

---

**GOVERNMENT NOTICES • GOEWERMENTSKENNISGEWINGS**

---

**DEPARTMENT OF HIGHER EDUCATION AND TRAINING**

NO. 448

22 MAY 2017

**SECTION 41B OF THE CONTINUING EDUCATION AND TRAINING ACT, 2006  
(ACT NO. 16 of 2006)****NATIONAL POLICY ON CURRICULUM DEVELOPMENT AND  
IMPLEMENTATION IN COMMUNITY EDUCATION AND TRAINING COLLEGES**

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, in terms of section 41B (4) (f) of the Continuing Education and Training Colleges Act, 2006 (Act No. of 2006), hereby publish the *National Policy on Curriculum Development and Implementation in Community Education and Training Colleges*.

A copy of the policy as identified by the signature of the Minister on each page is available on the website of the Department at [www.dhet.gov.za](http://www.dhet.gov.za). Hard copies may also be collected at the Department of Higher Education and Training, 123 Francis Baard, Pretoria.



**Dr Bonginkosi Emmanuel Nzimande, MP**  
**Minister of Higher Education and Training**

Date: 05/04/2017



higher education  
& training

---

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

**NATIONAL POLICY ON CURRICULUM DEVELOPMENT AND  
IMPLEMENTATION IN COMMUNITY EDUCATION AND TRAINING  
COLLEGES**

Table of Contents

<b>ACRONYMS AND ABBREVIATIONS .....</b>	<b>4</b>
<b>DEFINITIONS .....</b>	<b>5</b>
<b>SECTION 1: INTRODUCTION .....</b>	<b>9</b>
<b>SECTION 2: DEFINITION OF CURRICULUM .....</b>	<b>10</b>
<b>SECTION 3: BACKGROUND AND CONTEXT .....</b>	<b>11</b>
<b>SECTION 4: PRINCIPLES UNDERPINNING CURRICULUM DEVELOPMENT AND IMPLEMENTATION.....</b>	<b>13</b>
<b>SECTION 5: LEGISLATION AND POLICY CONTEXT .....</b>	<b>14</b>
National policies.....	15
<b>SECTION 6: PURPOSE OF POLICY .....</b>	<b>16</b>
<b>SECTION 7: APPLICATION.....</b>	<b>16</b>
<b>SECTION 8: PROGRAMME AND QUALIFICATION MIX IN CET COLLEGES ...</b>	<b>16</b>
Literacy and Post Literacy programmes .....	17
Academic Qualifications.....	18
Occupational and Skills Programmes .....	18
Non formal programmes .....	19
Post -Secondary programmes and qualifications.....	19
<b>SECTION 9: PLANNING AND IMPLEMENTING PROGRAMME AND QUALIFICATION MIX IN CET COLLEGES .....</b>	<b>20</b>
Appropriate employment procedures and practices.....	20
Admission Policy.....	21
Teaching and Learning Plan.....	21
Programme Offerings .....	21
Lecturer development and support .....	22
Student academic support and performance improvement .....	22
Assessment and examination.....	22
Learning and Teaching Support Materials .....	22
Teaching and learning spaces.....	23
Use of technology for learning and teaching.....	23
Annual Teaching and Learning report .....	23
<b>SECTION 10: RESOURCING THE PROGRAMME AND QUALIFICATIONS IN CET COLLEGES .....</b>	<b>23</b>

SECTION 11: STRUCTURES FOR CO-ORDINATION.....24  
SECTION 12: SHORT TITLE AND COMMENCEMENT .....25

## ACRONYMS AND ABBREVIATIONS

AET	Adult Education and Training
CETCAC	Community Education and Training College Administrative Centre
CBO	Community-Based Organisation
CLC	Community Learning Centre
CSO	Civil Society Organisation
DHET	Department of Higher Education and Training
ETDP	Education Training and Development Practices
FBO	Faith Based Organisation
GETC	General Education and Training Certificate
HET	Higher Education and Training
HRD	Human Resources Development
IEB	Independent Examinations Board
NDP	National Development Plan
NGO	Non-Governmental Organisation
NPO	Non-Profit Organisation
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
OQSF	Occupational Qualifications Sub-Framework
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training

## DEFINITIONS

“**Articulation**” means facilitating the progress and mobility of learners within and across each of the three Sub-Frameworks of the national Qualification Framework (NQF) and to the world of work, which is achieved by the intentional design of structure and content of qualifications.

