

# South African Institute of Distance Education

## Template for policy design evaluation

| Section               | Key questions                                                             | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | White paper                                                                                                                                                                                                                                                                                                               |
|-----------------------|---------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose of the policy |                                                                           |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                           |
|                       | <b>Is there an introductory explanation of the purpose of the policy?</b> |                              | <p>SECTION 4: PURPOSE OF THE POLICY</p> <p>4.1 The purpose of this policy is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the PEDs to the exclusive competence of the Department of Higher Education and Training.</p> <p>4.2 To this effect this policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment, and monitoring and evaluation.</p> <p>SECTION 17: COMMENCEMENT</p> <p>17.1 This policy shall take effect on the date of publication in the Government Gazette.</p> | <p>The education and training system must find ways to cater to the needs of the millions of adults and youth who are unemployed, poorly educated and not studying.</p> <p>...</p> <p>The state must respond positively to the challenge of providing for the education and training needs of these youth and adults.</p> |

| Section                           | Key questions                                                | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|--------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Diagnostic analysis of status quo |                                                              |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                   | <b>Is there a diagnostic analysis?</b>                       |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                   | Is the need or problem the policy addresses clearly defined? |                              | <p>1.9 In January 2014, the Minister of Higher Education and Training launched the White Paper for Post-School Education and Training in which key challenges facing South African higher education and training were identified. The White Paper articulates many weaknesses with regard to the current provisioning of AET due to, among other things, insufficient resources, inadequate staffing, weak infrastructure and poor articulation.</p> <p>1.5 The White Paper for Post-School Education and Training states that, “The education and training system must find ways to cater for the needs of the millions of adults and youth who are unemployed, poorly educated and not studying. The expansion of the university and college systems will make an important difference, but will not be sufficient to meet all the needs. In any case, they are not designed for this. There are many who would not qualify to enter a university or Technical and Vocational Education and Training (TVET) college”.</p> <p>1.6 It then concludes that, “A new type of institution has to be built and supported; one that can offer a diverse range of possibilities to people for whom vocational and technical colleges and universities are not possible.”</p> <p>1.7 The state currently provides Adult Education and Training (AET) through its Provincial Education Departments (PEDs). The PEDs operate Public Adult Learning Centres (PALCs), most of which are located in schools, that provide institutional</p> | <p>The education and training system must find ways to cater to the needs of the millions of adults and youth who are unemployed, poorly educated and not studying. The expansion of the university and college systems will make an important difference, but will not be sufficient to meet all the needs. In any case, they are not designed for this. There are many who would not qualify to enter a university or TVET college. According to the 2011 census, 3.2 million young people between the ages of 15 and 24 were not in employment, education or training; 523 000 of these had only achieved a primary school education or less, and nearly 1.5 million had less than a Grade 10 education. The adults (mainly women) who attend the DBE’s Kha Ri Gude mass adult literacy initiative and some of those who attend Public Adult Learning Centres (PALCs) often find that there is no opportunity to continue their education. The expansion of educational opportunities at which this White Paper aims cannot be achieved only by existing educational institutions. A new type of institution has to be built and supported, one that can offer a diverse range of possibilities to people for whom vocational and technical colleges and universities are not desirable or possible.</p> <p>Many of those who have not completed school need a second chance to do so. Others may want to continue their education in other ways, learning skills which will empower them to enter the labour market. Others may have lost their jobs or were made redundant by new technologies, and seek to re-skill</p> |

| Section | Key questions | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|---------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |               |                              | <p>learning to adults on a part-time basis. In terms of the Further Education and Training Amendment Act, 2013 (Act No.1 of 2013), PALCs will be transferred to the control of the Department of Higher Education and Training (DHET).</p> <p>1.8 Further to PALCs, there are also private adult learning centres run by religious institutions, non-governmental organizations (NGOs) and community-based organisations (CBOs) with a diverse range of offerings, which may include formal provisioning of the GETC: ABET (General Education and Training Certificate: Adult Basic Education and Training, NQF Level 1) at NQF level 1.</p> <p>...</p> <p>1.10 Nevertheless, the White Paper notes that (White Paper on PSET, October 20123, page 21) “Despite their weaknesses, the PALCs are currently the only public institutions with a wide distribution around the country and which provide for adults and post-school youth who are not catered for by colleges and universities. The PALCs will be absorbed into a new type of post-school institution: the Community Colleges, as envisaged in the Further Education and Training Colleges Amendment Act mentioned above. These colleges are expected to be sensitive to the needs of their communities. They will primarily target youth and adults who for various reasons did not complete their schooling or who never attended school. Community Colleges will be multi-campus institutions which cluster the PALCs. They will be expanded by adding other campuses where necessitated by their enrolments and programmes. Although they will be public colleges, they may enter into</p> | <p>themselves. We should also face the fact that, given the current high levels of unemployment, many have little chance of entering the formal labour market as employees and need to find alternative ways to earn sustainable livelihoods.</p> <p>Communities also have learning needs which are not catered for by the current public education and training institutions. These include areas such as: community health care; parenting and childcare; early childhood development; care for the aged; care for those with HIV/AIDS and other diseases; citizenship education; community organisation; making effective use of new consumer technologies for various purposes such as seeking information or marketing local products; skills for self-employment in a range of areas, from market gardening to small-scale manufacture, arts and crafts. The state has a responsibility to meet these needs to the best of its ability.</p> <p>South Africa has a long history of finding innovative ways to provide adults with opportunities to learn. These range from study circles among black intellectuals in the late nineteenth century, to the Communist Party’s night schools for workers in the 1920s, to the popular education programmes for adults offered by non-governmental organisations (NGOs), trade unions, political or religious organisations that were a feature of the broad liberation struggle, especially in the 1970s and 1980s. These initiatives provided adults and youth with literacy, numeracy and communication skills, and developed their abilities as individuals, sectors and communities to contribute towards social change and social justice.</p> <p>Following on this tradition, the post-1994</p> |

| Section | Key questions | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|---------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |               |                              | <p>partnerships with community-owned or private institutions such as church-run or other education and training centres in order to enhance their capacity to meet the education and training needs of youth and adults”.</p> <p>1.11 Access and success in the AET qualification<sup>1</sup> is low and its quality is in doubt. More concerning is the lack of impact of the qualification with regard to its contribution to skills development and poverty alleviation and unemployment.</p> <p>1.12 The current AET provision data indicates that very few adults acquire the full GETC qualification, whereas most candidates collect only a few learning area certificates. This means that there is limited progression to further learning.</p> <p>1.13 A further barrier to AET is the lack of accessible provisioning as tuition is usually accorded limited hours. This is partly the result of historical policy interventions and plans that have been under-resourced and sporadically initiated. In many instances the AET centres have little or no clear institutional identity or capacity. PALCs do not have full-time staff and are staffed through short-term contracts. PALCs operate mainly in the evenings and this situation does not afford adequate opportunities for effective tuition.</p> <p>1.14 AET provisioning has concentrated on formal qualifications which poses a problem to those learners who may not necessarily want a qualification. The current AET approach and curriculum in the PALCs, focusing on general education, therefore fail to attract large numbers of adults and youth interested not only in completing a school qualification, but also</p> | <p>education and training framework embraced the concept of lifelong learning, recognising that learning takes place throughout a person’s life and in many forms. In the first instance, this approach has taken the form of efforts to eradicate adult illiteracy through various campaigns, and especially through the DBE’s Kha Ri Gude initiative and through the provision of adult basic education in PALCs. Adult education has also taken place through a variety of non-formal community and popular education initiatives and projects, run by community-based organisations (CBOs), trade unions, social movements and government departments.</p> <p>Despite these efforts, it must be admitted that the educational opportunities for adults and post- school youth have been insufficient, and their quality has generally been poor. PALCs are the only state-funded institutions that offer general education to adults, and their efforts have been inadequate. In 2011, there were 3 200 such centres across the country, serving about 265 000 learners. While some, especially in Gauteng, have their own premises – mainly in public schools that have been closed due to school mergers or demographic shifts – most operate from the premises of other institutions such as schools or community centres. They offer mainly Adult Basic Education and Training (ABET) qualifications, including the General Education and Training Certificate (GETC), and Senior Certificate programmes. The majority of teachers in the PALCs are part-time contract workers without tenure. The sector does not have a core of permanent adult educators, and conditions are not uniform from province to province. This severely affects long-term planning, and leaves little room for career</p> |

