

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NO. 254

24 MARCH 2017

**SECTION 41 B OF THE CONTINUING EDUCATION AND TRAINING ACT, 2006
(ACT NO.16 OF 2006)****CALL FOR PUBLIC COMMENTS ON THE DRAFT POLICY FRAMEWORK FOR
THE DEVELOPMENT OF ADMISSION POLICIES BY COMMUNITY
EDUCATION AND TRAINING COLLEGES**

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, in terms of the Continuing Education and Training Act, 2006, (Act No.16 of 2006), hereby invite public comments on the draft *Policy Framework for the Development of Admission Policies by Community Education and Training Colleges*.

The draft *Policy Framework for Development of Admission Policies by Community Education and Training Colleges* aims to ensure effectiveness, efficiency and a positive impact of the Department's CET Programme 6 on adult and out-of-school youth.

All interested persons and organisations are invited to comment on the draft *Policy Framework for the Development of Admission Policies by Community Education and Training Colleges* in writing and direct their comments to:

The Director-General, Private Bag X174, Pretoria, 0001, for Attention: The Acting Deputy Director-General, Dr EB Mahlobo, email: Mahlobo.B@dhet.gov.za or by fax to 012 3242059.

Kindly provide the name, telephone number, fax number and email address of the person or organisation when submitting comments.

A copy of the draft policy framework is available on the website of the Department at www.dhet.gov.za. Hard copies will also be made available for collection in Room 631, Department of Higher Education and Training, 123 Francis Baard Street, Pretoria, on request.

The comments on the draft *Policy Framework for the Development of Admission Policies by Community Education and Training Colleges* should reach the Department within 21 calendar days after the publication of this Notice.



Dr BE Nzimande, MP
Minister of Higher Education and Training

Date: 07/03/2017



higher education
& training

Department
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**DRAFT POLICY FRAMEWORK FOR THE DEVELOPMENT
OF ADMISSION POLICIES BY
COMMUNITY EDUCATION AND TRAINING COLLEGES**

TABLE OF CONTENTS

LIST OF ACRONYMS AND ABBREVIATIONS.....	3
SECTION 1: INTRODUCTION	4
SECTION 2: BACKGROUND AND CONTEXT.....	6
SECTION 3: OBJECT OF THIS POLICY FRAMEWORK.....	7
SECTION 4: APPLICATION	7
SECTION 5: RATIONALE	7
SECTION 6: LEGISLATION AND POLICY FRAMEWORK.....	8
SECTION 7: DETERMINATION OF CRITERIA FOR ADMISSION TO CET COLLEGES...	9
SECTION 8: ADMINISTRATION OF ADMISSIONS	10
SECTION 9: DOCUMENTS REQUIRED FOR ADMISSION OF A STUDENT	10
SECTION 10: ADMISSION OF NON-CITIZENS.....	10
SECTION 11: STUDENTS WITH SPECIAL EDUCATION NEEDS	11
SECTION 12: REGISTRATION REGISTER.....	11
SECTION 13: MONITORING AND EVALUATION INSTRUMENTS FOR THE COLLEGE SYSTEM.....	11
SECTION 14: SHORT TITLE	12

LIST OF ACRONYMS AND ABBREVIATIONS

CDW	Community Development Workers
CET Act:	Continuing Education and Training Act, 2006 (Act 16 of 2006)
CET	Community Education and Training
CLC	Community Learning Centre
CHW	Community Health Worker
CWP	Community Works Programme
EPWP	Extended Public Works Programme
HIV/AIDS	Human Immune Virus and Acquired Immune Deficiency Syndrome
MTSF	Medium-Term Strategic Framework
NC (V)	National Certificate (Vocational)
NDP	National Development Plan
NEET	Not in Employment, Education or Training
NQF	National Qualifications Framework
NSC	National Senior Certificate
PALC	Public Adult Learning Centre
PQM	Programme and Qualifications Mix
SC	Senior Certificate
TVET	Technical and Vocational Education and Training
WP-PSET	White Paper for Post-School Education and Training

SECTION 1: INTRODUCTION

1. The admission policies of Community Education and Training (CET) Colleges are underpinned and guided by the Constitution of the Republic of South Africa, 1996 (Act No 108 of 1996).
2. The CET College system needs to respond to the country's need to redress past imbalances and inequalities by transforming education and training in order to improve the livelihoods of individuals and contribute to the economy and broader society.
3. According to the *National Policy on Community Education and Training Colleges* published in Government Gazette Notice No. 38924 of 3 July 2015, CET Colleges have to increase access to education and training for the employed and unemployed, young and old to encourage an economically active population and community participation.
4. The *White Paper for Post-School Education and Training* (WP-PSET) envisages a post-school education and training system that is committed to achieve the following objectives:
 - a) Education and social justice;
 - b) A single, coordinated system;
 - c) Expanding access, improving quality and increasing diversity;
 - d) Education and work; and
 - e) Responsiveness.
5. The *National Policy on Community Education and Training Colleges* outlines the following principles that define what Community Education and Training Colleges are about, namely:
 - 5.1 Expansion of access to education and training for all youth and adults, especially those who have limited opportunities for structured learning, including learners with disabilities;

