DEPARTMENT OF HIGHER EDUCATION AND TRAINING

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CONTINUING EDUCATION AND TRAINING ACT, 2006 (ACT NO.16 OF 2006)

NATIONAL POLICY ON STUDENTS AND COMMUNITY SUPPORT SERVICES FOR COMMUNITY EDUCATION AND TRAINING COLLEGES

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education, Science and Innovation, hereby publish the *National Policy on Students and Community Support Services for Community Education and Training Colleges* in terms of section 41B of the Continuing Education and Training (CET) Act, 2006 (Act No.16 of 2006).

The *National Policy on Students and Community Support Services for Community Education and Training Colleges* is aimed at assisting CET colleges to establish and provide standardised and structured students and community support services that are relevant to the contextual needs of community education and training students.

Dr BE Nzimande, MP

Minister of Higher Education and Training

Date: 11/02/2021

higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL POLICY ON STUDENTS AND COMMUNITY SUPPORT SERVICES FOR COMMUNITY EDUCATION AND TRAINING COLLEGES

National Policy on Students and Community Support Services for Community Education and Training Colleges

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TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
CBO	Community Based Organisation
CET	Community Education and Training
CLC	Community Learning Centre
DHET	Department of Higher Education and Training (referred to as the Department)
DOH	Department of Health
FBO	Faith Based Organisation
GETC	General Education and Training Certificate
ICT	Information and Communication Technology
LO	Life Orientation
LTSM	Learning and Teaching Support Material
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NASCA	National Senior Certificate for Adults
NCV	National Certificate Vocational
NDP	National Development Plan
NEET	Not in employment, education or training
NGO	Non-Governmental Organisation
NOLS	National Online Learning System
NPO	Not- for-Profit Organisation
NPPSET	National Plan for Post-School Education and Training
NSC	National Senior Certificate
NYDA	National Youth Development Agency
OECD	Organisation for Economic Co-operation and Development
OER	Open Educational Resources
PSET	Post-School Education and Training
RPL	Recognition of Prior Learning
SC	Senior Certificate
SCSS	Students and Community Support Services
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
WP- PSET	White Paper on Post-School Education and Training
WHO	World Health Organization
WIL	Work Integrated Learning
WPBL	Workplace Based Learning

2

DEFINITION OF TERMS

a)　Articulation

The process of forming possibilities of connection between qualifications and /or part qualifications to allow for the vertical, lateral and diagonal movement of learners through the formal education and training system and its linkages with the world of work.

b)　Assistive devices

Devices that assist people with disabilities in particular those with severe disabilities to enhance their quality of life by promoting independence.

c)　Barriers to learning

Systematic and/or intrinsic difficulties that prevent students from effective learning.

d)　Career guidance

Services and activities intended to assist individuals of any age and at any point of their lives, to make educational, training, and occupational choices and to manage their careers. Such services may be found in schools, universities, and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector.

e)　Community

Community is defined as being located within and contributing to the local needs and development, building social agency and social cohesion.

f)　Completion rate

The number of students who successfully complete a GETC: ABET Level 4 qualification in the academic year, expressed as a percentage of the number of students who were eligible to complete the GETC: ABET Level 4 qualification and wrote the examinations in that academic year.

g)　Disability

Disability results from the interaction between persons with impairments and attitudinal and environmental barriers. People with disabilities as those persons who have long-term physical, mental, intellectual, neurological, psychological, or sensory impairments which in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

3

h)   Life-long learning

Learning that takes place in all contexts in life - formally, non-formally and informally. It includes learning behaviors and obtaining knowledge; understanding; attitudes; values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity, and employability.

i)   Mode of provision

The method by which learning is taking place. This may include mediation of courses and programmes by single modes either by distance or contact-based methodologies, to dual and mixed-mode where courses and programmes are mediated by a range of distance, resource-based and contact-based methods, with the blend varying from context to context.

j)   Open educational resources

Any educational resource (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning that are published under an open licence and are available for use without any accompanying need to pay royalties or licence fees. Openly licenced content can be produced in any medium: text, video, or computer-based multimedia.

k) Recognition of prior learning

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.

l) Student

Any person registered as a student at a college.