| Section | Key questions | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|---------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |               |                              | <p>those interested in gaining labour market currency and skills for sustainable livelihoods.</p> <p>1.15 AET provisioning has too few flexible pathways and rigidity in offerings (part or full-time) for youth and adults who have passed the age of compulsory education. There is insufficient focus on quality and inadequate diversity of programme offerings.</p> <p>1.16 Out-of-compulsory school-going age youth and adults also experience a number of interrelated barriers to participation in AET, including psychological, situational and structural barriers. Most of these are directly related to the socio-economic conditions of the youth and adults.</p> <p>1.17 To find a lasting solution to these challenges, the Minister established a Task Team to conceptualise a workable institutional model for community education and training that is distinct in its ethos and mission, provides a diversity of programmes, of which its qualifications or part-qualifications articulate with qualifications of existing institutions, is oriented towards provision for communities and ensures lifelong learning opportunities.</p> <p>1.18 The brief by the Minister to the Task Team was to consider policy and legal implications, make recommendations on relevant programmes, investigate and propose appropriate funding modalities and suitable governance mechanisms, develop broad implementation steps to institutionalise the provisioning of community education and training, and to review relevant local and international literature.</p> | <p>and learning path development for either learners or educators. Most learners in the sector study part-time, a relatively slow learning process which requires long-term management and planning. The exclusive focus of the PALCs on general education often means that they fail to attract adults and youth interested in gaining labour-market and sustainable-livelihood skills, and those interested in learning for general self-improvement or cultural and community development.</p> <p>The state must respond positively to the challenge of providing for the education and training needs of these youth and adults. This will be facilitated by a shift in responsibility for PALCs from provincial education departments to the DHET, which has been made possible by the Further Education and Training Colleges Amendment Act (No. 1 of 2013).</p> |

| Section | Key questions | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | White paper |
|---------|---------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|         |               |                              | <p>1.19 The Task Team report proposes the establishment of Community Colleges and Community Learning Centres as a third tier of institutional type alongside Universities and TVET Colleges. Community Colleges are envisaged to cater for second-chance learning opportunities for out-of-school youth and adults, by building on the current offerings of the existing PALCs, which offer general education programmes. They must also add to the general education programmes by offering vocationally-oriented skills and knowledge programmes leading to sustainable livelihoods outside of the formal sector. Community Colleges will be a diverse set of institutions, offering programmes that are appropriate to their particular communities.</p> <p>1.20 The introduction of Community Colleges as a new institutional type is envisaged to play a pivotal role in contributing to improved levels of educational attainment among youth and adults.</p> <p>1.21 The National Development Plan (NDP) indicates that there are currently about 3 million young people aged 18-24 who are not in employment, education or training, also known as the NEET.</p> <p>1.22 The findings of the 2011 South African Census reveal that 15 918 454 South Africans aged 20 years and above, have not completed Grade 12. This figure represents 60% of the population in the said cohort.</p> <p>1.23 Census 2011 data further sheds some light on the numbers of adult learners nationally, as follows:<br/>a) 665 874 or 8.6% have no schooling;</p> |             |

| Section | Key questions                                                                                                 | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                  | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|---------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                                                                                               |                              | <p>b) 790 134 or 12.2% have some primary schooling;<br/> c) 413 895 or 4.6% have completed primary schooling; and<br/> d) 481 577 or 33.9% have some secondary but did not complete grade 12.</p> <p>1.24 This summarises the background and the context within which this policy on Community Colleges is conceptualised</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         | Is the nature and scale of the problem clear (and substantiated by good evidence)                             |                              |                                                                                                                                                                                                                                                                                                                               | <p>The expansion of the university and college systems will make an important difference, but will not be sufficient to meet all the needs. In any case, they are not designed for this. There are many who would not qualify to enter a university or TVET college. According to the 2011 census, 3.2 million young people between the ages of 15 and 24 were not in employment, education or training; 523 000 of these had only achieved a primary school education or less, and nearly 1.5 million had less than a Grade 10 education.</p> |
|         | Is the root cause of the problem identified and analysed (and this substantiated by good evidence and logic)? |                              |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Section | Key questions                                                  | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | White paper |
|---------|----------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|         | Is there a strong rationale for this as a government priority? |                              | <p>1.1 Education is an essential component of reconstruction, development and transformation of the South African society. It has become accepted worldwide that individuals require a sound education in order to participate effectively in increasingly complex social and economic environments. The skills in the 21<sup>st</sup> century are becoming increasingly complex given the pervasive use of information technology and the pace of scientific and technological advancement.</p> <p>1.2 Education and training must address the enormous developmental challenges of poverty, inequality and unemployment. The call for a developmental state in South Africa requires the development of the necessary skills and capabilities for this to be possible.</p> <p>1.3 Inequalities based on gender, class, race, disability, geographic location, age and health status persist with regard to access to educational opportunities in the adult education and training system.</p> <p>1.4 Access to education and training must be made available through viable institutions to the employed and unemployed, young and old to encourage an economically active population and community participation.</p> |             |

| Section            | Subsection        | Key questions                                                                                                         | Specific questions and tasks | Draft policy | White paper |
|--------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------|--------------|-------------|
| Framework linkages |                   |                                                                                                                       |                              |              |             |
|                    | Policy frameworks | <b>Does it link to existing policies and strategies (at governance level) that support youth and adult education?</b> |                              |              |             |

| Section | Subsection | Key questions                                                                 | Specific questions and tasks | Draft policy | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|------------|-------------------------------------------------------------------------------|------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Does it link to general lifelong learning policy (in education white papers). |                              |              | <p>Following on this tradition, the post-1994 education and training framework embraced the concept of lifelong learning, recognising that learning takes place throughout a person’s life and in many forms. In the first instance, this approach has taken the form of efforts to eradicate adult illiteracy through various campaigns, and especially through the DBE’s Kha Ri Gude initiative and through the provision of adult basic education in PALCs. Adult education has also taken place through a variety of non-formal community and popular education initiatives and projects, run by community-based organisations (CBOs), trade unions, social movements and government departments.</p> <p>The community colleges will seek to facilitate a cycle of lifelong learning in communities by enabling the development of skills (including literacy, numeracy and vocational skills) to enhance personal, social, family and employment experiences. They will also seek to assist community organisations and institutions, local government, individuals and local businesses to work together to develop their communities by building on existing knowledge and skills.</p> <p>The focus on “community” implies that these colleges are located within communities, and that they will contribute to local needs and local development, building social agency and social cohesion. Links to communities will take several forms, including building relationships with NGOs, CBOs, local government, and the local economy and labour markets.</p> |

| Section | Subsection | Key questions                                                                                                    | Specific questions and tasks                                                                                                                                                                                           | Draft policy | White paper                                                                                                                                                                       |
|---------|------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Does it link to specific youth and adult education policies?                                                     | Are the policy documents available?<br>Where? How?<br>What coordinated cross-ministry policies exist?<br>Are all actors (government and civil society) involved in policy formation?                                   |              |                                                                                                                                                                                   |
|         |            | How is adult learning and education defined in these policies (as compared to how it is defined in this policy)? | Are youth included?<br>What are the limitations of the definitions?<br>Is there any confusion between adult education and training, adult basic education and training, literacy and non-formal education              |              | Despite these efforts, it must be admitted that the educational opportunities for adults and post-school youth have been insufficient, and their quality has generally been poor. |
|         |            | Does it link to the National Development Plan?                                                                   |                                                                                                                                                                                                                        |              |                                                                                                                                                                                   |
|         |            | Is the current status of existing adult education policies acknowledged?                                         | What blockages to finalisation of policies?<br>Are they communicated well to the citizenry?<br>Are the policies and strategies full of “unfunded mandates”?<br>Is the right to adult education enforceable in any way? |              |                                                                                                                                                                                   |
|         |            | What are the key policy features of these existing policies?                                                     |                                                                                                                                                                                                                        |              |                                                                                                                                                                                   |

| Section                           | Subsection              | Key questions                                                                                  | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | White paper |
|-----------------------------------|-------------------------|------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Framework linkages<br>(continued) |                         | Do these and the proposed policy provide for linkages between formal and non-formal education? |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |
|                                   | Foundational principles | <b>Does the policy have foundational principles?</b>                                           |                              | <p>SECTION 2: PRINCIPLES UNDERPINNING THE ESTABLISHMENT OF COMMUNITY COLLEGES</p> <p>2.1 The establishment and operations of Community Colleges must be founded on a set of principles, which, when construed as a collective, should define what community colleges are about. Accordingly, the following principles must underpin the establishment and declaration of Community Colleges:</p> <p>a) Expansion of access to education and training to all youth and adults, especially those who have limited other opportunities for structured learning;</p> <p>b) Provision of good quality formal and non-formal education and training programmes;</p> <p>c) Provision of vocational training that prepares people for participation in both the formal and informal economy;</p> <p>d) Close partnerships with local communities, including local government, civic organisations, employers' and workers' organisations and alignment of programmes with their needs;</p> <p>e) Partnerships with government's community development projects;</p> <p>f) Local community participation in governance; and</p> <p>g) Collaboration and articulation with other sections of the post-school system.</p> |             |

