

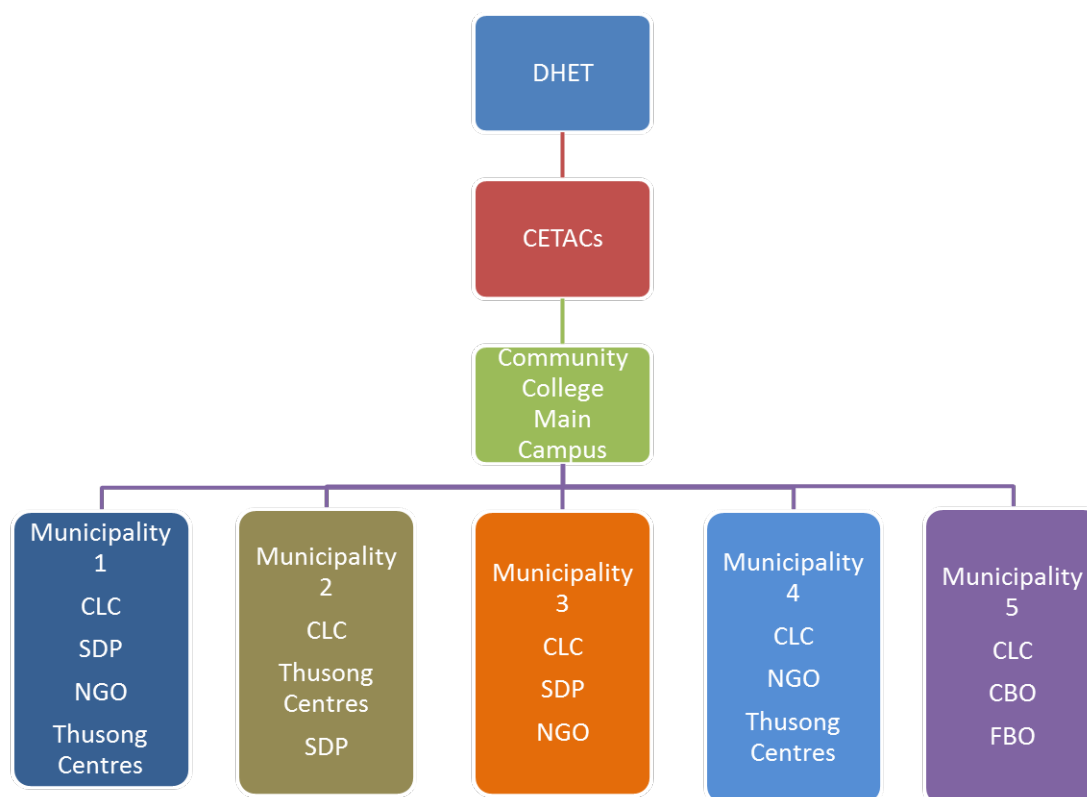
Shape and size

There are currently nine provincially-based CETCACs with former PALCs constituting the delivery sites as Community Learning Centres (CLCs). The nine CETCACs, one in each province, are holding structures responsible for community learning centres until district level community colleges are established (DHET, 2015). The CETACs will support the development of colleges and continue providing provincial support as they shall be nearer to the Community Colleges than national DHET.

Community Colleges will be made up of three structures: the main campus or head office which will also be the administrative hub; learning centres; and satellites. Eventually, each of the 52 municipalities will have a main campus. Ideally, each of the 226 local municipalities should have its own learning centre. At this point, it seems wise to stop the fixing of institutional structures at learning centre levels as municipality boundaries may periodically shift beyond this point.

The following diagram illustrates how a College, its Community Learning Centres, and collaborative delivery sites might look.

Figure 1: Possible shape of community colleges in a district



Based on this diagram, the College main campus would be directly responsible for the community learning centres and any partnerships to support these. The college would develop relationships with skills development providers, Thusong Centres, NGOs, and CBOs, to offer

programmes which support the colleges' offerings. Initiatives and programmes provided by other providers will continue to run autonomously and will be supported and in turn support Community Colleges based on need.

CETACs in each province will support all main campuses in fulfilling their mandate. The CETACs will be DHET's provincial structures eventually, and adequately staffed to play this role. The CETACs report directly to the DHET. However given current municipal system of having local municipalities clustered under a District, it would also make sense to set up a close partnerships between the CETAC and the District Municipality.

The diagram illustrates that the make-up of CLCs will be highly differentiated based on the needs of each local community. In the long term, a fully functional CET sector will have, at a minimum, a community college in each district municipality (DHET, 2015).

The number of CLCs which the DHET will create, and the number of supporting partners which the DHET will fund in each district when services are provided, will depend on the size of the district based on the number of local municipalities in that district. The DHET nationally, working with the CETACs, will use key data on the size of the population in each of the municipalities as well as the unemployment rate to plan the shape and size of the CLCs. This work will be done immediately as part of the work of the National Task Team in the establishment of pilots.

The national DHET will also use geographic information system mapping to complement the statistical data, in order to determine the area covered by the municipalities and their distance from the entry point to the furthest point. This will help with decisions on whether main campus satellites are required for districts which are expansive and could be far away from the support of the administrative hub where it is currently located. The administrative hub may well be located in a centralised location in the province to ensure easier reach and support to CLCs.

An initial five-year period will be focused on institution building across the 52 district municipalities. By 2022, fully fledged campus infrastructure will be constructed for 18 district Community Colleges, two in each province. Each college will have satellite campuses and community learning centres as appropriate. While resources are being channelled into developing these into fully fledged Community Colleges, the CLCs in the other districts should not be neglected as these will support the Community Colleges that will be developed in these districts. So, while there will be no infrastructure development in the other 34 districts, they will also benefit from development initiatives like lecturer training that the 18 districts where campuses are being constructed will receive. The Community Colleges will also facilitate any necessary partnerships for the CLCs in the 34 districts and infrastructure maintenance will be budgeted for, for CLCs that own their own buildings.

After the initial institution-building period, DHET, together with CETACs, will support the new colleges, but institution-building and partnership building will continue. At this point some of the institutions will have the capacity to drive this work on their own, with funding and other support, and some will still be driven from the national and regional offices.