“**Comparability**” means the degree of similarity between two qualifications in terms of purpose, level, credits and learning outcomes in order to determine the extent of credit accumulation and/or transfer within or between institutions. The matching of curricular properties should also be considered when comparability is determined.

“**Credit accumulation and transfer (CAT) system**” means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.

“**Credit accumulation**” means the totalling of relevant credits required to complete a qualification or a part-qualification.

“**Credit transfer**” means the vertical, horizontal or diagonal relocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, departments or institutions.

“**Credits**” means the amount of learning contained in a qualification or part-qualification whereby one (1) credit is equated to ten (10) notional hours of learning.

“**Diagnostic assessment**” means assessment conducted before teaching or training starts, for the purposes of identifying learners’ strengths and weaknesses, in order to use the associated information for the purposes of creating suitable learning environments.

“**Lecturer**” is an inclusive term referring to teachers, facilitators, assessors, moderators, and others teaching, educating, training, facilitating, assessing, or enabling learning in learning contexts across the board in all Community Education and Training (CET) learning contexts.

“**e-learning**” means a mode of teaching and learning that makes use of technology-mediated features.

“**Evaluation of learning**” means a process involving gathering evidence and making informed judgements about a learning programme, or module or component of a learning programme; or its curriculum, learning materials or assessment; or its impact on learners or society. Evaluation involves making a judgement about the worth, merit or impact of learning or a programme of learning.

“**Exit Level Outcomes**” refer to the outcomes which define the level of performance according to which a candidate completing the qualification is assessed.

**“Feedback”** means specific reporting from the lecturer to the learner or between learners, on how they have performed in an assessment activity, regardless of the level of formality of the assessment activity. Feedback specifies what was done well, and why, and provides clear guidance regarding what is missing or still needs development in learners’ texts, performances or demonstrations, in order to enhance learning.

**“Formal learning”** means learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part-qualification registered on the NQF.

**“Formative assessment”** means a range of formal, non-formal, and informal ongoing assessment procedures used to focus teaching and learning activities to improve learner attainment.

**“Informal learning”** means learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning.

**“Learner”** is an inclusive term referring to anyone learning, including pupils, students, apprentices, interns, learners in learnerships, people doing training, and people learning non-formally and informally as well as people enrolled for particular qualifications or part-qualifications, and people learning in contact, distance, and self-study contexts at all levels in the system.

**“Learning”** means the acquisition of knowledge, understanding, values, skill, competence or experience.

**“Learning outcomes”** mean the contextually demonstrated end-products of specific learning processes, which include knowledge, skills and values.

**“Learning pathway”** means sequencing of qualifications that allows learners to move vertically, diagonally, and in some cases horizontally, through NQF levels giving learners recognition for full or partially completed qualifications or part-qualifications. Learning pathways can also lead to professional designations, when learning pathways include periods of structured work experience over and above qualifications.

**“Level”** means one of the series of levels of learning achievement arranged in ascending order from one to ten according to which the NQF is organised.

**“Lifelong learning”** means learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective. It includes learning behaviours and obtaining knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.

**“Mixed-mode or multi-modal learning”** means learning that makes use of different learning sites and different forms of delivery including but not limited to face-to-face, distance and e-learning, and fulltime, part-time, and block-release study.

**“Non-formal learning”** means planned educational interventions that are not intended to lead to the awarding of qualifications or part-qualifications.

**“Notional hours of learning”** comprise the total amount of time it would take the average learner to meet the outcomes defined in a learning experience and include *inter alia*, face to face contact time, time spent in structured learning in the workplace, time for completing assignments and research, and time spent in assessment processes.

**“National Qualifications Framework (NQF)”** is a comprehensive system approved by the Minister of Higher Education and Training for the classification, registration, publication and articulation of quality assured national qualifications.

**“Occupational qualification”** means a qualification associated with a trade, occupation or profession, resulting in learning in and for the workplace.

**“Outcomes”** means the contextually demonstrated end-products of specific learning processes, which include knowledge, skills and values. Outcomes could be generic in that they apply across many fields of learning (generic outcomes include aspects such as “ability to problem-solve” or “understanding the world as a set of inter-related systems”).

**“Part-qualification”** means an assessed unit of learning that is registered as part of a qualification.

**“Progression”** is the means by which individuals are permitted to move through NQF levels by accumulating appropriate combinations of credit.