| Section | Subsection | Key questions                                                                 | Specific questions and tasks | Draft policy | White paper |
|---------|------------|-------------------------------------------------------------------------------|------------------------------|--------------|-------------|
|         |            | Is the outworking of these principles evident in the specifics of the policy? |                              |              |             |

| Section | Subsection  | Key questions                                                                             | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | White paper                                                                                                                                                                                                                                                                                                                                                          |
|---------|-------------|-------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Legislation | <b>What legislation exists that could relate to the proposed policy and does it work?</b> | What exists?                 | <p>1.7 The state currently provides Adult Education and Training (AET) through its Provincial Education Departments (PEDs). The PEDs operate Public Adult Learning Centres (PALCs), most of which are located in schools, that provide institutional learning to adults on a part-time basis. In terms of the Further Education and Training Amendment Act, 2013 (Act No.1 of 2013), PALCs will be transferred to the control of the Department of Higher Education and Training (DHET).</p> <p><b>SECTION 3:<br/>LEGISLATIVE AND POLICY<br/>CONTEXT</b></p> <p>3.1 This policy must be read in conjunction with the following policies and legislation:<br/> <i>a) White Paper for Post-School Education and Training, 2013;</i><br/> <i>b) Further Education and Training Colleges Act, 2006</i><br/> <i>c) Further Education and Training Colleges Amendment Act, 2013;</i><br/> <i>d) National Qualifications Framework Act, 2008;</i><br/> <i>e) General and Further Education Quality Assurance Act, 2001;</i><br/> <i>f) Public Service Act, 1994;</i><br/> <i>g) Skills Development Act, 1998;</i><br/> <i>h) National Skill Development Strategy (2010-2016);</i><br/> <i>i) Constitution of the Republic of South Africa, 1996; and</i><br/> <i>j) Labour Relations Act, 1996.</i></p> <p>9.1 A Community College referred to in paragraph 7(1) shall be governed by a council constituted in terms of section 10 of the FETC Amendment Act, 2006.</p> | <p>The state must respond positively to the challenge of providing for the education and training needs of these youth and adults. This will be facilitated by a shift in responsibility for PALCs from provincial education departments to the DHET, which has been made possible by the Further Education and Training Colleges Amendment Act (No. 1 of 2013).</p> |

| Section | Subsection | Key questions                                                          | Specific questions and tasks                                                          | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            |                                                                        |                                                                                       | <p>SECTION 5: APPLICATION</p> <p>5.1 This policy applies to Community Colleges declared or established by the Minister in terms of the FETC Amendment Act, 2013.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |            |                                                                        | What should exist?                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         | Governance | <b>Who governs adult education and do they (can they) govern well?</b> | <p>Who actually runs the show?</p> <p>Are those who govern actually identifiable?</p> | <p>SECTION 9: GOVERNANCE</p> <p>9.1 A Community College referred to in paragraph 6(1) shall be governed by a council constituted in terms of section 10 of the FETCA, 2006.</p> <p>9.2 The Minister may determine in terms of Section 7 of the Act that a Community College council takes responsibility for the governance of more than one Community College.</p> <p>9.3 A Community College must have a student representative council constituted in terms of the FETCA, 2006, and the Standard Statutes.</p> <p>9.4 If deemed necessary by the Minister, a Community College may constitute an academic board, otherwise the Department of Higher Education and Training shall execute the responsibilities of the Academic Board as defined in the FETCA, 2006.</p> | <p>3.2.3 Governance and management</p> <p>Public community colleges will be the responsibility of the DHET, which will oversee the clustering of the PALCs to form the colleges, as well as the expansion of the system. Community colleges will be governed by councils which will include both ministerial appointees and community representatives, but which will also have representation from local government, other post-school educational institutions and local business. The college councils will ensure that the programmes offered respond to local needs. They will also establish mechanisms to ensure that the communities have input into the programmes offered in these institutions.</p> <p>Management and administrative responsibility for each community college will rest with a principal appointed by the DHET. Details with regard to governance and management structures will be finalised after the conclusion of the pilot process.</p> |

| Section | Subsection | Key questions                                                                               | Specific questions and tasks | Draft policy | White paper                                                                                                                                                                                                                                                                                                                                                   |
|---------|------------|---------------------------------------------------------------------------------------------|------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Does the policy relate to the DHET’s strategic plan or outcomes statement or priority list? |                              |              | The state must respond positively to the challenge of providing for the education and training needs of these youth and adults. This will be facilitated by a shift in responsibility for PALCs from provincial education departments to the DHET, which has been made possible by the Further Education and Training Colleges Amendment Act (No. 1 of 2013). |
|         |            | Does the policy relate to the current minister’s performance agreement?                     |                              |              |                                                                                                                                                                                                                                                                                                                                                               |

| Section | Subsection                                                                              | Key questions                                                | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Management and Administrative frameworks: institutions, organisation and implementation | <b>Who actually manages and administers adult education?</b> |                              | <p><b>SECTION 4: Purpose of the policy</b></p> <p>4.1 The purpose of this policy is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the PEDs to the exclusive competence of the Department of Higher Education and Training.</p> <p>4.2 To this effect this policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment, and monitoring and evaluation.</p> | <p>Despite their weaknesses, the PALCs are currently the only public institutions with a wide distribution around the country and which provide for adults and post-school youth who are not catered for by colleges and universities. The PALCs will be absorbed into a new type of post- school institution: the community colleges, as envisaged in the Further Education and Training Colleges Amendment Act mentioned above. These colleges are expected to be sensitive to the needs of their communities. They will primarily target youth and adults who for various reasons did not complete their schooling or who never attended school.</p> <p>Community colleges will be multi-campus institutions which cluster the PALCs. They will be expanded by adding other campuses where necessitated by their enrolments and programmes. Although they will be public colleges, they may enter into partnerships with community-owned or private institutions such as church-run or other education and training centres in order to enhance their capacity to meet the education and training needs of youth and adults. The exact nature of such arrangements is still to be determined, but should include the possible absorption of community or private institutions into the colleges by mutual agreement. In any case, community colleges and their campuses should make an effort to draw on the strengths of the non-formal sector (particularly their community responsiveness and focus on citizen and social education), in order to strengthen and expand popular citizen and community education.</p> |

| Section | Subsection | Key questions | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|------------|---------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            |               |                              | <p>SECTION 10: MANAGEMENT</p> <p>10.1 A principal of a Community College shall be appointed by the Minister on the organisational structure of the Department of Higher Education and Training as a Member of the Senior Management Service (SMS) at the level of a Director.</p> <p>10.2 The management staff of a Community College shall consist of the Principal and Vice- Principal(s)and other sectional managers such as an education and training services manager, financial officer and human resources manager, etc. Sectional managers will be appointed depending on need. The college management, under the leadership of the Principal, is responsible for all management functions in a college, including but not limited to the following:</p> <ul style="list-style-type: none"> <li>a) Developing and implementing the overall strategic direction of the college;</li> <li>b) Finance and Corporate Services;</li> <li>c) Institutional Development and Support;</li> <li>d) Education, Training and Skills Development;</li> <li>e) Examinations and Assessment; and</li> <li>f) Partnerships and Community Development Programmes.</li> </ul> <p>10.3 A Vice-Principal shall be appointed by the Minister on the organisational structure of the DHET as a Member of the Middle Management Service (MMS) in terms of the Public</p> | <p>Community colleges will build on the current offerings of the PALCs so as to expand vocational and skills-development programmes and non-formal programmes. Formal programmes will include the GETC and Senior Certificate programmes currently offered, as well as the proposed new National Senior Certificate for Adults (NASCA) and skills or occupational programmes funded by SETAs or the NSF. Non-formal programmes may include community programmes such as those referred to above. However, these will be geared to the needs and desires of local communities and their organisations, including community-based cooperatives and businesses. This means that colleges have to build close working relationships with organisations in their communities. It also implies the need for well-qualified adult educators to teach these programmes.</p> <p>3.2.3 Governance and management</p> <p>Public community colleges will be the responsibility of the DHET, which will oversee the clustering of the PALCs to form the colleges, as well as the expansion of the system. Community colleges will be governed by councils which will include both ministerial appointees and community representatives, but which will also have representation from local government, other post-school educational institutions and local business. The college councils will ensure that the programmes offered respond to local needs. They will also establish mechanisms to ensure that the</p> |

