

A Report on the Funding Model for Community Education and Training Colleges in South Africa

Final report

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Abbreviations

AET	Adult Education and Training
ASC	Amended Senior Certificate
CAPS	Curriculum and Assessment Policy Statement
CET Act	Continuing Education and Training Act
CETC	Community Education and Training College College
CLC	Community Learning Centre
CoE	Compensation of Employees
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FTE	Full-Time-Equivalent
GETC	General Education and Training Certificate
GHS	General Household Survey
LA	Learning Area
LTSM	Learning and Teaching Support Materials (LTSM)
NEET	Not in Employment, Education, or Training
NGO	Non-Governmental Organisations
NSC	National Senior Certificate (NSC)
NSF	National Skills Fund
OQSF	Occupational Qualifications Sub-Framework
PALC	Public Adult Learning Centre
PED	Provincial Education Department
PSET	Post-School Education and Training
QLFS	Quarterly Labour Force Survey
R&M	Repairs and Maintenance
SACE	South African Council for Educators
SBA	Site-Based Assessments
SC	Satellite Centre
SCSS	Students and Community Support Services
SDL	Skills Development Levy
SETA	Sector Education and Training Authorities

1. INTRODUCTION

1.1 Background

Community Education and Training Colleges (CETC) were established to “*cater for the needs of the millions of adults and youth who are unemployed, poorly educated and not studying*”¹. Specifically for those that “*would not qualify to enter university or Technical and Vocational Education and Training Colleges*”².

Since the transition to democracy in 1994, a key challenge facing South Africa has been large-scale unemployment resulting from structural distortions in the economy. While the booming years of 2002 to 2007 decreased unemployment rates, the global financial crisis had a crushing effect on the labour markets, with unemployment increasing from 27.5% in 2008 to 32.7% in 2010. During this period, young people were hit the hardest, with the youth unemployment rate increasing from 51.5% to 60.3%. In the decade that followed, low growth and a deterioration of the political and fiscal environment kept the labour market subdued. In 2020, COVID-19 exacerbated joblessness and inactivity, despite the government’s response to the pandemic. By the end of 2020, the number of employed people had fallen by nearly 1.5 m, and only around 40% of employment losses had recovered.

Education is instrumental in transitioning into the labour market. Ismail and Kollamparambil³ estimated the determinants of labour market transitions and found that unemployment for individuals aged 15-35 is significantly reduced through higher education. Therefore, if labour market prospects were to improve, access to higher education would be a significant driving force.

Schooling access and completion statistics show that South Africa has made meaningful progress toward increasing access to higher education. Macro statistics reveal that “No schooling” amongst individuals aged 20 and above has decreased in

¹ (Department of Higher Education and Training, 2015)

² (Department of Higher Education and Training, 2015)

³ (Ismail & Kollamparambil, 2015)

the last decade, and intergenerational literacy has improved, except Grade 12 in 2020 (see Table 1 and Table 2).

Table 1: Individuals with no schooling in South Africa

No education	>20 years old	15-19 years old
2010	4.0%	0.04%
2015	3.0%	0.03%
2020	2.1%	0.03%

Source: GHS (2010), (2015) and (2020)

Table 2: Intergenerational literacy in South Africa

At least Grade 12	20-39 years old	60+ years old
2010	41,0%	19,0%
2015	43,7%	21,6%
2020	44,3%	26,4%
At least Grade 7	20-39 years old	60+ years old
2010	91,7%	50,6%
2015	92,0%	53,1%
2020	96,4%	65,5%

Source: GHS (2010), (2015) and (2020)

While these improvements cannot be ignored, the latest Quarterly Labour Force Survey (QLFS) data reveals that people not in employment, education, or training (NEET) have risen in the past year (2021). Around 37% of people aged 15–24 were classified as NEET, 4.6 percentage points higher than in Quarter 1:21. In both Quarter 1:2021 and Quarter 1:2022, more than four in every ten young people were classified as NEET, and this is particularly severe among the black youth, women and people living with disabilities.

A key goal of the CETC sector is to ensure that people classified as NEET can obtain access to education, such that labour market prospects are improved.

In their study, Ismail and Kollamparambil⁴ also found that if incomplete schooling was a hindrance in transitioning into employment, these individuals (aged 15-35 years) are likely to engage in self-employment opportunities. These findings highlight the need for education and training beyond a simple schooling framework and further necessitates the role of skills development to equip jobless individuals into transitioning into the labour market.

⁴ (Ismail & Kollamparambil, 2015)

On this front, CETCs should play a critical role in equipping jobless individuals with critical labour market skills.

1.2 Current Funding Model

For the sector to carry out its mandated role, funds allocated to it should enhance the CET sector's efficiency and effectiveness. Before 2015, provincial education departments (PED) were responsible for providing adult education through Public Adult Learning Centres (PALCs). After the approval of the White Paper on Post-School Education and Training, which proposed the establishment of nine CETCs, the PALCs were renamed Community Learning Centres (CLCs) and structured into 200 main sites and 1 591 Satellite Centers. The function was also shifted from the PEDs to the Department of Higher Education and Training (DHET)⁵.

Accordingly, the DHET is responsible for allocating funding to the CETCs. The funding from DHET is supplemented by the second income stream, mainly from sector education and Training Authorities (SETAs), the National Skills Fund (NSF), and private donors, among others⁶.

The DHET funds CETCs through the transfer of a subsidy to the colleges for non-personnel operational expenditure and the direct payment of the compensation of employees which is retained and managed by the Department. In 2019 and 2020, 7.3% and 7.7% of the funding transfer was for goods and services while the remaining bulk was for Compensation of Employees (CoE).

CETCs receive the lowest share (3.9% in 2019/20) of total post-school education and training (PSET) expenditure, with the sector's share of total PSET expenditure declining (on a y/y basis) from 2017/18 to 2019/20 (see *Table 3*). As such, colleges need access to alternative sources of funding.

Table 3: Public spending on PSET

Fiscal year	PSET funding* (R'000)	CET funding (R'000)	Y-on-Y growth (%)	% Share of PSET expenditure
2016/17	36 457 563	1 943 390	6,8	5,3

⁵ (Department of Higher Education and Training, 2020)

⁶ (DHET, White paper for post-school education and training, 2013)

Fiscal year	PSET funding* (R'000)	CET funding (R'000)	Y-on-Y growth (%)	% Share of PSET expenditure
2017/18	40 461 962	2 134 823	9,9	5,3
2018/19	49 070 662	2 180 065	2,1	4,4
2019/20	56 111 249	2 208 622	1,3	3,9

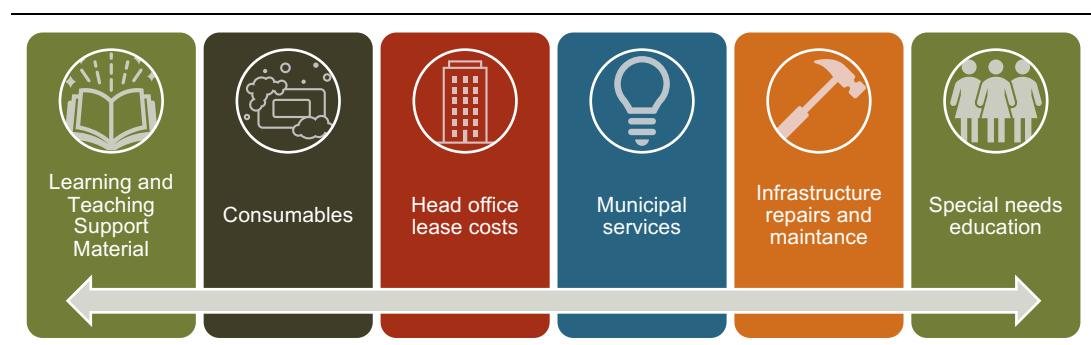
Source: DHET, *Statistics on Post-School Education and Training in South Africa, 2019*

Although CETCs can draw from other revenue sources, they rely heavily on the DHET's transfers – between 2017 and 2020, 98.3% of their revenue was from DHET.

It has been recognised that the current approach to allocating funding among CETCs has perpetuated issues with fairness, equity, and efficiency and failed to correct past imbalances.

The *National Norms and Standards for Funding CET Colleges*, published in 2020, provides a broad framework to guide the operational budget allocations to each CETC. According to the policy, state funding must, at a minimum, cater for⁷:

Figure 1: Minimum coverage of state funding⁸



Deciding how much to allocate to each college, the Department must consider the following⁹:

⁷ (Department of Higher Education and Training, 2020)

⁸ Head office lease costs could also include the cost of ownerships

⁹ (Department of Higher Education and Training, 2020)

Figure 2: Factors to consider when allocating funding according to funding norms¹⁰

1.3 Toward a sustainable funding model

Understanding the cost impact of the factors depicted in Figure 2 necessitates an in-depth investigation into the resources required in the CETC sector. The policy on National Norms and Standards for CET Colleges recognises this and proposes the development of a costing model and funding framework¹¹:

“A costing model with detailed costing of programmes as well as a sustainable funding framework are required. This will ensure an appropriate funding formula which takes into account all possible variables.”

This project responds to the policy’s proposal. It has three main objectives:

1. *Provide situational analysis*

- a) On what items are the colleges currently spending their funding on?
- b) Where are the most significant resource gaps?
- c) What is the impact of these resource gaps?

2. *Estimate the cost of sufficient resourcing*

- a) What are the functions of a college?
- b) What resources are required for the college to perform these functions?
- c) What are the primary cost drivers?

3. *Create a framework for allocating funding across spending items across colleges*

¹⁰ (Department of Higher Education and Training, 2020)

¹¹ (Department of Higher Education and Training, 2020)

- a) For a given amount of funding available for the colleges, how should it be equitably allocated across the nine colleges?
- b) For a given amount of funding allocated to a college, how should it be efficiently allocated across the resources?
- c) What funds should be earmarked?

Before we delve into each of these categories, it is important to note that the DNA team had to understand and investigate the critical issues related to funding in the sector through primary and secondary data collection. We describe our data collection process below.

2. DATA COLLECTION

Data collection took place through face-to-face interviews during site visits and online surveys.

2.1 Site visits

The research team conducted extensive interviews with head office officials in all nine provinces. CLC managers, Satellite Centre (SC) supervisors, and lecturers were interviewed on-site in six provinces¹².

Interviews were guided by a survey which covered the following broad areas:

1. Centre information
2. Programme information
3. Infrastructure and equipment
4. Learning and Teaching Support Material

The information required at the college and learning centres was different, although within the same broad categories. As such, a survey was developed for the head office interviews and a different one for the learning centres. Both surveys can be found in Annexure 1 and Annexure 2, respectively.

The interviews were completed successfully, and valuable information was gained.

¹² Exceptions: KwaZulu-Natal, Eastern Cape and Mpumalanga

2.2 Online surveys

Given the size of the CET sector, the team could not physically visit each site. As such, the team distributed online surveys to centres that could not be visited. These surveys were administered on a Zoho platform and had slightly fewer questions than the in-person surveys conducted at the CLCs and SCs. Colleges were provided with the survey link and requested to share the link with their respective centres. Data from the online survey was automatically captured on the Zoho system and exported to excel for analysis. Below is a summary of the survey response numbers per province.

Table 4: Summary of responses

Province	Head office	Community Learning Centres' responses*	Satellite Learning Centres' responses*	Total centre responses
Eastern Cape	1	0	0	0
Free State	1	2	0	2
Gauteng	1	27	0	27
KwaZulu-Natal	1	0	2	2
Limpopo	1	2	5	7
Mpumalanga	1	11	102	113
Northern Cape	1	1	1	2
North West	1	3	34	37
Western Cape	1	7	21	28
Total	9	53	165	218

*Includes responses received during site visits and online

Although the research team would have hoped for more responses, the consistency of the emerging themes across the data sources instils confidence in the findings. We rely on the information from all our data collection sources for the remainder of the report.

3. SITUATIONAL ANALYSIS AND FUNDING REQUIREMENTS

Each province in South Africa has a CETC. A CETC consists of a head office which administrates, governs and manages a network of CLCs that, in turn, manage and administrate a network of SCs. There are currently 200 CLCs and 1 591 SCs subsumed under them, meaning that, on average, each CLC is responsible for eight SCs, although this could be as low as one SC and as high as twenty-two. Table 5

shows the provincial distribution of the centres that resulted from a rationing process after the White Paper publication¹³.

Table 5: Number of teaching centres

Province	Community Learning Centres	Satellite Centres
Eastern Cape	30	242
Free State	15	171
Gauteng	47	267
KwaZulu-Natal	40	260
Limpopo	20	225
Mpumalanga	15	163
Northern Cape	7	80
North West	11	125
Western Cape	15	58
Total	200	1 591

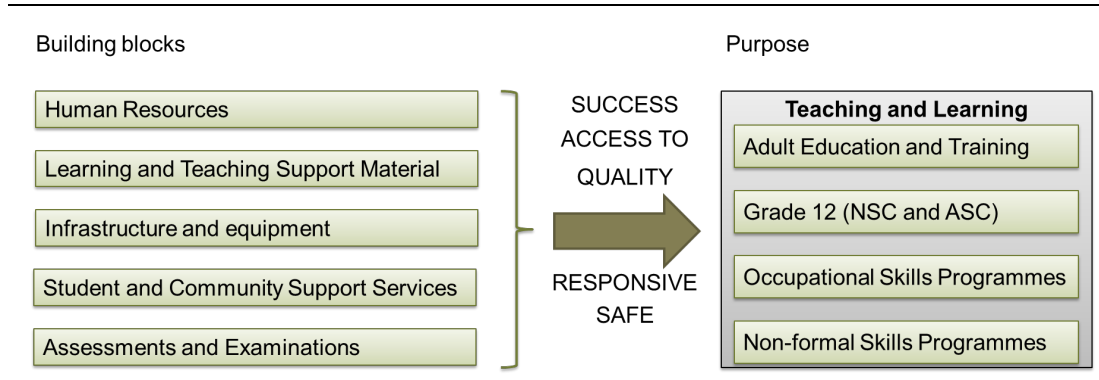
Source: (Department of Higher Education and Training, 2019)

Although teaching and learning is the college's core mandate to analyse resource utilisation and requirement, it is helpful to envision a college consisting of a set of building blocks that provide the requisite foundation for achieving its purpose. Figure 3 is inspired by the World Health Organization's Health System Building Blocks¹⁴. The building blocks are the resources and activities required to provide **access to quality** teaching in a **safe** environment conducive to learning while being **responsive** to the needs of students and the local community and **successfully** preparing students to enter the formal or informal economy. These building blocks have been used to guide the research, especially to ensure that the most important resources are considered.

¹³ Before this process, there were 3 276 PALCs

¹⁴ (World Health Organization, 2007)

Figure 3: College building blocks



The following sections define and discuss the framework’s components, starting with the programmes and moving through the building blocks.

3.1 Purpose: Teaching and Learning

CETCs offer both academic programmes and skills-based programmes. The former includes Adult Education and Training (AET) programmes at four levels, the National Senior Certificate (NSC) and the Amended Senior Certificate (ASC). The latter includes non-formal skills programmes and occupational (accredited) skills programmes. We discuss each of these broad programme categories below.

3.1.1 Adult Education and Training

AET programmes are offered at four levels. The highest level is the **General Education and Training Certificate (GETC)**. The GETC: AET level 4 qualification is a 120-credit programme, equivalent to a grade 9 (NQF 1) qualification. Students are expected to enrol in two fundamental learning areas, one core, and between two and four electives (depending on how many they require for 120 credits¹⁵). A student should be able to complete the course in one year.

AET Levels 1 to 3 are known as post-literacy programmes. These programmes are pre-NQF 1 and progressively increase in difficulty from level 1 to 3. At all levels, students are expected to enrol in the following two learning areas: 1. Numeracy, and 2. Language Literacy and Communication. Language Literacy and Communication

¹⁵Different elective learning areas have different credits.

is offered in both English and a mother tongue. At level 3, Integrated Studies, a preparation course for GETC, is also offered. Some provinces present Integrated Studies at both levels 2 and 3. Also, some centres encourage students to enrol in a skills programme while completing the AET levels. Each level takes one year to complete.

Importantly, there are no qualification criteria for any AET levels; however, academic staff are expected to assess students and place them appropriately.

3.1.2 *National Senior Certificate*

The NSC offered at CETCs is designed as a second chance matric. It is intended for students who have not been able to meet the requirements of the NSC qualification or those who wish to upgrade their results.

Learners in this programme may enrol in a minimum of 1 learning area depending on their specific requirements. Learning centres either offer NSC as a formal programme or informally by providing support in terms of extra classes.

3.1.3 *Amended Senior Certificate*

The ASC was specifically developed for adult learners older than 21 and out-of-school youth between 18 and 21 who could not complete their school education¹⁶. It is a 120-credit qualification at level 4 of the NQF (Grade 12-equivalent) aligned to the National Curriculum Statement and comprised of the Curriculum and Assessment Policy Statement (CAPS) subjects.

Learners should at least have a GETC, Grade 9, or a recognised equivalent qualification at NQF level 1, which includes two official languages¹⁷. Learners wishing to complete the qualification must enrol in at least six learning areas. If some learning areas have been passed elsewhere, they can enrol in only those needed to complete the qualification.

¹⁶ (Department of Basic Education, 2014)

¹⁷ (Department of Basic Education, 2014)

3.1.4 Occupational Skills Programmes

On the 2021 national register of programmes, a total of 55 accredited occupational skills programmes were listed across the provinces. These programmes are 120 credit qualifications at NQF level 1 registered under the Occupational Qualifications Sub-Framework (OQSF).

The offering of these programmes is a product of the relationship between the respective SETAs and the college. SETAs source and fund service providers who provide the Learning and Teaching Support Materials (LTSM), lecturers and equipment while the college provides access to prospective students and infrastructure. In some cases, the SETA's role can also be performed by Non-Governmental Organisations (NGOs) and donors interested in developing skills in a specific area.

Although 55 programmes are registered, substantially fewer than these are being offered.

Site visits revealed that the SETA model works when the SETA provides all resources required for the programme except for infrastructure, which the college provides. The college is then also an ideal pool of potential enrollees. Some challenges experienced with the current model include the following:

- Equipment is expensive, and safety and security is a perpetual concern
- If the SETA provides a lump sum to the college, the administration tasks fall on the college, which can be burdensome given insufficient human resource administrative capacity
- Pilot centres are given preference when offering these programmes; however, the greatest demand could lie in other centres.
- The continuity of these programmes is dependent on funding and collaboration with stakeholders.

3.1.5 Non-formal programmes

The South African Qualifications Authority has defined non-formal learning as "*planned learning activities not explicitly designated as learning towards the*

*achievement of a qualification or part-qualification often associated with learning that results in improved workplace practice*¹⁸.

The expectation of CETCs to offer non-formal programmes is premised on their unique position within communities – a position in which they can understand the community's needs and respond to them. According to the National CETC Policy, *“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*¹⁹.

There are currently 23 non-formal programmes registered across the nine CETCs. According to the National Norms and Standards for funding CET Colleges, *“state funding does not apply to students enrolled ... in non-formal programmes. These students are eligible to pay fees and no cross-subsidisation must take place from the State funds.”*²⁰.

Site visits revealed that the current model for implementation of non-formal programmes is not standardized, and this creates several issues such as:

- Lecturers are not recruited based on the required skills to deliver effective teaching and learning of these programmes. These programmes are offered informally based on the willingness of lecturers who possess these skills.
- No formal periods are allocated on the timetable for teaching these programmes, and lecturers allocate spare time above and beyond formal classes to teach these programmes.
- In all cases, these programmes are not budgeted for in terms of staff and equipment, which is in line with the *National Norms and Standard for Funding CETCs*.

¹⁸ (Department of Higher Education and Training, 2015)

¹⁹ (Department of Higher Education and Training, 2015)

²⁰ (Department of Higher Education and Training, 2015)

Overall, colleges have emphasized the rising demand for non-formal programmes. To meet the community demand, there are colleges that have budgeted for equipment for some of these programmes.

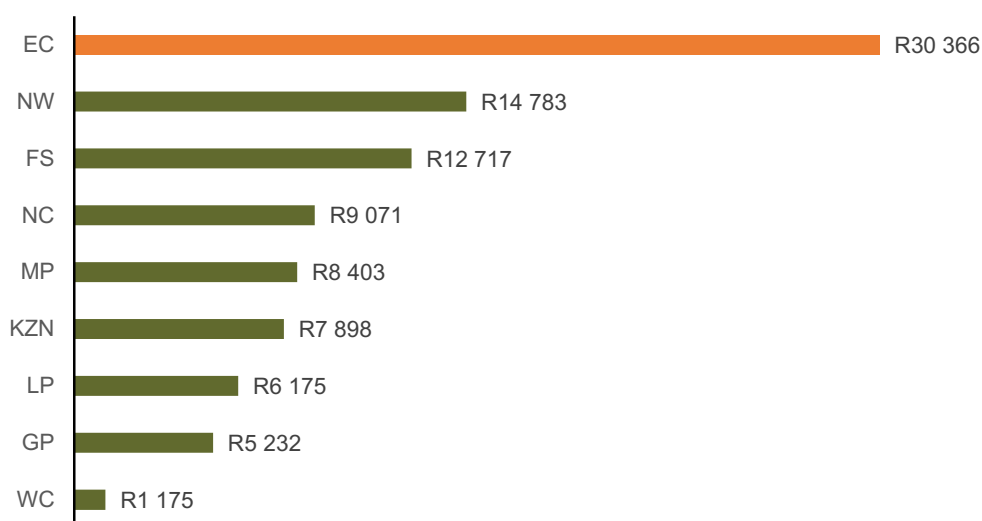
3.2 Building block 1: Human resources

The CET Act places the responsibility of appointing personnel with the Minister of Higher Education, Science and Innovation (the Minister). While non-staff operational funding is transferred to the college as a subsidy, salary payments are retained and paid directly by the DHET. The community college wage bill was transferred to the DHET along with the function shift from PEDs.

