

NP-PSET CET TT Task Team Framework and Workplan: 15 April 2016

Introduction

This document maps the Community Education and Training (CET) Task Team (TT) work onto the agreed NP-PSET Framework in order to identify the workplan for the TT. This version has been compiled from information from discussions at TT meetings, sector policy and research reports. The matrix will help guide the writing of the sector plan for CET, by identifying the questions that need to be answered in writing the plan, and mapping key pieces of research that need to be conducted to understand specific areas to develop the plan. The focus areas in the matrix will likely constitute chapters for the plan. While some of the focus areas are fairly well developed, others will continue to be developed as the plan development process unfolds.

CET Vision

Opening up diverse learning opportunities for adults and communities within a community context, to enhance their chances of success in finding work, starting and sustaining businesses, improving the quality of their lives through knowledge and personal development, and progressing into other post school institutions.

Purpose of CET

The primary purpose of CET is to offer a range of open access education and training opportunities to adults and youths who are not in education, training or employment, in a community context, including both formal and non-formal opportunities, to meet the learning aspirations of individuals and communities.

Scope of CET

Community Education and Training is defined in the Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers (DHET, 2014) *as all learning and training programmes leading to qualifications and part qualifications at levels 1 to 4 of the National Qualifications Framework provided for at a college in terms of the Further Education and Training Colleges Amendment Act, 2013, Section 1. (b) (Vol. 573, Government Gazette No. 36271, 19 March 2013) (DHET, 2014).*

The CET sector will build on current interim community colleges and community learning centres (former PALCs). Private providers and skills development institutes, as well as nongovernmental organisations (NGOs), community based organisations (CBOs) non-profit organisations (NPOs), and religious organisations offering community education and training are also part of the community education and training sector. Some of these providers train ‘beneficiaries’ of government initiated programmes like the expanded public works programme (EPWP) and the Community Work Programme (CWP). The White Paper and the Draft Policy on Community Colleges advise that *“community colleges may enter into partnerships with the other institutions to enhance their capacity to meet the education and training needs of youth and adults”*. The nature of such partnerships will be determined by the plan.

Focus Area	Key Questions, data sources and areas of analysis	Proposals for work to be done
1. Context What do students, the labour market, employers and society want?	Situation The public CET sector currently offers a limited number of school-level second-chance qualifications for adults. This by no means meets the needs of the range of programmes that might be offered at community level. The current offerings are narrow and performance is poor. However, this sector potentially serves a significant number of adults, who have been poorly educated, are mainly socially and economically marginalised, and many who might be unemployed or who would want to re-train. They are also unlikely to directly access other post-school institutions. These groups have been quantified in an exploratory paper for a TT meeting, and include up to 27.202 million people aged 20 and above who had no education and had a matric pass which did not qualify them to go to university or college in 2014. There are different sub-sets of need from this global figure that have been identified in the paper as requiring various forms of community education and training. There are a range of providers that are offering programmes that may fall under the CET banner, but the information on these is sketchy and is not well known. Some recent research might provide pointers, but there is a lack of detailed information on the sector. Key Questions • Who are the students currently accessing education and training in PALCs? • What will happen to students who are already in the system as the system transitions to community colleges? • Who are the students who may wish to access CET and what is their profile? • Who are the students accessing education and training from private and non-profit skills development providers? • What are employer demands from CET? • What are the societal needs from CET? • What are the problems with and concerns about current provision of adult education through public CET centres? (PALCs) Information Available • Lubisi Report • Mathe Report	An <i>introductory chapter</i> is necessary, setting out the context for community education and training. What is the current context, and what are the demands for a new CET system? Who are the students who currently access, and should access CET in the future? This needs to draw together the various pieces of research that have been produced in the system to provide an overall picture of demand for CET. New research is not necessary as this chapter will set out what is known about the sector. It needs to be pulled together into an introductory piece. Much work has already been done on this by Prof Aitchison for the MTT on funding for TVET and CET Colleges. This section also includes a reflection on the history of the development of CET (or lack thereof) drawing on existing research (as presented to the TT by Prof Aitchison) as well as some reflection on community college models internationally (as presented by Dr Lolwana). Some work could be done on identifying demands and needs, through the pilot sites, and in engaging pilot communities, as well as employers located in these communities. What kinds of picture of skills provision necessary emerges from this? What does not fall within the remit of other post-school institutions and should fall within the scope of community education and training?