4

INTRODUCTION AND BACKGROUND

1.   The establishment of Community Education and Training (CET) within the Department of Higher Education and Training (DHET) is the realization of the *White Paper on Post-School Education and Training (WP-PSET)*, 2013. CET colleges are a third institutional type geared to reflect a new thinking about community education and training in South Africa.

2.   The *Report of the Task Team on Community Education and Training Centres (2013)* describes community education as education that is within and for the communities. Moreover, it is education that is seen to embrace the formal and the non-formal systems, seeking to mobilise all forms of education, especially the primary and secondary schools, into the service of the whole community. This then requires that people's experiences as well as their social interests that are generated within communities are taken into consideration.

3.   This places CET colleges as a significant part of the country's educational landscape intended to serve communities by offering programmes, information, services, and learning opportunities that are responsive to community needs. CET colleges are designed to contribute to a differentiated Post-School Education and Training (PSET) system that is meant to accelerate, deliver, and accommodate the educational needs of many South Africans who are not accommodated by Universities and Technical and Vocational Education and Training (TVET) colleges.

4.   The WP-PSET describes CET colleges as institutions that provide a training system designed to cater for the needs of millions of youth and adults who are not in employment, education or training (NEET). *The Quarterly Labour Force Survey (Quarter 1:2020)* shows that of the 7.1 million people that are unemployed, 54.8% of the unemployed have an educational level below matric, followed by 35.4% of those with matric. The total number of persons between the ages of 15-24 years who are not in employment, education or training increased from 33.2% in Q1:2019 to 34.1% in Q1: 2020. This marks the number of people that can be accommodated and supported within CET colleges.

5.   The *data above* illustrate that there are millions of South Africans who can continue to benefit from the expansion and quality provision of CET college programmes and services. A report of the Director – General's Advisory Task Team: *The Ideal Institutional Model for Community Colleges in South Africa (2017)* indicates that CET

5

colleges are to contribute to finding solutions for the NEETs' challenge by offering support and training that relates to people's lives and helping them to discover options open to them and finding ways out of poverty and unemployment.

6. The development of the National Policy on Students and Community Support Services for Community Education and Training Colleges is in response to the *Report of the task team on Community Education and Training Centres (2013)* which points out numerous challenges that community education students are facing, namely :

6.1 High drop-out rates;

6.2 Poor access to markets and access to information;

6.3 High unemployment and poverty;

6.4 Alcohol and drug abuse;

6.5 Crime;

6.6 Suicide amongst the youth;

6.7 Teenage pregnancy and child abuse;

6.8 Health issues; and

6.9 Boredom.

7. The report recommends that community education programmes and support services provided by CET colleges must be locally orientated and informed by these contextual realities.

8. *The Post-School education and training monitor: Macro-Indicator Trends (2019)* indicates that the General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) completion rates were below 50% for the period 2010-2016 and by 2016 had dropped to 35.9%. The completion rate for females was 36.9% and 31.9% for males. This marks an academic challenge that requires inputs and various forms of support, including learning and teaching support intervention programmes for students.

9. The Statistics South Africa *Community Survey: Profiling Socio-Economic status and living arrangements of persons with disabilities in South Africa (2006)* indicates that education attainment indicators are worse for people with disabilities. At least less than 0.1 % completed a certificate while those who completed grade 12 are less than 0.5%. This reduces the number of people with disabilities who can enter into higher education. Research *by* Garrison-Wade (2012) indicates that there are still significant access and retention barriers within higher education institutions. Students with

6

disabilities still experience a number of barriers. This necessitates inclusive support programmes that must accommodate people with barriers to learning within CET colleges.