3.2.1 Compensation of lecturing staff

It is currently understood that, since the function shift, no substantial changes have been made to the lecturing staff complement. Figure 4 shows an unequal picture. Relative to enrolments, CoE for academic staff is nearly 26 times more in the Eastern Cape than in the Western Cape. The remaining provinces also differ substantially.

Figure 4: Academic staff CoE per student (2022)



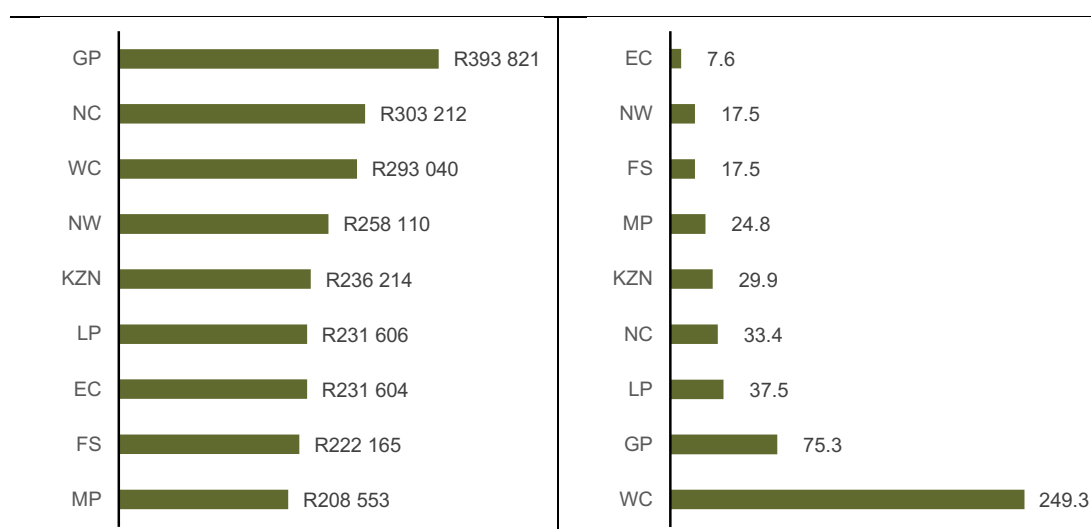
Province	Total Lecturer CoE	Total students (2020)	Academic staff CoE per student
WC	R11 164 808	9 498	R1 175
GP	R328 131 440	62 722	R5 232
LP	R66 563 440	10 779	R6 175
NC	R18 404 981	2 029	R9 071
KZN	R156 586 218	19 826	R7 898
MP	R89 823 595	10 690	R8 403
FS	R116 192 044	9 137	R12 717

NW	R133 442 890	9 027	R14 783
EC	R268 128 084	8 830	R30 366

Source: Staff Establishment Register 2022, Student Unit Level Record 2020

Figure 5 shows the variation in spending observed in Figure 4 is caused by the number of FTE lecturers²¹ employed relative to the number of students. Even though Gauteng, on average, pay higher lecturer salaries, the low student-lecturer ratios in the Eastern Cape, Free State, and North West are the main drivers of the variation.

Figure 5: Average CoE expenditure per lecturer FTE (Left) and student per FTE lecturer (Right)



The main driver of academic CoE is class size. Smaller class sizes drive up the aggregate student-lecturer ratio (Figure 5 – right), which drives up total salary costs for a given number of students and salary structure. In 2016, the Minister published a Draft Policy on Staffing Norms for CET Colleges for public comment. Although the norms have not been finalised, the draft policy provides good guidance for class sizes in the interim.

Although these norms have not been finalised, they are valuable inputs in calculating the ideal number of lecturers given student enrolments. The norms set the following ideal class sizes²²:

²¹ A headcount lecturer was converted to an FTE lecturer by dividing the lecturer's salary by the salary level of the post at which the lecturer is employed.

²² (Department of Higher Education and Training, xxx)

- AET Level 1-3: Greater than 1:20
- GETC: AET Level 4: Greater than 1:25
- Amended Senior Certificate: Greater than 1:30

From a cost perspective, it is important to set minimum class sizes. However, from a quality perspective, it is equally important to set maximums, and the draft policy on staffing norms does not provide guidance on maximum class sizes. Therefore, the centre survey asked respondents to indicate their opinion on the maximum manageable class size per programme. Table 6 shows the result. The median answer for each programme is provided²³:

Table 6: Median maximum class size according to centre survey respondents

AET Level 1 – 3	GETC: AET Level 4	Amended Senior Certificate
25	30	35

The minimum from the norms and maximum from the survey provides a good indication of a range for ideal class size.

- AET Level 1-3: 1:20 – 1:25
- GETC: AET Level 4: 1:25 – 1:30
- Amended Senior Certificate: 1:30 – 1:35

These ideal class sizes are different for students living with disabilities. CETC policy emphasises accessibility for students living with disabilities. These students, on average, require additional attention – in many instances, individual. Such additional attention can be achieved by either smaller classes or more time with students outside of the classroom context. For modelling purposes, we assume a class size of six based on lecturer views expressed during interviews. This assumption results in five times more lecturer FTEs for a given number of students living with disabilities than for the same number of students that do not live with disabilities. The model estimation is not specific to whether the higher FTE is used to achieve smaller classrooms or more time with students outside classrooms. When the classroom sizes

²³ Median is the midpoint when the answers are ranked according to value. Using the median is preferable to average (mean) as it is less influenced by outliers.

Figure 6 below compares spending on lecturing staff CoE in 2022 with estimates of spending requirements in percentage terms. The first requirement estimate is based on actual 2020 enrolments, while the second is based on the target enrolments for 2024. The 2024 target enrolments are important to consider as, due to the negative enrolment impact of the COVID-19 pandemic, an estimate based only on 2020 enrolments may show short-term phenomena that will fade as enrolments recover.

Other assumptions are based on survey responses. These are set out in Table 7, with the results (actual spending as a percentage of estimated required spending) in Figure 6.

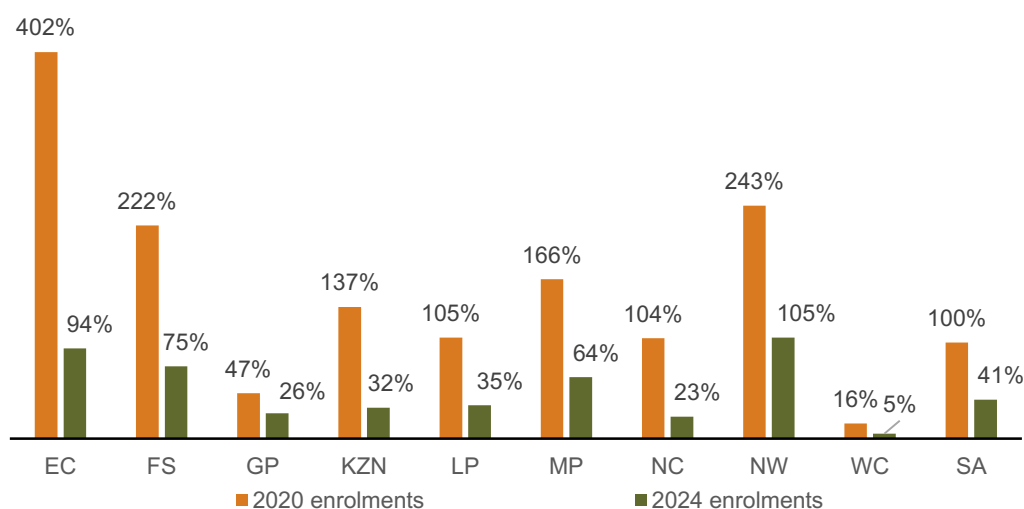
Table 7: Parameters used to estimate lecturer CoE requirement

Parameter	Assumption
The average number of learning areas per student per academic year	
AET Level 1	2
AET Level 2	3
AET Level 3	3
GETC: AET Level 4	5
National Senior Certificate	6
Amended Senior Certificate	4
Hours per learning area per week per student	3h45 (five periods of 45 minutes each)
Contact time per week per FTE lecturer	24
Average class size (Ordinary)	30
Average class size (Students with living with disabilities)	6
Occupational programmes*	
Average duration (months)	2.7
Average hours per week	7.7
Non-formal programmes	
Average duration (months)	2
Average hours per week	5

*Based on information received from DHET

*Based on information received during site visits

Figure 6: Actual spending as % of estimated required spending on lecturer CoE



Source: CETC Costing Model, PERSAL 2022, Student register 2020, MTEF student projections

Figure 6 shows actual 2022 Academic Staff CoE spending as a percentage of the spending requirement based on 2020 enrolments (orange) and 2024 target enrolments, respectively.

- >100%: Actual spending is more than required spending (Spending surplus)
- <100%: Actual spending is less than required spending (Spending gap)

The distribution of students across programmes and the percentage of students living with disabilities remain unchanged from 2020.

A few valuable insights can be drawn from Figure 6.

2020 enrolments

- Even with the low enrolments of 2020, Gauteng’s lecturer CoE funding would have to double, while Western Cape’s would have to increase more than six-fold.
- Northern Cape and Limpopo are quite close to their requirement
- The remaining provinces receive substantially more than the estimated requirement. Eastern Cape particularly receives more than four times what they need.
- Interestingly, at a country level, actual funding equals the funding requirement meaning the spending gaps in Gauteng and Western Cape could be fully addressed by decreasing the spending in those provinces with spending surpluses.

2024 target enrolments

- The story based on the 2024 enrolment targets is substantially different from the one based on 2020 enrolments since the 2024 enrolment target is 2.7 times more than 2020.
- Only North West's funding is still enough.
- A spending gap exists across all remaining provinces, although Eastern Cape's 2022 funding is nearly enough (94% of what would be required).
- Overall, funding for lecturer CoE would have to increase by 2.5 times to match if enrolments increased to the 2024 enrolment target: 388 781

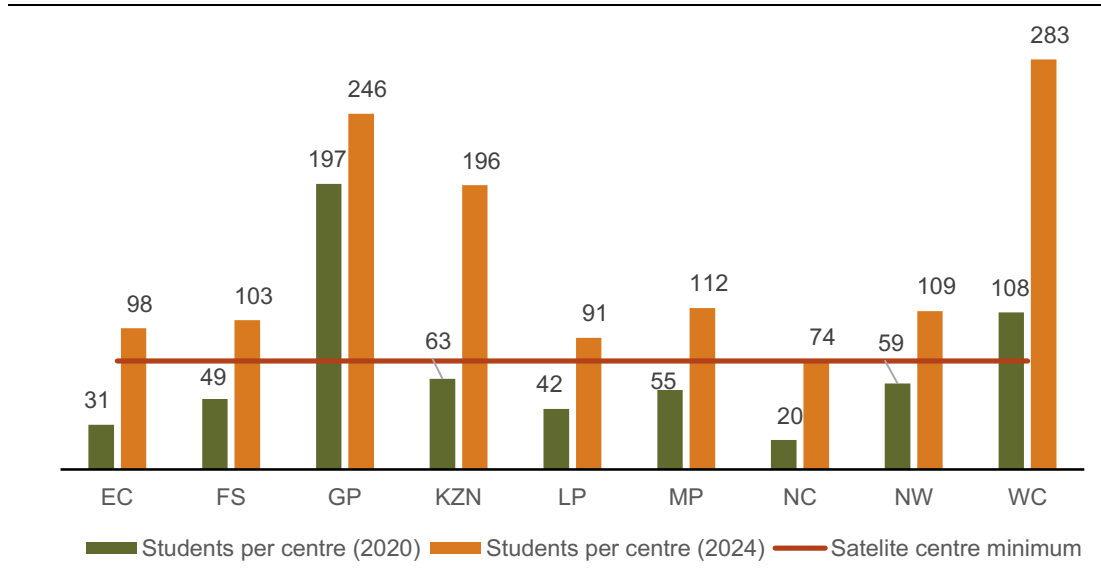
The analysis above may make it seem like the wage bill problem is simpler than it is in reality. As mentioned before, class size is probably the most impactful cost driver of the CoE funding requirement. In the analysis above, we have assumed an average class size of 30 (six for students living with disabilities), which is in the middle of the optimal range. However, there are many reasons why classes are, in many cases, much smaller than this, thereby driving up the CoE funding requirement.

Firstly, as mentioned, enrolments decreased significantly during the COVID-19 pandemic. Indeed, according to unverified data provided by DHET, enrolments fell by 19.7% from 171 409 in 2019 to 137 628 students in 2020. Although there has been some recovery since then, the enrolment numbers are still low, and the colleges are therefore staffed to cater for substantially more students than the current enrolments. This is why the analysis above also includes the 2024 target enrolment, which is still substantially lower than the 2030 target set by the White Paper of 1 000 000 enrolments.

Secondly, delivery sites (CLCs and SCs) are, by design, spread out across the country, including rural areas with low population density. Even when enrolments have normalised post-pandemic, reaching minimum enrolments of 75 per centre, as per the staffing norms, may not be feasible in these areas. While the enrolments are as low as they currently are, the few students enrolled are enrolled across different learning areas and programmes, resulting in small classes. AET Level 1 and 2 classes were reported to have as few as four students in some centres.

Figure 7 shows the current low enrolment numbers, which supports why CETCs like Eastern Cape, Free State, and the North West might seem more "over-funded" than they are.

Figure 7: Average students per centre



Source: Student register (2020)

Thirdly, the electives in the GETC programme spreads enrolments thinly across the learning areas. By design, the GETC programme has compulsory learning areas and electives. As a result, the enrolments are concentrated in the compulsory learning areas and spread out over the electives. Similarly, for the Grade 12 programmes, students tend to prefer some learning areas over others, leading to some classes being larger than others. This is especially a problem in smaller learning centres. For instance, if you only have 31 students in a learning centre, as in the Eastern Cape, you may have 31 students in the mathematics and language classes, but the group would split up for the elective classes, resulting in much smaller groups.

In summary, the analysis shows that there are specific sector characteristics that are driving the cost of lecturing CoE:

1. Too many centres relative to students
2. Too many elective subjects relative to students

From a cost perspective, a centre should not operate unless the number of students per class exceeds the minimum size set by the staffing norms. The same should apply to electives. The class sizes should not just achieve the norms minimum for compulsory learning areas but also elective learning areas. This requirement might require a strategic selection of a set of electives offered at a centre depending on the lecturing staff available and the community's needs

3.2.2 Skills development

A formal assessment of lecturer skills was outside this research's scope. Nevertheless, reports from college head offices, regional offices and lecturers indicate inadequate skills development.

The spending on skills development is low. While public sector employers are formally exempt from the Skills Development Levy (SDL), they must budget for training initiatives according to the 1% rule²⁴. The DHET guideline stipulates that half of the 1%, 0.5%, should be spent on skilling employees²⁵. Colleges are spending substantially below this. On average, colleges spent 0.05% of CoE on skills development, a tenth of the requirement. Based on 2020 and 2019 CoE, R9.5 Million should be spent on skills development per year. For perspective, this would be enough to provide bursaries to 270 employees annually²⁶.

Skills development is very important for the sector:

Overall, there is a view pervasive among officials that the basic andragogical skill of lecturers is lacking. The reported inability of some lecturing staff to adapt to the curriculum alterations that came with the function migration to DHET is said to be partially caused by this inability.

Learning area-specific knowledge or skill is also a problem. In centres with a larger student body, the concentration of students in the compulsory learning areas cause large classes – up to 80 students in a single classroom in some cases. These large classes are due to the difference between the learning areas lecturers can teach and the learning areas that learners must or want to enrol in. This mismatch is most observable in the GETC compulsory subjects, where the skills shortages are most severe, resulting in larger classes. The consequence is that even though the ratio of students to lecturers seems reasonable compared to schools, shortages within specific learning areas constrain access and inhibit high-quality learning and teaching.

²⁴ (SARS, 2020, p.5)

²⁵ (Department of Higher Education and Training, 2013)

²⁶ Postgraduate certificate costs vary. This calculation is based on a cost of R35 000

Staff under-utilisation is also a significant problem in smaller centres. If a lecturer is qualified for one learning area and there are only enough students for one class, only 45 to 60 minutes of contact time will be required from the lecturer per day. Allowing adequate administrative time would result in a maximum of a 20% contract for the lecturer.

Beyond the academic programmes, the skills shortages for occupational and non-formal skills programme facilitation are arguably more severe. CETCs have highlighted an overall drop in enrolments for AET Level 1-3 and an increased demand for skills programmes. While CETCs desire to offer more skills-based programmes, finding lecturers for these programmes has been difficult. This is because a lecturer must be certified to be employed by the CETC and be paid through the DHET. If a staff with a skills qualification is hired, they would need to be paid by the council and colleges do not have the budget to do so. As mentioned earlier, colleges have relied on SETAs and their service providers to provide the teaching staff for the occupational skills programmes. Non-formal skills programmes have relied on the existing skills of academic lecturers – mostly without additional compensation.

Lastly, lecturers are generally ill-equipped to address the additional needs of students with disabilities. As mentioned in the previous section, students living with disabilities generally require additional attention. Further, within the classroom context, depending on the disability, environments and approaches to teaching and learning must be adapted to meet the student's specific needs. This knowledge is not necessarily standard within teacher training programmes.

The challenges of skills development can be summarised as follows:

1. Lack of basic andragogical skill
2. Lack of specialisation for which student demand is highest, including skills programmes.
3. Lack of knowledge regarding creating environments conducive to learning for students living with disabilities.

Formal training by disability experts/Disabled People Organisations and accredited courses for lecturers has been recommended. Sensitization workshops are also recommended.

For the technical academic skills required (andragogical and specialisation), during the interviews, there was general agreement ***that bursaries are the best solution to addressing the skills shortages among academic programme lecturers.*** An

Advanced Certificate in Adult Education was suggested - a postgraduate NQF level 6 qualification. The qualification can be completed part-time via distance learning and is available at several universities in South Africa. These certificates generally include basic andragogy and learning areas specialisation, which addresses two of the challenges discussed. Higher Certifications in Adult Education are also available for lecturers that do not have graduate degrees.

Addressing the skills shortages for the skills programmes is more complex. Lecturers would have to enrol in TVET colleges to gain the skill required to teach these programmes. Unfortunately, TVET colleges are not equipped to provide distance education, and most qualifications require a full-time commitment.

The Northern Cape CETC has shown some initiative in this regard. ***Instead of SETA efforts focussing on developing students' skills, the lecturers have been trained who then transfer the skills to students.*** Northern Cape CETC partnered with a SETA and Northlink TVET college and trained a group of lecturers in digital and computer literacy. These lecturers are now qualified to offer the Digital and Assistant Computer non-formal programme. The college has also partnered with another TVET college to train lecturers for Arc Welding for free.

Although currently only for informal skills programmes, Northern Cape CETC is looking into the possibility of applying the same approach to accredit lecturers to present formal occupational programmes.

Another proposed solution to addressing the skills shortages for skills programmes raised during the interviews was **to hire staff who are qualified in a specific skill (eg plumbers and electricians) on a part-time basis to offer the skills programmes.** However, the staff would need to be paid by DHET even though they would not have the SACE certificate.

These solutions should all be funded from the amount budgeted for skills development.

3.2.3 Compensation of support staff

The CETC Act defines support staff as staff who render²⁷:

- a. Academic support services
- b. Student support services
- c. Human resource management
- d. Financial management
- e. Administration
- f. Maintenance of the buildings and gardens
- g. Catering services
- h. Security services

According to the funding norms and standards policy, *“The provision of appropriate support staff in CETCs has been severely lacking over the years.”*²⁸

The Post-Provisioning Norms Model recently developed for the DHET proposes different support staff structures based on the size of the college measured in terms of enrolments, as depicted in Table 8. The smallest college, Northern Cape, is the sole CETC in category 1. Eastern Cape, Free State, and KwaZulu Natal are in category 2; Limpopo, Mpumalanga, North West and Western Cape are in Category 3; and Gauteng in category 4. The structure proposes a total support staff complement of 81, 94, 104 and 110 FTEs for the respective four categories. Category 3 corresponds to the DHET’s *“Draft Interim Organisational Structure and Post Establishment: CET Colleges, 26 January 2019”*.

