



**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**



# COMMUNITY EDUCATION AND TRAINING SECTOR

Presentation by Mr TE Nxumalo

**Date and Place**

# Presentation Outline

1. PSET System
2. DHET budget programmes
3. CET Programme structure and mandate
4. Legislative Framework and Context
5. MTSF
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# 1. Post School Education & Training System

## **The post-school education and training (PSET) system comprises:**

- 26 public universities;
- 50 technical and vocational education and training (TVET) colleges;
- 9 Community Education and Training (CET) Colleges (which encompass 3276 Community Learning Centres);
- Registered private colleges and private higher education institutions;
- Skills Levy institutions: SETAs and the National Skills Fund (NSF);
- Regulatory bodies responsible for qualifications and quality assurance in the post-school system:
  - Council on Higher Education (CHE),
  - the South African Qualifications Authority (SAQA)
  - Quality Council for Trades and Occupation (QCTO).

## 2. Budget Programmes

The Department currently has **6 funded programmes** (branches) i.e.

- **Programme 1: Administration** - provides strategic leadership, management and support to the Dept.
- **Programme 2: HRD, Planning and Monitoring Coordination** - provides strategic direction in the development, implementation and monitoring of departmental policies and the HRDS-SA
- **Programme 3: University Education** - Develop and coordinate policy and regulatory frameworks for an effective and efficient university education system. Provides financial support to universities, NSFAS
- **Programme 4: TVET** - Plan, develop, implement, monitor, maintain, and evaluate, national policy, programmes, assessment practices and systems for college sectors
- **Programme 5: Skills Development** - Promote and monitor the national skills development strategy. Develop a skills development policy and regulatory framework for an effective skills development system
- **Programme 6: (CET in 2016)**

### 3. The Community Education and Training Programme structure and mandate

- CET Programme is a national function and is structured in the following manner:
  - ❖ Head office-Branch
  - ❖ Regional offices
  - ❖ CET Colleges-3276 CLCs
- Adults and post-school youth who are sidelined, unemployed, and not in education and training
- Communities who need skills for sustainable livelihoods with the ultimate goal of improving their socio-economic circumstances.

## 4. Legislative Framework and context

- 1) Constitution of the Republic of South Africa, 1996
- 2) White Paper on Post-School Education and Training, 2015
- 3) Continuing Education and Training Act, 2006
- 4) National Policy for Community Education and Training Colleges, 2015
- 5) National Policy for the Monitoring and Evaluation of Community Education and Training Colleges, 2016
- 6) Staffing Norms and Standards for CET Colleges (Draft)
- 7) Framework for Forging Strategic Partnerships
- 8) National Curriculum Policy Framework for CET colleges, 2017
- 9) National Improvement plan, 2017

# 5. MTSF

## Medium Term Strategic Framework

- The Minister of Higher Education and Training has committed in his delivery agreement to realize delivery outcome 5 of the 2014-2019 Medium Term Strategic Framework “***a skilled and a capable workforce to support an inclusive growth path***”
- The CET programme finds expression through sub-outcome 2 of the Department, “***increase access and success in programmes leading to intermediate and high level learning***”.
- Programme 6 (CET) Purpose:  
Plan, develop, monitor, maintain, and evaluate implementation of national policy, programmes, assessment practices and systems for Community Education and Training (CET) colleges.

## 6. Problem Statement: GHS 2015: 20+

- 1) **1.711-m** people (**9%**) have no formal schooling
- 2) **3.748-m** people (**18.4**) have some primary schooling
- 3) **1.6 –m** people (**8.4**) completed primary schooling
- 4) **12.079-m** people (64%) have some form of secondary school but have not attained an NQF Level 4 qualification such as the NSC, SC or NC(V).



## 7. Problem statement continued:

- 1) Persistent gender, race, geography and class inequalities regarding access to and success in education and training opportunities, particularly the NEETS.
- 2) Inability of various education institutions to cater for this group of youths and adults due to:
  - a) Poor articulation and differentiation
  - b) Minimal or absence of non-formal programmes
- 3) Lack of diversity and responsiveness of programme offerings (focus on formal/academic programmes)
- 4) Poor quality of provision and inordinate system inefficiencies
- 5) Poor or no integration with the levy grant institutions (agencies)

## 7. Community Education and Training: The Principles

- a) Social justice;
- b) Community determination, access, participation, success and development;
- c) Partnerships, employer and work organisation involvement;
- d) Local community developmental agenda determination;
- e) Inter-departmental cooperation;
- f) Agency for the State's developmental agenda; and
- g) Robust research, monitoring and evaluation.