10. Research conducted by Cooper (2007); Zivin, Eisenberg, Gollust and Golberstein (2009) and Tait (2014) indicate that a myriad of factors contribute to student attrition and non-completion of college studies. These factors include students who come from families who suffer from a range of financial constraints; students who struggle with competing priorities such as college, family, and work; mental health problems; time pressure; lack of self-management; family problems; logistics and support and academic challenges. CET college students are also not immune to such challenges. Relevant support programmes must be in place to address these challenges within CET colleges.

11. The *World Health Organisation (WHO) (2018)* report indicates that South Africa has the third highest burden of disease. Social ills affecting South African communities in general cannot be overlooked as CET colleges are located within communities affected by social ills. CET colleges must therefore be an integral part in prevention and support programmes in synergy with relevant community stakeholders.

12. The report of the *Director-General's Advisory Task Team on Community Education and Training : The Ideal Institutional Model for Community Colleges in South Africa (2017)* recommends community colleges to offer strong support and advice on programmes and learning options related to career possibilities, employment, information on community issues, work experience, labour market and placement agencies, financial aid and academic support.

13. The *Ministerial Committee Report on post-compulsory and post-schooling provision in South Africa (2009)* points out that youth and adults experience an impediment in terms of not knowing how to navigate the educational system due to lack of career information and guidance. The lack of information makes it difficult for youth and adults in communities to make decisions with regards to work and opportunities for progressing to further learning. The report recommends urgent attention in the following areas:

    13.1 Student recruitment and retention;

    13.2 Counseling and guidance;

    13.3 Orientation;

7

13.4 Extracurricular activities;

13.5 Financial aid information;

13.6 Articulation; and

13.7 Linking with placement agencies.

14. *The Report of the Task Team on Community Education and Training Centres (2013)* locates the sphere of adult and youth education in communities with strong varied links with local Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs), local government, local economy and labour markets. The students and community support services interventions must therefore be provided in synergy with these organisations.

15. A research study by Mutula (2016) reiterates that community learning centres (CLCs) cannot operate in isolation, but as part of the community. CET colleges must establish centre-community relations in order to enhance their efficiency and for the community to benefit reciprocally.

16. Proposal seven (7) of the *Community Education and Training College System: National Plan for the Implementation of the White Paper for Post-School Education and Training System 2019-2030 (2019)* refers: "Developing steering mechanisms to regulate and support appropriate provision of community education and training programmes. The development of a *National Policy on Students and Community Support Services for Community Education and Training Colleges* is therefore one of the targets within proposal seven (7) that alludes to the provision of appropriate academic, psycho-social support, career advice and guidance and provision of support for entry into self-employment initiatives and cooperatives through establishing linkages with entrepreneurship hubs and employment creation initiatives.

RATIONALE

17. The *White Paper for Post-School Education and Training* indicates that community colleges must ensure that the kind of education and training provided in CET colleges is of good quality and enables its recipients to make significant progress in learning, teaching and development. This requires that CET colleges create an enabling institutional environment that supports community education students to actively participate in learning programmes and their success.

18. The current provision of students and community support services in CET colleges remains inconsistent, inadequate, and fragmented. CET colleges are lagging behind

8

in the provision of differentiated and structured support services for students and the community while a majority of the students are underprepared, and the overall quality of teaching and learning is poor. This contributes to poor student retention and completion rates of CET students.

19.   In addressing the identified student challenges as identified by *the Report of the Task Team on Community Education and Training Centres (2013)* and the mandate carried from the *WP-PSET,* the *National Policy on Students and Community Support Services for Community Education and Training Colleges* in synergy with other Departmental policies, proposes multi-pronged students and community support interventions that must be integrated into the organisational culture, curriculum, and pedagogy.

PURPOSE OF POLICY

20.   The *National Policy on Students and Community Support Services for Community Education and Training Colleges* is developed to guide and assist CET colleges to establish and provide standardised and structured students and community support services that are relevant to the contextual needs of community education and training students.