| Section | Subsection | Key questions                               | Specific questions and tasks                                                                                 | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Who actually does the work?                 | <p>What staff are employed?</p> <p>What staff complement is envisioned according to what norms?</p>          | <p>SECTION 11: EMPLOYMENT OF STAFF</p> <p>11.1 The Minister shall determine, in terms of section 20(1)-(3), read with section 23 of the FETCA, 2006 the post establishment of a Community College.</p> <p>11.2 A Community College council may appoint staff additional to the staff paid by the Minister, but this function is subject to the provision of Section 12 of the FET Colleges Amendment Act, 2006.</p> <p>11.3 The Minister shall determine a policy for the post provisioning norms for the employment of staff.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|         |            | What and who is targeted in implementation? | <p>Why are particular targets chosen and programmes funded and run?</p> <p>How are these decisions made?</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Initially, community colleges are envisaged to be largely contact institutions, providing face-to- face education. However, they will make use of information and communications technology (ICT) for teaching purposes, including open learning resources. In the longer term, the DHET will consider establishing dedicated distance education capacity at one or more of the community colleges, with the requisite resources and capacity to provide education and training opportunities to eligible youth and adults who are unable to attend face-to-face institutions. (See Chapter 7 for a more extended discussion.)</p> |

| Section | Subsection | Key questions                                                | Specific questions and tasks        | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | White paper                                                                                                                                                                |
|---------|------------|--------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | What kinds of programmes are implemented?                    |                                     | <p><b>1.7</b> The state currently provides Adult Education and Training (AET) through its Provincial Education Departments (PEDs). The PEDs operate Public Adult Learning Centres (PALCs), most of which are located in schools, that provide institutional learning to adults on a part-time basis. In terms of the Further Education and Training Amendment Act, 2013 (Act No.1 of 2013), PALCs will be transferred to the control of the Department of Higher Education and Training (DHET).</p> <p>1.8 Further to PALCs, there are also private adult learning centres run by religious institutions, non-governmental organizations (NGOs) and community-based organisations (CBOs) with a diverse range of offerings, which may include formal provisioning of the GETC: ABET<sup>2</sup> at NQF level 1.</p> |                                                                                                                                                                            |
|         |            | Is there provision for both public and private institutions? |                                     | <p><b>SECTION 5: APPLICATION</b></p> <p>6.1 This policy applies to community colleges declared or established by the Minister in terms of the FETC Amendment Act, 2013.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                            |
|         |            | Are partnerships with other bodies envisaged?                | Public partnerships                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | It will be important to address the articulation and partnerships between these institutions and others in the post-school sector, such as TVET colleges and universities. |
|         |            |                                                              | Private (for profit and non-profit) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                            |

| Section | Subsection | Key questions                                            | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                 | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|------------|----------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Is there a procedure for the setting up of institutions? | Is there a procedure?        | <p><b>SECTION 6: ESTABLISHMENT OF A COMMUNITY COLLEGE</b></p> <p>6.1 The establishment or declaration of a Community College vests with the Minister of Higher Education and Training.</p> <p>6.2 The Minister reserves the right to establish Community Colleges that transcend geographical boundaries based on the communities of interest or practice. In other words the term community is not limited to a geographical community.</p> | <p>3.2.6 Establishing community colleges</p> <p>The DHET will undertake a planning and preparation process for the introduction of community colleges. Initially, nine new colleges will be piloted – one in each province, each starting with a cluster of PALCs. The pilot process will be closely monitored and evaluated to assist the DHET in resolving a number of issues, including management systems, core teaching and administrative staffing requirements, curriculum, minimum numbers of learners, governance arrangements, basic facilities, infrastructure and funding requirements, and quality assurance arrangements. Lessons from the pilot will inform how the community colleges and their campuses will be phased in throughout the country.</p> <p>To ensure that community colleges continuously improve the quality and standards of the education and training that they provide, a monitoring and evaluation division of SAIVCET will be established – see Section 3.4 below.</p> |

| Section | Subsection | Key questions | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | White paper |
|---------|------------|---------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|         |            |               |                              | <p><b>SECTION 7: PROCESS OF ESTABLISHING COMMUNITY COLLEGES</b></p> <p>7.1 Subject to availability of funding, the Minister shall establish on a phase-in basis Community Colleges in all district municipalities of South Africa.</p> <p>7.2 The phase-in approach shall commence with the establishment of at least two Community Colleges per province.</p> <p>7.3 The first 9 Community Colleges will be a merger of the current public adult learning centres and the Minister may further establish another 9 fully-fledged Community Colleges as part of a pilot process.</p> <p>7.4 The next phase shall be the establishment of Community Colleges at district municipality level.</p> <p>7.5 The adequacy of post-school education and training facilities in communities shall be taken into account in order to determine community needs for additional educational facilities, subject to available funding.</p> <p>7.6 The rollout of additional Community Colleges will be outlined in a further policy instrument.</p> <p>7.7 The Minister shall determine the name and seat of a Community College, which shall be published in the Government Gazette, together with all its learning sites, which in turn shall be called Community Learning Centres.</p> <p>7.8 The DHET will develop a strategy for the branding of Community Colleges, including their Community Learning Centres.</p> |             |

| Section | Subsection | Key questions                    | Specific questions and tasks                                                         | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|------------|----------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            |                                  |                                                                                      | <p>SECTION 8: MERGER OF COMMUNITY COLLEGES</p> <p>8.1 A Community College shall normally be a multi-centre institution and, subject to approval of the Minister, it may be expanded or rationalised through a process of Community College mergers or demergers.</p> <p>8.2 As functions move from PEDs to the DHET, the current PALCs will be deemed to be Community Colleges. As soon as this is effected, all the current PALCs will be deemed to be Community Colleges. As soon as this is effected, all the Community Colleges will be merged into 9 Community Colleges, one per province.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         |            |                                  | Is it sufficiently detailed (or does it refer to where the details can be obtained)? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         |            | Is there an infrastructure plan? |                                                                                      | <p>SECTION 14: INFRASTRUCTURE FOR COMMUNITY COLLEGES</p> <p>14.1 The Department of Higher Education and Training intends to provide the infrastructure for Public Community Colleges in order to foster their distinct institutional identity.</p> <p>14.2 In the short- to medium term, the Department may use the existing infrastructure of schools, TVET College and faith based organisations.</p> <p>14.3 The infrastructure of schools and colleges may be utilised after securing the approval of the governing structures of the TVET Colleges and</p>                                     | <p>Initially, community colleges are envisaged to be largely contact institutions, providing face-to- face education. However, they will make use of information and communications technology (ICT) for teaching purposes, including open learning resources. In the longer term, the DHET will consider establishing dedicated distance education capacity at one or more of the community colleges, with the requisite resources and capacity to provide education and training opportunities to eligible youth and adults who are unable to attend face-to-face institutions. (See Chapter 7 for a more extended discussion.)</p> <p>The introduction of the colleges will inevitably require expansion of the current, very weak, infrastructure in the PALCs so that all colleges have their</p> |

| Section | Subsection           | Key questions                                                                                                 | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|----------------------|---------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                      |                                                                                                               |                              | <p>schools.</p> <p>14.4 In instances where the existing PALCs have their own infrastructure, such infrastructure may be used for Community Colleges' activities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>own premises. However, some of their activities may continue for the time being in rented or borrowed buildings such as schools, community halls or other buildings. Additional campuses will be built over time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         | Financial frameworks | <b>Where does the money come from and how does it get to youth and adult education in community colleges?</b> |                              | <p><b>SECTION 4: PURPOSE OF THE POLICY</b></p> <p>4.1 The purpose of this policy is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the PEDs to the exclusive competence of the Department of Higher Education and Training.</p> <p>4.2 To this effect this policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment, and monitoring and evaluation.</p> | <p><b>3.2.5 Funding</b></p> <p><b>Given the context of under-investment in adult education, the introduction of community colleges will require significant investment efforts. Institutional development, including infrastructure and staffing, represent key expenditure areas. The DHET will determine the model and formula for funding, based in part on the pilot process. Although the Department will provide the core funding of the colleges, including for core permanent teaching and administrative staff, this has to be complemented by funds from SETAs and the NSF where appropriate. Private funding will also be utilised where available.</b></p> <p><b>Community colleges may charge fees for some of the programmes that they provide, especially for those funded by SETAs, the NSF or the private sector. In general though, and in recognition of the fact that the colleges will cater largely for poorer people and communities, their fees will be kept to a minimum. As far as possible, youth and adults attending community colleges will be fully funded, whether by the Department or from other sources.</b></p> |