**“Provider”** means a body that offers any education programme or trade and occupational learning programme that leads to a qualification or part-qualification registered on the NQF.

**“Qualification”** means a registered national qualification.

**“Recognition of Prior Learning (RPL)”** means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

**“Registration of a qualification or part-qualification”** means formal inclusion of a qualification or part qualification on the NQF, with an identification of the relevant Sub-Framework, when a qualification or part-qualification meets the set criteria as recommended by the Quality Council concerned.

**“Site-based assessment”** means assessment tasks developed and administered on-site by lecturers at the place at which tuition is offered.

**“Sub-Framework”** means one of three qualifications Sub-Frameworks which make up the NQF as a single integrated system: the Higher Education Qualifications Sub-Framework (HEQSF); the General and Further Education and Training Qualifications Sub-Framework (GFETQSF); and the Occupational Qualifications Sub-Framework (OQSF).



**“Summative assessment of learning”** means assessment conducted at the end of sections of learning or at the end of a whole learning programme, to evaluate learning achievements related to a particular qualification, part-qualification, or professional designation.

**“Workplace-based learning”** means the exposure and interactions required to practise the integration of knowledge, skills and attitudes required in the workplace.

## SECTION 1: INTRODUCTION

1. The *Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996)* provides the basis for curriculum development in South Africa. The Preamble to the Constitution states that the aims of the Constitution are to:
  - a) Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
  - b) Improve the quality of life of all citizens and free the potential of each person;
  - c) Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
  - d) Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.
2. The *National Policy on Curriculum Development and Implementation* is underpinned and guided by the *Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996)*. Section 29 of the Constitution states that everyone has a right to adult basic education and to further education, which the state, through reasonable measures, must make progressively available and accessible.
3. This policy is framed within the context of Medium Term Strategic Framework (2014-2019), National Development Plan, White Paper for Post-School Education and Training (WP-PSET), New Growth Path Framework, National Skills Accord, Green Economy Accord, Youth Development Accord, Human Resource Development Strategy for South Africa 2010-2030 (HRDS-SA), the Industrial Policy Action Plan (IPAP) and other relevant strategic policy frameworks.
4. The Community Education and Training (CET) College system is established with the context that the entire PSET system needs massive expansion and radical improvement in the quality of education and training in order to contribute to the lives of individuals, the developmental needs of the economy and the broader society.
5. Rekindling a love for continuous learning, bringing respect and dignity to those who have had unpleasant experiences of schooling, fostering collective and peer learning, providing responsive programmes that enable students to address their immediate challenges and recognising that students bring valuable experiences into the learning situation are approaches that must underpin learning and teaching in Community Education and Training Colleges.
6. The community education and training approach to adult and youth learning and education seeks to facilitate a cycle of lifelong learning in communities and offers routes to enable the development of skills, (including literacy, numeracy and vocational) to enhance

personal, social, family and employment opportunities.

7. South Africa should seek to build and expand the education and training system to provide more opportunities for adults and young people, in the context of a sound basic education system that provides foundational competencies and skills and expanding lifelong and second-chance learning opportunities for young people and adults in different settings, in institutions, communities and workplaces.
8. More specifically, the vision over the next two decades should aim to eliminate adult illiteracy, provide second-chance opportunities to young people and adults who did not complete secondary school and provide flexible, lifelong and continuing education and training opportunities to adults and young people.
9. Recognising that CET Colleges are newly established institutions, this policy document is developed to provide guidance on the provision of programmes. The nature and purposes of such programmes and qualifications will be informed by national and local needs and demands. It is envisaged that over time evidence based curriculum development will be embedded within the CET College system.
10. This policy document is therefore informed by a range of investigations commissioned through a number of Ministerial Task Teams.