DEFINITION OF STUDENTS AND COMMUNITY SUPPORT SERVICES

21.   In the context of CET, students and community support services refers to the provision of multi-pronged college support services required by the students and the community. The services include college entry support to enable access into college programmes; 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. Support services are rendered in partnership with NGOs, FBOs and NPOs who are already facilitating some of the support in communities.

LEGISLATION AND POLICY CONTEXT

22.   The *National Policy on Students and Community Support Services for Community Education and Training Colleges* must be read in conjunction with the following legislation and policies:

9

Constitution of the Republic of South Africa

22.1. The *Constitution of the Republic of South Africa, 1996* indicates that everyone has the right:

a) to basic education, including adult basic education; and

b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

22.2. It further affirms the democratic values of human dignity, equality, and freedom. It stipulates the unlawfulness of all forms of discrimination which include discrimination based on race, gender, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, and birth. In the context of the CET College system, colleges must strive to provide support and programmes that are in line with the Constitution and eliminate all forms of discrimination.

Continuing Education and Training Act

22.3. The directive principles of the *Continuing Education and Training Act, 2006 (Act No.16 of 2006)* specifies that further education and training systems should contribute to the full personal development of each student, and to the moral, social, cultural, political and economic development of the nation at large, including advancement of democracy, human rights and the peaceful resolution of disputes. As such, students and community support services must provide services that will contribute to their full personal development.

Protection of Personal Information Act

22.4. The *Protection of Personal Information Act, 2013 (Act No. 4 of 2013)* describes the importance of handling personal information with caution. It is aimed at ensuring that South African institutions conduct themselves in a responsible manner when collecting, processing, storing and sharing personal information. In line with the *Protection of Personal Information Act*, this policy supports the protection of personal information when dealing with student records unless otherwise there are consent agreements relating to support to be provided.

Disaster Management Act

22.5. The *Disaster Management Act, 2002 (Act No.57 of 2002)* indicates that each organ of state indicated in the National Disaster Management Framework must prepare a disaster management plan setting out the way in which the concept

10

and principles of disaster management are to be applied in its functional area. Accordingly, CET colleges under the guidance and administration of the Department of Higher Education and Training shall adhere to the disaster management plans as set out by the Department.

White Paper for Post-School Education and Training

22.6.   The *White Paper on Post-School Education and Training (2013)* indicates that as community colleges develop, it is essential that they develop learner support services focusing on areas such as career and programme advice, counselling and guidance, orientation, extra-curricular activities, financial aid, labour market information, community information and links with placement agencies. This will be done with relevant agencies in contact points of community colleges.

National Policy on Community Education and Training

22.7.   The *National Policy on Community Education and Training (2015)* puts forth principles that guide the establishment and operations of community education colleges. As such, the operations of students and community support services shall be governed by the principles of the *National Policy on Community Education and Training.*

White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System

22.8.   *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)* makes provision for the inclusion of learners with barriers to learning in the mainstream classroom. It advocates for equal educational access and this has implications for teaching and learning activities. As such, CET colleges must make provision for the inclusion of students with disabilities in teaching and learning and extra-curricular activities.

National Youth Policy 2020

22.9.   The *National Youth Policy 2020* highlights interventions that are proposed to promote optimal development of young people as individuals as well as members of the South African Society. The policy makes proposals that promote youth employment, work exposure, entrepreneurship, rural development, education, guidance, health and inclusion of youth, including those with disabilities. The policy directs government departments, including

11

the Department of Higher Education and Training to partake in the implementation of the policy.

Recognition of Prior Learning Coordination Policy

22.10. The *Recognition of Prior Learning Coordination Policy, 2016* describes the importance of recognizing previous knowledge, skills and competencies recognized towards access, mobility, and career paths. Moreover, it seeks to accelerate the redress of unfair discrimination in education, training, and employment opportunities. As such, this policy recognizes the importance of recognition of prior learning as part of relevant community support. Recognition of learning in the area of students and community support service must be applied through college selection and placement processes that will determine the placement of students into appropriate programmes.