Table 8: Proposed structure of support staff based on DHET’s PPN Model

	Cat 1	Cat 2	Cat 3	Cat 4
Principal	1	1	1	1
Deputy principals	4	4	4	4
Senior administration	45	50	56	56
Clerks and assistants	31	39	43	49
Students and interns	0	0	0	0
Total	81	94	104	110

²⁷ (The Presidency, 2006)

²⁸ (Department of Higher Education and Training, 2020)

The cost of the proposed structure, based on 2022 salaries, is R34m p.a. Unfortunately, the model is far removed from the status quo shown in Table 9. The final row shows each province's 2022 CoE for head office staff. The resultant funding gaps are between R27.5m and R30.6m for head office staff.

Table 9: Status quo of support staff, 2022

	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Principal	1	1	1	1	1	1	1	1	1
Deputy principals	2	2	4	3	3	3	3	2	1
Senior administration	1	2	2	2	2	2	2	2	2
Clerks and assistants	1	1	3	4	0	1	1	1	1
Students and interns	4	17	13	11	17	13	8	11	5
Total support staff	9	23	23	21	23	20	15	17	10
Total spending (millions)	R3.6	R5.1	R6.5	R5.6	R5.5	R5.5	R4.9	R4.6	R3.4

CETCs have bolstered the lack of support staff with interns. However, the high turnover of interns leads to major inefficiencies as the same skills must be developed each time a new cohort of interns is hired. The absence of mid-level personnel further exacerbates the administrative inefficiencies of the head offices.

Capacity shortages do not only exist at the head office level as centres in each province remain under-staffed. There is no centre-based support staff in Limpopo, Mpumalanga, and the North West. These shortages lead to lecturers being expected to take responsibility for functions that fall unreasonably outside their contracts' scope.

Table 10: Status quo (Centre support staff), 2020

	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Student or interns	5	0	0	0	0	0	1	0	0
General worker	0	1	81	6	0	0	0	0	2
Assistants and clerks	0	1	108	4	0	0	0	0	2
Total	5	2	189	10	0	0	1	0	4
Total spending (Millions)	R0.7	R0.3	R30.9	R1.7	R0.0	R0.0	R0.1	R0.0	R0.6

Source: Staff Establishment Report (2022)

Gauteng CETC has a substantial number of centre-based support staff compared to the other CETCs. Nevertheless, compared to what is required based on the number of CLCs, it still falls short. Table 11 shows the requirement of the draft Post-Provisioning Norms.

Table 11: Post-Provisioning norms for CLCs

Position	Requirement
Receptionist (SL 5-6)	1
Administration Officer (SL 7)	1
General Admin Clerk (SL 5-6)	2
Finance Clerk Supervisor (SL 7)	1
Finance Clerk (SL 5-6)	3
General Administrative Clerk Supervisor (SL 7)	1
HR Clerk (SL 5-6)	1
General Admin Clerk (SL 5-6)	1
General Assistant (SL 2)	2
Estimated total cost	2.8m per CLC

Table 12 shows the current funding as a percentage of the required funding to fill the support staff shortage currently at all centres– even Gauteng, which spends the most by a significant margin.

Table 12: Centre-based support staff: Funding requirement and gap

	EC	FS	GP	KZN	LP	MP	NC	NW	WC
CLCs	30	15	47	40	20	15	7	11	15
Funding requirement	R83.2	R41.6	R130.4	R111.0	R55.5	R41.6	R19.4	R30.5	R41.6
Actual as % of requirement²⁹	0.8%	0.7%	23.7%	1.5%	0.0%	0.0%	0.5%	0.0%	1.4%

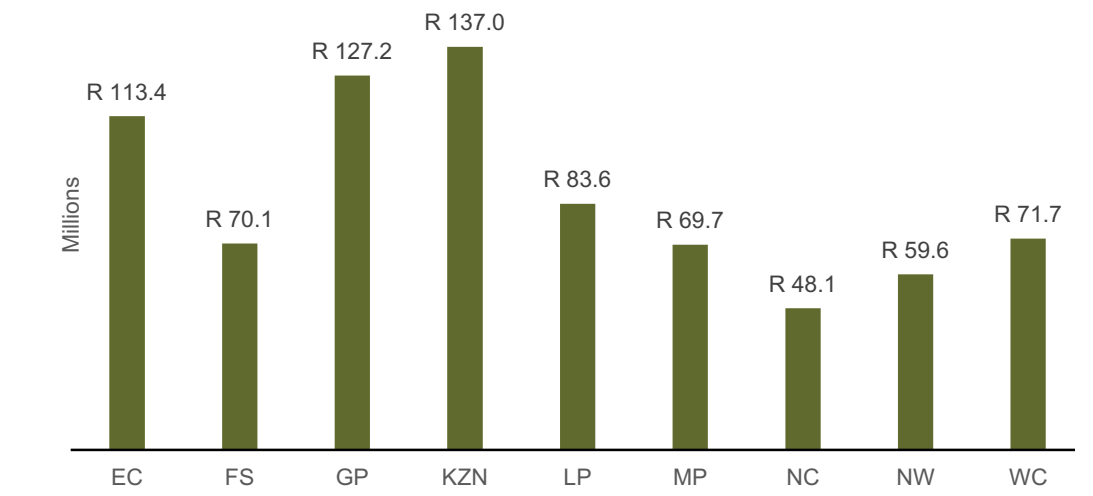
Source: Staff Establishment Report (2022)

Importantly, the norms only include assistants, officers and clerks with no specifications for centre-based general workers. The discussion on infrastructure notes why this may be a problem, specifically regarding groundskeepers and security.

Notwithstanding this potential policy gap, Figure 8 shows the substantial additional funding required for each college regarding support staff. Figure 8 shows the additional funding required by each CETC to employ the draft organogram. The values presented are equal to the cost of head office staff (R34m) plus the cost of centre support staff (Table 12) minus the current amount spent on support staff compensation.

²⁹ (Actual / required amount)%

Figure 8: Support staff funding gap



Source: Costing model and College Annual Financial Statements

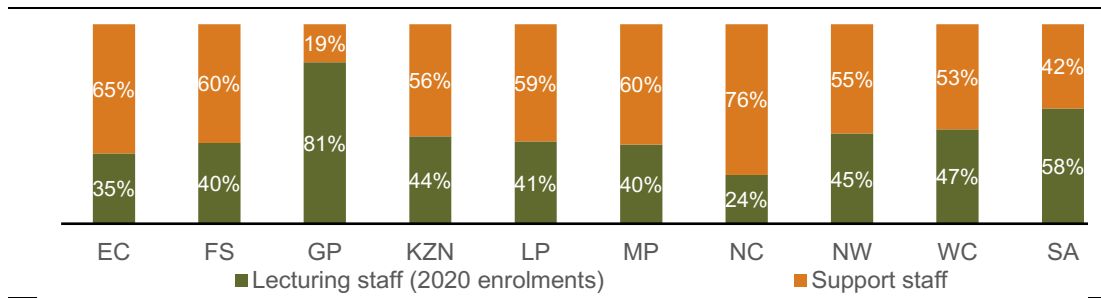
Another important consideration when analysing the CoE budget is the relationship between spending on support staff and spending on lecturing staff. According to the National Norms and Standard for Funding CET colleges, “*personnel costs for lecturing staff must not exceed 80% of the total allocation; the remaining 20% will all allow for the appointment and proper distribution of support staff in colleges*”³⁰.

Figure 9 shows the support-lecturing staff split calculated based on the assumptions from Table 7: Parameters used to estimate lecturer CoE requirement and the support staff structure as set out above. Due to the low enrolments in 2020, the lecturing staff requirement is low - only in Gauteng does the lecturing CoE exceed the 80% threshold.

The policy is not explicit on an upper-bound criterion for support staff. However, because the enrolments are so low, and the support staff structure remains the same, provinces like Northern Cape and Eastern Cape, with particularly low enrolments, will have a staff composition disproportionately weighted toward support staff.

³⁰ (Department of Higher Education and Training, 2020)

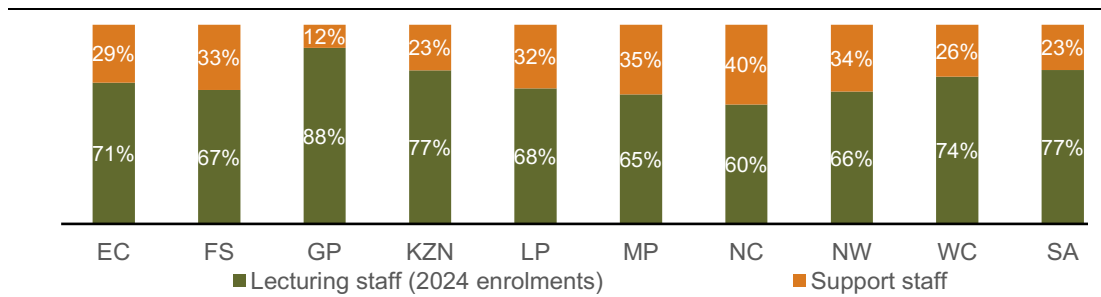
Figure 9: Support-lecturing staff CoE distribution (2020 enrolments)



Source: Costing model

Figure 10 shows the impact of increasing enrolments, particularly on the 2024 target. Gauteng now exceeds the threshold by a substantial margin, while the rest of the CETCs' lecturing staff CoE component range between 60% and 77% - much closer to the range suggested by the funding norms policy.

Figure 10: Support-lecturing staff CoE distribution (2024 enrolments)



Source: Costing model

An evaluation of whether the support staff structure was appropriate for the system is beyond this project's scope. However, the above analysis reveals that having a mostly fixed support staff structure³¹ and a fixed support-lecturing CoE composition norm (80:20) is logically inconsistent if lecturing staff changes in response to enrolment changes – as it should. Therefore, the options are to either keep the support staff structure fixed, and disregard the 80:20 policy, or adjust the organogram according to lecturer numbers. In the latter case, the support staff structure in Gauteng would be substantially larger than the support staff structure in, for example, Northern Cape or North West.

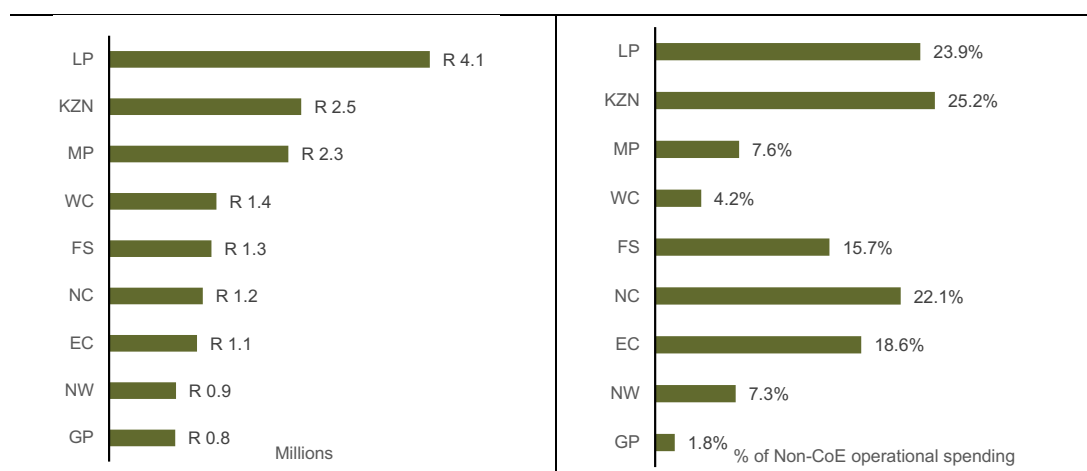
³¹ The CLC support staff component is variable as it increases with the number of CLC

3.2.4 Travel and transport

Centralised management and administration with decentralised service delivery inevitably have travel requirements for staff and transport requirements for goods and services. Staff should be provided with the resources to move between head office, CLCs and SCs for meetings, workshops and events. When transport requirements are inappropriate for procuring a service provider, and staff use their vehicles, they should be reimbursed accordingly. Further, college council members should be reimbursed for their time and travel requirements.

Figure 11 shows the budgetary priority given to this requirement in the colleges. It is a large and important budget item, especially in provinces like the KwaZulu-Natal, Northern Cape, and Eastern Cape, where centres are spread over large geographical spaces. The average distance between a centre and head office in Northern Cape is nearly three times further than in the Western Cape and 5.4 times further than in Gauteng.

Figure 11: 2019 and 2020 average spending on travel, accommodation and entertainment in millions (Left) and as a percentage of operational expenditure (Right)



Source: College Annual Financial Statements

Estimating the required budget for travel and transport requires estimating how many trips would be required. Therefore, the estimation highly depends on the college’s approach to management, administration and logistics. Nevertheless, an estimation of a budgetary requirement requires assumptions to be made:

Table 13: Assumptions made to estimate travel and transport requirements

Parameter	General	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Average distance to centres from CETC (km)		251	179	52	181	139	263	279	230	89

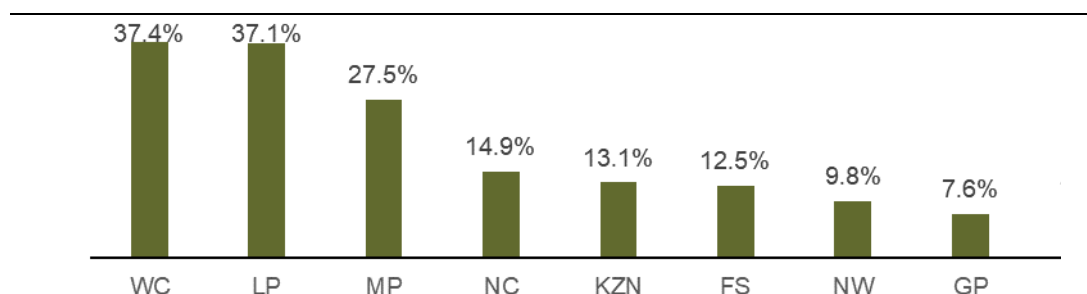
Parameter	General	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Average distance between CLC and SCs (km)		56	55	34	70	43	36	89	60	34
Reimbursement per km (Non-executives)	R4.18									
Reimbursement per km (Non-executives)	R5.28									
Trips per year										
Head office staff										
Head office - CLC (per CLC)	4									
CLC manager										
CLC-Head Office	6									
CLC-SC	6									
Satelite supervisor										
SC-CLC	6									
SC-Head Office	2									
Total kilometres requiring reimbursement ('000km)³²		719	299	233	585	307	327	221	264	77
Accommodation and catering										
Accommodation nights when visiting head office	2									
Accommodation nights when head office staff visit CLCs	1									
Cost per night, including food	R1 520 ³³									
Council activities										
Number of sub-committees	6									
Number of members per sub-committee	4									
Number of meetings per year per sub-committee	4									
Number of full council meetings per year	12									
Hourly remuneration per council member	R486									
Number of hours' remuneration per meeting	8									
Number of council members requiring reimbursement for travel	8									
Number of members requiring travel reimbursement	8									
Accommodation nights per meeting per person										
Accommodation nights per meeting per person	2									
Cost per night, including food (catering)	R1 520									

³² Number of trips multiplied by distance between centres and head office and between CLCs and Satellites.

³³ Based on Treasury maximum allowable rates Band 2: R1 180 per night b&b, and R340 per day for lunch and dinner

Figure 12 shows that, compared to what they should be spending, only Western Cape and Limpopo spend more.

Figure 12: 2019 and 2020 average spending on travel, accommodation and entertainment as % of the estimated requirement



Source: Costing model and College Annual Financial Statements

The budgetary requirement for travel and transport is driven by the number of centres and the distances between them. While the number of trips is assumed to be the same, the required budget allocation per centre differs because of different geographic distributions. These differences are shown in Table 14, where the sparsely populated Northern Cape's budget per centre is substantially higher than the more dense Gauteng.

Table 14: Allocation rule per centre per province for travel and transport

Eastern Cape	R58 427
Free State	R56 232
Gauteng	R35 312
KwaZulu-Natal	R62 621
Limpopo	R45 114
Mpumalanga	R46 873
Northern Cape	R92 248
North West	R64 338
Western Cape	R50 427

3.2.5 Telecommunications

Spending on telephone lines and the internet constitutes between 0.3% and 1.6% of total non-personnel operational spending, i.e. small proportions. During the site visits, it was generally reported that telecommunications spending was insufficient. Some pilot CLCs reported adequacy, but the overwhelming view was that the shortages in this area hampered the performance of academic and administrative duties. In many cases, lecturers and managers reported using their personal routers and phones. Where there is a reimbursement policy, a requisition process is used to claim.

However, there is a limit to how much can be claimed, and there were also cases where staff were unaware that they could claim.

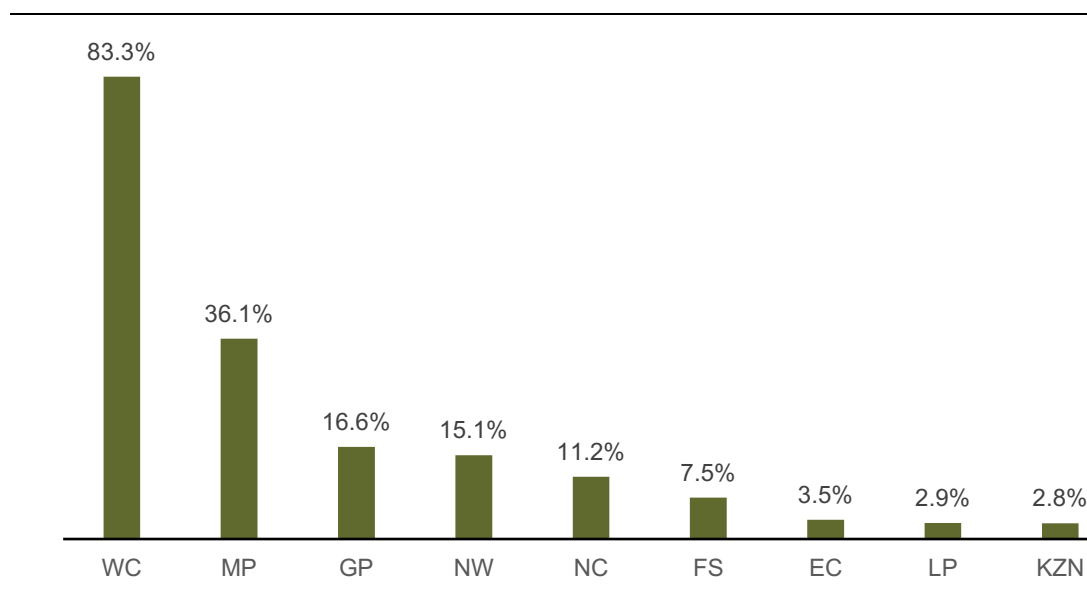
The estimates of the spending requirement presented in Figure 13 are based on the principle that all centre staff should have access to the internet, and senior staff should be reimbursed for all college-related spending. Unfortunately, there is no policy, norms or standards on what is required. These principles are therefore based on the interviews with CETC management. The following assumptions are made:

Table 15: Assumptions w.r.t. provision of telecommunications

Parameter	Assumption	Notes
Fixed telecommunication		
<i>Annual cost of internet at head office</i>	R10 080	Uncapped Business Internet Fibre on the Vodacom network (100mbs down- and upload speed)
<i>Annual cost of telephone line at head office line</i>	R14 514	Telkom BizTalk Completely Unlimited
Annual cost of internet at:		
<i>CLCs</i>	R3 228	Vodacom Business LTE BizDay DataPlans inclusive of router, sim and 50GB data
<i>SCs</i>	R2 268	Vodacom Business LTE BizDay DataPlans inclusive of router, sim and 20GB data
Annual staff reimbursable amount for cellphone use		
<i>Principal</i>	R18 000	Based on the Department of Higher Education Recommended Cellular Telephone and Mobile Reimbursement Policy
<i>Deputy Principal</i>	R14 400	
<i>CLC managers</i>	R8 400	
<i>SC supervisors</i>	R3 600	

Figure 13 shows a significant funding gap if the college's telecommunication network is expanded beyond the head office, with only the Western Cape able to spend close to what is required.

Figure 13: Telecommunications spending as a percentage of the estimated required budget



Source: Costing model and College Annual Financial Statements

3.3 Building Block 2: Learning and Teaching Support Material

The *National Policy on Learning and Teaching Support Materials for Community Education and Training Colleges* guides the development, selection, procurement, distribution, and retrieval of LTSM in CETCs. As per the policy, LTSM is defined as “...a variety of learning and teaching materials used in the classroom. These range from teachers and learners created resources to commercially produced classroom resources such as wall charts, workbooks, textbooks, e-books, readers, stationery, science kits, dictionaries, encyclopaedias, etc.”.

Each learning area requires a wide range of LTSM to help achieve the learning outcomes and assessment standards. This requirement underpins one of the objectives of the national policy on LTSM, which is to “ensure that every student and lecturer has access to the minimum set of core materials required to implement the formal and non-formal programmes”. The core LTSM is presented in the national catalogue developed, screened, and evaluated by the DHET.