- 5.2 Diversification and transformation of institutions that promote the goals and objectives of a progressive socio-economic agenda;
 - 5.3 Provision of good quality formal and non-formal education and training programmes;
 - 5.4 Provision of vocational training that prepares people for participation in both the formal and informal economy;
 - 5.5 Close partnerships with local communities, including local government, civil society organisations, employer and worker organisations and alignment of programmes with their needs;
 - 5.6 Partnerships with government's community development projects;
 - 5.7 Local community participation in governance; and
 - 5.8 Collaboration and articulation with other sections of the post-school system.
6. To achieve these objectives, CET Colleges must expand access to education and training for millions of youths and adults who are not in employment, education or training (in short referenced as NEETs).
 7. The Department of Higher Education and Training has developed this policy framework to guide CET Colleges to administer admission systems that uphold the national higher education transformation goals and values of equity of access and redress of past inequalities. Community Colleges must therefore commit themselves to provide conducive conditions and opportunities for effective learning.
 8. As a third tier alongside Technical and Vocational Education and Training (TVET) Colleges and Universities, CET Colleges have a responsibility to expand access to education and training to meet needs which are not catered for by other institutions.
 9. Among others, the needs that were identified are: community health care; parenting and childcare; early childhood development; care for the aged; care for those with HIV/AIDS and other diseases; citizenship education; community organisation; making effective use of new consumer technologies for various purposes such as seeking information or marketing local products; skills for self-employment in a range of areas, from market gardening to small-scale manufacturing, arts and crafts.

10. The Department of Higher Education and Training recognises the fact that the College Councils must determine the admission policies for their respective institutions. This policy framework is therefore developed for the Community College Council to adopt or adapt it when they develop their own.

SECTION 2: BACKGROUND AND CONTEXT

11. The *National Development Plan* (NDP) indicates that there are currently about 3 million young people aged 18-24 who fall in the NEETs category.
12. The 2015 *General Household Survey* report published in June 2016 indicates that there are 18.8 million South Africans who are 20 years of age and older, who can benefit from the expansion and quality provision of CET programmes. The figure of 18.857 million is disaggregated as follows:
- a) 1.711 million (9%) have no formal school education at all;
 - b) 3.478 million (18.4%) have some primary schooling;
 - c) 1.6 million (8.4%) have completed primary schooling; and
 - d) 12.068 million (64%) who have some secondary education but did not attain a Grade 12 equivalent qualification such as the Senior Certificate (SC), National Senior Certificate (NSC) or National Certificate (Vocational) (NC (V)); qualifications at Level 4 of the National Qualifications Framework (NQF).
13. The state currently provides community education and training through some of the 3276 Community Learning Centres (CLCs), which are by and large the erstwhile Public Adult Learning Centres (PALCs), which mostly operate on a part-time basis due to their dependence on the public schooling infrastructure.
14. The *National Policy on Community Education and Training Colleges* provides for CET Colleges to be flexible through their *Programme and Qualifications Mix* (PQM) to render their institutions accessible to adults and youth by providing programmes driven by the community and state developmental priority needs.

SECTION 3: OBJECT OF THIS POLICY FRAMEWORK

15. The object of this policy framework is to provide a basis for all CET College Councils to develop the admission policy of the college.

SECTION 4: APPLICATION

16. This policy framework applies to all CET Colleges, declared or established by the Minister in terms of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006) and all staff involved in admission processes of CET Colleges.

SECTION 5: RATIONALE

17. CET Colleges have been established to expand access to post-school education and training to cater for the diverse needs of adults and out-of-school youth. The state has to respond to the diverse needs that were created by the apartheid regime by providing education and training that will deal with issues of inequality, poverty and unemployment, among other things.
18. CET Colleges need to open doors and opportunities for people who want to continue their education for various reasons such as entering the labour market, re-skilling themselves or finding alternative ways to earn sustainable livelihoods.
19. In order to increase access and expand education and training opportunities to millions of adults and youth in their local communities, the WP-PSET calls for CET Colleges to link directly with the work of public programmes to provide appropriate skills and knowledge. These programmes include the Expanded Public Works Programme (EPWP); Community Works Programme (CWP); the state's infrastructure development programme; as well as economic and social development initiatives such as the Community Development Workers (CDW) and Community Health Workers (CHW) programmes.
20. The WP-PSET, read with the Medium Term Strategic Framework (MTSF) and the NDP: Vision 2030 expects the CET College system to expand access to one million

students by 2030 while simultaneously improving quality.