National Policy for an Integrated Career Development System for South Africa

22.11. The *National Policy for an Integrated Career Development System for South Africa, 2017* indicates that career development services must be provided to individuals across their life span. Career development is necessary to facilitate informed learning pathways and subject choices. Career development services should be an integral part of in-service and adult learning programmes and should be seen as key in preventing unemployment, particularity long-term unemployment. CET colleges should therefore enable career development services for the benefit of students and communities where colleges are located.

National Policy on Learning and Teaching Support Materials

22.12. The *National Policy on Learning and Teaching Support Materials, 2016* indicates that every student and lecturer must access the minimum set of core materials required to implement formal, skills and non-formal programmes. As such, CET colleges must ensure timeous provision of appropriate teaching and learning materials to meet the requirements of specific formal, skills, and non-formal programmes.

National Policy for the Monitoring and Evaluation of Community Education and Training Colleges

22.13. The *National Policy for the Monitoring and Evaluation of Community Education and Training Colleges, 2016* guides the education, training, and development

12

cluster of the CET system to monitor and evaluate teaching and learning management. As such, colleges must ensure that support provided to students is of good quality and there must be regular and on-going monitoring and evaluation of support programmes by colleges and regional offices.

National Strategy on Partnerships within Community Education and Training

22.14. The *National Strategy on Partnerships within Community Education and Training, 2016* provides guidance on the collaborative initiatives that colleges must have with various state organs. Colleges are directed to form strategic partnerships that will contribute and assist in building capacity within. Partnerships must be with local business, Faith Based Organisations (FBOs), NGOs, Sector Education and Training Authorities (SETAs), Universities, TVET colleges and existing public and private institutions in the areas of work integrated learning, job placement, health and wellness, disability support, academic support, extra-curricular and financial aid.

Strategic Policy Framework on Disability for the Post School Education and Training System

22.15. The *Strategic Policy Framework on Disability for the Post School Education and Training System* (2018) indicates that teaching and learning practices as well as the pedagogical curricula design should reflect the context of social inclusion in institutions. In line with the framework, CET colleges must provide services that will cater for the needs of students with disabilities by providing them with support upon entry and during teaching and learning so that they are fully included in college programmes.

Policy Framework for the Realisation of Social Inclusion in Post-School Education and Training Institutions

22.16. The *Policy Framework for the Realisation of Social Inclusion in Post-School Education and Training Institutions (2016)* locates the entire PSET system within the universal human rights discourse. The framework promotes social inclusion as a concept that embraces the entire humanity and cuts across all factors that divide human beings. CET colleges must therefore enable a teaching and learning environment that is inclusive of all people.

13

Policy Framework to Address Gender-Based Violence in the Post-School Education and Training System

22.17. The *Policy Framework to Address Gender-Based Violence in the Post-School Education and Training System (2020)* addresses all forms of gender-based violence, including sexualised violence and harassment. It sets out an intent by the Department to curb the scourge of gender related violence within all post-school institutions. In support of the framework, CET colleges are therefore encouraged to create an enabling environment to prevent and curb the incidences of gender-based violence.

Open Learning Policy Framework for Post-School Education and Training

22.18. The *Open Learning Policy Framework for Post-School Education and Training (2017)* advocates for post-school institutions to adopt open learning practices and approaches as one of the ways of widening access to affordable and quality learning opportunities. Looking at the CET context, such opportunities will create an enabling environment to meet the differentiated needs of students. CET colleges are therefore encouraged to work on strategies that will introduce this mode of teaching and learning delivery.

National Plan for Post-School Education and Training

22.19. The *National Plan for Post-School Education and Training (NPPSET)* provides guidance on the establishment of community colleges and how to strengthen them to serve the needs of many people that require post-school education and skills development opportunities. The plan indicates that student support services are necessary to promote student success. CET colleges must therefore have student support services programmes that offer appropriate academic and psycho-social support as required by the students.