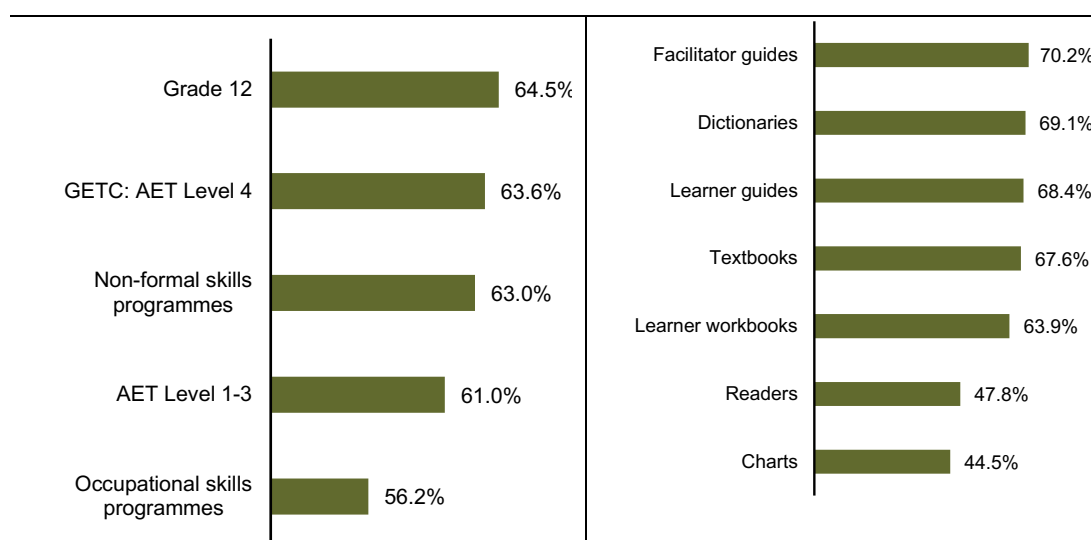
The DHET has developed a national catalogue for learning areas in AET Level 1 - 3 and GETC: AET Level 4. The catalogue is revised annually and distributed to the colleges to select the most appropriate resource for their context. Despite the existence of the catalogue, the AET programmes remain under-resourced and without the core LTSM required. The DBE grade 12 catalogue is used for the grade 12 programmes, and there is no approved catalogue for the skills programmes.

While the development and selection of LTSM are centralized, the procurement, distribution and retrieval are decentralised. The procurement system follows a bottom-up approach where the satellites complete requisition forms, which are consolidated at the CLC and processed by the CETC. The theoretical advantage of this approach is that learning centres are more aware of the specific centre needs. However, the reality is that in most instances, centre managers and satellite supervisors have limited knowledge of the budget limitations which ultimately restricts the quantity of the requisitions processed.

3.3.1 Workbooks, guides and textbooks

The surveys and interviews revealed that insufficient LTSM provision is pervasive across programmes and types. Figure 14 shows the proportion of survey respondents (centres) who answered in the affirmative when asked whether there were meaningful LTSM shortages.

Figure 14: Reported LTSM shortages by programme (Left) and type (Right)



Source: Centre surveys

The shortages are caused by funding constraints, resulting in requisition backlogs. One of the centres reported that the last time they received textbooks was in 2016. A poor retrieval rate creates further budgetary pressure. There are instances where students do not return the materials, especially when students drop out during the year. As a result, some colleges reported an annual top-up requirement of nearly 50%, which exacerbates the shortages.

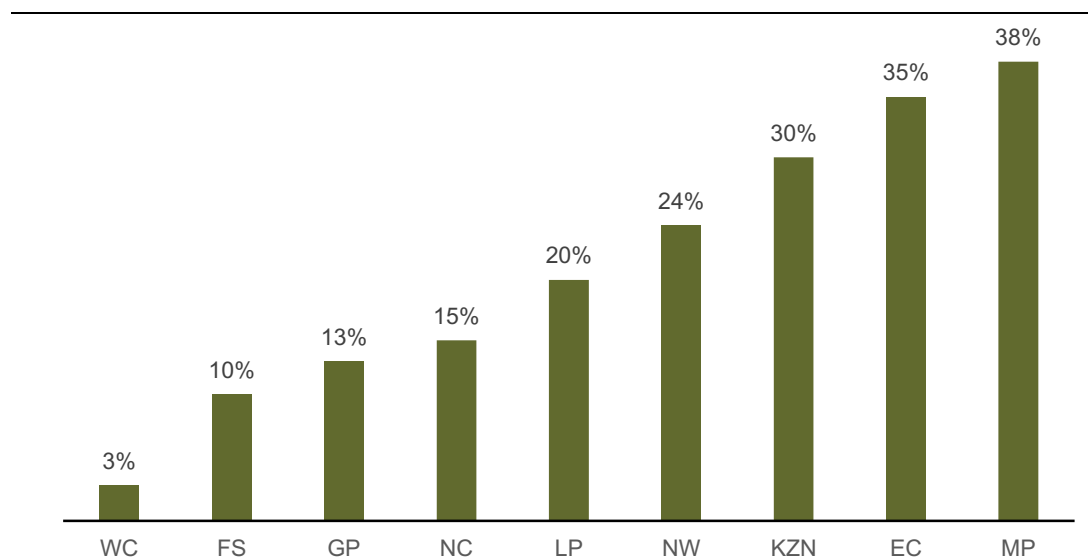
The lecturers, students, and centres have put the following measures in place to mitigate the impacts of the shortages:

- Students are requested not to write in workbooks so they can be shared and retrieved.
- Textbooks and dictionaries are used and kept in class.
- Textbooks are sometimes shared among 4 – 6 students.
- Lecturers borrow textbooks from the host school.
- Grade 12 students are directed to the DBE website for online resources. However, most students cannot access phones, computers or the internet.
- Lecturers develop learner workbooks that combine the most important part of textbooks and workbooks and print copies for the students.
- Lectures photocopy and distribute sections of the textbooks.
- Cross-centre sharing of textbooks.

Although these measures are necessary and innovative, they are not ideal. Besides some practices having intellectual property implications, access is severely limited when students share or material remains on-site.

Figure 15 shows that these shortages exist despite most colleges allocating a significant portion of their budgets to LTSM. Although not one-to-one, higher budgetary priority also seems to translate into higher spending per student generally.

Figure 15: LTSM spending as % of non-staff operational spending



Source: Annual Financial Statements (2019-2020 average)

Although some of the varying budgetary priority is due to college preference or discretion, some may be due to the colleges operating in different environments, which affect non-discretionary commitments. For instance, the Western Cape and Gauteng are the provinces where most centres reported paying rent on buildings. Suppose one province must pay rent and another does not. In that case, all things

being equal, the rent-paying province will likely allocate a smaller proportion of its budget toward more discretionary items such as LTSM. The revealed budget priorities of Free State, Gauteng and the Western Cape are compared with the other CETCs summarised in Table 16. It is important to reiterate that these priorities may be due to different views of what is important (discretion) or the colleges adapting to different environments (largely beyond the colleges' control). Nevertheless, the prioritisation of spending affects the proportions allocated to LTSM regardless.

Table 16: Top budget priorities of Free State, Gauteng and Western Cape (2019-2020 average)

Spending items with the highest proportional allocation in Free State	Free State	Other CETCs
Rental of buildings	14%	9%
Travel, accommodation and entertainment	16%	9%
Cleaning	14%	5%
Spending items with the highest proportional allocation in Gauteng		
Rental of buildings	13%	8%
Printing and stationery	12%	10%
Health and Safety expenses	10%	3%
Spending items with the highest proportional allocation in Western Cape		
Rental of buildings	17%	8%
Security	11%	1%
Professional fees - consulting services	50%	1%

Regardless of budgetary priority, the pervasive LTSM shortages imply a need for increased spending. The following assumptions are used to estimate the spending requirement:

Table 17: Assumptions used to estimate LTSM budgetary requirement

LTSM item	Assumptions
AET L1 - L4	Annual top-up rate
<i>Facilitator guide</i>	5%
<i>Learner guide</i>	25%
<i>Learner workbook</i>	100%
<i>Reader</i>	10%
<i>Textbook</i>	10%
NSC/ASC	Annual top-up rate
<i>Facilitator guide</i>	5%
<i>Textbook</i>	10%
<i>Exercise Book</i>	100%
<i>Novel</i>	10%
Software for blind and partially sighted students	

LTSM item	Assumptions
<i>Number of blind or partially sighted students per PC with screen reader software</i>	2 ³⁴
<i>Annual cost of screen reader software per PC</i>	R10 087 ³⁵

Note: Each student is provided with all LTSM available on the catalogue for the learning areas or subjects they are enrolled in. The return policy is fully implemented

Table 18 shows the results of these assumptions. Three parameters drive the costs of LTSM.

1. **Prices:** AET LTSM is significantly more expensive than Grade 12 LTSM. For example, the average AET: GETC workbooks cost R392, and the average Grade 12 workbook is only R129, a third of the price.
2. **Retrieval rate:** Exercise and workbooks are written in and can not be retrieved and re-used. For GETC, a workbook, costing on average R392, should be provided to each student for each learning area. Workbooks, therefore, make up the bulk of LTSM costs. Table 18 shows the enormous impact of excluding workbooks from the LTSM. LTSM costs for GETC: AET Level 4 will decrease by more than 90% per year. In total, the required LTSM annual budget would decrease from R77.8m to R44m – 43.5%.
3. **The number of learning areas:** Although AET 1-3 also includes expensive workbooks with 0% retrieval, they are less expensive than GETC because these students are enrolled in fewer learning areas.

Table 18: Estimate LTSM cost per student per programme

Programme	Cost per student per annum	Excluding workbooks
AET Level 1	R963	R171
AET Level 2	R1 068	R183
AET Level 3	R1 427	R124
GETC: AET Level 4	R2 820	R271
NSC/ASC	R808	R417

Source: DNA costing model, AET LTSM catalogue, and DBE Grade 12 catalogue

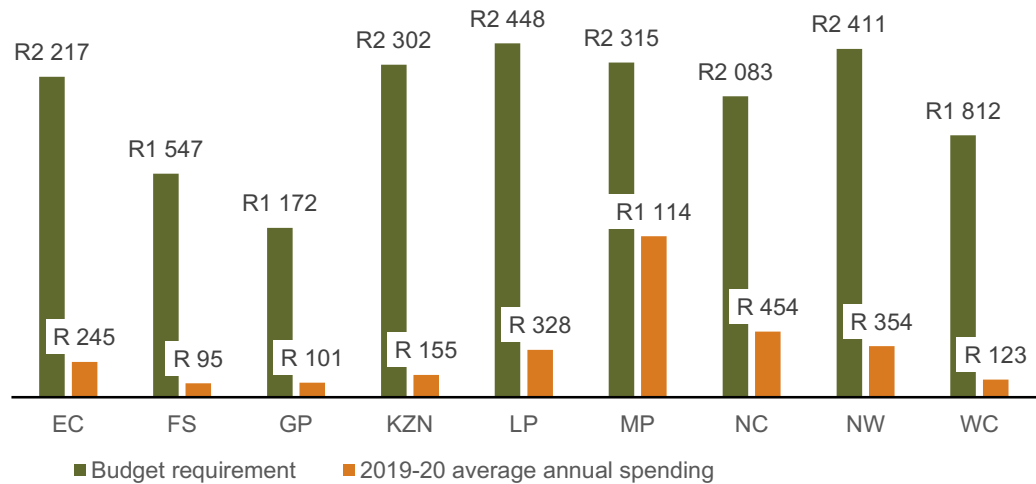
The average budgetary requirement per enrolment varies between colleges because the cost per enrolment varies between programmes. Therefore, if a CETC has a higher proportion of students enrolled in GETC, the average LTSM cost per student

³⁴ Cost of computer hardware included in ICT equipment costs

³⁵ JAWS Professional licence = \$1 285 per three computers; FineReader PDF for Windows = \$165 per computer per year (USD1 = ZAR17.00)

will also be higher. Figure 16 shows this specifically in provinces like Limpopo, where 81% of the enrolments are in GETC. The opposite is true in a province like Gauteng, where 76% of the enrolments are in NSC or ASC. This will impact on the budget to be distributed to colleges.

Figure 16: Estimated annual LTSM spending gap per student: Budget requirement v/s actual spending (annual average 2019 – 2020)

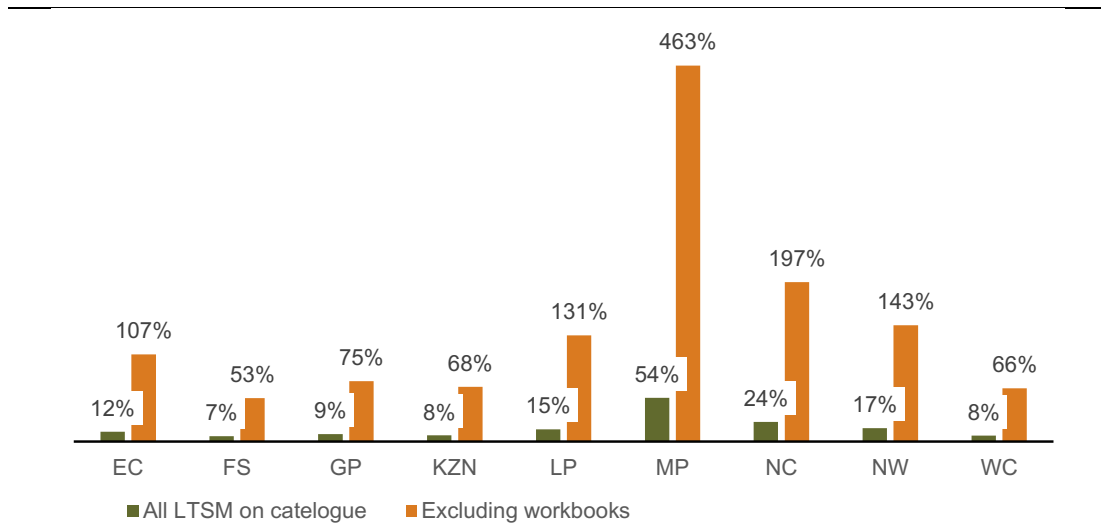


Source: Costing Model and Annual Financial Statements (2019-2020)

The funding gap per enrolment observed in Figure 16 results in the total funding gaps (required budget as a percentage of required spending) presented in Figure 17. A substantial spending gap is pervasive across colleges when workbooks are included in the LTSM package. Mpumalanga is the closest to the requirement but would still have to increase spending by just under 100%. Further, these estimates are based on lower than usual 2020 enrolments meaning that, once the system has recovered, the spending gaps would be even more severe.

For this reason, it is important to consider the possibility of excluding workbooks (orange bars in Figure 17). In this case, although four provinces still have a spending gap, the gap is less severe, and the remaining five could spend substantially less and still provide the LTSM required.

Figure 17: Estimated annual LTSM spending gap: Budget requirement v/s actual spending (annual average 2019-2020)

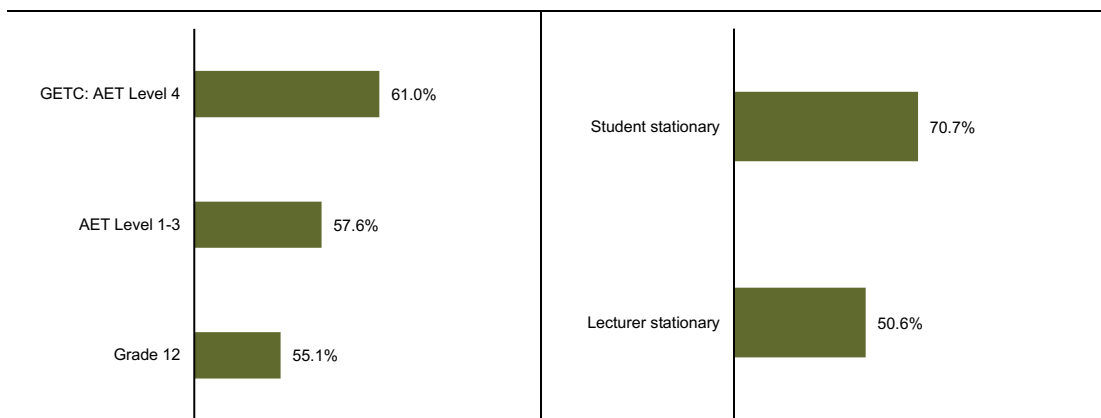


Source: Annual Financial Statements and Costing model

3.3.2 Stationery

Stationery packs are procured directly from suppliers and distributed to the centres. However, head office staff report that provision is seldom comprehensive and rationing is common. Either items are removed from the packs, or fewer students receive stationery. Reports of stationery shortages were also common among the centre staff. The centre survey included a question on the presence of meaningful shortages. Figure 18 shows the proportion of respondents that indicated shortage within each category.

Figure 18: Shortages of stationery across the provinces by programme (Left) and category (Right), (%)

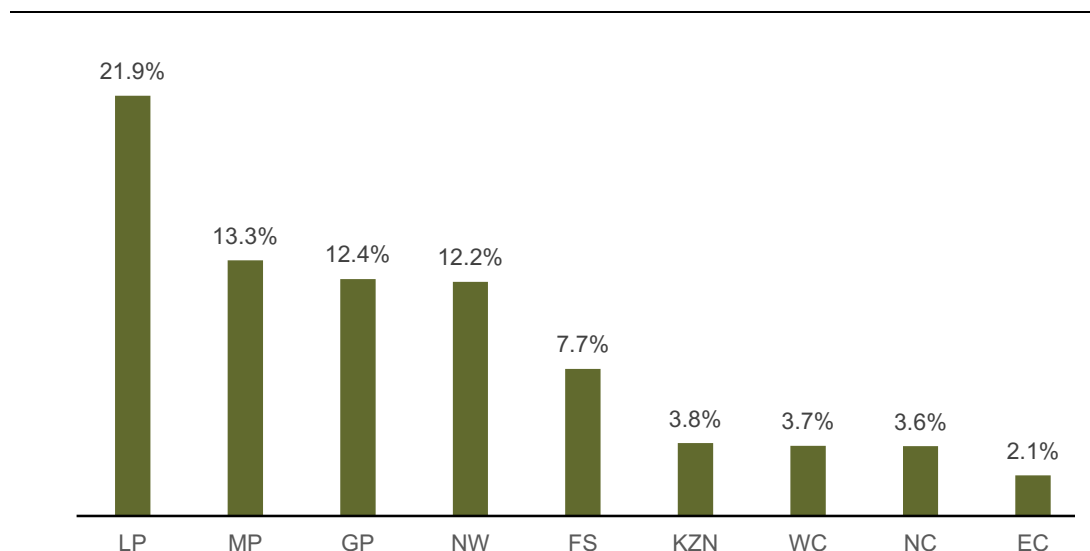


Source: Centre survey

Figure 19 shows that, although shortages are pervasive, some colleges place a high budgetary priority on stationery. However, the proportion of budget allocated to

stationery varies widely, with clear delineation observed between Eastern Cape, Northern Cape, Western Cape and KwaZulu-Natal on the one side and Limpopo, Mpumalanga, Gauteng and North West on the other.

Figure 19: Stationery spending as % of non-personnel operational spending (2019-20 average)



Source: Annual Financial Statements

The colleges were requested to provide proposals on what a stationery pack should include. From this information, total costs per student and lecturer were estimated. These results are provided in Table 19.