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	• Lolwana Report • Potgieter-Gqubule • Community Household Survey 2014 • SAIDE report • StatsSA Labour Force Survey Q3 2015 • UNESCO Global Report on Adult Education	The potential role of CET is not well understood and given the relative marginalisation of the sector, there is value in articulating as much as possible of the vision for the sector. This will also require some advocacy work so that people are able to buy-in to the vision for CET and CET Colleges.
2. Programmes qualifications and curricula: what should the institutions be offering in the short, medium and long term?	Context • Low success rate in Abet Level 1 and poor progression. • AETCs operate mostly in evenings and this limits tuition time. • Offerings in AETCs limited to formal schooling qualifications, and may not be attractive to those who want to learn other things that are not linked to pursuing a schooling qualification. There are no flexible pathways and the range of qualifications is limited. • Skills Development Institutes have a wide range of programmes: ○ 3 977 active programmes ○ 3 149 inactive programmes (Learning Strategies, 2016) ○ It is not clear at this point how many of these programmes would fall within the scope of CET, as some perhaps overlap with private TVET offerings. • Most of the programmes students are taking at SDIs are at NQF Level 1 – 5. More than 50% of enrolment is in Education & Training; Manufacturing & Engineering and Services. • There is one provider who is offering distance education and online training among the Skills Development Institutes, but more information is needed. Policy provisions • Community colleges should be flexible in their offerings and <i>include programmes driven by the community developmental priorities, as well as the priorities of the State.</i> • Community colleges shall offer programmes funded by the state as well as relevant programmes funded by other sources. • <i>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</i>	Desktop research and if possible some empirical work exploring what scaffolding/preparatory programmes for community colleges could possibly look like and how they could be integrated in the available formal credit bearing programmes. This work should be informed by current practices in student enrolment and placement. (Look at Saide Policy Design Evaluation Bibliography and literature review section for guidance) This could involve discussions with the Pilot partnership institutions and the pilot colleges to explore starting possibilities. This will include a review of courses being offered by NGOs and private providers e.g. for EPWP programmes. NYDA may also have a list of providers and the programmes they offer youth. SAQA should also have a list of courses. The research should focus on available courses for specific purposes that we identified: work, life, personal development, self-employment, formal employment.

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	<i>framework that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual needs p.13</i> - Programmes should be offered in collaboration with local authorities, SETAs, community organisations, other Government Departments, and industry and can include: a) Early Childhood Development; b) Community Development Works Programmes; c) Worker Education; d) Cooperative and Entrepreneurship Education and Training; e) Plumbing, Construction, Carpentry, Electricity, Welding and Auto Body Repair; f) Motor Mechanics; g) Home-Based Care; h) Parenting and Childcare; i) Civic Education, Community Mobilisation and Organisation; j) Expanded Public Works Programme; k) Community Health Workers Programme, including HIV/AIDS Education; l) Information and Communication Technology; and m) Arts and Crafts (pp13 – 14 <i>Draft Policy on Community Colleges</i>). - Non-formal programmes shall be offered on a ‘needs’ basis, and shall be aligned strongly to local contexts, and to employment and community development opportunities. Non-formal offerings that do not lead to qualifications or part qualifications, however, may also be offered 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 are not limited to: (a) School Governing Body Training; b) Civic and Citizenship Education; c) Small Medium and Micro Enterprise Training d) Co-operatives Training; e) Learner Driver’s Licence; f) Life Skills; g) Voter Education; and h) Consumer Education. Formal programmes specified in the White Paper: - General Education and Training Certificate (GETC) - Senior Certificate programmes - National Senior Certificate for Adults (NASCA) - Occupational programmes funded by SETAs or the NSF - Entrepreneurship Key Questions - What are the existing qualifications in AETCs? - What qualifications are being offered by other organisations and Skills Development Institutes?	As part of the review of pilot community colleges, need to analyse the programmes that are on offer and ask about their adequacy/sufficiency in relation to demand. What other programmes would be needed? Desktop research on methodologies for teaching for people with poor literacy foundation: Lave and Wenger’s work provide a theoretical foundation, Michael Coy provides some examples of situated learning, and in earlier meetings Peliwe has talked about West African countries where situated learning is employed. Here at home the popular education movement has examples of using participatory methodologies. (I have some foundation on literacies, Lave and Wenger, and Coy and I can do this work if we agree that it is important) International review of programmes? Is this necessary at this point – is it something that the plan can signal as valuable going forward. The priority is to identify current offerings and what can be offered in the immediate term.