| Section | Subsection | Key questions                                | Specific questions and tasks                                                                                                                                                                                                   | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | How is adult education funded?               | [Need to distinguish between nominal allocations in high level budgets and the actual funds released for actual adult education work.]<br>[What capacity is there in administrative bodies to actually monitor funding flows?] |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         |            | What is the source and scale of the funding? | Is it ongoing and sustainable?                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         |            | Public funding                               |                                                                                                                                                                                                                                | <p><b>SECTION 12: FUNDING FRAMEWORK</b></p> <p>12.1 Community Colleges shall be funded in accordance with National Norms and Standards as provided for in terms of section 23 of the FETCA, 2006, as well as through other funding streams as identified in section 24 of the Act.</p> <p>12.2 Every Community College must submit to the Department of Higher Education and Training audited annual financial statements in a manner determined by the Minister as provided in Section 25 of the Act.</p> <p>12.3 The funding norms for Community Colleges will, during the transitional period from PEDs to the DHET, be the funding convention as currently in operation in each Province.</p> <p>12.4 In the establishment of Community Colleges for the pilot phase, the Director-General will allocate funds to each College based on the available funds to be distributed for the piloting of Community Colleges and based on an approved budget for the College..</p> | <p><b>3.2.5 Funding</b></p> <p><b>Given the context of under-investment in adult education, the introduction of community colleges will require significant investment efforts. Institutional development, including infrastructure and staffing, represent key expenditure areas. The DHET will determine the model and formula for funding, based in part on the pilot process. Although the Department will provide the core funding of the colleges, including for core permanent teaching and administrative staff, this has to be complemented by funds from SETAs and the NSF where appropriate. Private funding will also be utilised where available.</b></p> |
|         |            | Donor funding                                |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Private funding will also be utilised where available.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Section | Subsection | Key questions                                                           | Specific questions and tasks | Draft policy                                                                                                                                                                    | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|------------|-------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | <b>Private sector funding</b>                                           |                              |                                                                                                                                                                                 | <b>Private funding will also be utilised where available.</b>                                                                                                                                                                                                                                                                                                                                                                                                         |
|         |            | <b>Non-governmental, community and faith-based organisation funding</b> |                              |                                                                                                                                                                                 | <b>Private funding will also be utilised where available.</b>                                                                                                                                                                                                                                                                                                                                                                                                         |
|         |            | <b>Learner funding</b>                                                  |                              |                                                                                                                                                                                 | <b>Community colleges may charge fees for some of the programmes that they provide, especially for those funded by SETAs, the NSF or the private sector. In general though, and in recognition of the fact that the colleges will cater largely for poorer people and communities, their fees will be kept to a minimum. As far as possible, youth and adults attending community colleges will be fully funded, whether by the Department or from other sources.</b> |
|         |            | <b>Are there policy benchmarks or targets on financing?</b>             |                              | <b>12.3 The funding norms for public Community Colleges will during the transitional period from PEDs be the funding convention as currently in operation in each Province.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|         |            | <b>What other trends are revealed in the financial data?</b>            |                              |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Section                                                 | Subsection | Key questions                                                                                                                              | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                         | White paper |
|---------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Have different policy options been properly considered? |            |                                                                                                                                            |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |
|                                                         |            | Are the different options for addressing the root causes made clear and is there evidence presented that these options are appropriate?    |                              | 1.17 To find a lasting solution to these challenges, the Minister established a Task Team to conceptualise a workable institutional model for community education and training that is distinct in its ethos and mission, provides a diversity of programmes, of which its qualifications or part-qualifications articulate with qualifications of existing institutions, is oriented towards provision for communities and ensures lifelong learning opportunities. |             |
|                                                         |            | Have the various policy options in the Ministerial Task team Report on Community Education and Training centres been seriously considered? |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |
|                                                         |            | Are the cost/benefits of the different options made clear and the justification for selection of the preferred policy option convincing?   |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |
|                                                         |            |                                                                                                                                            |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |
|                                                         |            |                                                                                                                                            |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |
|                                                         |            |                                                                                                                                            |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |

| Section                             | Subsection | Key questions                                                                                                                                                         | Specific questions and tasks | Draft policy | White paper |
|-------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------|-------------|
| Is there a strong theory of change? |            |                                                                                                                                                                       |                              |              |             |
|                                     |            | Is there an explicit presentation of the DHET's assumptions about how changes are expected to happen within this context and in relation to this policy intervention. |                              |              |             |
|                                     |            | Is there a clear and convincing theory of change explaining the causal mechanism(s) for achieving the desired outcomes and impacts of the policy?                     |                              |              |             |
|                                     |            | Where do we think we are going?                                                                                                                                       |                              |              |             |
|                                     |            | How do we think we will get there?                                                                                                                                    |                              |              |             |
|                                     |            | What will the outcome be if we are successful in our aims?                                                                                                            |                              |              |             |
|                                     |            |                                                                                                                                                                       |                              |              |             |

| Section         | Subsection | Key questions                                                                                           | Specific questions and tasks | Draft policy | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|------------|---------------------------------------------------------------------------------------------------------|------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target group(s) |            |                                                                                                         |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                 |            | Is a target group (or groups) clearly identified and defined in the policy?                             |                              |              | Initially, community colleges are envisaged to be largely contact institutions, providing face-to- face education. However, they will make use of information and communications technology (ICT) for teaching purposes, including open learning resources. In the longer term, the DHET will consider establishing dedicated distance education capacity at one or more of the community colleges, with the requisite resources and capacity to provide education and training opportunities to eligible youth and adults who are unable to attend face-to-face institutions. (See Chapter 7 for a more extended discussion.) |
|                 |            | Are here clear measures to see who the target group is and how it progresses as a result of the policy? |                              |              | As these institutions are built, the DHET aims to expand enrolments by a factor of four, from the current PALC enrolment of 265 000 to a head-count enrolment of approximately one million students by 2030.                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                 |            |                                                                                                         |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                 |            |                                                                                                         |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                 |            |                                                                                                         |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Section                              | Subsection              | Key questions                                                                                                                              | Specific questions and tasks | Draft policy | White paper                                                                                                                                                                                                  |
|--------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Logical framework for implementation |                         |                                                                                                                                            |                              |              |                                                                                                                                                                                                              |
|                                      | Logframe                | Is there a good logframe?                                                                                                                  |                              |              |                                                                                                                                                                                                              |
|                                      | Hierarchy of activities | Does the policy envisage a hierarchy of a hierarchy of activities, outputs, outcomes and impacts?                                          |                              |              |                                                                                                                                                                                                              |
|                                      |                         | Are the impacts clear and appropriate?                                                                                                     |                              |              |                                                                                                                                                                                                              |
|                                      |                         | Are the planned outputs clear, appropriate and important and not just products but the key building blocks needed to achieve the outcomes? |                              |              |                                                                                                                                                                                                              |
|                                      |                         | Are the outputs sufficient and necessary for achieving the outcomes?                                                                       |                              |              |                                                                                                                                                                                                              |
|                                      |                         | Are the activities appropriate, sufficient and necessary for achieving the outputs?                                                        |                              |              |                                                                                                                                                                                                              |
|                                      |                         | Are the assumptions appropriate at each level, can they be managed and is management included in the actions?                              |                              |              |                                                                                                                                                                                                              |
|                                      |                         | Are the indicators specific, measurable, appropriate, relevant and time-bound (SMART)?                                                     |                              |              |                                                                                                                                                                                                              |
|                                      |                         | If needed, are component projects clear, and who is responsible for them identified?                                                       |                              |              |                                                                                                                                                                                                              |
|                                      |                         | What is proposed?                                                                                                                          |                              |              | As these institutions are built, the DHET aims to expand enrolments by a factor of four, from the current PALC enrolment of 265 000 to a head-count enrolment of approximately one million students by 2030. |
|                                      |                         |                                                                                                                                            |                              |              |                                                                                                                                                                                                              |

| Section | Subsection | Key questions                                                                                                                                                                                                                                  | Specific questions and tasks | Draft policy | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Why is it proposed?                                                                                                                                                                                                                            |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |            | Does what is proposed contradict or duplicate any existing institutional arrangements and roles and responsibilities in government?                                                                                                            |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |            | How will any contradictions or duplications be addressed?                                                                                                                                                                                      |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |            | If the policy envisages a number of similar programmes or projects, are potential economies of scale of the common aspects or components identified as well as the human and financial resources required for supply measures to achieve them? |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |            | Does the design consider any upscaling or replication needs?                                                                                                                                                                                   |                              |              | Initially, community colleges are envisaged to be largely contact institutions, providing face-to- face education. However, they will make use of information and communications technology (ICT) for teaching purposes, including open learning resources. In the longer term, the DHET will consider establishing dedicated distance education capacity at one or more of the community colleges, with the requisite resources and capacity to provide education and training opportunities to eligible youth and adults who are unable to attend face-to-face institutions. (See Chapter 7 for a more extended discussion.) |
|         |            | Is the design scaleable or replicable?                                                                                                                                                                                                         |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |            |                                                                                                                                                                                                                                                |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |            |                                                                                                                                                                                                                                                |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Section                              | Subsection | Key questions                                                                                                           | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                           | White paper                                                                                                                                         |
|--------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Provision for an implementation plan |            |                                                                                                                         |                              |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                     |
|                                      |            | Does the policy envisage development of an implementation plan?                                                         |                              |                                                                                                                                                                                                                                                                                                                                                                                        | 3.2.6 Establishing community colleges<br><br>The DHET will undertake a planning and preparation process for the introduction of community colleges. |
|                                      |            | Is there an appropriate activity schedule (such as a GANTT chart) for the activities?                                   |                              |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                     |
|                                      |            | Are the human resources required to implement the policy clear, realistic and available?                                |                              | SECTION 5: PURPOSE OF THE POLICY<br><br>5.1 The policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, funding framework, programmes and qualification offerings, quality assurance, examination and assessment, regulation of private provision, as well as monitoring and evaluation. |                                                                                                                                                     |
|                                      |            | Are the finances well planned and the link to the activities to be undertaken clear?                                    |                              |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                     |
|                                      |            | Are there (plans and commitments for) appropriate management arrangements within the DHET for running the intervention? |                              |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                     |