Table 19: Average required expenditure on stationery per student and staff member per year

Units	Estimated cost per unit per annum
Per student	
Students that do not live with disabilities	
AET Level 1	R278
AET Level 2	R307
AET Level 3	R433
GETC: AET Level 4	R807
Grade 12	R807
Occupational Programmes	R307
Non-Formal Skills Programmes	R278
Blind, or Blind Deaf	
AET Level 1	R794
AET Level 2	R851
AET Level 3	R1 648
GETC: AET Level 4	R7 850
Grade 12	R7 850

Units	Estimated cost per unit per annum
Occupational Programmes	R851
Non-Formal Skills Programmes	R811
Partially sighted	
AET Level 1	R993
AET Level 2	R1 050
AET Level 3	R1 847
GETC: AET Level 4	R8 049
Grade 12	R8 049
Occupational Programmes	R1 050
Non-Formal Skills Programmes	R1 010
Students living with disabilities (Other)	
AET Level 1	R794
AET Level 2	R851
AET Level 3	R977
GETC: AET Level 4	R1 627
Grade 12	R1 627
Occupational Programmes	R851
Non-Formal Skills Programmes	R811
Per staff	
Lecturing staff	R1 078
Support staff	R593
Per centre	
Head Office	R2 428
Community Learning Centre	R1 462
Satellite Centre	R824

Source: Derived from information provided by Eastern Cape CETC. Prices were based on online prices (market)

Additional LTSM for students with disabilities

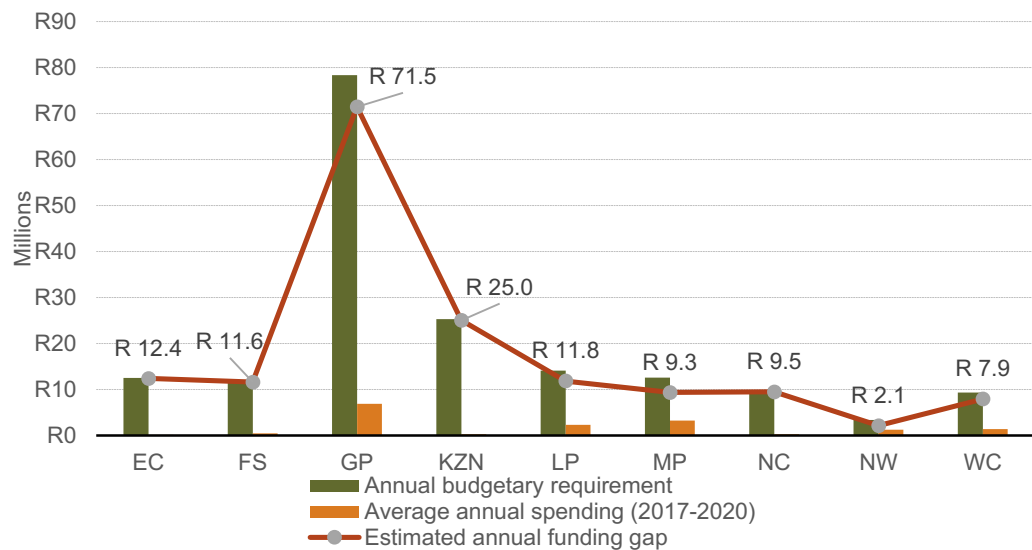
Table 19 shows higher unit costs for certain categories of disabilities. In line with the DHET, the analysis uses the *Washington Group classification of disability*. Based on feedback from stakeholders, the general principle is that students across the disability categories should be provided with additional stationery, and they, therefore, are *allocated double all items*. In addition, blind, partially blind, and blind-deaf students receive a talking calculator (Scientific when required), and partially blind students are provided with a page magnifier.

It is important to note that the funding model uses an ideal resource allocation to distribute funding fairly and efficiently. Although the total funding requirement estimated by the model is useful for advocating for increased sector funding, the percentage distribution of available funding across CETC is more important for

making funding decisions within the sector. Therefore, model assumptions do not imply guaranteed provision.

Figure 20 shows the total cost of adequate stationery provision and the substantial associated spending gap across all CETCs.

Figure 20: Estimated annual stationery spending gap: Budget requirement v/s actual spending (annual average 2019 – 2020)



Source: Costing model and Annual Financial Statement

3.4 Building block 3: Infrastructure and equipment

As a result of the sector’s history, previously a function of provincial education departments, CLCs and their respective satellites are mostly hosted in schools through agreements – a memorandum of understanding – with the PEDs. There are also instances where the colleges are hosted in decommissioned middle schools through agreements with the local tribal councils.

The one benefit of the status quo is that rent is required in very few instances. Unfortunately, there are some significant infrastructure challenges, and some of these are specifically because rent is not being paid.

3.4.1 Operating hours

According to DHET’s timetable norms, centres must offer the following tuition hours:

Type	Operating hours	Hours per week
Centers in shared facilities ³⁶	14:00 – 21:00	35
Stand Alone Centers ³⁷	08:00 – 21:00	65

The interviews with colleges revealed that operating hours as long as those shown in the table above are scarce as centres generally operate for 3 hours a day and do not stay open after 17:00.

Figure 21: Percentage of facilities per range of operating hours



Source: Centre surveys

For a 120 credit qualification, such as GETC: AET Level 4 and the NSC, a student requires 21 hours of contact time per week³⁸. Of those surveyed (both electronically and face-to-face), 59% of the centres' operating hours were insufficient to accommodate 21 hours.

There are three constraints to the operating hours:

Firstly is the issue of infrastructure. Most centres do not have dedicated buildings and thus share facilities with host schools. As a result, the centres can only open at 14:00, which means dedicated infrastructure is generally preferred. Additionally, some centres do not have electricity supply, as discussed in section 3.4.4 below, which makes operating late nearly impossible.

Secondly, the centres' operating hours are also informed by the lectures' contracted time. Most centres operate for 15 hours a week because the lecturers are contracted for only 15 hours a week. In this instance, increasing operating hours will be directly

³⁶ Host utilises classroom until 14:00

³⁷ Classrooms are exclusively used by CETC

³⁸ 120 credits x 10 hours per credit x 70% contact time / weeks' tuition per year ((Department of Higher Education and Training, xxxx)

correlated to an increase in CoE because the lecturers contracted times would need to increase, or more lectures would need to be employed. The general preference among interviewees was towards increasing the lecturers' contracted hours.

Lastly, centres rarely stay open after 17:00 because of safety and security concerns. Besides the students and lecturers not being safe (which affects learning outcomes), theft and vandalism are common occurrences at centres. Arguably, until security challenges are not addressed, a lot of the funding going to repairs and maintenance and the provision of the equipment is money potentially wasted. During the site visits, stories about the theft of especially computers were common, while broken toilets and windows were mostly vandalism-related. Approximately 40% of survey responses highlighted security as a concern where additional resourcing is required.

3.4.2 Security

Alarm systems and security guards were proposed as simple solutions to the security concerns:

- **Alarm systems:** Important to note that alarm systems are not useful in all environments. For very remote centres, the security company would not be able to get to the centre on time.
- **Security guard:** In some instances, security guards are provided by the host. However, in most cases, this is not 24 hours per day which is essential for the types of security concerns of the centres.

Figure 22 shows the estimated cost of employing these measures at 40% of the centres in each province³⁹. The following assumptions are used for the estimate:

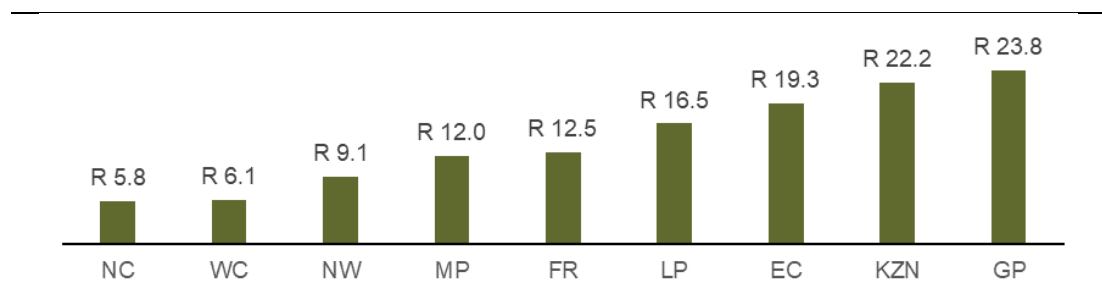
1. 40% of urban centres receive alarm systems
2. 40% of rural centres are provided with security guards⁴⁰
3. Cost per month for an alarm system: R600 – based on an online search of security companies.

³⁹ 40% of survey respondents indicated security concerns. A formal security assessment would be required to improve the specificity of the funding requirements

⁴⁰ Rural and urban centres were classified according to the districts they were located in. If a centre was in a rural (urban) district as per the definition of Statistics South Africa, the centre was also classified as rural (urban).

- The estimate does not include installation costs which would be a once-off amount of R4 000 to R10 000.
4. Security guard for 24 hours during weekdays and 24 hours during weekends: Security is not required during operating hours. However, it is important to note that this would be required in some instances, which is why we have used 16 hours as an estimate of the average requirement.
 5. A full-time equivalent security guard is paid at salary level 2.

Figure 22: Funding required for proposed security measures



Source: Costing tool

The differences between the provinces reflect the cost difference between rural and urban centres, or security guards and alarm systems. Rural provinces require substantially more funding for security.

Although capital-related, and therefore beyond the scope, during site visits and interviews, perimeter fencing and student card-based access control were also mentioned as potential avenues to improving security.

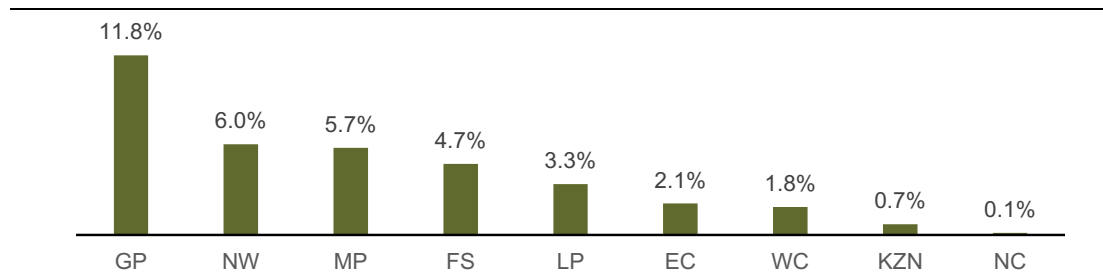
- **Perimeter fence:** Sufficient perimeter fencing is especially important for access control during and after operating hours. Even with a security guard, too many access points will make it very difficult to secure the centre – especially the larger ones. In some cases, the current fencing requires repair; a new one is required in others. Fencing will require a project-based infrastructure approach to procurement preceded by an audit of the status quo.
- **Student cards:** All universities have controlled access through student cards. If security guards and perimeter fencing are in place, student identification cards will add a valuable level of security because security guards cannot recognise all the registered students without a clear identification structure.

Sufficient security is essential as it provides a safe environment for students and lecturers. It also allows for the provision of equipment and infrastructure necessary for quality learning and teaching.

3.4.3 Repairs, maintenance and infrastructure upgrades

50% of the centres surveyed highlighted repairs and maintenance as being insufficient. During previous financial years, CETCs, besides Gauteng, spent very little on repairs and maintenance relative to total non-CoE operational spending.

Figure 23: Repairs and maintenance as % of non-CoE operational spending (average 2019-2020)



Source: College Annual Financial Statements

There are several reasons for the failure to address the maintenance backlog. First, the current agreements⁴¹ between the hosts and CETCs allow easy evictions, at least de facto⁴². Colleges reported evictions with very little notice in all provinces, making larger maintenance or refurbishment projects risky. Therefore, in addition to funding constraints, broken plumbing, faulty electrical wiring and dilapidated ceilings are not fixed due to a history of hosts evicting the centres once the refurbishments have been done⁴³.

Second, the process for smaller operational maintenance, such as broken door handles, windows, light bulbs, or toilets, is inefficient. Centres are not staffed with groundskeepers, meaning that a drawn-out requisition and procurement process is required when these repair services are required. Over a long period, these small issues aggregate into an unsafe environment (broken windows or doors) not conducive to learning (leaking roofs and poor lighting). In some instances, the centre staff perform this small operational maintenance without being reimbursed, which is

⁴¹ Sometimes referred to as memorandums of understanding or protocol

⁴² The researchers do not provide a legal opinion on how binding these agreements are as this would fall outside of their scope of expertise.

⁴³ Important to note that this point is based on anecdotal evidence provided by colleges. Researchers do not have proof.

unsustainable. Gauteng CETC has groundskeepers on staff, which may explain why they are spending more on repairs and maintenance than the other CETCs.

It may be prudent to hold back on large refurbishment projects until the host agreements have been tightened. However, knowing how much funding should be budgeted is still important.

Based on a recommendation from the department, it was agreed to budget 5% of replacement value for infrastructure operational expenditure. The replacement value is calculated as follows:

Step 1: Estimate the number of classrooms

- Centre survey: Average of 10.5 classrooms per CLC, and 3.9 per SC

$$\begin{aligned} \text{Total classrooms} &= \text{Number of CLCs} \times 10.5 + \text{number of SC} \times 3.9 \\ &= 200 \times 10.5 + 1\,591 \times 3.9 \\ &= 8\,305 \end{aligned}$$

Step 2: Estimate classroom space in square metres

- We base space classroom size on the proposed minimum norm for classroom size is 48 square metres⁴⁴.

$$\begin{aligned} \text{Total classroom space} &= \text{number of classroom} \times \text{squaremetres per classroom} \\ &= 8\,305 \times 48 \\ &= 398\,635 \end{aligned}$$

Step 3: Add other space for CLCs and SCs

- Based on observations during site visits, we assume an average additional space of approximately two classrooms is required for offices, storage, staff rooms, etc.,

⁴⁴ (Department of Basic Education, 2013)

$$\begin{aligned} \text{Total space} &= \text{Total classroom space} + \text{number of CLCs} \\ &\quad + \text{number of SCs} \times 2 \times \text{size of classroom} \\ &= 398\,635 + (200 + 1591) \times 2 \times 48 \\ &= 551\,571 \end{aligned}$$

Step 4: Calculate replacement value

- Statistics South Africa's quarterly report P5041.1 shows the average replacement as R7 623⁴⁵

$$\begin{aligned} \text{Replacement value} &= \text{Total space} \times \text{replacement value per square metre} \\ &= 551\,571 \times 7\,623 \\ &= R4\,204\,627\,258 \end{aligned}$$

Step 5: Calculate repairs and maintenance budget

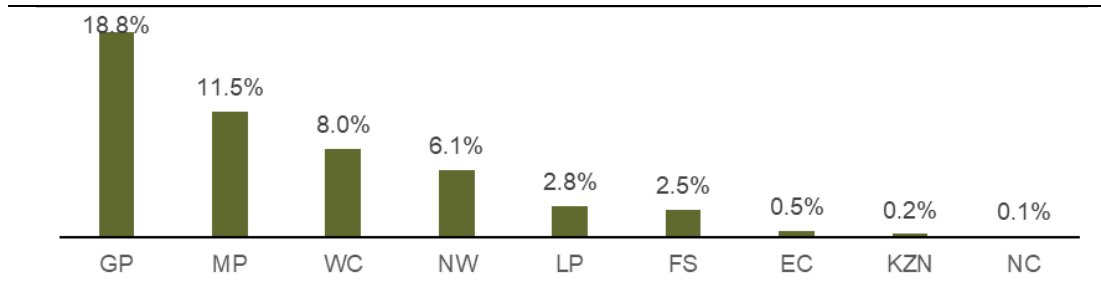
- Using the upper threshold of the guidelines recognising current maintenance backlog

$$\begin{aligned} \text{Required repairs and maintenance budget} &= 5\% \times R4\,204\,627\,258 \\ &= R210\,231\,363 \end{aligned}$$

Figure 24 compares the amount that should be budgeted for repairs and maintenance for each province with their current spending. Significant spending gaps are present across colleges, a finding aligned to the feedback received during stakeholder interviews. The gaps in Free State, Northern Cape, KwaZulu-Natal and Eastern Cape are particularly severe. The gaps are less significant in the remaining provinces – but significant nonetheless. Mpumalanga, whose spending gap is narrowest, would still need to increase R&M spending three-fold to close it.

⁴⁵ (Statistics South Africa, 2022) Recorded building plans passed by larger municipalities at current prices by type of building: Other non-residential buildings: includes churches, sport and recreation clubs, schools, crèches, hospitals and all other non-residential space.

Figure 24: Estimated annual R&M spending gap: Budget requirement v/s actual spending (annual average 2019-2020)



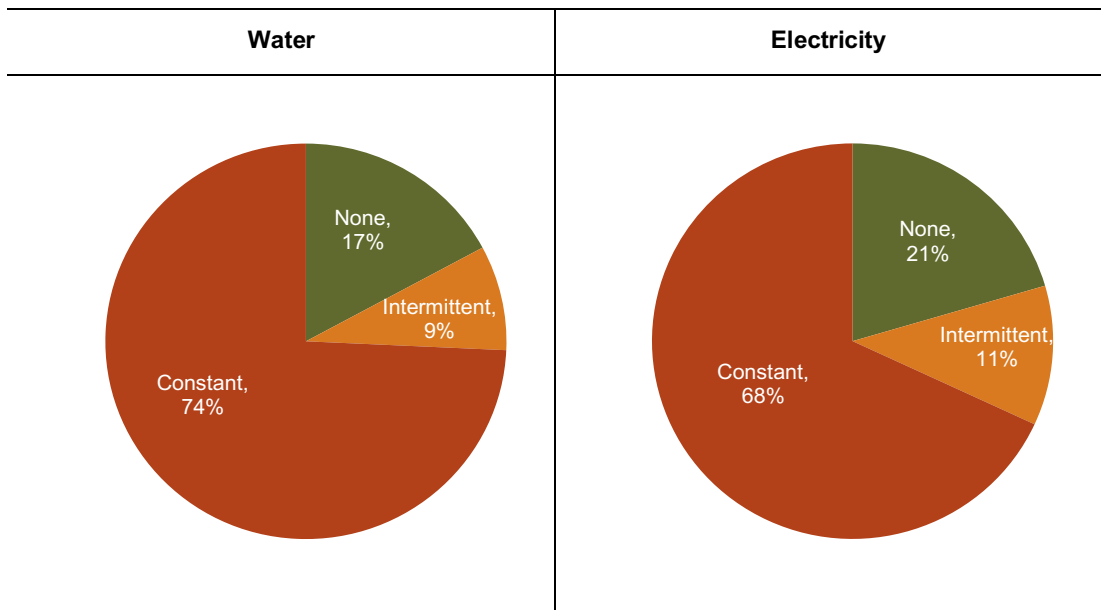
Source: Costing model and College Annual Financial Statements

Although the repairs and maintenance budget seems excessive from the current budget's viewpoint, considering how much infrastructure there is puts the amount into perspective. For example, R19.7 million annually in the Eastern Cape would pay for M&R worth R72 426 at each centre, which is not particularly excessive, especially considering the current backlogs.

3.4.4 Utilities

Figure 25 provides an indication of water and electricity supply at the centres. Respondents (online and face-to-face) were asked to rate their supply as either no supply (none), intermittent supply, or constant supply. 17% and 21% of centres that responded indicated that they have no water and electricity supply, respectively. A further 9% and 11% indicated that their supply is intermittent.

Figure 25: Description of water (left) and electricity (right) supply



Source: Centre survey

The surveys also reveal the main reasons for utility supply shortages. Most of the time (57.1%), it was problems with the state of the infrastructure. The repairs and maintenance issue would have to be dealt with within the repairs and maintenance (R&M) budget set in the previous discussion. 10.9% of the time is due to the area where the centre is situated not being supplied.

The remaining times (32%) of disrupted supply are because the municipal account is in arrears and there is a consequent dispute with the host. Because the municipality cannot split a utility bill for infrastructure on the same metre, centre managers do not receive the bill when centres are hosted. When the bill is in arrears, issues surrounding liability often cause disputes. Some of these disputes may arise before accounts become overdue, but such examples were not discussed during interviews.

However, when the bill is addressed to the host, there is often confusion regarding liability – especially when the municipality has cut off supply due to non-payment. The host will then request payment from the CETC. Negotiations are difficult in this regard because the amount requested is not based on any pre-existing agreement.

3.4.5 Options for addressing the infrastructure challenges

As mentioned at the beginning of the infrastructure discussion, although there are budgetary benefits from not paying rent, it has drawbacks. Most notably, the agreements between the hosts and the CETCs introduce a lot of uncertainty causing operational inefficiencies.

The following questions are pervasive among centre managers:

- Whose responsibility is facility maintenance?
- When there is an overdue municipal account, how much should the CETC contribute? Should the CETC contribute at all?
- Is the host going to evict the college, and if so, when?
- If we invest in refurbishment, will we be evicted straight after and not be able to benefit from our investment?

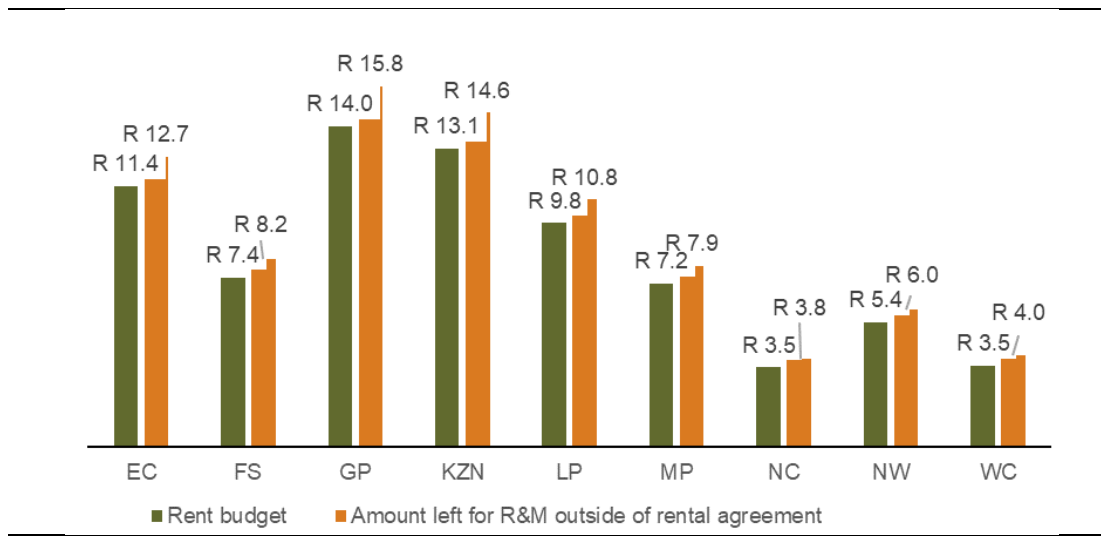
We propose two options for addressing some of the uncertainties inherent to these questions. The M&R budget calculated in section 3.4.3 would be allocated to different spending items in each option. In option 1, it would be allocated to rent, which would then formally transfer the responsibility for infrastructure repairs and maintenance, utilities and cleaning to the host. In option 2, it would be allocated to insourcing repairs, maintenance and cleaning.