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	• What are their strengths and weaknesses? • What types of programmes are likely to be needed in the short, medium, and long term? For which students, for what labour market, for which employers, for which communities? • How, if at all, can CET qualifications articulate with TVET College and University Qualifications? What linkages can be created? • Is anything known about what happens to students who study through AETCs when they have completed their ABET Level 4 or NSC? • The challenges that are faced in the basic education system are historically systemic. Community college students are also likely to have the same challenges of under preparedness because some of them have failed matric (NSC candidates) or not finished school. TVET qualification discussions are focusing on foundational programmes, and the university sector also has foundational programmes. There would be value in considering scaffolding/remedial programmes for community colleges as open access will also mean that some people will come under-prepared for some forms of learning. • Related to the above, different modalities of learning have to be considered. How, for example do you cater for people who want to learn how to learn a practical skill like baking but cannot read a recipe? Methods like situated learning would have to be considered for people like this. • Decisions have to be made by the TT, given the programmes being offered by Skills Development Institutes and NGOs, church based organisations and CBOs, about whether public community colleges should focus only on strengthening the GETC, NSC which they already offer, and only introducing the NACSA as a new programme, and not offering occupational/skills development programmes at all since enrolment is so low in these. Funding considerations should also inform the decisions to be made. So specifically, given the context of need, and resource limitations, what should community colleges focus on • Should community colleges offer only the qualifications they have been offering plus NACSA, minus occupational and vocational? Universities are mostly not willing to offer HCs and TVET colleges are also reluctant to offer bridging programmes for students who want to access universities. Can community colleges take on this role in the long term should the sector even receive more funding? TT advice is needed on how the sector can expand and strengthen existing AETCs and at the same time promote the sustainability of other institutions offering vocational and occupational programmes to enable access to CET by more of the people who need it. Note the definition in the Draft Policy on Educator	