## 8. White Paper Policy Objectives

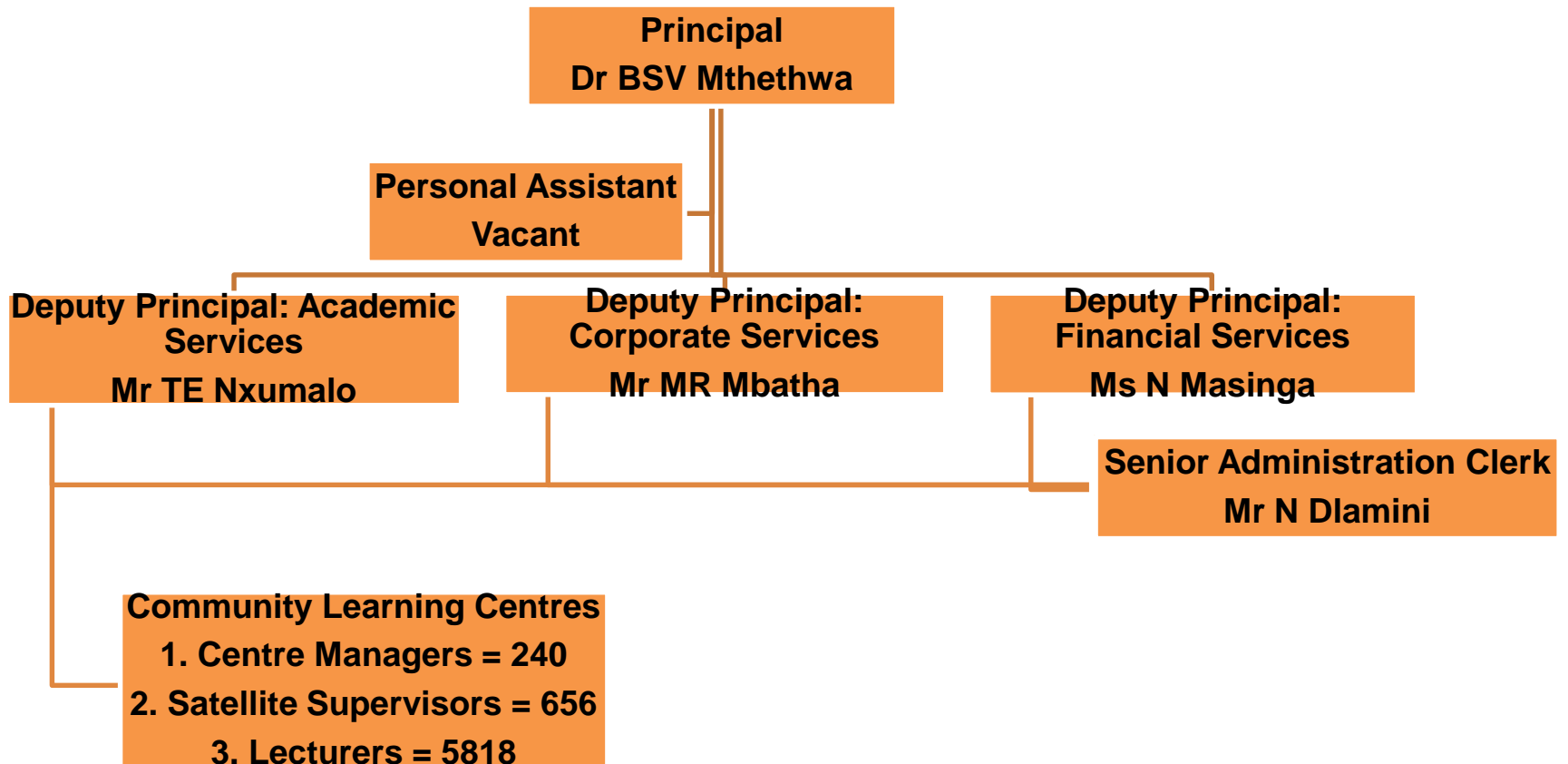
- The Department released the White Paper for Post School Education and Training (PSET).
- The White Paper has created a framework that defines the Department's vision for PSET, its focus and priorities in the short, medium and long term
- Create a single, coordinated post-school Education and Training system
- Expand access. Headcount enrolment targets for 2030 are:
  - 1.6 million in public universities (from approx. 940 000)
  - 2.5 million in TVET colleges (from 650 000)
  - 1.0 million in community colleges (from 265 000)
  - 0.5 million in private institutions
- Improve quality and increase diversity
- Expand workplace training and other partnerships
- A system that is responsive to the needs of individual citizens and employers and to broader societal, developmental objectives