CET College System: National Plan for the Implementation of the WP-PSET System 2019-2030

22.20. The *Community Education and Training College System: National Plan for the Implementation of the White Paper for Post-School Education and Training System 2019-2030 (2019)* maps out a strategic policy direction that CET colleges must follow. It highlights the development of the students and community support services policy as one of the steering mechanisms to regulate and support appropriate provision of community education and training programmes. Students and community support services must therefore

14

ensure the provision of appropriate academic, psycho-social support, career advice and guidance and provision of support for entry into self-employment initiatives and cooperatives through establishing linkages with entrepreneurship hubs and employment creation initiatives.

Norms and Standards for Funding Community Education and Training Colleges

22.21. Paragraph 77 of the *Norms and Standards for Funding Community Education and Training Colleges* indicates that Student Support Services must be funded on the basis of full-time equivalents as state funded programmes. This cover must cover academic and social support. Poor students need more support particularly in the case of rural areas. As such, colleges must make provisions for such support in line with the *Norms and Standards for Funding Community Education and Training Colleges.*

National Development Plan, 2030

22.22. The *National Development Plan, 2030* advocates a strong relationship between the college sector and the industry in order to improve the quality of training in colleges, including relevance and responsiveness to community needs. This is aimed at quick absorption of college graduates into jobs. Industry is envisaged to provide practical training. Colleges are therefore encouraged to work with industry to prepare students for work integrated learning (WIL) thus increasing chances for employment of youth and adults in communities.

PRINCIPLES UNDERPINING THE NATIONAL POLICY ON STUDENTS AND COMMUNITY SUPPORT SERVICES FOR CET COLLEGES

23. The development of the *National Policy on Students and Community Support Services for Community Education and Training Colleges* is based on principles put forth by the *National Policy on Community Education and Training, 2015.* Accordingly, the following principles underpin the establishment of this policy:

23.1. 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;

23.2. Diversification and transformation of institutions that promote the goals and objectives of a progressive socio-economic agenda;

23.3. Provision of good quality formal and non-formal education and training programmes;

15

23.4.   Provision of vocational training that prepares people for participation in both the formal and informal economy;

23.5.   Close partnerships with local communities, including local government, civil society organizations, employers' and workers' organizations and alignment of programmes with their needs,

23.6.   Partnerships with government's community development projects;

23.7.   Local community participation in governance; and

23.8.   Collaboration and articulation with other sections of the post-school education system.

SCOPE AND APPLICATION

24.   This policy is applicable to all CET colleges as established by the Minister in terms of the *Continuing Education and Training Act, 2006 (Act No.16 of 2006).* This includes CLCs and Satellite Learning Centres in terms of *Government Gazette No.43654 of 26 August 2020.*

CET COLLEGE STUDENTS AND COMMUNITY SUPPORT SERVICES MODEL

25.   The *National Plan for Post-School Education and Training indicates* that colleges must offer appropriate academic and psycho-social support, as required by the students. Academic and psycho-social support must improve retention and success of CET students. In alignment with the *NPPSET*, the *National Policy on Students and Community Support Services for Community Education and Training Colleges* advocates for a student-community centred and multi-pronged provision of structured support to CET students.

26.   Support offered must be differentiated and meet the unique needs of CET students. Upon entry, colleges must adequately profile the individual needs of each student, provide career guidance and counselling, assist with recognition of prior learning and ensure that differentiated, diverse and blended support interventions are in place.

27.   Student and community support services interventions, through college staff and external stakeholders must integrate various dimensions, i.e., personal, intellectual, social, emotional, physical, environmental, entrepreneurial, and occupational dimensions. Commitment in all these areas is required for optimum balance in learning and development of CET students.