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	qualifications which limits CET qualifications to Level 4. We must debate whether this is too constraining to the imagination of CET and needs amendment. Information Available • Saide Audit of Gauteng PALCs • Learning Strategies Research on skills development institutes • DHET statistics publications • Research on adult learning in South Africa																																																	
3. Size and shape	Context in 2014 Public AETCs No of centres: 1828 No. of Educators: 15 447 No of students: 262 680 Enrolment by programme 2012 – 2014 (DHET, 2016) <table><tr><td></td><td>ABET 1-3</td><td>ABET 4</td><td>Grade 10 & 11</td><td>Grade 12</td><td>Other/Skills Dev</td></tr><tr><td>2012</td><td>93 936</td><td>134 276</td><td>471</td><td>71 037</td><td>6 658</td></tr><tr><td>2013</td><td>62 183</td><td>109 352</td><td>1 172</td><td>70 536</td><td>6 264</td></tr><tr><td>2014</td><td>61 316</td><td>114 760</td><td>1 031</td><td>80 214</td><td>5 300</td></tr></table> Private AETCs No of centres: 55 No. of Educators: 420 No of students: 7 560 Enrolment by programme 2012 – 2014 (DHET, 2016) <table><tr><td></td><td>ABET 1-3</td><td>ABET 4</td><td>Grade 10 & 11</td><td>Grade 12</td><td>Other/Skills Dev</td></tr><tr><td>2012</td><td>3 767</td><td>2 370</td><td>61</td><td>2 049</td><td>443</td></tr><tr><td>2013</td><td>3 607</td><td>1 954</td><td>94</td><td>2 053</td><td>608</td></tr><tr><td>2014</td><td>3 461</td><td>1 984</td><td>34</td><td>1 746</td><td>335</td></tr></table> Skills Development Institutes		ABET 1-3	ABET 4	Grade 10 & 11	Grade 12	Other/Skills Dev	2012	93 936	134 276	471	71 037	6 658	2013	62 183	109 352	1 172	70 536	6 264	2014	61 316	114 760	1 031	80 214	5 300		ABET 1-3	ABET 4	Grade 10 & 11	Grade 12	Other/Skills Dev	2012	3 767	2 370	61	2 049	443	2013	3 607	1 954	94	2 053	608	2014	3 461	1 984	34	1 746	335	Review of the nine pilot Community Colleges to ascertain what each has got, and what the plans and potential are in each: students; Programmes; Infrastructure, etc. Trend analysis of enrolment at centres. How can community colleges be differentiated? This work should look at dimensions of differentiation that were discussed in an earlier TT meeting as well as others: range of programmes; institutional arrangements; spatial configuration, enrolment, modalities of delivery, and funding arrangements. The output of this work will be a proposal/concept paper on differentiation in community colleges. An international literature review may be useful here – look at Morocco and India for models: Hilderbrand, H. and Hirsch, E. 2014. From German Adult Education Centres (Volkshochschulen) to Moroccan Universities
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	No of Institutes: 3933 Enrolment current: 473 413 Combined enrolment AETCs and SDI – 743 653 <i>Infrastructure: Findings from Skills Development Institutes study</i> • Many rural service providers lack proper infrastructure and the environment is not conducive for learning. • Many service providers don't have skills programmes available for physically disabled people. • Most of the institutes don't have recreational facilities on site. Policy provisions There are currently 9 pilot provincial interim community colleges, with a cluster of community learning centres (former PALCs). ICCs are temporary holding structures for CLCs until permanent community colleges are established at district municipality level. Based on this plan, CLCs will become part of a district community college and provincial community colleges will cease to exist. "Community Colleges may also be established on the basis of partnerships between the DHET and community-owned or private institutions such as church-run or other education and training centres," p.10, <i>Draft Policy on Community Colleges</i>. Rationalisation or expansion of community colleges may be required through mergers and demergers. Existing training facilities will be taken into account in determining additional educational facilities to meet the needs of communities. These considerations will be subject to funding. In the short to medium term, community colleges will use existing infrastructure of schools, TVET Colleges and faith-based organisations but the long term plan is to provide infrastructure for Community Colleges that fosters their distinct institutional identity. Approval of governing structures must be sought if TVET and school facilities are being used. PALCs that have their own infrastructure shall continue to use this.	<i>for Lifelong Learning and Univers-Cités Ouvertes</i>. In: Käßplinger, B. and Robak, S. (Eds). <i>Changing configurations in Adult education in transitional times: International perspectives in different countries</i>. Frankfurt am Main: Peter Lang, pp. 91-102 Jacqueline, H.M. 2012. <i>Community colleges in India: an innovative experiment in higher education system</i>. Madurai, Tamil Nadu, India: Lady Doak College http://www.spumanila.edu.ph/data/FICL/FICL%20Presentations/Plenary%20Sessions/Prof.%20Helen%20Mary%20-%20CCI%20An%20Innovative%20Experiment%20in%20Higher%20Education%20System.pdf (Accessed 15 September 2014) Some spatial and infrastructural planning will need to be signalled in the Plan. It is unlikely that the planning process will be able to adequately do all of this, as it may take time. But it can be proposed in the Plan. This would include GIS mapping of AETCs, TVET colleges and university campuses and analysis of the mapping to determine the extent to which all districts have infrastructure that can be used for district based colleges. This analysis can inform recommendations on how college hubs can be organised. Also recommendations of what mergers may want to take place considering enrolment and infrastructure. Recommendations should also