## SECTION 2: DEFINITION OF CURRICULUM

11. There are different definitions of curriculum based on different conceptualisations, philosophical orientations and ideologies. Therefore notions of curriculum are always contested and may shift based on various contexts, different learning and teaching approaches as well as the mandated national goals of states or countries.
12. This policy document adopts a working definition of curriculum as a statement of intended outcomes to be achieved, what knowledge content is to be acquired, which competencies and skills are to be developed, and the levels of performance that are expected from students. It defines what is to be taught, what students must learn and what is to be assessed. This definition finds expression through curriculum statements that are being developed for the various qualifications in the CET College sector.
13. This policy document further supports the approach to curriculum within the Umalusi sub-framework as encompassing three components:
  - a) **the intended curriculum:** the documented curriculum for a qualification that provides a detailed description in terms of depth, breadth and level of difficulty and cognitive demand of what is required for the purpose of the qualification to be fulfilled;

- b) **the enacted curriculum:** the delivery of the curriculum in an institution which includes leadership and management, the ethos and values, teaching and learning, extra-curricular activities, student support, institutional performance and the management of quality towards improvement; and
  - c) **the assessed curriculum:** the internal and external examination of the intended curriculum.
14. Curriculum development will be informed by the types of qualifications to be provided in CET Colleges. The process of curriculum development will be informed by the relevant policies of the qualification sub-frameworks of the NQF.
  15. The Department will source appropriate expertise for the development of curriculum statements for qualifications to be implemented in CET Colleges.
  16. The curriculum statements for the qualifications to be offered in CET Colleges provide guidance on assessment.
  17. The details of the assessment regime for the curricula in CET Colleges will be elaborated in separate regulations for the conduct, administration and management of examinations, where applicable.
  18. Further work will be undertaken in ensuring that curricula provide for open and distance modalities of delivery in CET Colleges.

### SECTION 3: BACKGROUND AND CONTEXT

19. Since the dawn of democracy in 1994, particular segments of our society (uneducated/unschooled adults and out of school youth) have not benefitted sufficiently in the democratic breakthrough as a result of lack of education and skills. Forms of Community Education and Training programmes and qualifications are therefore essential in addressing the challenges identified.
20. Community Education and Training can play a role in enabling adult and out-of-school youth to improve their ability to adapt to changes in the labour market and the society. Community Education and Training may provide a means of upskilling or reskilling those affected by the triple challenges, as well as contribute to social inclusion, active citizenship and personal development.
21. Critically, in tandem with the provision of education and skills, the structural and systemic obstacles within the economy and the labour market must be addressed if education and skills are going to have a major impact in South Africa.

22. The *National Policy on Community Colleges, Government Gazette Notice No. 38924 of 3 July 2015* provides a broad framework for the establishment of dynamic institutions to provide Community Education and Training programmes and qualifications.
23. The Minister of Higher Education and Training established a Task Team to conceptualize a workable institutional model for community education and training that is distinct in its ethos and mission, provides a diversity of programmes, its qualifications or part qualifications articulate with qualifications of existing institutions, is oriented towards provision for communities and ensures lifelong learning opportunities. The introduction and development of a new institutional type is meant to play a pivotal role in contributing to improved levels of educational attainment among youth and adults.
24. The 2015 General Household Survey report published in June 2016 shows 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 programme. The permutations of the figure of 18.8 million are disaggregated below:
- 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
  - d) 12.079 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 NQF.
25. Another factor that compounds the education and training for the 18.8 million people is that the quality of provision is poor, as evidenced by 15.1% of those who have some primary schooling and those who have completed primary schooling, as well as those who have some secondary schooling are still functionally illiterate.
26. The Task Team report raises a pertinent issue whether the extent to which the profiles of the adults and out-of-school youth and their learning needs are properly understood and can be validated through evidence. The extrapolation of needs from the Household survey has its own limitations. The need for a survey of learner needs and competencies is an investment worth considering. A survey similar to or a variation of the Programme for the International Assessment of Adult Competencies (PIAAC) by the Organisation for Economic Co-operation and Development (OECD) can be investigated.
27. The Programme for the International Assessment of Adult Competencies (PIAAC) developed and conducts the Survey of Adult Skills. The survey measures adults' proficiency in key information-processing skills - literacy, numeracy and problem solving in technology-rich environments - and gathers information and data on how adults use their skills at home, at work and in the wider community.

28. In the established CET Colleges, the Department has to introduce relevant and responsive programmes and qualifications, address the challenges of poor management of teaching and learning, poor quality of provision, lack of diversity of programme offering and poor focus on community development needs. This then is the background and context within which the development of the National Policy on curriculum development and implementation is foregrounded.