## 9. National Policy on Community Colleges

The policy provides a framework for:

- the establishment of Community Colleges,
- governance and management of these institutional types,
- employment of staff,
- funding framework,
- programmes and qualification offerings,
- quality assurance, examination and assessment, as well as
- monitoring and evaluation

# 10. KZN CET College Management



# 11. KZN CET College Vision & Mission

## 1. Vision

Responsive literacy and skills development for all.

## 2. Mission

A model community college providing quality technical, occupational and vocational skills towards economic empowerment.

## 3. Mission Statement

The KZN CET College is committing itself to: serve youth and adults by providing formal and non-formal education and skills based programmes that are responsive to socio-economic problems such as *illiteracy, unemployment and poverty*. It also promotes an education that provides opportunities for life-long learning and entrepreneurship that empowers people to actively participate in the economy.

## 12. Strategic Objectives

1. To expand access and improve success rate to community education and training programmes that focus on raising the learning base, intermediate formal qualifications, community focused skills programmes and part qualifications by March 2020.
7. To ensure establishment of both formal and informal Partnerships with all conceivable stakeholders, including churches, non-governmental organisations (NGOs), Community Based Organisations (CBOs), Educational Institutions (Private and Public), Businesses/ Private Companies, Sector Education and Training Authorities (SETAs), and any stakeholder who supports the programmes that promote all legislative and regulatory framework on community education, community reskilling and development.

## 13. Programme Qualification Mix (PQM)

1. The Programmes and Qualification for the Community Education and Training (CET) College are flexible and driven by community development priorities and state priorities.
2. According to the Continuing Education & Training Act, Act No. 16 of 2006, funding for the CET College programmes will be from the state, SETAs, and other institutions.
3. Programmes are:
  - 3.1 General Education & Training  
(AET Level 1, 2, 3, 4 and NSCA)
  - 3.2 Skills Development & Entrepreneurship  
(Short Skills Programmes & Learnerships)
  - 3.3 Post-Secondary Education & Training  
(Bridging Programmes)
  - 3.4 Community Development Programmes  
(Self-Help Skills, Cooperatives, and Civic Education)



## 14. KZN Poverty Eradication Plan

The KZN CET College programmes to strategically aligned to the KZN Poverty Eradication Plan:

6.1 Early Childhood Development;

6.2 Primary and Secondary Schools Education Improvement;

- AET Level 1, 2, 3, and 4
- National Senior Certificate for Adults

6.3 Skills alignment to Economic Growth;

- Plumbing, Carpentry, Sewing, Farming Activities, etc.

6.4 Artisan Development

- Apprenticeship programmes
- Learnership programmes

6.5 Youth Skills Development; and

6.6 Life Long Learning

## 15. Funding Framework

- a) Public community colleges shall be funded in accordance with the National Funding Norms and Standards for Funding Public Community Colleges as provided for in terms of section 23 of the CET Act, 2006, as well as through and other funding stream as identified in section 24 of the Act.
- b) The funding norms for Public Colleges will during the transitional period from PEDs be the funding convention as inherited from Province.

## 16. Community College Infrastructure

- a) Department intends to provide the infrastructure for Public Community Colleges in order to foster their distinct institutional identity.
- b) Department may use the existing infrastructure of schools, TVET Colleges, community faith based and interest (focus) industries, universities and skills centre
- c) The infrastructure of schools and colleges may be utilised after securing the approval of the governing structures of the TVET Colleges and schools.
- d) In instances where the existing PALCs have their own infrastructure, such infrastructure may be used for Community Colleges' activities.

## 17. Quality Assurance

- a) Quality Council for Trades and Occupations (OQSF qualifications or part-qualification)
- b) Quality Council for General and Further education and Training (GENFETQSF) qualifications and part-qualifications)
- c) Department of Higher Education and Training



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***Thank You***