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	Key Questions • How can the target of 1 million learners in community education and training institutions be achieved by 2030? • Is the target of 1 million realistic given the demand by students, the infrastructure available, and importantly the staffing skills necessary? • What would need to be done in the sector to achieve this target or a revised target? • What are the threats to reaching this target? • How can the target be structured/distributed according to different needs of communities, students, employers, and society? • What is the current architecture of AETCs and what is the enrolment? • How many institutions exist offering CET? • What makes up the CET sector (other than public AETCs)? • How does enrolment planning take place, and how should it happen? • What collaborations/partnerships currently exist between public AETCs and the private sector, NGOs, CBOs and others? • What partnerships will be incorporated into the public CET sector, and what will remain as separate private institutions? What kinds of skills development institutions will participate in the public sector, and which not? What is the current thinking in the DHET about this group of providers? Do we have enough information to make decisions? • What is the current infrastructure of CLCs and where is it? • What infrastructure is required for the development of the sector? • How can we effectively utilise facilities from other institutions in PSET or even basic education to achieve the envisioned size and shape? • What role can private providers play in order to achieve the vision? How can they be brought on board? • How can the DBE technical schools support community college learning? • How do we move from the pilot ICCs and CLCs to district based community colleges? • How do we balance the growth imperative while optimising efficiencies in the system? • What forms of partnerships could be formed between public community colleges and other entities to expand the system and provide quality education and training? • What kind of mergers/demergers are required to strengthen the system?	consider how differentiated the sector should be, based on the diversity of the students who will be entering the system, e.g. some colleges may just focus on providing spaces for education and training and be utilised in the evening, but other colleges may have to offer tuition during the day and include extra mural programmes based on the age of the students. Some colleges, depending on their specialisation, or whether they are rural and remote, are likely to attract low enrolment in the locality, and may need to offer accommodation facilities as they will have a larger catchment area to garner meaningful enrolment. Audit of schools that have been closed down and can be repurposed into community colleges - Check with DBE if such an audit has been undertaken. Otherwise EPW or provincial departments may have this information. Other infrastructure that can be adapted. Exploratory study to evaluate whether municipalities have spaces that they can offer for use by community colleges as part of municipal responsibility to develop their communities. Locating DBE schools of skills and technical schools where equipped workshops can be used for occupational and vocational programmes if these are offered in community colleges. The GIS mapping

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	- Who are the key stakeholders in the resourcing of the sector to ensure adequate infrastructure is available? - How can the sector be differentiated along demand by students and in other ways? Information Available - DHET documentation on pilot sites - Statistics on PSET 2014 - DHET/CETA study on Skills Development Providers (just released). - DHET document on Imbali precinct - Prof Bawa's paper on reversing the inverted pyramid - DBE planning documents	suggested above could also include technical and schools of skills.
4. Building the sector to deliver effective learning programmes	The State and the public need to be assured that institutions have the appropriate capacity to offer qualifications. As highlighted earlier, adult education, upon which community colleges will be built on, has been under funded and it is arguably the weakest of the post school system Key questions - What are the problems, what are the gaps? - How can modes of delivery be diversified to cater for the characteristics of the students?¹ - What kinds of infrastructural and staffing core is necessary to effectively develop and operate community colleges and CLCs? - What research is needed to inform decision making on improving the sector?	The TVET college turnaround strategy has been credited with strengthening the public TVET system. Would there be value in looking at the components of the turnaround strategy and recommending aspects about it that can be adapted to the CET sector to build and strengthen it? We should be able to get a cost of the turnaround strategy as well to get a sense of the cost of developing the community colleges Case studies of skills development institutes that are offering distance and online delivery to find out what infrastructure is needed and how programme delivery takes place. What kinds of students enrol on the programme and

¹ Note that the White Paper pronounces that Distance education will also be considered in community colleges following models such as the Australian Technical and Further Education (TAFE), which offers programmes which use online as well as face to face modalities of delivery. The research on skills development institutions indicates that one of the providers offered distance and online programmes. This needs to be explored further.