#### SECTION 4: PRINCIPLES UNDERPINNING CURRICULUM DEVELOPMENT AND IMPLEMENTATION

29. The *National Policy on Community Education and Training Colleges* puts forward principles that underpin the establishment and operations of Community Education and Training Colleges.
30. It argues that these set of principles, when construed as a collective, define the mission of the Community Colleges. Accordingly, it puts forward the following principles:
- a) Expansion of access to education and training to all youth and adults, especially those who have limited opportunities for structured learning, including learners with disabilities;
  - b) Diversification and transformation of institutions that promote the goals and objectives of a progressive socio- economic agenda
  - c) Provision of good quality formal and non - formal education and training programmes;
  - d) Provision of vocational training that prepares people for participation in both the formal and informal economy;
  - e) Close partnerships with local communities, including local government, civil Society Organisations, employers' and workers' organisations and alignment of programmes with their needs;
  - f) Partnerships with government's community development projects
  - g) Local community participation in governance; and
  - h) Collaboration and articulation with other sections of the post- school system.
31. The principles contained in the *National Policy on Community Education and Training Colleges* are further complemented by the generic outcomes determined by the South African Qualifications Authority which inform all forms of learning and teaching:

- a) Identifying and solving problems in which responses show that responsible decisions using critical and creative thinking have been made.
- b) Working effectively with others as a member of a team, group, organisation or community.
- c) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising and critically evaluating information.
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
- f) Using science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- g) Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- h) Contributing to the full personal development of each student and the social and economic development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of:
  - i) reflecting on and exploring a variety of strategies to learn more effectively;
  - ii) participating as responsible citizens in the life of local, national and global communities; being culturally and aesthetically sensitive across a range of social contexts;
  - iii) exploring education and career opportunities; and
  - iv) developing entrepreneurial opportunities.

32. These principles must find expression in the approaches adopted for learning and teaching, for the selected pedagogy, the assessment approaches to be designed and appropriate learning resources and learning environments.

## SECTION 5: LEGISLATION AND POLICY CONTEXT

33. In terms of section 29(1)(a) of the Constitution of the Republic of South Africa (Act No. 108 of 1996) (hereafter referred to as the Constitution) everyone has the right to basic education, including adult basic education. In the CET system context, this refers to the provision to the adults and youth basic and functional numeracy and literacy programmes.

34. The *Continuing Education and Training Act (Act No. 16 of 2006)* (herein referred to as the *Act*), in section 41B (4) (f) provides for the Minister of Higher Education and Training to determine national policy on curriculum frameworks, core syllabi, further education and training programmes, learning standards, examinations and the certification of qualifications, subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.
35. The *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)* which provides for the classification, registration, publication and articulation of quality assured national qualifications. CET College qualifications are aligned to the NQF Act.
36. The *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* which clearly defines the roles of Quality Assurance stakeholders.
37. The *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* that provides 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;

#### National policies

38. According to the *White Paper for Post-School Education and Training (WP-PSET)*, CET colleges will have 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 Programmes (CWPs), 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.
39. Such programmes can provide work-integrated learning opportunities while the colleges provide classroom and workshop-based learning. There is an important role for SETAs in facilitating such partnerships. The integration of government developmental projects in Community Colleges needs to be monitored and evaluated to determine impact and the efficiency of the integration of government development project with community needs.
40. The WP-PSET, read with the Medium Term Strategic Framework (MTSF) and the National Development Plan (NDP): Vision 2030 expects the CET College system to expand access to 1-million students by 2030 while simultaneously improving quality.
41. The White Paper also argues that of importance are partnerships with structures responsible for promoting small, medium and micro enterprises and cooperative development, including in the Department of Trade and Industry and the Construction Industry Development Board.
42. The National Policy on CET Colleges provides broad guidance on the nature of programmes to be provided by CET Colleges.



43. The policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training aligns qualifications for lecturers with the Higher Education Qualifications Sub-Framework. The policy provides for the development of appropriate programmes for those who will teach in CET Colleges and Community Learning Centres.
44. The Recognition of Prior Learning Policy provides for the role of SAQA in co-ordinating the development of RPL policies and practices across all sub-frameworks of the NQF, in co-operation with education institutions and skills development providers, workplaces and other assessment sites, recognised professional bodies, and RPL practitioners.

#### **SECTION 6: PURPOSE OF POLICY**

45. With the establishment of Community Education and Training Colleges as new institutions, there is a need to provide guidance on curriculum implementation within Community Education and Training Colleges.
46. This policy document is therefore developed to provide guidance to Colleges on the programme and qualifications mix.

#### **SECTION 7: APPLICATION**

47. This policy applies to CET Colleges declared or established by the Minister in terms of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)*.