Option 1: Introducing rental agreements

Very few learning centres currently pay rent. Of the 203 respondents to the survey, only 36 indicated a rental agreement. Some colleges have tried introducing rent in their agreements as they believe this will create balance in the relationship and a more even and certain distribution of accountability.

The survey (online and face-to-face) responses provide a good indication of what reasonable rent may be. The average monthly rent for CLCs and satellites is R8 601 and R2 865, respectively. If each centre had to pay rent accordingly, the total annual rent would require 59% of the R&M budget (see Figure 24). Figure 26 shows the rental budget requirement per college based on the number of gazetted centres and the aforementioned rental amounts. The total rent also includes head office rent⁴⁶.

Figure 26: Estimated rent budget requirement (R'm)



Source: Centre surveys and Costing Model

Option 2: Insourcing repairs and maintenance

A risk to the renting approach is that the CETC would have to depend on the host's willingness and ability to carry out the required maintenance. Another option is to fully in-source maintenance by hiring qualified maintenance workers, providing them

⁴⁶ Head office rent is based on information provided to the research team by the colleges.

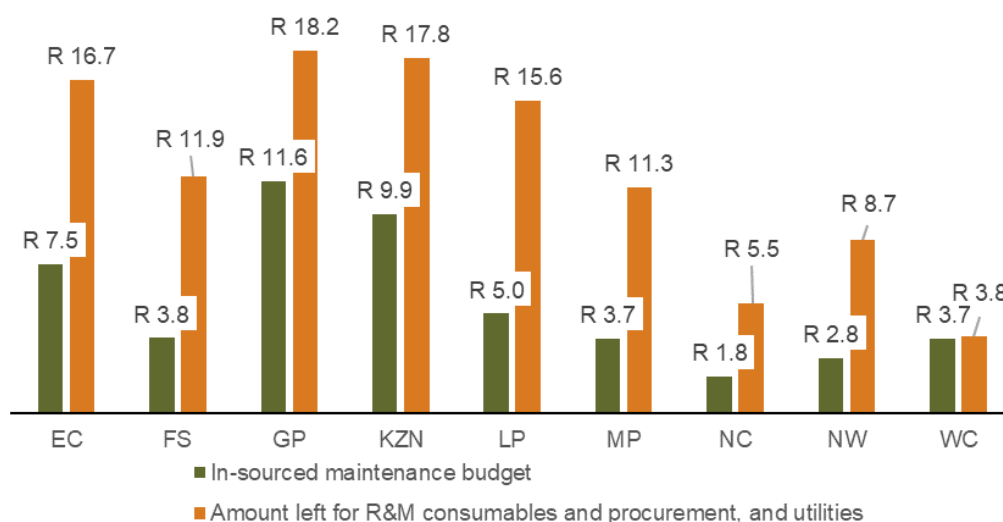
with vehicles and allocating them to each of the CLCs. The following assumptions are made to estimate the cost of this approach:

Table 20: Assumptions for estimating costs of in-sourcing maintenance

Parameter	Assumption
The average salary of the maintenance workers (SL 4)	R159 291
Maintenance vehicle purchase price ⁴⁷	R340 000
Financing interest rate	9.00%
Payment period (years)	5
Annual maintenance cost as % of replacement value	2%
% of CLCs provided with a vehicle	100%
Number of return trips between CLC and a SC per month per maintenance worker	15
Fuel cost per kilometre	R2.39

Figure 27 shows the cost of insourcing repairs and maintenance based on the above assumptions. Even though the two approaches are not completely comparable, it is noteworthy that insourcing is the less expensive option by a substantive margin. Utilities would still have to be budgeted, and the associated challenges would remain. However, the approach has the added benefit of addressing some of the transport challenges in the sector as the maintenance vehicles could be used for other purposes such as transport LTSM and examination papers.

⁴⁷ Single-cab bakkie market price

Figure 27: Estimated budget for insourcing repairs and maintenance

Source: Costing model

There is a strong preference in the sector for CETCs to own their buildings. Although this will not solve the budgetary challenges of R&M, it will remove a lot of the uncertainty in the sector and simplify planning. The amount needed for the CETC sector to purchase their own buildings or bring the current buildings up to scratch is beyond this project's scope, and future research is needed to ascertain this number. In the interim, the following tables set out the operational, budgetary requirements for infrastructure.

Table 21: Infrastructure analysis: Options analysis

Millions	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Total security costs for centres	R37.2	R9.9	R1.1	R34.2	R21.2	R21.2	R3.7	R10.7	R1.0
Total infrastructure budget	R24.1	R15.6	R29.8	R27.7	R20.6	R15.1	R7.3	R11.4	R7.6
Option 1: Introducing rental agreements									
Rent (incl. utilities)	R11.4	R7.4	R14.0	R13.1	R9.8	R7.2	R3.5	R5.4	R3.5
M&R not covered by the agreement, and refurbishments	R12.7	R8.2	R15.8	R14.6	R10.8	R7.9	R3.8	R6.0	R4.0
Option 2: Insourcing repairs and maintenance									
Compensation of Employees	R4.8	R2.4	R7.5	R6.4	R3.2	R2.4	R1.1	R1.8	R2.4
Fuel	R0.0	R0.0	R0.0	R0.1	R0.0	R0.0	R0.1	R0.1	R0.0
Vehicle cost (mortgage + maintenance)	R2.6	R1.3	R4.1	R3.5	R1.8	R1.3	R0.6	R1.0	R1.3
M&R consumables, procured M&R, utilities/rent	R16.7	R11.9	R18.2	R17.8	R15.6	R11.3	R5.5	R8.7	R3.8

Further infrastructure considerations

- Very little information is available about the state and quantity of infrastructure. A full infrastructure audit is proposed.**

2. Classroom space is currently not a problem but may become one if enrolments increase.

DHET aims to reach 1 000 000 enrolments by 2030⁴⁸, nearly six times the 2020 enrolment numbers. If our calculations are correct, there are currently approximately 8 305 classrooms across the sector (section 3.4.3). Based on the surveys, each classroom can, on average, house 25 students at a time and is available, on average, for 20 hours per week (Figure 21). Each student requires, on average, 15 hours of classroom time per week (Table 7).

$$\begin{aligned} & \text{Number of students that can be enrolled given current classroom infrastructure} \\ &= \frac{8\,350 \text{ classrooms} \times 20 \text{ hours}}{15 \text{ hours per group of 25 students}} \times 25 \text{ students} = 278\,333 \end{aligned}$$

For 1 000 000 enrolments, the number of classrooms or hours available in the current number of classrooms will have to increase 3.6 times.

3. Accessibility for students living with disabilities should be addressed.

The infrastructure requirements for students with disabilities is not particularly complex⁴⁹:

- If there are stairs, railings should be placed on both sides
- For single steps, install a small ramp
- Modify bathroom cubicles (larger with grab-rails)
- Fewer students per classroom would imply a need for more classrooms relative to the number of students.

The infrastructure census should specifically include the infrastructure requirements for students living with disabilities.

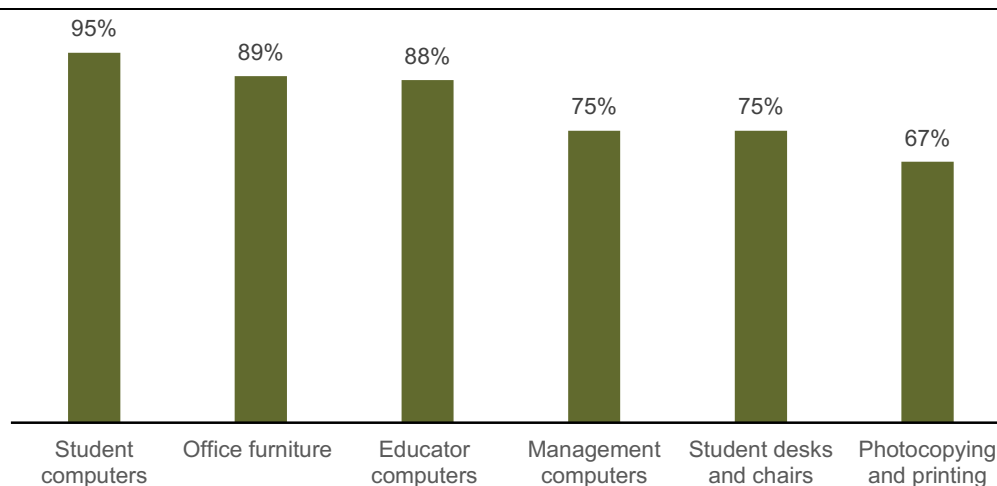
3.4.6 Equipment

⁴⁸ (Department of Higher Education and Training, 2013)

⁴⁹ (Department of Social Development, 2015)

The surveys asked respondents to identify the equipment for which there were meaningful shortages, i.e. equipment shortages that significantly impact the centre's functioning and the results are summarised below.

Figure 28: Equipment for which meaningful shortages were indicated



Source: Centre survey

Figure 28 shows that significant shortages exist across the board. These reported shortages were substantiated during site visits.

Furniture

Office furniture such as desks and chairs are often not enough for the number of staff at the centres, or not available as centres use student furniture as office furniture. However, the most pressing issue concerning furniture relates to student desks and chairs. Because the centres are often hosted in primary schools, desks are often not suitable for adults. Besides this being impractical, it is also demeaning for students. A comprehensive furniture audit was beyond the scope of this study, but it is suggested that furniture for adults need to be purchased and earmarked funding be made available to address it.

In the interim, the newly developed college asset registers provide some good information regarding the required budget for purchasing, replacing or maintaining furniture, fixtures and office equipment.

The budget that should be provided for equipment is calculated based on the cash that should be invested annually to be able to replace the asset by the end of its useful life. For this calculation, the current purchase price, the useful-life years, and the discount rate is required. The discount rate is the risk-free rate of return on

investment, usually equal to the Reserve Bank's repurchase rate (5.5% as of 22 July 2022).

At the time of this study, all colleges had not been able to populate their asset registers fully. We, therefore, use the information from Mpumalanga, Northern Cape and Western Cape, whose asset registers appeared to be most completed. Table 22 shows the aggregate purchase price (replacement value) of the assets under each of the categories.

Table 22: Replacement value of assets

	Mpumalanga	Northern Cape	Western Cape
Furniture and Fixtures	R3 416 099	R2 014 558	R4 481 693
Office equipment	R1 220 073	R683 116	R1 992 175

Source: Respective asset registers

Although other cost drivers might drive some items within the categories, the number of CLCs is most often the appropriate unit. Table 23 shows the replacement value per centre for each of the three CETCs.

Table 23: Asset replacement value per CLC

	Mpumalanga	Northern Cape	Western Cape
Furniture and Fixtures	R227 740	R287 794	R298 780
Office equipment	R81 338	R97 588	R132 812

Source: Respective asset registers

It is important that the amount of funding budgeted for this spending item is not just based on the current asset stock but the required stock. It is impossible to estimate what this might be from the current information. Therefore, we use the Western Cape, which has the highest asset replacement value among the CETCs for which we have complete asset registers, as the benchmark. More work is required to determine a true benchmark more accurately.

The asset registers include "Depreciation years", which, although technically an accounting concept, can be used as a proxy for useful-life years.

Table 24: Average "Depreciation Years" across items within each category and province

	Mpumalanga	Northern Cape	Western Cape	Average
Furniture and Fixtures	5.0	3.1	5.0	4.5
Office equipment	3.8	2.9	4.9	4.3

Source: Respective asset registers

Based on this information, the equipment budget per CLC per year is as follows:

- Furniture and Fixtures: R79 909
- Office Equipment: R34 117

Computers and printers

With some exceptions at CLCs and head office, computers and printers are rare in the sector. The question is: Who should be provided with computers and printers? Figure 28 indicates a potential consensus that all staff and students should have computer access and access to printing facilities. The table below sets out our assumptions to estimate what such provision might cost annually.

Table 25: Assumptions for the provision of ICT equipment

Computers		
Head office support staff per computer	1	
<i>Annual budget per unit</i>	R 3 044	
Office computers per CLC	3	Purchase price: R13 000 (Including Windows and MS Office)
<i>Annual budget per unit</i>	R 3 044	Useful-life years: 5
Office computers per satellite	1	
<i>Annual budget per unit</i>	R 3 044	
Students per computer	25	Purchase price: R13 000 (Including Windows and MS Office)
<i>Annual budget per unit</i>	R 3 044	Useful-life years: 5
Additional ICT equipment for visually impaired or blind students		
<i>Headphones</i>		
<i>Students per unit</i>	2	Purchase price: R1 299 (Logitech H570E USB Wired Mono Computer Headset With Leatherette Pad)
<i>Annual budget per unit</i>	R304	Useful-life years: 5
<i>Braille display</i>		
<i>Students per unit</i>	2	Purchase price: US\$931 (Orbit Reader 20 Plus)
<i>Annual budget per unit</i>	R4 236	US\$=R17.00 Useful-life years: 5
Additional ICT equipment for visually impaired students		
<i>Adapted keyboard</i>		
<i>Students per unit</i>	2	Purchase price: R760 (EasyTouch 132)
<i>Annual budget per unit</i>	R178	Useful-life years: 5
<i>Desktop magnifier</i>		
<i>Students per unit</i>	2	Purchase price: US\$2 625 (Acrobat HD Ultra LCD 20" & Rolling Case)
<i>Annual budget per unit</i>	R10 450	US\$=R17.00 Useful-life years: 5
<ul style="list-style-type: none"> • Besides interns and students, each staff member at head office is provided with a computer (Staff members assumed to be status quo – see Table 9: Status quo). • Three staff computers are provided to each CLC, and one for each satellite • A computer is provided for every 40 students at learning centres • A discount rate of 5.5%. • Visually impaired students rely heavily on computer-assisted learning. Hardware has been included to aid them. 		
Printer-copier		

Number of printers at head office	1
<i>Monthly lease</i>	R3 000
<i>Pages per month</i>	19 100
<i>Cost per page</i>	R0.029
Number of printers per CLC	1
<i>Monthly lease</i>	R2 000
<i>Pages per month</i>	9 550
<i>Cost per page</i>	R0.023
Number of printers per SC	1
<i>Monthly lease</i>	R1 000
<i>Pages per month</i>	4 775
<i>Cost per page</i>	0.023

- A multi-function printer is available at each site
- The printer for head office is based on the heavy-duty printer Gauteng CETC recently contracted.
- It is assumed that smaller printers would be required at CLCs and SC which is why the lease amounts are less.
- The head office page amount and cost per page are also based on the Gauteng CETC budget.
- It is assumed that fewer pages will be printed at CLCs and SC, provided that all the SBA assessments will be printed at the head office.

Table 26 shows a substantial funding requirement.

Table 26: Budgetary requirement for the comprehensive provision of computers and printers

	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Annual budget for computers									
<i>Head office</i>	R0.02	R0.02	R0.03	R0.03	R0.02	R0.02	R0.02	R0.02	R0.01
<i>CLCs</i>	R0.27	R0.14	R0.43	R0.37	R0.18	R0.14	R0.06	R0.10	R0.14
<i>Satellite centres</i>	R0.74	R0.52	R0.81	R0.79	R0.68	R0.50	R0.24	R0.38	R0.18
<i>Students</i>	R0.81	R0.85	R5.80	R1.76	R0.97	R0.96	R0.17	R0.76	R0.74
Annual budget for printer-copiers									
<i>Head office</i>	R0.04	R0.04	R0.04	R0.04	R0.04	R0.04	R0.04	R0.04	R0.04
<i>CLCs</i>	R0.80	R0.40	R1.25	R1.06	R0.53	R0.40	R0.19	R0.29	R0.40
<i>Satellite centres</i>	R0.32	R0.22	R0.35	R0.34	R0.29	R0.21	R0.10	R0.16	R0.08
Additional ICT equipment for visually impaired and blind students	R0.00	R0.08	R0.03	R0.01	R0.03	R0.03	R0.01	R0.04	R0.00
Annual budget for furniture, fixtures and office equipment									
<i>Furniture and Fixtures</i>	R2.40	R1.20	R3.76	R3.20	R1.60	R1.20	R0.56	R0.88	R1.20
<i>Office equipment</i>	R1.02	R0.51	R1.60	R1.36	R0.68	R0.51	R0.24	R0.38	R0.51
Total	R6.41	R3.97	R14.1	R8.96	R5.03	R4.00	R1.63	R3.04	R3.29

3.5 Building block 4: Student and Community Support Services

The National Policy defines Students and Community Support Services (SCSS) for Community Education and Training Colleges as follows:

“teaching, learning, development, and wellness support aimed at improving student retention, student success, and wellbeing; inclusive support to enable access and support of students with disabilities and community linkages and exit support aimed at supporting student’s active participation in the life of the centre, preparing them for articulation, employability, and entrepreneurship.”

The policy recognises that academic performance is determined by more than just the quality of the academic inputs (classrooms, lecturers and LTSM) and that “whole person” support must be available to those who need it.

Although some elements of SCSS are not new in the CET sector, its standardisation and formalisation through national policy are. As such, implementation is still in its early stages. The Implementation Guidelines and Plans for the policy make provision for establishing SCSS committees as implementing agents.

During site visits, centre managers and head office officials pointed out that interim SCSS committees have been established in some CLCs. CLC SCSS committees consist of lecturers, centre managers and satellite supervisors, and district SCSS committees are comprised of lecturers across the learning centres. While it is good that the colleges have established interim committees, the current view is that the committee members have not been adequately trained, if at all, to perform their policy-mandated functions.

The national policy sets out the functions CETCs are responsible for implementing through their SCSS committees; Figure 29 provides a high-level summary.

Figure 29: Student and Community Support Service proposed by policy

College Entry Support	Learning, Training, Development, and Wellness Support	Inclusive Support	Community, Linkages and Exit Support
<ul style="list-style-type: none"> • Main objective: enable and promote access of youth and adults • Inform the community about programme offering and qualifications • Career advice • Student profiling • Placement tests • Assistance with recognition of prior learning (RPL) • Student induction and orientation • Inform students about college policies and procedures • Provide available financial aid information 	<ul style="list-style-type: none"> • Main objective: improve youth and adults' success in the programmes • Online resources and internet connectivity • Peer study groups and mentor support programmes • Braille and sign language literacy • Revision, catch-up and remedial classes • Access to libraries and study spaces • Monitoring of student attendance, punctuality, and progress • Psycho-social support • Disaster support 	<ul style="list-style-type: none"> • Main objective: Eliminate discrimination and promote inclusion of all students in college activities • Early Identification of students with disabilities • Provision of learning materials • Assistive infrastructure and technology • Academic concessions • Individual attention and counselling • Referrals to specialist organisations 	<ul style="list-style-type: none"> • Main objective: Form collaborative initiatives with community and state organs • Maintain a database of college and community stakeholders • Facilitate community dialogues • Provide college information to communities • Provide information on community development initiatives to students • Career guidance and open day • Link community members to potential employers • Facilitate juvenile offender rehabilitation programmes

During the college interviews, only a few of these services were mentioned as being offered. Each pillar is detailed in the following section, both regarding their status quo and what should be happening.

3.5.1 Pillar 1: College Entry Support

Inform the community about programme offerings and qualifications (Advocacy)

The roles and offerings of CETCs are often not widely known or understood by the communities they serve. As such, CETCs actively advocate with information about the programmes offered to increase access and enrolments.

Colleges approach advocacy through various avenues to ensure they reach a wide audience and inform them regarding the role of the college and how and where to access it. The list of avenues is shown in Figure 30.

Figure 30: Various avenues of advocacy

Advocacy avenues
<ul style="list-style-type: none"> •Radio station interviews and advertisements •Social Media (Facebook) •Distributing flyers, pamphlets, and booklets •Banners and Gazebos •Visible signage in the centers •Exhibitions, council meetings and community meeting •Prospectus •Recruitment from neighbouring schools and rehab facilities •Career week and open day •Newspaper advertisement

Source: Site visit surveys

The more commonly deployed avenues are flyers, pamphlets, booklets, banners, gazebos, and national and local radio station interviews and advertisements.

Flyers, pamphlets and booklets are distributed during career expos and open days at centres or during information sessions usually held in high foot-traffic environments, such as malls, train stations, churches, training centres, and TVET colleges. The associated costs of performing such an initiative include printing the materials to be distributed, transportation, and refreshments for the lecturers and students who volunteer. Banners and gazebos are also useful tools to increase visibility and awareness.