| Section | Subsection | Key questions                                                                                                                                                                                     | Specific questions and tasks | Draft policy | White paper                                                                                                                                                                                                                                       |
|---------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Are there roles that have to be played by other roleplayers in or outside government and are all of the roles envisaged funded mandates and do the roleplayers have the capacity to perform them? |                              |              |                                                                                                                                                                                                                                                   |
|         |            | Is there a commitment from partners in or outside government to play these roles?                                                                                                                 |                              |              | Also of importance are partnerships with structures responsible for promoting small, medium and micro enterprises and cooperative development, including in the Department of Trade and Industry and the Construction Industry Development Board. |
|         |            | If needed is there a coordination mechanism established to link with partners?                                                                                                                    |                              |              |                                                                                                                                                                                                                                                   |
|         |            | Is there a monitoring and evaluation capacity established including a budget for evaluations and have these been programmed?                                                                      |                              |              |                                                                                                                                                                                                                                                   |
|         |            | Is there plan for life-cycle evaluation for the programme (potentially baseline evaluation, implementation evaluation, impact evaluation, depending on the size of the programme).                |                              |              |                                                                                                                                                                                                                                                   |

| Section | Subsection | Key questions                                         | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|------------|-------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Pilots     | Are pilots adequately conceptualised and planned for? |                              | <p>SECTION 7: PROCESS OF ESTABLISHING COMMUNITY COLLEGES</p> <p>7.1 Subject to availability of funding, the Minister shall establish on a phase-in basis Community Colleges in all district municipalities of South Africa.</p> <p>7.2 The phase-in approach shall commence with the establishment of at least two Community Colleges per province.</p> <p>7.3 The first 9 Community Colleges will be a merger of the current public adult learning centres and the Minister may further establish another 9 fully-fledged Community Colleges as part of a pilot process.</p> <p>7.4 The next phase shall be the establishment of Community Colleges at district municipality level.</p> <p>7.5 The adequacy of post-school education and training facilities in communities shall be taken into account in order to determine community needs for additional educational facilities, subject to available funding.</p> <p>7.6 The rollout of additional Community Colleges will be outlined in a further policy instrument.</p> <p>7.7 The Minister shall determine the name and seat of a Community College, which shall be published in the Government Gazette, together with all its learning sites, which in turn shall be called Community Learning Centres.</p> <p>7.8 The DHET will develop a strategy for the branding of Community Colleges, including their Community Learning Centres.</p> | <p>The introduction of community colleges will take a phased approach, and will be preceded by a pilot process to help inform further development of the concept and also inform the development of a long-term plan and its roll-out throughout the country.</p> <p>Details with regard to governance and management structures will be finalised after the conclusion of the pilot process.</p> <p>3.2.6 Establishing community colleges</p> <p>The DHET will undertake a planning and preparation process for the introduction of community colleges. Initially, nine new colleges will be piloted – one in each province, each starting with a cluster of PALCs. The pilot process will be closely monitored and evaluated to assist the DHET in resolving a number of issues, including management systems, core teaching and administrative staffing requirements, curriculum, minimum numbers of learners, governance arrangements, basic facilities, infrastructure and funding requirements, and quality assurance arrangements. Lessons from the pilot will inform how the community colleges and their campuses will be phased in throughout the country.</p> |
|         |            | Are the pilots genuinely scaleable?                   |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |            |                                                       |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Section | Subsection | Key questions | Specific questions and tasks | Draft policy | White paper |
|---------|------------|---------------|------------------------------|--------------|-------------|
|         |            |               |                              |              |             |
|         |            |               |                              |              |             |
|         |            |               |                              |              |             |

| Section | Subsection | Key questions                                                                             | Specific questions and tasks | Draft policy | White paper |
|---------|------------|-------------------------------------------------------------------------------------------|------------------------------|--------------|-------------|
| Costing |            |                                                                                           |                              |              |             |
|         |            | Is there a cost estimate?                                                                 |                              |              |             |
|         |            | Are cost estimates provided for the achievement of the targets described in the logframe? |                              |              |             |
|         |            | Is there a policy on the use of open source software?                                     |                              |              |             |
|         |            |                                                                                           |                              |              |             |
|         |            |                                                                                           |                              |              |             |

| Section            | Subsection                           | Key questions                                                                                                                  | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                    | White paper |
|--------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Programmes outline |                                      |                                                                                                                                |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|                    | Data on programmes and participation |                                                                                                                                |                              | <p>SECTION 16: MONITORING AND EVALUATION</p> <p>16.1 Every college must submit the information that is required by the Director-General at the intervals determined by the Director-General.</p> <p>16.2 The information to be submitted by a Community College must comply with the information and data standards of the DHET as contained in the Higher Education and Training Information Policy, 2013.</p> |             |
|                    |                                      | <b>Is there reliable statistical data on programme participation rates and trends that would inform policy implementation?</b> |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|                    |                                      | Where is the data, who has it, who processes it?                                                                               |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|                    |                                      | Is this collecting and processing of participation data ongoing and sustainable?                                               |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|                    |                                      | Who collects it?                                                                                                               |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|                    |                                      | Who analyses it?                                                                                                               |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|                    |                                      | Who disseminates it?                                                                                                           |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|                    |                                      | Is there research capacity to verify and evaluate it?                                                                          |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|                    |                                      | What templates are there to assist in the data capture, dissemination and comparison process.?                                 |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|                    |                                      | <b>Have the programme participation trends (shown in the data) informed the policy?</b>                                        |                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |             |

| Section | Subsection    | Key questions                                                                | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|---------------|------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Programme mix | Is there are coherent policy on the types of provision in the programme mix? |                              | <p>SECTION 13: PROGRAMMES AND QUALIFICATION OFFERINGS</p> <p>13.1 Community Colleges shall be flexible in their programme offerings and include programmes driven by the community developmental priorities, as well as the priorities of the State.</p> <p>13.2 Accordingly, a Community College shall offer programmes that are driven and funded by the State, as well as programmes that respond to the immediate needs of the community and funded from other funding sources as identified in section 24 of the Act.</p> <p>13.3 A holistic approach to education and training shall be adopted in order to offer learning options in which both soft and hard skills are developed within an integrated development framework that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual needs.</p> <p>13.4 Formal qualifications that shall initially be offered under the auspices of the Department of Higher Education and Training shall include:</p> <p>...</p> <p>13.5 Programme offerings that shall be offered based in collaboration with local authorities, SETAs, community organisations and other Government Departments, as well as industry may include but not be limited to:</p> | <p>Community colleges will build on the current offerings of the PALCs so as to expand vocational and skills-development programmes and non-formal programmes. Formal programmes will include the GETC and Senior Certificate programmes currently offered, as well as the proposed new National Senior Certificate for Adults (NASCA) and skills or occupational programmes funded by SETAs or the NSF. Non-formal programmes may include community programmes such as those referred to above. However, these will be geared to the needs and desires of local communities and their organisations, including community-based cooperatives and businesses. This means that colleges have to build close working relationships with organisations in their communities. It also implies the need for well-qualified adult educators to teach these programmes.</p> |

| Section | Subsection | Key questions                                                                | Specific questions and tasks                                                            | Draft policy                                                                      | White paper                                                                |
|---------|------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|         |            | Literacy                                                                     | Does literacy promote and develop national languages and build supportive environments? |                                                                                   |                                                                            |
|         |            |                                                                              | Are different forms of literacy provision described?                                    |                                                                                   |                                                                            |
|         |            |                                                                              | Is “literacy” clearly defined??                                                         |                                                                                   |                                                                            |
|         |            |                                                                              | Are literacy benchmarks used?                                                           |                                                                                   |                                                                            |
|         |            | Post literacy                                                                |                                                                                         |                                                                                   |                                                                            |
|         |            | Adult Basic Education                                                        |                                                                                         | 13.3<br>a) General Education and Training Certificate for Adults;                 | Formal programmes will include the GETC                                    |
|         |            | Equivalency, ‘Second chance’ or alternative schooling Equivalency programmes |                                                                                         |                                                                                   |                                                                            |
|         |            | Senior certificate                                                           |                                                                                         | b) Senior Certificate; and<br><br>d) National Senior Certificate (for repeaters). | and Senior Certificate programmes currently offered,                       |
|         |            | NASCA                                                                        |                                                                                         | c) National Senior Certificate for Adults.                                        | as well as the proposed new National Senior Certificate for Adults (NASCA) |
|         |            | Higher Education (Certificates)                                              |                                                                                         |                                                                                   |                                                                            |
|         |            | Degree credits                                                               |                                                                                         |                                                                                   |                                                                            |
|         |            | Continuing Education and Professional Development                            |                                                                                         |                                                                                   |                                                                            |
|         |            | Early Childhood Education and care                                           |                                                                                         | 13.5<br>a) Early Childhood Development;                                           |                                                                            |