SECTION 6: LEGISLATION AND POLICY FRAMEWORK

21. In terms of section 29(1) (a) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), everyone has the right to basic education, including adult basic education. In the CET system context, this refers to provision of basic and functional numeracy and literacy programmes to adults and youth.
22. Section 17 of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006) clearly outlines the requirements for an admission policy of a public college as follows:
- a) Subject to applicable policy, the council of a public college determines the admission policy of the college, after consulting the academic board and with the approval of the Minister;
 - b) The admission policy of a public college may not unfairly discriminate in any way and must provide appropriate measures for the redress of past inequalities; and
 - c) The council may, subject to applicable policy, the approval of the Director-General and after consultation with the academic board-
 - i. determine admission requirements in respect of particular continuing education and training qualifications or part-qualifications;
 - ii. determine the number of students who may be admitted for a particular continuing education and training qualification or part-qualification and the manner of their selection;
 - iii. determine the minimum requirements for readmission to study at the public college in question; and
 - iv. refuse the readmission of a student who fails to satisfy the minimum requirements for readmission.
 - d) The council of a public college must take the necessary steps within its available resources to ensure that the college is accessible to disabled students.
23. The *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* provides for a framework which guides the

transformation of practices related to examinations and assessment in general with a view to achieving enabling mechanisms to support candidates with barriers to learning.

SECTION 7: DETERMINATION OF CRITERIA FOR ADMISSION TO CET COLLEGES

24. The College Council determines the admission requirements to the College in line with the policies and regulations promulgated by the Department of Higher Education and Training, and include:
 - 24.1 determining the entrance requirements in respect of all qualifications;
 - 24.2 determining the number of students to be admitted for a particular qualification and the manner of their selection;
 - 24.3 determining the minimum and maximum duration of study pertaining to a particular qualification;
 - 24.4 determining the minimum requirements for re-admission to study;
 - 24.5 determining the medium of instruction; and
 - 24.6 determining the standards and conditions under which students may be refused re-admission to the college.
25. The student's admission shall be subject to the student's acceptance of the rules and academic regulations of the college. Acceptance of a place at the college shall be taken to constitute acceptance of all published regulations that may pertain to qualifications and all lawful instructions of the college and its agents.
26. Whilst it is good to have an admission policy, it is also important to put systems in place to ensure improvement of students' performance and achievement. The college is therefore expected to develop a student attendance and punctuality policy that will assist to monitor attendance once admitted.
27. The college must through the college prospectus, indicate when and how the college will induct and orientate students in the academic programmes irrespective of the nature of the programme enrolled for.

28. The Council must develop a *College Student Code of Conduct* which every student must sign upon registration.

SECTION 8: ADMINISTRATION OF ADMISSIONS

29. A person may register as a student only if he or she satisfies the legal requirements for admission to study at the college and satisfies any other requirements for admission that may be determined by the Council and laid down in the *College Student Code of Conduct*.
30. The Council of a CET College must make a copy of the college's admission policy available to the Director-General.

SECTION 9: DOCUMENTS REQUIRED FOR ADMISSION OF A STUDENT

31. A student must complete an enrolment form for admission, which should be made available to him or her by the CLC together with the admission policy and the *College Student Code of Conduct*. The principal must put in place processes to ensure that students are given whatever assistance they may require to complete the form.
32. The student must, on application, present a certified copy of an identity document to the college.
33. Once the College has verified that the student complies with the admission requirements of the College and the qualification, will the student be registered.

SECTION 10: ADMISSION OF NON-CITIZENS

34. A student who entered the country on a study permit must present the study permit when applying for admission to the college.
35. Persons classified as aliens must, when they apply for admission, show evidence that they have applied to the Department of Home Affairs to legalise their stay in the

country in terms of the Aliens Control Act, 1991 (Act No. 96 of 1991) as amended in section 2 of the Aliens Control Amendment Act, 1995 (Act No. 76 of 1995).

SECTION 11: STUDENTS WITH SPECIAL EDUCATION NEEDS

36. The rights and wishes of students with special education needs must be taken into account at the admission to the college. Colleges are encouraged to make the necessary arrangements, as far as practically possible, to make their facilities accessible to such students.

SECTION 12: REGISTRATION REGISTER

37. The Principal of a CET College must keep a Registration Register of the college. All students admitted to and registered with the college must be recorded in the Registration Register.
38. The College Council must determine how the registration records of the college will be kept. Every record must contain the surname and full names, date of birth, age, identity number and address of the student as well as the names of the student's next of kin and their addresses and telephone numbers, where applicable.
39. Entries in the Registration Register must be verified against the birth certificate, identity document or passport of each student.
40. Officials from the national and regional offices must have access to the Registration Register and records.

SECTION 13: MONITORING AND EVALUATION INSTRUMENTS FOR THE COLLEGE SYSTEM

41. For this policy framework to be effective, it will be supported by a set of monitoring and evaluation instruments indicated below:
- a) Annual snap surveys;
 - b) Annual surveys;
 - c) Annual reports;

- d) Quarterly Enrolment Monitoring Tools;
- e) Functionality Assessment Tools;
- f) A Business Management Information System namely the Community Education and Training Management Information System (CETMIS); and
- g) Any other instrument as may be required from time to time.

SECTION 14: SHORT TITLE

This policy framework shall be called the *Policy Framework for the Development of Admission Policies by Community Education and Training Colleges*.