#### **SECTION 8: PROGRAMME AND QUALIFICATION MIX IN CET COLLEGES**

48. The *National Policy on Community Education and Training Colleges*, in providing a framework for a Programme and Qualification Mix (PQM) has emphasised the flexibility and responsiveness in establishing programmes driven by community developmental priorities and priorities of the State.
49. The objectives of such programmes will be to offer learning options that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual needs.

50. The nature of students for the Community Colleges are diverse and require the Colleges to provide a range of programmes and qualifications that are within the three sub-frameworks.
51. The implementation of programmes and qualifications within CET Colleges require a great deal of collaboration and partnerships with the rest of the PSET system and other stakeholders.
52. Given the 2015 General Household Survey report, Colleges and Community Learning Centres must provide the following programmes and qualifications:

#### Literacy and Post Literacy programmes

53. Literacy has a bearing on the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods.
54. Literacy should be seen as a continuous process that requires sustained learning and application embedded within a framework of lifelong learning with opportunities for progress and articulation.
55. The Kha Ri Gude Mass Literacy Campaign is a government intervention on addressing illiteracy that is about to be phased out. The objective of the Campaign was to reduce the illiteracy by 50% by 2015. This means that the Community Education and Training Colleges would still be required to provide literacy for the other 50% not covered by the Campaign.
56. In addition, the CET Colleges would need to provide post-literacy programmes for those learners who want to continue with their classes.
57. Such post-literacy learning may be in the form of the Basic Adult Education programmes for sub-levels 1-3. Basic Adult Education Level 1 would offer numeracy and languages (mother tongue and English, depending on the needs of students).
58. Basic Adult Education Level 2 would offer numeracy and languages and an option of offering integrated studies or a skills programme.
59. Basic Adult Education Level 3 would offer numeracy and languages integrated studies or a skills programme.

## Academic Qualifications

60. Formal qualifications that shall initially be offered under the auspices of the Department of Higher Education and Training shall include:
- a) General Education and Training Certificate for Adults (GETCA);
  - b) Senior Certificate; and
  - c) National Senior Certificate for Adults (NASCA).

## Occupational and Skills Programmes

61. Occupational and skills programmes will be offered by Colleges as part of the programmes determined by the Minister for Community Education and Training Colleges. These programmes will be offered informed by thorough research and analysis of the local economies (formal and informal) as well as the local labour markets.
62. The CET Colleges must consider providing the Foundational Learning Certificate (FLC) as part of the Occupational Qualifications Sub-framework (OQSF). Colleges will need to fulfill the requirements of being providers within the OQSF.
63. Programme offerings offered in collaboration with local authorities, SETAs, community organisations and other Government Departments, as well as industry may include but are not limited to:
- a) Early Childhood Development;
  - b) Community Development Works Programmes;
  - c) Worker Education;
  - d) Cooperative and Entrepreneurship Education and Training;
  - e) Plumbing, Construction, Carpentry, Electricity, Welding and Auto Body Repair;
  - f) Motor Mechanics;
  - g) Home -Based Care;
  - h) Parenting and Childcare;
  - i) Civic Education, Community Mobilisation and Organisation;
  - j) Expanded Public Works Programme;
  - k) Community Health Workers Programme, including HIV /AIDS Education;
  - l) Information and Communication Technology; and
  - m) Arts and Crafts.

### Non formal programmes

64. Research done by the Task Team on Community Education and Training Centres pointed out that communities are very different and that community education should be locally-oriented and informed by its contextual realities.
65. Communities, due to their contextual differences, require community education programmes based on their particular needs.
66. Therefore, 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. Non -formal offerings that do not lead to qualifications or part - qualifications, however, may also be made available to learners participating in adult education programmes in varied institutional, workplace and community –based settings.
67. Community Education and Training Colleges may offer non - formal programmes which may include, but are not limited to:
  - a) School Governing Body Training;
  - b) Civic and Citizenship Education;
  - c) Small Medium and Micro Enterprise Training
  - d) Co- operatives Training;
  - e) Learner Driver's Licence;
  - f) Life Skills;
  - g) Voter Education; and
  - h) Consumer Education.