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		what support do they receive? What is the cost of the programmes? What challenges are experienced with delivery and throughput? This case study will enable the plan to recommend a DE pilot in a community college. The information from the case study will also feed into the costing.
<i>Building the sector: Lecturer development</i>	Context ABET educators have never been a stable workforce and they were never regarded or employed as professionals. Their posts were the first to be cut when there were financial difficulties – some provinces suspended their ABET activities from 1998 – 2000 and so their workforce was also suspended. <i>The majority of teachers in adult learning centres are part-time contract workers without tenure. The attrition rate among these teachers is high and they resign if they are able to obtain other, more permanent work. This severely affects long-term planning. It also has serious career development implications for educators, and affects the learning paths of learners. Most learners in this sector study part time and their throughput is a relatively slow process which requires long-term management and planning</i> (DHET 2013:11). The AG report indicates that in 2012, 46% of the AET educators did not have the required post matric qualification due to a shortage of qualified staff in most provinces. This is likely to affect student success. There were no consistently applied basic employment conditions and there were differences in remuneration and benefits which contributed to low morale and high staff turnover. All these issues are likely to be addressed as a result of the function shift. Policy provisions The minister will appoint lecturers based on post provisioning norms to be determined by him. A community college council may appoint additional staff (not paid by DHET) in terms of section 12 of the FET Colleges Amendment Act, 2006. There is now a Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers which provides guidance on the knowledge and competencies that adult education educators and community	1. Audit of educators to develop a reliable and complete data base on current adult education and training educators and community education and training lecturers and the qualifications they possess (signalled in the draft policy on qualifications) 2. Based on data from the audit, some modelling work will be required here which looks at: • the number of existing under and unqualified staff who need what qualifications from the suggested qualifications • Some skills planning and projections to determine how many qualified teachers are required in the short, medium and long term • the qualification mix of teachers required for different enrolments • Determination of whether there is need for a staffing framework for CET similar to the SSAUF (The conversation on staff qualifications has to be taken to TVET and HE TTs so that they consider their role in training CET staff to

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	college lecturers should possess to provide quality teaching. Qualifications from NQF Level 5 – 10 have been elected from the HEQF. The above mentioned draft policy on qualifications specifies that a detailed implementation plan would be developed to support the implementation of the policy. The NP-PSET process needs to know what progress has been made with the implementation plan so that it can feed into the NP-PSET. Key Questions: • Which staff will be necessary to deliver programmes and qualifications in CET colleges? (and in what numbers?) • What technical and pedagogical skills are necessary for staffing? • What current opportunities exist to train staff, both initial training and continuing professional development? • What will be the role of SAIVCET in supporting lecturer development?	strengthen the system. Provision of CET qualifications can be used for differentiation. Not all universities have to offer this qualification) Some desk research on professionalization of the CET staff corps. How can this be done and what is required? Some policy analysis work to explore whether the qualifications highlighted in the draft policy cater for college management and support staff. If there is a gap some amendments have to be suggested to include these in the policy. Recommendations on what programmes to include have to be made based on programmes that can be picked up from the HEQSF. The policy addresses only qualifications for educators and lecturers but as there is going to be a new institutional form it should also cover qualifications for management and support staff.
<i>Building the sector: Student Support Services</i>	It is not clear whether there are any student support services structures in PALCs. Judging by the dip in enrolment figures from ABET 4 to Grade 10, there may be lack of support to students in advising them on where to go next after achieving major milestones e.g. completing Kha Ri Gude or ABET 4 etc. Some career guidance and counselling is also needed. Students in community colleges are likely to face the challenges that other South African students face, and therefore require similar if not more support, as most of them are older due to delayed access to education.	Explore student support services available as part of the review of pilot colleges and make policy recommendations on the SSS needed. There may be need to develop a policy on SSS similar to TVET colleges. The Plan should signal that need if required.
<i>Building the sector: LTSM</i>	As highlighted earlier in the matrix, the bigger chunk of the PALC budget went to staff personnel and there was a shortage of LTSM in centres. This is one of the facets that has	In the current fiscal environment, it may be worth signalling through the plan that an OER project to gather resources that can be used