Placement tests

Lecturers administer placement tests to place students into appropriate programmes. These tests are especially important for AET as students usually want to enrol directly into GETC, for which they might not have the basic prerequisite literacy and numeracy skills. When lecturers concede to the students' wishes, it is generally reported to produce teaching and learning challenges.

Student registration

The lecturers register students because learning centres do not have administration personnel. In some instances, this administrative burden is placed on the lecturers at the cost of academic preparation time. In others, lecturers have to work beyond their contracted time.

Student induction

Student induction is offered as one of the functions of the Student Representative Council. If SRC members cannot reach all centres, lecturers at the centres perform this role.

Career guidance

Career guidance occasionally occurs in selected centres. Different stakeholders or potential employers are invited to engage students with potential career paths and requirements to facilitate this process effectively. Where possible, colleges will organise transport for students from neighbouring centres. However, this goes against the CET sector's focus on the local community. If employers are invited to speak and be introduced to potential employees, they should be based in the surrounding community.

3.5.2 Pillar 2: Learning, Training, Development, and Wellness Support

Online resources

Online resources are predominantly used as a response to shortages of grade 12 LTSM. The Department of Basic Education (DBE) has the whole curriculum available on its website, where students can access the summaries, workbooks, and past papers. Unfortunately, nothing has been developed for the AET programmes. However, internet connectivity or the equipment required for access (cellphones and computers) is seldom available. So even if the resources were there, students would not have access. Providing access to the resources is important, so the budgetary

requirements for providing ICT equipment (see sections 3.2.5 and 3.4.6) to students at centres should be included in the funding framework.

Psycho-social and wellness support

The National Policy on Student Community Support Services draws on the National Youth Policy of 2020. CETCs are expected to work in partnerships with other government departments, NGOs, FBOs, and NPOs to offer⁵⁰:

- *“structured and coordinated health and wellness programmes”*
- *“appropriate psycho-social support as required by the students.”*
- *“establish a referral system.”*

Although there are some exceptions, wellness support, as framed above, is uncommon. Higher Health generally provides formal psycho-social support, but, although growing, its presence is limited. In particular, colleges are drafting Gender-Based Violence (GBV) policies in collaboration with Higher Health.

During site visits, no other relationships with local non-profits were reported. Much of this responsibility ultimately falls to lecturers who are not trained to manage the cases, especially regarding more serious matters. With some possible exceptions, the relationships with local health and social work officials are generally too weak to establish an effective referral system.

Holiday and sports events

As part of wellness programmes, events commemorating holidays such as Heritage Day and sporting events are planned in partnership with the SRC. Sporting events include soccer, netball, chess, and indigenous games.

3.5.3 Pillar 3: Inclusive Support

Early identification of students with disabilities

During the registration process, parents and students are encouraged to disclose any disabilities as part of the college entry support. However, parents often do not comply with this requirement which negatively affects planning for the relevant needs and

⁵⁰ (Department of Higher Education and Training, 2021)

impacts the student enrolment statistics. This will also impact the funding framework, which will include an additional budget for students with disabilities.

Academic concessions

Academic concessions are offered at selected centres on a need basis during exam periods. These services include organising enlarged font exam papers and appointing scribes for visually impaired students. Additionally, some centres indicated that extra time is given to students with neurodevelopmental disabilities during exams.

Assistive devices and infrastructure

The provision of assistive devices and infrastructure is a huge challenge largely influenced by a lack of budget. Very few centres have ramps and railings, and the landscape and class sizes are generally unsuitable for students with mobility constraints. The latest LTSM catalogue includes a host of assistive devices that can be purchased for students. Besides braille machines at some centres, very few of these devices are currently available.

Specialised LTSM

There are severe shortages of specialised LTSM such as braille textbooks. However, some centres partner with the South African National Council for the Blind (SANCB) who assist in procuring equipment and textbooks at reasonable rates and occasionally donate specialised LTSM.

Individual attention

Individual attention was offered in most centres through extra hours of contact time. Lecturers in the CETC sector are generally over-allocated, and in instances where centres reported providing additional contact time to the students, lecturers volunteered their time. Extra hours of contact time were generally allocated to students with neurodevelopmental disabilities and visually impaired students who required one-on-one braille lessons.

3.5.4 Pillar 4: Community, Linkages and Exit Support

Career expo

Career expo is organised for enrolled students and the duration varies from 1 day to 1 week at selected centres. During this period, colleges partner with TVETs and other stakeholders to inform students about programmes offered at TVETs and prospective careers.

Open days

An open day is intended to link the college to the community and raise awareness about its offerings. Some of the resources needed for the event include pamphlets, booklets, t-shirts, and banners.

3.5.5 Resource and funding requirements

The colleges acknowledge that more must be done to expand SCSS and offer the current services more consistently. The following resources have been identified using the pillars as guideposts:

Pillar 1: College Entry Support and Pillar 4: Community Linkages and Exit Support	Pillar 2: Learning, Training and Wellness Support	Pillar 3: Inclusive Support
<ul style="list-style-type: none"> - Pamphlets - Booklets - Flyers - Banners - Branded Gazebos - Radio station advertisements - Refreshments for student and lecturer volunteer 	<ul style="list-style-type: none"> - Online resources for AET and GETC students - Information and Communication (ICT)Technology - Teacher training: Psycho-social support to student 	<ul style="list-style-type: none"> - Teacher training: Special needs andragogy and sensitisation - ICT equipment - Specialised software - Teachers' time for additional attention - Specialised LTSM - Assistive devices

Pillar 1 and Pillar 4: College entry and exit support and community linkages

Pillars 1 and 4 are about information dissemination to students and the surrounding community. Students (prospective and current) are provided with guidance on academic programme choices and career pathways, while the communities are informed of the colleges' offerings to build partnerships and recruit prospective students.

While the necessary support for current students can happen during the ordinary course or a centre's operations, the outreach toward the community and prospective students requires more formal approaches. As mentioned earlier, these approaches include centre-based information days and community outreach in malls, train stations, etc. Regardless of the approach, information material is important. The

table below summarise the assumptions used to inform the budget for these activities and resources.

Table 27: Assumptions for Information dissemination (Pillar 1 and 4 of SCSS Policy)

Items	Assumptions	Source
Website hosting annual cost	R30 000	Gauteng CETC budget
Gazebo		
<i>Purchase price</i>	R10 900	Quote provided by Gauteng CETC
<i>Units per CLC</i>	1	
<i>Annual budget per CLC</i>	R4 040	Useful-life year: 3 Discount rate: 5.5%
Banner wall		
<i>Purchase price</i>	R6 279	Quote provided by Gauteng CETC
<i>Units per CLC</i>	1	
<i>Annual budget per CLC</i>	R2 327	Useful-life year: 3 Discount rate: 5.5%
Posters (A3)		
<i>Cost per unit</i>	R4.83	Quote received from Eastern Cape CETC
<i>Units per centre</i>	5	
Pamphlets		
<i>Unit cost</i>	R1.32	Quote received from Eastern Cape CETC
<i>Units per student</i>	12	
Pre-recorded interview		
<i>Cost per interview</i>	R44 400	Previous work done by DNA Economics in which quotes were sourced from various community radio stations
<i>interviews per CLC per year</i>	2	
Radio advert		
<i>Cost production</i>	R35 000	Previous work done by DNA Economics in which quotes were sourced from various community radio stations
<i>Number of spots per month per CLC</i>	8	
<i>Cost per spot</i>	R1 000	Previous work done by DNA Economics in which quotes were sourced from various community radio stations
Catering for information events (centre-based and community-based)		
<i>Number of information days per CLC per year</i>	4	
<i>Number of volunteers/attendees for which catering is provided</i>	15	
<i>Catering value per volunteer</i>	R90	Gauteng procurement budget

The required budget per CETC is as follows:

Table 28: Total required budget: Information dissemination (Pillar 1 and 4 of SCSS Policy)

	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Total budget	R3.52	R1.87	R6.25	R4.79	R2.45	R1.89	R0.87	R1.42	R1.85

Website hosting	R0.03	R0.03	R0.03	R0.03	R0.03	R0.03	R0.03	R0.03	R0.03
Gazebos and banner walls	R0.24	R0.12	R0.38	R0.32	R0.16	R0.12	R0.06	R0.09	R0.12
Posters and pamphlets	R0.15	R0.15	R1.00	R0.32	R0.18	R0.17	R0.03	R0.14	R0.13
Radio station marketing	R2.94	R1.49	R4.58	R3.91	R1.97	R1.49	R0.71	R1.10	R1.49
Information events	R0.16	R0.08	R0.25	R0.22	R0.11	R0.08	R0.04	R0.06	R0.08

Pillar 2: Learning, Training and Wellness Support

Pillar 2 has two main components. The first is about providing online resources to AET and GETC students. These resources should be developed centrally rather than each CETC producing their own content. The other challenge would be access to these resources, as students generally do not have internet or computer access. Provisions for these items are made in sections 3.2.5 and 3.4.6, respectively.

The second component is the provision of psycho-social support to students. Partnerships with NGOs are key to this provision. Besides that, lecturer training is essential. Such training should be included within the skills development budget discussed in section 3.2.2.

Pillar 3: Inclusive Support

Inclusive support is essentially about meeting the needs of students with disabilities. Rather than a standalone budget item, each building block has components specifically adapted to address the specific challenges faced by students living with disabilities. The table below summarises the resources included under each building block to achieve this.

Table 29: Summary of resources included in budget for students living with disabilities

Building block	Resources included
Building Block 1: Human resources	Smaller classrooms and/or additional student-lecturer time Skills development - Specific andragogical skills - Sensitisation workshops
Building block 2: Learning and Teaching Support Material	Additional stationery and specialised stationery Specialised computer software
Building block 3: Infrastructure and equipment	Infrastructure upgrades required Specialised equipment - Adapted keyboard - Desktop magnifier - Braille display - Earphones

3.5.6 Student representative council

According to the National Policy on Student Support Services, the Student Representative Council (SRC) is not formally part of SCSS. However, due to the alignment between SRC functions and SCSS objectives, the SRC is generally considered to fall under this function. In fact, all the colleges reported allocating the majority of their current SCSS budget to the SRC.

“The SRC is a statutory structure which is democratically elected by fellow students from the learning centres to represent them in decision making and to pursue the interest of the student body⁵¹”.

To perform their duties, the SRC requires telecommunication and transport. They are also traditionally provided with a uniform of some kind. Table 30 sets out the assumptions used to estimate a reasonable annual budget for the SRC.

Table 30: SRC resource provision

Parameter	Assumptions
How many students on the SRC?	15
Uniform	
<i>Unit cost</i>	R200
Trips	
<i>Trips per member to Head Office</i>	4
<i>Average number of members per vehicle</i>	2
Cost per night including food and catering when visiting head office	R1 500
Accommodation nights when visiting head office	2
<i>Trips to centres per year</i>	1 visit per satellite between all SRC members
Telecommunication	
Annual reimbursable amount for cellphone or tablet and internet use per member	R3 600

Due to the travelling required from the SRC members, the number of centres and the distances between them is the most significant cost drivers. For this reason, Eastern Cape and KwaZulu-Natal should also receive a substantially higher budget than the other provinces.

Table 31: SRC annual budget

CETC	Annual SRC budget
Eastern Cape	R413 246

⁵¹ Gauteng Community Education and Training College, 2022

Free State	R360 519
Gauteng	R325 934
Kwa-Zulu Natal	R434 547
Limpopo	R352 744
Mpumalanga	R352 017
Northern Cape	R366 496
North West	R357 384
Western Cape	R275 807

3.6 Building block 5: Examinations and assessments

For these academic programmes to be administered effectively in teaching and learning, a fundamental pillar toward achieving this is how examinations are conducted.

Currently, two types of examinations take place at the various CLCs and SCs. These are the internal examinations and external examinations, each of which remain separate processes. We discuss each in turn in what follows.

3.6.1 Internal examinations

The internal exams consist of site-based assessments (SBAs) for learning areas in AET Level 1-3 and GETC: AET Level 4 and final exams for AET Level 1-3.

According to the respective learning area examination and assessment guidelines, site-based assessment tasks are part of a developmental process aimed at increasing capacity in the CET sector and enhancing the level of teaching and learning in the CLCs. The tasks are also aimed at Quality Assurance and Standardisation of Site Based Assessment in all CLCs across the country.

The structure of the SBA tasks is standardised across the GETC: AET Level 4 learning areas. Each learning area contains three assessment tasks: A skills task, a learning area-specific task, and a preparatory test. These assessment tasks are in place to ensure that students are preparing for final examinations. The mechanism in which these assessments are provided to the centres by the CETC is as follows:

The DHET provides the CETC with a disk containing the assessments per academic programme per learning area.

The CETC then prints and dispatches these assessments to each of their respective CLCs and Satellites. Provinces that are bigger and more sparsely populated generally find this process tedious and costly. Where excess funds are available,

CETCs opt for delivery of these to respective CLCs and SCs by procuring courier services.

Upon site visits, it was revealed that assessments only get delivered to the CLC and it then becomes the responsibility of this centre to dispatch the resources to their respective Satellites. In some cases, CLC Managers have indicated that they are not reimbursed for the transport costs incurred.

Some CLCs explained that they must print the assessments by themselves, and they further emphasized the lack of printing equipment and associated stationery (paper) to do this.

All the costs associated with the administration of internal examination as described above are the responsibility of the colleges. Moreover, CETCs must ensure that there are moderators available at both the district (2 moderators) and provincial (1 moderator) level. The costs associated with moderation, include accommodation, transport, and catering for the respective moderators is also the responsibility of the college.

3.6.2 *External examinations*

The external exams consist of the exams for GETC: AET Level 4, the National Senior Certificate, and the Amended Senior Certificate

The external exams have, until recently, been the responsibility of the Department of Basic Education (DBE) in partnership with the Provincial Department of Education (PDE) in some provinces. Contractually, the arrangement with the DBE lapsed on the 31st of March 2022, and DHET is undergoing a process of absorbing all the exam functions from the DBE. However, the function shift has been implemented using a phased approach and the administration of the GETC: AET Level 1 June examinations for 2022 by the DHET has been piloted as the first phase.

Most of the tasks and resources required for examinations are carried out centrally. Exams are developed, printed and delivered to delivery points in each province (assumed to be CLCs in most cases). The CLC then has a responsibility to transport the exams to the satellites. After the exam, the completed scripts are transported back to the CLC for pick-up from the transport company procured by DHET.

3.6.3 *Resource and funding requirements*

The funding framework should provide the transport of tests and scripts for both internal and external examinations. The funding model assumes a cost of R4.18 per kilometre travelled, which is the reimbursement rate. However, this funding can also be used to reimburse a transport company.

On each day of the exam, we assume the following for internal examinations:

- Exams are printed at CLC
- One return trip between CLC and each satellite to collect exams
- One return trip between CLC and each satellite to return completed scripts

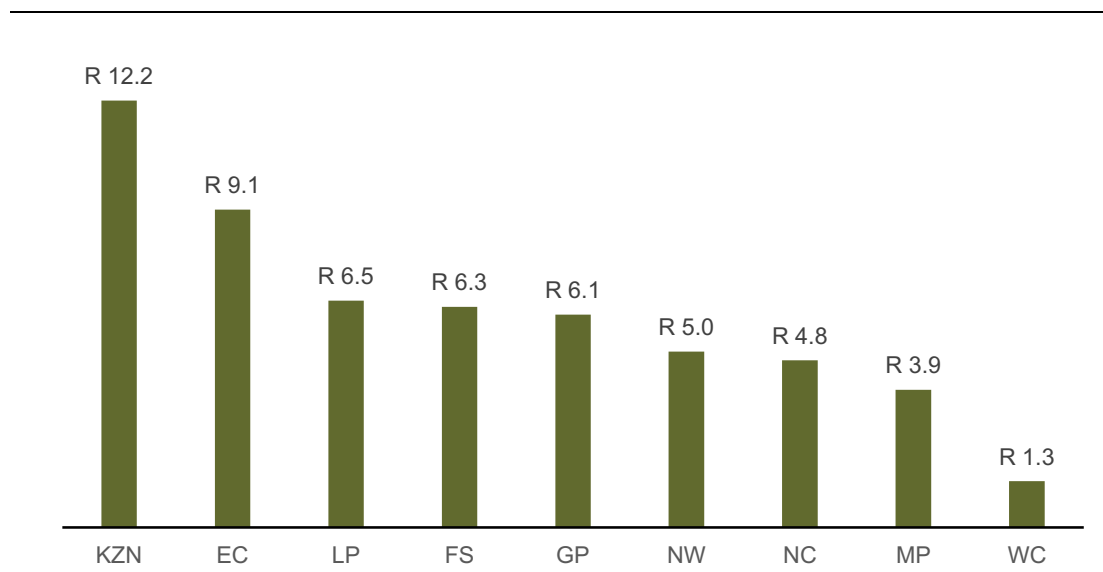
On each day of the exam, we assume the following for external examinations

- One return trip between CLC and each satellite to collect exams
- One return trip between CLC and each satellite to return completed scripts

We also assume 20 exam days twice a year. The transport cost is Figure 31 (printing costs are already provided in section 3.4.6). The main drivers of this budget requirement are the number of centres and their geographic distribution. These factor explain why KwaZulu-Natal and Eastern Cape require such large amounts relative to the other CETCS.

CLCs will also require ‘saferooms’ where exam scripts and papers can be safely stored. These saferooms should be included when infrastructure investment plans are drafted for the sector.

Figure 31: Transport budget required for examinations (millions)



Source: Costing model

4. FUNDING FRAMEWORK

The budget estimations presented in section 3 are based on assumptions aligned to how the sector operates without funding constraints. As a result, the total funding requirement is high, specifically, much higher than the current funding available. However, this approach provides two valuable pieces of information. Firstly, it indicates the funding ideal. Although it is unlikely that this ideal could be reached over a single policy cycle, it offers an end goal toward which funding provision can progressively move. Secondly, and more importantly, it provides allocation rules that ensure the budget is allocated according to need.

Table 32 shows a total budget requirement of R836.5 million based on 2020 enrolment numbers and composition.

Table 32: Ideal budget

Budget item	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
Skills development	R1.5	R0.7	R2.7	R0.9	R0.4	R0.5	R0.1	R0.8	R0.1	R7.6
Learning and Teaching Support Material	R25.1	R20.8	R119.0	R54.2	R31.2	R29.6	R4.9	R24.4	R19.5	R328.6
Infrastructure (Rent, R&M, and utilities)	R24.1	R15.6	R29.8	R27.7	R20.6	R15.1	R7.3	R11.4	R7.6	R159.3
Equipment (Replacement, purchase and M&R)	R6.4	R4.0	R14.1	R9.0	R5.0	R4.0	R1.6	R3.0	R3.3	R50.4
Security	R37.2	R9.9	R1.1	R34.2	R21.2	R21.2	R3.7	R10.7	R1.0	R140.3
Travel and transport	R15.0	R9.6	R10.4	R17.9	R10.3	R7.4	R7.1	R7.9	R3.0	R88.7
Telephone, postage, internet, network and communication costs	R1.9	R1.3	R2.3	R2.2	R1.7	R1.3	R0.7	R1.0	R0.6	R13.1
Information dissemination, marketing and advocacy	R3.5	R1.9	R6.2	R4.8	R2.4	R1.9	R0.9	R1.4	R1.8	R24.9
Student Representative Council	R0.4	R0.4	R0.3	R0.4	R0.4	R0.4	R0.4	R0.4	R0.3	R3.3
Overheads	R2.4	R2.4	R2.4	R2.4	R2.4	R2.4	R2.4	R2.4	R2.4	R21.2
Total	R117.5	R66.5	R188.3	R153.6	R95.6	R83.7	R29.1	R63.4	R39.5	R837.2

Table 33 shows the allocation rules resulting from Table 32. The basic principle of this funding framework is that, regardless of total funding available, funding should be allocated across colleges and budget items according to the percentages presented in Table 33.

Table 33: Allocation rules

Budget item	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
Skills development	1.3%	1.1%	1.4%	0.6%	0.4%	0.6%	0.4%	1.2%	0.2%	0.9%
Learning and Teaching Support Material	21.4%	31.2%	63.2%	35.3%	32.6%	35.4%	16.9%	38.6%	49.4%	39.3%
Infrastructure (Rent, R&M, and utilities)	20.5%	23.5%	15.8%	18.0%	21.6%	18.0%	25.2%	18.0%	19.2%	19.0%

Budget item	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
Equipment (Replacement, purchase and M&R)	5.5%	6.0%	7.5%	5.8%	5.3%	4.8%	5.6%	4.8%	8.4%	6.0%
Security	31.7%	14.9%	0.6%	22.3%	22.2%	25.4%	12.8%	16.9%	2.5%	16.8%
Travel and transport	12.7%	14.4%	5.5%	11.6%	10.7%	8.8%	24.3%	12.3%	7.4%	10.5%
Telephone, postage, internet, network and communication costs	1.6%	2.0%	1.2%	1.4%	1.8%	1.6%	2.4%	1.6%	1.6%	1.6%
Information dissemination, marketing and advocacy	3.0%	2.8%	3.3%	3.1%	2.6%	2.3%	3.0%	2.2%	4.7%	3.0%
Student Representative Council	0.4%	0.5%	0.2%	0.3%	0.4%	0.4%	1.3%	0.6%	0.7%	0.4%
Overheads	2.0%	3.5%	1.2%	1.5%	2.5%	2.8%	8.1%	3.7%	6.0%	2.5%
Allocation across CETCs	14.0%	7.9%	22.5%	18.4%	11.4%	10.0%	3.5%	7.6%	4.7%	100%

While colleges have discretion regarding how their budget is allocated across budget items, notwithstanding a few earmarked items, the funding framework provides essential guidance to DHET regarding allocating the budget across colleges. Table 34 shows the distribution of the CETC subsidy and its change over time. It is encouraging to observe that the department's understanding of the sector is in line with the estimations of the model. In all but one province (Northern Cape), the proportion of the total budget allocated to each CETC is increasing or decreasing in line with what the model suggests.

