education, or those without a matric equivalent qualification.

When can you register?
CET colleges are open for registrations for formal programmes between January and March of the academic year. Skills programmes are open for registration throughout the year, depending on the start and duration of each programme. Contact the relevant college on the numbers provided for the nearest learning site, or walk in to request information on registration.
Eastern Cape CET College entered into a collaborative agreement with the Energy and Water SETA (EWSETA) in December 2020. One of the key objectives was to promote an effective working relationship between the EWSETA and the EC CET College on matters of education, training and skills development.

This agreement saw the College being a beneficiary of EWSETA funding for infrastructure support. Twenty laptops were procured and handed over to the College by EWSETA in August 2021. The handover ceremony was attended by the EWSETA CEO Mpho Mookapele, newly-appointed CET Deputy Director-General Ms Thembisa Futshane, College Council member Khaya Matiso and the DHET Regional Manager Luvuyo Ngubelanga, among others.

Covid-19 presented enormous challenges to the CET Colleges’ capacity to respond to health and wellness issues affecting both staff and students. We are excited that the Department, in collaboration with the Health and Wellness SETA, moved swiftly to extend HigherHealth’s services to include CET Colleges. In the long-term, the project must build systems and structures for primary health care provision, including psychosocial care in all CET Colleges.

Both staff and students in the CET Colleges can now access the HigherHealth 24-hour toll free crisis help line: 0800 363636 for psychosocial support. HigherHealth has appointed 27 centre health and wellness coordinators to ensure the rollout of HigherHealth interventions and to recruit students studying Ancillary Health Care to be peer mentors to encourage positive social behaviour.
Sylvia Mayekiso is a 50-year old student at the Helen Joseph Community Learning Centre at the Northern Cape Community Education and Training College. She is visually-impaired and is registered for AET level 2, doing Numeracy and Communication, English Communication and Cane Weaving.

Her understanding of braille assists with typing, reading and writing. Mayekiso had not attended school until she registered at the CLC. Her journey to the CLC is one of inspiration. Mayekiso lost her sight at the age of eight, however she has always been determined to read. She learnt braille and began studying at the CLC last year. Mayekiso explained that braille assists her to read and write, and helps her with maths. Mayekiso, who is mom to three, explained that she feels fulfilled through her studies, adding, 'It is good to learn. I am thankful to the lecturer as he is so patient'.
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Dolf Steenkamp is a 37-year old student at the Helen Joseph Community Learning Centre in the Northern Cape CET College.

Steenkamp is in a class with Mayekiso. He completed matric and then lost his sight a few years later. Steenkamp says he then learned about the Helen Joseph Community Learning Centre on a local radio station and the lecturer encouraged him to start attending classes for Braille and Cane Weaving. He explained, “My hands are my eyes, so I use my hands to feel whatever I want to do”.

This article was reproduced in braille and shared with our inspirational students.
Programme offerings in CET Colleges

The programme offering in CET Colleges has a triad approach: formal programmes, non-formal programmes and occupational programmes. The programmes are tailored to provide learning opportunities to adults and out-of-school youth from basic literacy, basic education up to matric level as well as occupational programmes.

Formal programmes

Basic Adult Education programmes sub-levels 1-3

These are literacy programmes in the form of basic adult education programmes for AET sub levels 1, 2 and 3. Sub-level 1 (equivalent to grades 1-3) offers numeracy and languages, depending on the needs of the students.

Sub-level 2 (equivalent to grades 4-6) and sub-level 3 (equivalent to grades 7-8) offer numeracy and language, and an option of offering integrated studies or a skills programme.

General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET)

Students who have completed AET sub-levels 1, 2 and 3 can articulate into the GETC: ABET Level 4 which is at NQF 1 and equivalent to grade 9.

Senior Certificate

CET Colleges also offer Senior Certificate qualification for those students who could not complete their matric before 2008 or need to improve their performance as well as those students who are doing matric rewrite whose Continuous assessment (CASS) mark has expired.

Occupational Programmes

CET Colleges offer a variety of occupational programmes in line with the local community needs. The success of these programmes is largely dependent on successful collaboration with local authorities, SETAs, Community Organisations and other government departments, as well as industry. The occupational programmes may lead to full qualifications or part-qualifications.

Non-Formal Programmes

CET Colleges also offer non-formal programmes that do not lead to a qualification or part-qualification. These are offered based on the needs and demands from the community within which community learning centres are located.

A register of programmes is available on Department’s website: www.dhet.gov.za
## Community Education and Training College Principals

### Get In Touch
Want to get in touch? We’d love to hear from you. Here’s how you can reach us.

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<th>COLLEGES</th>
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