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	differentiated adult education and the Kha Ri Gude programme which provided adequate textbooks to students. • Development of standards for LTSM and norms for procurement • Decisions on how LTSM will be developed and by whom and in what format.	by colleges may fill the LTSM shortage gap till such time as there is adequate funding for procurement of LTSM for CET. APEC has some rich OERs. A national OER project for community colleges may be set up to source and repurpose resources.
<i>Building the sector: Workplace access, responsiveness, and work integrated learning</i>	Key Questions • What arrangements are in place for CET to enable students to gain access to workplaces for WIL? • How can workplace experience be built into qualifications? • What role can the SETAs play in facilitating access to workplace experience? • What is the impact of programmes like the EPWP and CDW for stimulating local economic activity and promoting sustainable livelihoods? • To what extent do these programmes attract local government participation and inculcate a sense of responsibility for local government to drive education and training and employment creation within localities. • How can such programmes provide opportunities for WIL for CET occupational programmes?	Some information can be synthesised from the Skills Development Institute study on what is happening with WIL. Also look at whether CDW and EPWP programmes are providing WIL or whether they have the potential and capacity to do so.
<i>Building the sector: Governance, management, and leadership</i>	Policy provisions <i>Governance</i> Community colleges shall be governed by Councils. The Minister may determine that a <i>Community College Council takes responsibility for the governance of more than one Community College.</i> Each community college must have a Student Representative Body (SRC) Where necessary, a <i>Community College may constitute an Academic Board, otherwise the DHET shall execute the responsibilities of the Academic Board as defined in the FETCA, 2006</i>	As much as educator and lecturer development is important, so too is the development of leadership and management. The review of pilot colleges should explore leadership and governance capacity and identify needs. Given that the governance and management arrangements are newly in place, it will be necessary to identify review points at which their effectiveness can be examined.

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	<i>Management</i> The Minister shall appoint principals of colleges who will be appointed at Director Level of Senior Management Service in terms of the Public Service Act. The Vice principal will be appointed as a deputy director at middle management service level. A CLC manager will be appointed at the level of Assistant Director. A post provisioning policy to be determined by the minister will provide guidance on the number of vice principals to be appointed at each college. College management should comprise the Principal, 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. Key Questions • What kind of governance structures are needed to support the CET sector? • What institutional arrangements are in place and what is the ideal that we have to work towards? • How do we build leadership and management in this sector? • What would be the role of regulatory institutions?	
5. Funding	Context In 2014, the PSET budget was over R32 billion, and AET received R1.9 billion, which was only 6% of total PSET budget, compared to HE's R24.2billion (75.7% of total budget) and TVET's R5.8 billion (18.2%) (DHET, 2016). 75% of the budget for AETCs goes towards staff payments. According to the Auditor General's Education Sector report 2013/2014, 90% of the R1.9 billion allocated for AET went to compensation of employees, which constrained the funding available for LTSM, professional development, and monitoring and evaluation support (AG, 2015). Considerations The TT and plan must think about the funding implications for non-accredited non formal programmes. What is the affordability of such programmes? How will service providers be held accountable for delivery? How will these be funded?	Treasury Costing work has involved some initial thinking about current funding models in CET and the MTT on funding norms has looked in some detail about how CET could be funded. Decisions, however, will be dependent on scenarios that can be built for growing the sector, looking at programmes, core infrastructure and staffing necessary. Once scenarios have been built, the necessary tools are available to produce the necessary financial information. This is a critical area given how little funding is currently available, and the tiny proportion available to grow the system in any way. This work should be done in collaboration with the Ministerial Task

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	Funding models linked to learners and programmes can make it very difficult to build institutional stability in small or weak institutions. The logic that makes sense to fund universities simply does not work in the TVET or Community College space, and there needs to be serious thought put into what kinds of funding modalities could build and support these institutions. Policy provisions 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. 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. 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. Key Questions • What are the problems with the current funding of the sector? • What funding is available to support the growth of the sector? • How do we ensure that funding from the fiscus and funding from other sources including the skills levy work together, and not at odds with each other, to support and build the sector? • How do our institutions get supported financially in such a way that best builds their capacity according to the size and shape envisaged? I.e.. what kinds of funding models will work best? • Are SETAs funding some of the programmes and what can be the role of SETAs in funding going forward? • How can the necessary flexibility of the system be supported through what funding mechanisms?	Team which is looking at funding norms for TVET and CET colleges.