Table 34: Allocation of funding between CETCs over MTEF

CETC	2 020	2 021	2 022	2 023	2 024	Model
EC	10.0%	10.0%	11.2%	11.2%	11.2%	14.0%
FS	7.0%	7.0%	7.8%	7.8%	7.8%	7.9%
GP	27.8%	27.7%	25.5%	25.5%	25.5%	22.5%
KZN	21.1%	21.0%	20.1%	20.1%	20.1%	18.3%
LP	8.1%	8.0%	9.3%	9.3%	9.3%	11.4%
MP	8.0%	8.0%	8.4%	8.4%	8.4%	10.0%
NC	3.8%	4.2%	4.4%	4.4%	4.4%	3.5%
NW	6.0%	6.0%	6.4%	6.4%	6.4%	7.6%
WC	8.0%	8.0%	7.1%	7.1%	7.1%	4.7%

5. FURTHER OBSERVATIONS AND RECOMMENDATIONS

Section 4 provides the research project's primary recommendation, showing the summary costs of an optimal CETC sector and the resultant optimal funding allocation.

However, the research also produced secondary findings and associated recommendations worth summarising. Below we summarise a list of seventeen findings that provide avenues for potential future research or investigation.

1. **Maximum class size and minimum class sizes should be included in the staffing norms once finalised.** While minimum class size is important for containing costs, maximum class size is important for quality.
2. **Total CoE on academic staff will have to increase by 2.4 times for the sector to accommodate the 2024 target enrolments** (see Figure 6). However, the required increase is not spread evenly across colleges. The table below provides an estimate of the multiples by which each CETC's academic staff CoE would have to increase by 2024 to accommodate the enrolment target. Only North West CETC's current CoE is sufficient, while Western Cape CETC's shortage is most severe:

Eastern Cape	1.06
Free State	1.33
Gauteng	3.85
KwaZulu-Natal	3.13
Limpopo	2.86
Mpumalanga	1.56
Northern Cape	4.35
North West	0.95
Western Cape	20.00
South Africa	2.44

3. **Adhering to the minimum class- and centre-size once finalised by the staffing norms are important from a cost-saving perspective.** Centres should not be established, and electives not offered if minimum class sizes are not met. However, this recommendation should be considered within the context of its direct impact on access.
4. **The support staff organogram should be college-size dependent** if the 80-20 principle for the academic-support staff COE is to be maintained. If the academic staff CoE is enrolment dependent and the support staff CoE is fixed, larger colleges will have a higher proportion of academic staff CoE and vice versa.

5. **AET LTSM prices are substantially higher than the Grade 12 programme LTSM.** This phenomenon should be investigated.
6. **Excluding workbooks from the LTSM requirement could decrease the LTSM budget requirement** by approximately 80% and the total budget requirement by approximately 31%.
7. **Clarity should be provided to CETCs regarding their responsibility to provide LTSM to NSC and ASC students.** We have included the cost of ASC and NSC LTSM in the model because nothing in the policy alludes to this not being required. However, this seems to be the general impression in the sector.
8. **Audio and braille versions of textbooks and learner guides should be developed for students living with disabilities.** This should be done centrally and distributed.
9. **Security upgrades should include capital investment into perimeter fencing and an access control system.** These measures should still be considered, even with alarm systems and security guards.
10. **Agreements between hosts and CETC centres should assign responsibility, establish accountability and create temporal certainty.** The agreements should stipulate:
 - a. Repairs and Maintenance responsibility
 - b. Minimum state of infrastructure
 - c. Municipal account responsibility
 - d. Cleaning of facilities
 - e. Provision of security
11. The current state and quantity of infrastructure are largely unknown. **A full infrastructure audit is required.**
12. **If CLCs are the primary delivery points for exam papers and scripts, they should be provided with safes for safekeeping.**
13. **Special attention should be paid to accessibility constraints for students living with disabilities.** Railings, ramps and modified bathrooms are of particular importance.
14. **A record should be kept regarding the number of classrooms available.** This is very important for planning purposes.
15. **Classroom space will have to increase significantly to reach the enrolment targets.** According to a ballpark estimation by the researchers, the sector can currently accommodate just a bit under 280 000 enrolments. Classroom space would have to increase by 3.6 times to accommodate 1 000 000 students.
16. **Stronger links are required between the centres and civil society.** While some collaboration was reported, it seems this is a scarce occurrence. One possibility to consider would be for the head offices to become more involved with

larger civil society organisations rather than relying on the smaller organisations closer to the centres. This will also create an opportunity for the smaller organisation to partner with the larger ones. These relationships are important for providing student support and non-formal skill programmes.

17. **The resourcing of skills programmes requires substantial expansion.** The funding model includes human resources and some LTSM, but the equipment is largely excluded. Skills provision (SETAs) is a centralised system. Therefore, a more centralised approach should be considered instead of each college negotiating separately with each SETA. Although there are exceptions, there does not seem to be a strong relationship between the individual colleges and the SETAs. This relationship should be driven and cultivated by the national department. Given their mandate, it makes sense for SETAs to continue taking responsibility for skills development through the CETC sector.
18. **Expanding the support staff complement should be prioritised.** Many of the above recommendations will require additional administration and managerial effort from support staff at the centres and head office. These employees can already not fulfil their roles adequately due to a lack of capacity. Someone should also be made responsible for managing the college's social media platforms, as this could significantly decrease marketing costs.

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ANNEXURE 1: CENTRE SURVEY

Question	Sub-questions
Province	
Urban/Rural	
Rent paid per month	
AET Level 1 programme information	Enrolments in 2022
	Number of LAs most students are enrolled in
	% of students enrolled in this many LAs
	How many class hours do these students have per week?
AET Level 2 programme information	Enrolments in 2022
	Number of LAs most students are enrolled in
	% of students enrolled in this many LAs
	How many class hours do these students have per week?
AET Level 3 programme information	Enrolments in 2022
	Number of LAs most students are enrolled in
	% of students enrolled in this many LAs
	How many class hours do these students have per week?
GETC: AET Level 4 programme information	Enrolments in 2022
	Number of LAs most students are enrolled in
	% of students enrolled in this many LAs
	How many class hours do these students have per week?
NSC programme information	Enrolments in 2022
	Number of LAs most students are enrolled in
	% of students enrolled in this many LAs
	How many class hours do these students have per week?
SC/ASC programme information	Enrolments in 2022
	Number of LAs most students are enrolled in
	% of students enrolled in this many LAs
	How many class hours do these students have per week?
Average hours per LAs per week	AET Level 1
	AET Level 2
	AET Level 3
	GETC: AET Level 4
	NSC
	ASC
AET Level 1-3 average class size in terms of number of students	Minimum
	Maximum
	Ideal
GETC: AET Level 4 average class size in terms of number of students	Minimum
	Maximum
	Ideal
Grade 12 average class size in terms of number of students	Minimum
	Maximum

Question	Sub-questions
	Ideal
Number of hours a day the centre offers class a day	Monday - Thursday
	Friday
	Saturday
	Sunday
Description of the centre	Number of offices used by the centre?
	Total number of classrooms available?
	Number of classrooms available for academic LAs?
	Number of classrooms available for practicals?
	Number of classrooms available but not in use due to state of disrepair
	Average number of students that can comfortably fit into classes for academic LAs without having to share desks and chairs?
	Average number of students that can comfortably fit into classes for practicals without having to share desks and chairs?
Rating of electricity supply	Reason for none or intermittent electricity supply
Rating of water supply	Reason for none or intermittent water supply
Spending items for which insufficient funding is made available	
% of time a manager or supervisor currently spends in class teaching	
% of time a manager or supervisor should ideally spend in class teaching	
Min % of time a lecturer currently spends in class teaching during a standard week	
Max % of time a lecturer currently spends in class teaching during a standard week	
% of time a lecturer should ideally spend in class teaching during a standard week	
Occupational skills programme 1	Name of skills programme
	Enrolments for 2022
	Size per class
	Duration (in months)
	Hours per week for student
	Equipment required
	Do you have equipment shortage (yes/no)
Non-formal skills programme 1	Name of skills programme
	Enrolments for 2022
	Size per class
	Duration (in months)
	Hours per week for student
	Equipment required
	Do you have equipment shortage (yes/no)
	Who is providing funding?
The following questions pertain to cost incurred during exam period	Do you have to rent a facility during exams (Y/N)?
	If you rent a facility, how many students can the facility house at a time?

Question	Sub-questions
	If you rent, how much did you pay for the last exam period?
	Do you have to transport desks and chairs to the facility (Y/N)?
	If so, how much did you pay the service provider for the last exams?
	Did you print and transport scripts yourself (Y/N)?
	If you did, how much did it cost?
	Do you procure invigilators (Y/N)?
	If so, how many student per invigilator?
	What do you pay the Chief Invigilator per session?
	What do you pay other invigilators per session?
Items for which LTSM supply shortage are meaningfully affecting the quality of education in the respective programmes	AET Level 1 - 3
	GETC: AET Level 4
	Grade 12
	Formal skills programmes
	Non-formal skills programmes
Class room space	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Office space	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Store room	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Library	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Toilets	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Photocopying or printing equipment	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Educator computers	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Management staff computers	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Student computers	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Telephones	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Internet (router and bandwidth)	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)

Question	Sub-questions
Alarm system	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Student desks and chairs	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Other office furniture	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Guard house	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Projectors and screens	Are there meaningful shortages? (Yes/No) The item is there, but it requires substantial maintenance or repair (Yes/No)
Any additional comments on infrastructure and equipment shortages	
Measures that are in place to ensure that the centre is accessible to people living with disabilities	
How many students living with the following disabilities are enrolled in 2022?	Visually impaired
	Hearing impaired
	Neurodevelopmental/Intellectual disabilities
	Mobility constraints
	Other disabilities
If enrolments stayed the same and the centre wanted to improve the quality of education, would it help to:	Increase the number of educators? (Yes/No)
	By how much?
	Increase the size or number of classrooms? (Yes/No)
	By how much?

ANNEXURE 2: HEAD OFFICE QUESTIONNAIRE

Questions	Sub-questions
Headcount student enrolments	AET Level 1
	AET Level 2
	AET Level 3
	GETC: AET Level 4
	National Senior Certificate
	Amended Senior Certificate
	Total headcount student enrolments
Number of lecturers	Headcount
	Full-Time-Equivalents
Non-lecturing staff	Principal
	Deputy principles
	Assistant Director
	Subject specialists
	Officer
	Clerks and assistants
	General workers
	Interns
	Support staff
	Administrative support
	Administrative staff
	Centre manager
	Upper management
Total non-lecturing staff	
Is there a return policy for student LTSM in AET Level 1-3 and GETC: AET Level 4? (yes/no)	Learner textbooks
	Learner workbooks
	Learner guides
	Dictionaries
	Learner stationery
What is the annual top-up percentage of student LTSM in AET Level 1-3 and GETC: AET Level 4?	Learner textbooks
	Learner workbooks
	Learner guides
	Dictionaries
	Learner stationery
Do students in AET Level 1-3 and GETC: AET Level 4 share LTSM due to shortages? (yes/no)	Learner textbooks
	Learner workbooks
	Learner guides
	Dictionaries
	Learner stationery
Is there a return policy for student LTSM within the grade 12 programmes? (yes/no)	Learner textbooks
	Learner workbooks
	Learner guides

Questions	Sub-questions
	Dictionaries
	Learner stationery
What is the annual top-up percentage of student LTSM within the grade 12 programmes?	Learner textbooks
	Learner workbooks
	Learner guides
	Dictionaries
	Learner stationery
Do students in the grade 12 programmes share LTSM due to shortages? (yes/no)	Learner textbooks
	Learner workbooks
	Learner guides
	Dictionaries
	Learner stationery
Is there a return policy for educator LTSM within the AET Level 1-3 and GETC: AET Level 4 programmes? (yes/no)	Lecturer textbooks
	Facilitator guides
	Staff stationery
What is the annual top-up percentage of educator LTSM within the AET Level 1-3 and GETC: AET Level 4 programmes?	Lecturer textbooks
	Facilitator guides
	Staff stationery
Do educators share LTSM due to shortages? (yes/no)	Lecturer textbooks
	Facilitator guides
	Staff stationery
Square metres of head office	
Monthly rent of head office	
Percentage of delivery sites that pay rent	
Cost of advocacy mediums	Flyers
	Pamphlet
	Radio interviews and adverts
	Banners
	Gazebo
	Total advocacy costs
How do you decide how much funding is allocated to each learning centre from the subsidy? Excluding earmarked funding	
What is the funding earmarked for centres with students living with disabilities spent on? How is the funding distributed among centres? If there was more funding, what would be the priorities?	
What is the funding earmarked for rural centres spent on? How is the funding distributed among centres? If there was more funding, what would be the priorities?	
What is the funding earmarked for student support services spent on? How is the funding distributed among centres? If there was more funding, what would be the priorities?	

Questions	Sub-questions
What is the funding earmarked for the pilot centres spent on and how is it distributed among centres?	
Could you provide the DNA team with a spending breakdown per learning centre?	
Please describe the non-formal programme delivery model and indicate who funds these programmes.	
Please describe how your Grade 12 programmes (NSC and SC) are funded?	
If funding had to increase, what spending would you prioritise for increasing to achieve the greatest improvement in the quality of education?	
What spending is required during exam time?	
What is and should be included in the costs of the SRC? Could you provide us with a budget breakdown?	
How many of the following types of spaces are available at head office?	Reception area
	Store room
	Server room
	Offices
	Open plan workspace*How many people can comfortably work in the space?
	Boardroom
	Kitchen
How many classrooms are available across all the learning centres?	
If your space is not sufficient, please indicate what additional space you require?	
Do you have sufficient human resources at head office? If not, what additional staff do you require and why?	
AET Level 1 ideal maximum class size in accordance with the following characteristics	Rural
	Urban
	Areas with low population density
AET Level 2 ideal maximum class size in accordance with the following characteristics	Rural
	Urban
	Areas with low population density
AET Level 3 ideal maximum class size in accordance with the following characteristics	Rural
	Urban
	Areas with low population density
GETC: AET Level 4 ideal maximum class size in accordance with the following characteristics	Rural
	Urban
	Areas with low population density
NSC ideal maximum class size in accordance with the following characteristics	Rural
	Urban
	Areas with low population density
SC/ASC ideal maximum class size in accordance with the following characteristics	Rural
	Urban
	Areas with low population density

Questions	Sub-questions
Occupational skills programme ideal maximum class size in accordance with the following characteristics	Rural
	Urban
	Areas with low population density
Non-formal programmes ideal maximum class size in accordance with the following characteristics	Rural
	Urban
	Areas with low population density
AET Level 1 student contact information	Average number of learning areas per student
	Average number of hours per learning area per week
AET Level 2 student contact information	Average number of learning areas per student
	Average number of hours per learning area per week
AET Level 3 student contact information	Average number of learning areas per student
	Average number of hours per learning area per week
GETC: AET Level 4 student contact information	Average number of learning areas per student
	Average number of hours per learning area per week
NSC student contact information	Average number of learning areas per student
	Average number of hours per learning area per week
SC/ASC student contact information	Average number of learning areas per student
	Average number of hours per learning area per week
For each programme, please provide the ideal number of hours a week a full-time teacher should be allocated for teaching time so that the educator has enough time left to fulfil administrative responsibilities	AET Level 1
	AET Level 2
	AET Level 3
	GETC: AET Level 4
	National Senior Certificate
	Amended Senior Certificate
	Occupational Skills programmes
Non-formal programmes	
Do you provide LTSM to your Grade 12 students?	
Provide an estimate of the percentage by which LTSM spending would have to increase to address the current shortfalls	

ANNEXURE 3: STATIONERY PACKS

Stationery items	Unit cost	AET Level 1	AET Level 2	AET Level 3	GETC: AET Level 4	Grade 12	Occupational Programmes	Non-Formal Skills Programmes	Lecturers	Support staff	CLC	Satellite Centre	Head office
72 page soft cover books	R7.00	4	6	6			6	4					
96 page hard cover books	R17.00				5	5							
192 page hard cover books	R24.80								3	3	5	3	5
50 page Flip File	R76.00								1	1	2	1	2
20 page flip file	R30.00	1	1	1	5	5	1	1					
10 page flip files	R25.00												
100 sheet exam pads	R23.20	2	2	2	5	5	2	2					
Pencils	R8.25	2	3	3	5	5	3	2	5	5	10	5	10
Erasers	R11.95	2	2	2	2	2	2	2	1	1			
Sharpeners	R15.95	1	1	1	1	1	1	1	1	1			
Rulers	R7.53	1	1	1	1	1	1	1	1	1			
Prit	R51.25	1	1	1	1	1	1	1	1	1			
Crayons	R25.00	1	1	1	1	1	1	1	1	1			
Scissors	R22.00	1	1	1	1	1	1	1	1	1			
Pens	R5.92	2	3	3	5	5	3	2	10	5	10	5	10
Standard calculator	R69.00			1									
Mathematics set	R57.00			1	1	1							
Graph book (36-page)	R12.55				1	1							
Scientific calculator	R97.00				1	1							
Ledger book (72 page)	R12.50												
Journal	R46.00				1	1			1	1			
Drawing book	R27.00				1	1							

Stationery items	Unit cost	AET Level 1	AET Level 2	AET Level 3	GETC: AET Level 4	Grade 12	Occupational Programmes	Non-Formal Skills Programmes	Lecturers	Support staff	CLC	Satellite Centre	Head office
White Chalkboard chalk (100pc)	R99.00								1				
Arch lever file	R15.50								2	2	10	5	15
Dusters	R24.15												
Plastic sleeves (100 pc)	R61.00								1	1	1	1	2
Paper clips (50 pc)	R38.00								1	1	1	1	2
Rubber bands (100 Grams)	R28.00								1	1	1	1	2
Drawing pins (100 pc)	R13.00								1	1	1	1	2
Staples (5000 pc)	R21.00								1	1	1	1	2
Envelopes A4 (250 pc)	R285.00										2	1	4
Envelopes A5 (50 pc)	R79.00										2	1	4
Attendance registers	R121.98								1				
Time books	R234.20								1				
USB (64GB)	R107.00										2		5
Students living with disabilities													
72 page soft cover books	R7.00	8	12	12			12	8					

Stationery items	Unit cost	AET Level 1	AET Level 2	AET Level 3	GETC: AET Level 4	Grade 12	Occupational Programmes	Non-Formal Skills Programmes	Lecturers	Support staff	CLC	Satellite Centre	Head office
96 page hard cover books	R17.00				10	10							
192 page hard cover books	R24.80												
50 page Flip File	R76.00												
20 page flip file	R30.00	2	2	2	10	10	2	2					
10 page flip files	R25.00												
100 sheet exam pads	R23.20	4	4	4	10	10	4	4					
Pencils	R8.25	4	6	6	10	10	6	6					
Erasers	R11.95	4	4	4	4	4	4	4					
Sharpeners	R15.95	1	1	1	1	1	1	1					
Rulers	R7.53	1	1	1	1	1	1	1					
Prit	R51.25	2	2	2	2	2	2	2					
Crayons	R25.00	1	1	1			1	1					
Loop scissors	R330.00	1	1	1	1	1	1	1					
Pens	R5.92	4	6	6	10	10	6	4					
Standard calculator	R69.00			1									
Mathematics set	R57.00			1	1	1							
Graph book (36-page)	R12.55				2	2							
Scientific calculator	R97.00				1	1							
Ledger book (72 page)	R12.50												

Stationery items	Unit cost	AET Level 1	AET Level 2	AET Level 3	GETC: AET Level 4	Grade 12	Occupational Programmes	Non-Formal Skills Programmes	Lecturers	Support staff	CLC	Satellite Centre	Head office
Journal	R46.00				1	1							
Drawing book	R27.00				2	2							
Only Blind, partially blind, and Blind-Deaf													
Standard calculator (Talking)	R740.00			1									
Scientific calculator	R6320.00	-	-	-	1	1	-	-					
Only partially blind													
Full page magnifier	R199.00	1	1	1	1	1	1	1					