| Section | Subsection | Key questions                                                     | Specific questions and tasks | Draft policy                                                                                                                                                                                                                    | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|------------|-------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Technical, Vocational and Entrepreneurship Education and Training |                              | <p>d) Cooperative and Entrepreneurship Education and Training;</p> <p>e) Plumbing, Construction, Carpentry, Electricity, Welding, Auto Body Repair,</p> <p>t) Motor Mechanics;</p>                                              | Also of importance are partnerships with structures responsible for promoting small, medium and micro enterprises and cooperative development, including in the Department of Trade and Industry and the Construction Industry Development Board.                                                                                                                                                                                                                                                                                                                                                                                                   |
|         |            | ICT training                                                      |                              | 1) Information and Communication Technology; and                                                                                                                                                                                | However, they will make use of information and communications technology (ICT) for teaching purposes, including open learning resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         |            | Life skills and community development                             |                              | <p>b) Community Development Works Programmes;</p> <p>c) Worker Education;</p> <p>h) Parenting and Childcare;</p> <p>i) Civic Education, Community Mobilisation and Organisation;</p> <p>j) Expanded Public Works Programme;</p> | Community colleges will have to link directly with the work of public programmes to provide appropriate skills and knowledge. These programmes include the Expanded Public Works Programme (EPWP), Community Works Programmes (CWPs), the state's infrastructure development programme, and economic and social development initiatives such as the Community Development Workers (CDW) and Community Health Workers (CHW) programmes. Such programmes can provide work-integrated learning opportunities while the colleges provide classroom and workshop-based learning. There is an important role for SETAs in facilitating such partnerships. |

| Section | Subsection | Key questions                               | Specific questions and tasks | Draft policy                                                                                    | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|------------|---------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Income generation programmes                |                              | j) Expanded Public Works Programme;                                                             | These programmes include the Expanded Public Works Programme (EPWP), Community Works Programmes (CWPs), the state's infrastructure development programme, and economic and social development initiatives such as the Community Development Workers (CDW) and Community Health Workers (CHW) programmes. Such programmes can provide work-integrated learning opportunities while the colleges provide classroom and workshop-based learning. There is an important role for SETAs in facilitating such partnerships. |
|         |            | Health education                            |                              | g) Home-Based Care;<br><br>k) Community Health Workers Programme, including HIV/AIDS Education; | Community Health Workers (CHW) programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|         |            | Arts and crafts                             |                              | m) Arts and Crafts.                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|         |            | Religious, Cultural and Political Education |                              |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Section | Subsection | Key questions               | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------|------------|-----------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Non-formal education        |                              | <p>13.6<br/>Non-formal programmes shall take place on a 'needs' basis, and shall be aligned strongly to local contexts, and to employment and community development opportunities. Non-formal offerings do not lead to qualification or part-qualifications, however may also be made available to learners participating in adult education programmes in varied institutional, workplace and community-based settings. Community colleges may offer non-formal programmes which may include, but not limited to:</p> <p>a) School Governing Body Training;<br/>b) Civic and Citizenship Education;<br/>c) SMME Training and Co-operatives Training;<br/>d) Driver's Learners' Licence;<br/>e) Life Skills;<br/>t) Voter Education; an<br/>g) Consumer Education.</p> | <p>Non-formal programmes may include community programmes such as those referred to above. However, these will be geared to the needs and desires of local communities and their organisations, including community-based cooperatives and businesses. This means that colleges have to build close working relationships with organisations in their communities. It also implies the need for well-qualified adult educators to teach these programmes.</p> |
|         |            | Provision for special needs |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |            |                             |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| Section                              | Subsection | Key questions                                                  | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------|------------|----------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum and materials development |            |                                                                |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                      |            | Is there a plan for curriculum development?                    |                              | <p><b>SECTION 4: PURPOSE OF THE POLICY</b></p> <p>4.1 The purpose of this policy is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the PEDs to the exclusive competence of the Department of Higher Education and Training.</p> <p>4.2 To this effect this policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment, and monitoring and evaluation.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                      |            | Is there a plan for materials development?                     |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                      |            | Is there a policy on creative commons licensing for materials? |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                      |            | Is there a plan for ICT and distance education delivery?       |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Initially, community colleges are envisaged to be largely contact institutions, providing face-to- face education. However, they will make use of information and communications technology (ICT) for teaching purposes, including open learning resources. In the longer term, the DHET will consider establishing dedicated distance education capacity at one or more of the community colleges, with the requisite resources and capacity to provide education and training opportunities to eligible youth and adults who are unable to attend face-to-face institutions. (See Chapter 7 for a more extended discussion.) |

| Section                  | Subsection | Key questions                                                                                 | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------|------------|-----------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications framework |            |                                                                                               |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                          |            | Are developments required in relation to the NQF, SAQA and the Qualifications Councils noted? |                              | <p><b>SECTION 4: PURPOSE OF THE POLICY</b></p> <p>4.1 The purpose of this policy is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the PEDs to the exclusive competence of the Department of Higher Education and Training.</p> <p>4.2 To this effect this policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment, and monitoring and evaluation.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                          |            | Are there clear articulation mechanisms with other types of institutions?                     |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | It will be important to address the articulation and partnerships between these institutions and others in the post-school sector, such as TVET colleges and universities. For instance, people who have done occupational courses in community colleges and wish to pursue a general vocational programme in a TVET college should be able to do so. All institutions must help to create an expanded and strengthened post-school system which is diverse but integrated. This process will be assisted by the DHET and by regulatory bodies such as SAQA, the Quality Councils and advisory bodies. |
|                          |            |                                                                                               |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                          |            |                                                                                               |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Section           | Subsection                          | Key questions        | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | White paper |
|-------------------|-------------------------------------|----------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Quality Assurance |                                     |                      |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |
|                   | The assessment of learning outcomes | Are plans specified? |                              | <p>SECTION 15: Quality assurance</p> <p>15.1 Community colleges shall offer qualifications or part-qualifications that are registered on Levels 1 to 4 of the National Qualifications Framework (NQF).</p> <p>15.2 General academic or vocational qualifications or part-qualifications shall be quality-assured by Umalusi.</p> <p>15.3 Occupational qualifications or part-qualifications shall be quality-assured by the Quality Council for Trades and Occupations (QCTO).</p> <p>15.4 If a qualification offered by a community college requires a summative exit national examination administered by the Department as the assessment body, the community college offering such a qualification must be registered as an examination centre in a manner determined by the DHET.</p> |             |

| Section | Subsection                                                | Key questions        | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | White paper |
|---------|-----------------------------------------------------------|----------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|         | Relationship with quality assurance and assessment bodies | Are plans specified? |                              | <p><b>SECTION 4: PURPOSE OF THE POLICY</b></p> <p>4.1 The purpose of this policy is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the PEDs to the exclusive competence of the Department of Higher Education and Training.</p> <p>4.2 To this effect this policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment, and monitoring and evaluation.</p> |             |

| Section | Subsection                                     | Key questions        | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | White paper |
|---------|------------------------------------------------|----------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|         | The Monitoring of adult learning and education | Are plans specified? | Methods of assessment        | <p><b>SECTION 4: PURPOSE OF THE POLICY</b></p> <p>4.1 The purpose of this policy is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the PEDs to the exclusive competence of the Department of Higher Education and Training.</p> <p>4.2 To this effect this policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment, and monitoring and evaluation.</p> <p><b>SECTION 16: MONITORING AND EVALUATION</b></p> <p>16.1 Every college must submit the information that is required by the Director-General at the intervals determined by the Director-General.</p> <p>16.2 The information to be submitted by a Community College must comply with the information and data standards of the Department of Higher Education and Training as contained in the Higher Education and Training Information Policy, 2013.</p> |             |
|         |                                                |                      | Certification of assessment  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |

| Section | Subsection                   | Key questions        | Specific questions and tasks | Draft policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | White paper |
|---------|------------------------------|----------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|         | The evaluation of programmes | Are plans specified? |                              | <p><b>SECTION 4: PURPOSE OF THE POLICY</b></p> <p>4.1 The purpose of this policy is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the PEDs to the exclusive competence of the Department of Higher Education and Training.</p> <p>4.2 To this effect this policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment, and monitoring and evaluation..</p> <p><b>SECTION 16: MONITORING AND EVALUATION</b></p> <p>16.1 Every college must submit the information that is required by the Director-General at the intervals determined by the Director-General.</p> <p>16.2 The information to be submitted by a Community College must comply with the information and data standards of the DHET as contained in the Higher Education and Training Information Policy, 2013.</p> |             |

| Section                  | Subsection                                | Key questions                                                     | Specific questions and tasks | Draft policy | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------|-------------------------------------------|-------------------------------------------------------------------|------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional development |                                           |                                                                   |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                          | The situation and status of practitioners | Are there plans for:                                              |                              |              | 3.2.4 Institutional development and capacity building<br><br>It is crucial to ensure that the kind of education and training provided in community colleges is of good quality and enables its recipients to make significant progress in learning, training and development.                                                                                                                                                                                                                                              |
|                          |                                           | Literacy facilitators                                             |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                          |                                           | ABET and FET adult educators                                      |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                          |                                           | Qualified educators and trainers at Certificate and Diploma level |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                          |                                           | Development field workers                                         |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                          |                                           | Student support practitioners                                     |                              |              | As community colleges develop, it is essential that they establish learner support services focusing on areas such as career and programme advice, counselling and guidance, orientation, extra-curricular activities, financial aid, labour market information, community information and links with placement agencies. The DHET will collaborate with the National Youth Development Agency and other relevant agencies to ensure the establishment of Youth Advisory Centres and contact points at community colleges. |

| Section | Subsection                                     | Key questions                                                    | Specific questions and tasks | Draft policy | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|------------------------------------------------|------------------------------------------------------------------|------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | The issue of professionalisation               | Are there plans for the professionalisation of adult educators.? |                              |              | This means that colleges must select suitable and qualified adult educators, and that they provide the conditions which will guarantee maximum opportunity for successful learning. New educators must be trained and many existing adult educators retrained in methodologies that are appropriate for teaching adults and youth.                                                                                                                                             |
|         | The number and qualifications of practitioners | Is there data on:                                                |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |                                                | Numbers in relation to other educators                           |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |                                                | Qualification requirements                                       |                              |              | A qualifications policy for adult educators will be put in place. The policy will describe appropriate qualifications and set minimum standards for these qualifications. Also of importance will be the development of guidelines for the recognition of capacities and experience that exist within communities and how these should be drawn on to strengthen the capacity of colleges to deliver against their mandate, particularly with regard to non-formal programmes. |
|         | The Training institutions                      | Are there plans for:                                             |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Section | Subsection | Key questions                        | Specific questions and tasks | Draft policy | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------|------------|--------------------------------------|------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |            | Institutions                         |                              |              | Universities – and TVET colleges where appropriate – will be supported to develop capacity to train adult educators. Many university-based adult-education units have unfortunately been closed in the past two decades. However, at least two universities have established centres for post-school studies. This is an important development which should be encouraged. Such centres could become hubs for training adult educators and promoting articulation in the post- school sector, as well as becoming nuclei for research on the sector. |
|         |            | Curriculum                           |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|         |            | Support for practitioner development |                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Section  | Subsection                                 | Key questions             | Specific questions and tasks                                                     | Draft policy | White paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------|--------------------------------------------|---------------------------|----------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research |                                            |                           |                                                                                  |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|          | Data production                            | Who is doing it?          |                                                                                  |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|          | Research capacity and institutionalisation | Are there plans for this. |                                                                                  |              | <p>SAIVCET will provide support to the colleges by researching the challenges facing their sector; it will also advise on important issues including curriculum and teaching methodologies. Research and expert policy support, as a rule, will be contracted to university adult education units and to NGO- and community-linked research and development organisations.</p> <p>To ensure that community colleges continuously improve the quality and standards of the education and training that they provide, a monitoring and evaluation division of SAIVCET will be established – see Section 3.4 below.</p> |
|          |                                            |                           | Are there plans for a community college/adult education component within SAIVET? |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

White paper on:

### 3.4 The South African Institute for Vocational and Continuing Education and Training

As noted earlier, the TVET colleges face a major challenge in that they must expand enrolments, increase their offerings, and improve the quality of education offered. The sector will face major challenges in the coming two decades, particularly in light of the relatively weak organisational state of most TVET colleges. In addition, the community colleges must be established with no previous model on which to base themselves. Both the TVET and community colleges must be flexible, responsive to employer and community needs, and cater for an expanding number of youth and adult learners, many from the least privileged sections of society. Without dedicated and expert support they will certainly struggle to achieve the goals that we are setting for them.

To provide the necessary support, the DHET intends to establish an institute that will support TVET and community colleges and the skills development system more generally. This institution will be known as the South African Institute for Vocational and Continuing Education and Training (SAIVCET).

We acknowledge the legitimacy of concerns expressed in some of the submissions in response to the Green Paper that having too many institutions may complicate the system and stretch the country’s limited human resource capacity. Nonetheless, the DHET believes that such an institute is a necessity in order to provide much-needed support to the colleges. In fact, experiences from countries that have similar institutions – for example, India, South Korea, Switzerland and Germany – suggest that they have brought about significant successes.

SAIVCET will not need a large number of full-time staff to fulfil its responsibilities, but rather will partner with the considerable skills available in specialist units in some of our universities and NGOs where this is appropriate. In the process it will help to build a national network of TVET and continuing education specialists.

Taking into account the need to avoid duplicating the roles of existing institutions – another issue raised in the submissions to the Green Paper – the primary responsibilities of SAIVCET will phased in over time as the Institute’s capacity grows, and will include the following:

- Developing innovative curricula for TVET and community colleges. The Institute will ensure that curriculum development is institutionalised, with long-term capacity to continuously update and improve the quality of programmes. While SAIVCET will engage in curriculum development, it will not have the authority to adopt curricula, something which remains a function of the DHET.
- Upgrading the technical knowledge and pedagogical skills of existing staff in TVET and community colleges, and promoting the professionalisation of lecturers, instructors and trainers. This task will be undertaken with the assistance of university academics, employers and other expert staff.
- Providing a forum for experts to develop materials for TVET and community college programmes. All learning materials will be made available online as open education resources, and thus will be easily accessible to students and to the public.
- Advising the Minister on vocational and continuing education at national level, based on a keen and informed understanding of the changing situation in the colleges and the labour market.
- Advising the Minister on policy for the recognition of prior learning as it affects TVET and community colleges.
- Initiating research on the TVET and community colleges and the college system. The focus here needs to be on applied research and innovation to ensure excellence in teaching and learning.
- Promoting dialogue, coordination and linkages between TVET and community colleges, and between these institutions and universities, SETAs, employers and workers, in order to enhance coherence and articulation.
- The Institute will establish a relatively autonomous monitoring and evaluation unit that will visit colleges, interview selected managers, staff, students and other relevant people (including stakeholders such as employers). In addition the monitoring and evaluation unit will scrutinise reports relating to college management and student performance. The Institute will produce regular reports on each college, which will be presented to the college council and the principal as well as to the DHET. These reports can be used to identify challenges and put in place corrective measures.

SAIVCET will be established with this broad mandate, and will be reviewed regularly to ensure that it fulfils it. SAIVCET will be a national structure with dedicated premises and facilities.

It will be governed by an autonomous board of experts and stakeholders established by the Minister; board members will be drawn from the DHET, TVET colleges, community colleges, SETAs, the business sector, trade unions, universities, NGOs and communities.

| Section         | Subsection | Key questions                                                                               | Specific questions and tasks                                | Draft policy | White paper |
|-----------------|------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------|-------------|
| Risk Management |            |                                                                                             |                                                             |              |             |
|                 |            | Is there an appropriate risk management plan and measures to mitigate the identified risks? |                                                             |              |             |
|                 |            | Are all likely risks, their probability and impact, identified in a matrix?                 | Are the risks of student unrest factored into the planning? |              |             |

| Section | Subsection | Key questions                                                                                                   | Specific questions and tasks | Draft policy | White paper |
|---------|------------|-----------------------------------------------------------------------------------------------------------------|------------------------------|--------------|-------------|
|         |            | Are the risks of unintended consequences of the programme identified?                                           |                              |              |             |
|         |            | Does it take into consideration the assumptions in the logframe and the risks of these assumptions not holding? |                              |              |             |
|         |            |                                                                                                                 |                              |              |             |

Summary: will it work?

Based on the theory of change, logframe, and implementation arrangements, does it look like the policy intervention is likely to work?

Decision on whether minor or major changes or a total rethink and rewrite needed (and what degree of reviewing and evaluation needed)

<sup>0</sup> GETC: ABET at NQF Level 1

<sup>0</sup> General Education and Training Certificate: Adult Basic Education and Training, NQF Level 1