### Post -Secondary programmes and qualifications

68. The Task Team report on Community Education and Training Centres as well as the Report on post school makes recommendations on the need to introduce two-year post-secondary qualifications and higher education bridging programmes as part of a diversified College system in South Africa.
69. CET Colleges, similar to Community Colleges in other parts of the world, may eventually evolve to provide HE qualifications such as Higher Education Certificates and Diplomas.
70. Informing the need for such post secondary qualifications and programmes for adults and out-of-school youth is the reality that admission into higher education is highly

competitive, with limited space for those who use alternative learning pathways into higher education institutions.

71. Critically, the White Paper has identified a need for expansion of spaces within public universities. This objective is only realisable with a huge injection of funding for the public university system. Given the pressures faced by public universities- financial, infrastructural and staffing- the need to use College infrastructure with appropriate partnerships and accreditation arrangements needs to be considered.
72. Therefore, the Department needs to commission further work on the rationale, purpose and the implications for two-year post-secondary programmes and qualifications within the current Higher Education Qualifications Sub Framework of the National Qualifications Framework.

#### **SECTION 9: PLANNING AND IMPLEMENTING PROGRAMME AND QUALIFICATION MIX IN CET COLLEGES**

73. Curriculum implementation is the core business of the College. It is through curriculum implementation that the shift from Adult Education and Training to community education and training will be felt by adults and out-of-school youth.
74. To achieve the above objective, intentional strategies must be developed by the College to ensure that change takes place in the provision of programmes. The College in line with the Continuing Education and Training Act, 2006 must develop appropriate policies for the College.

#### **Appropriate employment procedures and practices**

75. A critical activity for implementing and improving curriculum delivery is the appointment of suitable subject specialists in the College. Whilst this area of work is to be dealt with through a different regulatory mechanism, the initial appointment of suitable lecturers is non- negotiable for the implementation of programmes and qualifications.
76. Appropriate employment requirements need to be finalized consistent with the vision of learning and teaching espoused in this policy document.
77. Colleges are enjoined to put in place a process for correcting wrong placements in the College and Community Learning Centres. Previous practices allowed for lecturers to be appointed in subjects and learning areas that they had no specialization in. An incremental approach, sensitive to the prevailing labour relations framework, must be put in place to ensure that the placement of lecturers is corrected.

78. The Department needs to put in place a clear research process regarding the issue of placement and provide proper guidance to Colleges. Informed by the outcomes of the investigation to be put in place by the Department, a clear timetable and implementation plan for dealing with this matter must be developed.

### Admission Policy

79. Whilst the development of admission policy is the responsibility of the College, it is expected that such a policy will provide for student attendance of programmes. One of the major factors contributing to improved student performance is the time spent on teaching and learning. Therefore an admission policy must spelt out the importance of time on task within Colleges.
80. Another critical element expected in an admission policy is the induction and orientation of students in their academic programmes and the mission and vision of the College. This would be applicable to all students irrespective of the nature of programmes selected.
81. In tandem with the orientation and induction process, communication and guidance needs to be provided to students on the importance of diagnostic and needs assessment and the implementation thereof. Information garnered through these system and tools is critical in the teaching and learning process.

### Teaching and Learning Plan

82. The above-mentioned policies must be complemented by a teaching and learning plan. Therefore, every college must have a teaching and learning plan aligned to its strategic and annual performance plans.
83. The development of the teaching and learning plan is aimed at ensuring that colleges take informed decisions for their PQMs and the enrolments that emerge from the PQM, and proper delivery of learning to all students. The plan must take into account the totality of programmes offered by the College. The teaching and learning plans must provide activities related to the following:

### Programme Offerings

84. The plan must provide the number of programmes, types of programmes, and the modality of learning informed by local industry and community needs and linked to local labour market demands.

### Lecturer development and support

85. The plan must show activities on the professional development of lecturers. This would focus on deepening of content knowledge, appropriate pedagogy and didactics and work placement to deepen practical teaching depending on the nature of the programme offered. This area of work will be done in collaboration with relevant agencies such as the Education, Training and Development Practices SETA.

### Student academic support and performance improvement

86. The College would be expected to incrementally establish student support systems and structures. This would entail the selection and placement of students and the establishment of academic support programmes.

### Assessment and examination

87. The College will develop annual assessment plans for conducting internal and external assessment. Whilst the qualifications to be implemented in Colleges are wholly externally examined, the establishment of appropriate continuous assessment activities will be critical to ensure that students are prepared for summative external examinations. The assessment plan would focus on the frequency of continuous assessment as well as feedback and remediation for poor and underperforming students.