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	What are the implications of the current #feesmustfall protests and developments for the CET sector?	
6. Quality assurance	Policy provisions Community Colleges shall offer qualifications or part-qualifications that are registered on Levels 1 to 4 of the National Qualifications Framework (NQF). Umalusi shall quality assure general academic or vocational qualifications or part-qualifications and QCTO shall quality assure occupational qualifications or part-qualifications. Community Colleges offering qualifications that require a summative exit national examination administered by the DHET as the assessment body must be registered as an examination centre in a manner determined by the DHET. Context Emerging issues on accreditation from Skills Development Institute research: - Lengthy and costly process of registering with SETAs and acquiring accreditation Providers would like a simpler process for reaccreditation for providers who have already been accredited Key Questions - How well is the QA system working? - What changes are needed to improve QA across the system?	
7. Articulation, integration, and	Key questions - What is the status quo regarding articulation? - What is the status quo regarding integration?	This work is, to some extent, the responsibility of the Task Team Oversight Group, but can

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coordination	• How can CET work with the other sectors as part of a system? • How can meaningful relationships and collaboration be developed? • What mechanisms can be used to promote articulation? (Funding can be a mechanism – explore UK model)	also be considered as part of the programmes section. Mapping work: Map articulation pathways between community colleges and TVET colleges using the programme offerings in community colleges. What are likely to be the challenges with articulation and how can these be mitigated in the planning process? SAQA provides articulation possibilities of qualifications and not sure if desk research of such work will add any value to the plan process.
8. Planning, monitoring and evaluation.	Policy provisions Every college must submit the information that is required by the Director-General at the intervals determined by the Director-General. 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. Headcount enrolment in CET Colleges 2019/2020 – 340 000 (what growth rate is needed annually to achieve 1 million given this target) Certification rates in formal CET qualifications (%) – 45% (What inputs are needed to achieve this?) Key Questions • What is currently being done in the area of M&E? • How can planning across the system be streamlined and become more integrated and efficient? • What is the theory of change underpinning the vision of CET? • What are the indicators for success of the envisaged CET sector? • What monitoring data can be collected?	Possibility of developing a theory of change for CET that fits into the PSET system, with assumptions clearly mapped out Development of baselines, indicators and targets for the plan. Workshop with the CET branch. Current Available targets: CET Strat Plan Impact evaluation design included as part of the Plan.

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	• What reporting is required and how can this feed into the other sectors? • What evaluation is required? – Implementation evaluation, impact evaluation	
Data and information (sub-section of M&E and Planning)	Context The DHET now collects data on AETCs and it is hoped that this will improve the reliability of data on community colleges. Currently, not all AETCs provide data on enrolment. There were 3 150 AETCs in 2013, but only 1 761 submitted survey data which shows that there were 249 507 learners in the centres (DHET, 2015). In 2014, 1 828 AETCs submitted enrolment data to DHET and the enrolment was 275 268 (DHET, 2016). Data is important for planning and partial data may lead to inaccuracies in decisions. Key questions • What systematic data is currently available for the sector? • How is this data collected and managed? • What is the data used for? • What data about the sector needs to be collected? • How can this data be managed and disseminated so that it is used for evidence based decision making?	Analysis of form being used to collect data to evaluate whether it is collecting all the data that is useful to make decisions about the sector. What instruments and mechanisms are used internationally to track students who attend community colleges? How can these inform tracking of students in South African community colleges? What provisions should the plan make in the tracking of community college students? NB: Tracking of students can be done from: awareness of opportunities in community colleges (marketing), application (We need to understand CAS in relation to CET –how will it work? If community college students apply through CAS this will give important information on demand), programme performance and success. Data can be collected in all these aspects to help inform planning. The plan has to give advice on how to collect tracking data and what data to collect.
9. Structure and functioning of	Key questions • What are the current organisational arrangements within DHET to support CET?	OD review of CET branch to determine adequate staff complement in line with the new institutional form.

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DHET	• What other structures external to DHET currently support CET? • What are the organisational arrangements needed to implement the plan within DHET and outside DHET? • What is the structure necessary to provide adequate support to institutions? • What are the roles and responsibilities of institutions outside of the DHET in helping to achieve the CET vision?	
10. Policy and Legislative Implications	Key questions • What is the policy and legislation that currently governs CET? • What are the legislative enablers or constraints? • What changes or new legislation and policy are required to enable the sector to grow as envisaged?	Policy Review: how does the current policy and legislative context enable or constrain the development of community colleges? This is cross-cutting work and any policy or legislative change will be identified as the Plan is being developed in the other areas.

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