### Learning and Teaching Support Materials

88. Good Learning and Teaching Support Materials support and complement lecturer competence. The College is expected to provide appropriate LTSM for the selected programmes of the College.
89. The College is expected to adapt and or adopt LTSM policy guidelines provided by the Department.
90. In implementing its LTSM policy, the College will establish the appropriate system and structures to manage the provision of LTSM. Committees for LTSM and system for retrieval of LTSM must be established as part of the LTSM policy of the College.
91. Procurement of LTSM for students is the responsibility of the College. The College will develop and or adapt policy on Supply Chain Management.
92. The College and its LTSM committee would need to assess and evaluate the utilization of LTSM by lecturers. This will inform its selection of materials from the national catalogue as well as provide valuable feedback in the screening of LTSM at a national level.

### Teaching and learning spaces

93. Where adult and out-of-school youth spend their time in the process of learning and teaching matters. An effort must be made by the CET Colleges to create an environment of teaching and learning appropriate to the students targeted.
94. Learning environments are about the students' physical surroundings, the resources made available to enhance and support the learning process, and the social interaction within the College. Whilst there are limitations given the use of facilities not owned by the College, an effort must be made to create and reflect the core business of the College as being about learning and teaching.
95. Research undertaken as part of the Task Team on Community Education and Training pointed out a number of problems with the use of schools. These included situational barriers, such as time, lack of appropriate furniture and access to basic resources. CET Colleges, as part of creating a conducive environment for learning and improved performance, must constantly monitor the impact of these situational barriers for learning and teaching.

### Use of technology for learning and teaching

96. The erstwhile Adult Education and Training system managed by Provincial Education Departments did not provide resources for the use of technology in learning and teaching.
97. Technology enhanced learning environments are critical in this day and age. In collaboration with CET Colleges, the Department must put in place a strategy for ensuring that the learning and teaching environments are enhanced in CET Colleges through the use of technology.

### Annual Teaching and Learning report

98. Annually, it would be expected that the College reports on its activities in the annual teaching and learning plan.

## SECTION 10: RESOURCING THE PROGRAMME AND QUALIFICATIONS IN CET COLLEGES

99. The establishment of a system of Community Education and Training requires an injection of additional funding to implement the vision as espoused in this document.
100. Given the diversity of programme offerings that the CET Colleges must deliver, a determination of the quantum of funds required for such an undertaking needs to be done. Whilst this is an area for the revised Norms and Standards for Funding



Community Education and Training Colleges, it is critical that a determination is made with regards to the basic minimum package required for learning.

101. In other words, what is the basic minimum package of resources required for an adequate teaching and learning experience for an average student in the different levels and programmes within the CET College system. Whilst the CET College borrows and uses costing from other PSET sectors, it is critical that such a process is undertaken so that proper resourcing can be provided for students within the CET Colleges.
102. The PQM in CET Colleges is complex and therefore appropriate resources must be determined for ensuring a system that will deliver on its mandate.

## **SECTION 11: STRUCTURES FOR CO-ORDINATION**

103. As a newly emerging sub-sector within the PSET system, management and co-ordination is required with regards to programmes and qualifications implementation in the various Colleges.
104. It is recognized that in the Continuing Education and Training Act, Academic Boards are critical structures in dealing with programmes and qualifications within CET Colleges.
105. Academic Boards as per the Continuing Education and Training Act will draw on internal and external stakeholders to inform the nature of programmes to be provided by the College.
106. In the initial stages, mechanisms for supporting, co-ordinating and sharing best practices across the Academic Boards are necessary.
107. A national co-ordinating structure for programmes and qualifications is therefore being recommended to focus on key issues with regards to teaching and learning in CET Colleges.
108. The mandate of the structure is to focus on:
  - a) Policy development and monitoring in CET Colleges;
  - b) Share best practices in the implementation of programmes;
  - c) Review proposals for the introduction of new national programmes and qualifications;
  - d) engage on issues of articulation arising from the implementation of programmes and qualifications within the Umalusi and QCTO sub-frameworks;
  - e) recommend interventions for improving learning and teaching; and
  - f) co-ordinate capacity building interventions for lecturers within CET Colleges.

## SECTION 12: SHORT TITLE AND COMMENCEMENT

109. This policy shall be called National Policy on curriculum development and implementation in Community Education and Training Colleges. The implementation of this policy shall take effect on the date of publication by notice in the Government Gazette.