16

28. Whereas some students and community support programmes can be provided in groups, it should be noted that not all interventions should be provided using a blanket approach as students' needs may not all be the same. Support provided must be differentiated. The following elements should then be considered when colleges provide support:

    28.1. Identity: A student has the opportunity to interact with students and community support services personnel on a one-to-one basis;

    28.2. Individualization: The interaction with personnel is individualized, based on the specific needs and goals; and

    28.3. Interpersonal interaction: The interaction is mutual and reciprocal, with learning and performance as goals rather than simply information delivery.

29. As outlined in paragraphs 6, 7 and 13, CET colleges must provide strong support and advice programmes to students. CET colleges must provide support to students in four equally important core areas underpinned by partnerships, namely:

    29.1. College entry support;

    29.2. Learning, training, development, and wellness support;

    29.3. Inclusive support; and

    29.4. Community, linkages and exit support

COLLEGE ENTRY SUPPORT

30. Strategic Objective 1 of the *CET College System National Plan for the implementation of the WP-PSET system 2019-2030: to increase access by adults and youth to community education and training programmes* requires CET colleges to have college entry support interventions that will enable and promote access of youth and adults. In line with the NPPSET, CET colleges must enable and promote access through the provision of various services and resources. Colleges must develop enabling college entry policies and procedures.

31. Upon entry, CET colleges must inform community members about a range of programmes and qualifications that are offered. Colleges must advise on formal and non- formal programmes, duration, and articulation pathways upon completion. Career advice must be made available through the support of Regional Offices and the DHET's Career Development Services. As part of college entry support, colleges must also provide the following services:

17

31.1. Conduct student profiling (obtaining detailed information about students, including academic history, any barriers to learning, disability and support needed by the students);

31.2. Administer placement tests to enable correct placement of students into different AET levels;

31.3. Provide assistance with recognition of prior learning (RPL);

31.4. Facilitate student induction and orientation at the beginning of the year;

31.5. Introduce students into college policies and procedures such as the student code of conduct, attendance and punctuality, discipline, examination and assessment policies; and

31.6. Provide available financial aid information

LEARNING, TRAINING, DEVELOPMENT AND WELLNESS SUPPORT

32. Section 3.2.4 of WP-PSET indicates that it is crucial that the education and training provided in community colleges is of good quality and enables its recipients to make significant progress in learning, training, and development. Strategic objective 2 of the *CET College System National Plan for the Implementation of the WP-PSET System 2019-2030* refers: "Improve youth and adults' success in education and training programmes". This indicates a need for a gradual increase of student completion rates by CET colleges.

33. The *CET College System National Plan for the Implementation of the WP-PSET system 2019 -2030* projects a student completion rate of 78% by 2030. This requires appropriate academic support interventions by colleges. Through Academic Boards, CET colleges will establish student learning, training and development support committees that will plan and support academic support interventions for the college.

Proposed Learning, Training and Development Support Interventions

34. The *Report of the Task Team on Community Education and Training Centres (2013)*, makes a recommendation for CET colleges to apply more flexible modes of provision and delivery to accommodate the needs of students as some students cannot attend face –to-face class lessons due to various reasons. This then requires CET colleges to make provision for mixed and blended teaching and learning options, including support services.

18

35. The *Open Learning Policy Framework for Post-School Education and Training (2017)* indicates that the Department advocates for post-school institutions that provide adequate student support when addressing open learning and distance learning methodologies. The Department envisions its institutions to provide student support services that are anticipated to create an enabling environment that provides educational, administrative, logistical, access to digital and online learning materials, National Online Learning System (NOLS) as well as library services. Such services are to benefit all students in CLCs and Satellite centres.

36. The provision of timeous and appropriate learning, teaching and support materials (LTSM) and a variety of learning, training and development support interventions is necessary to achieve desirable learning outcomes within the CET environment. *The National Policy on Learning and Teaching Support Materials* highlights that students and lecturers must be provided with quality LTSM to comply with the curricular needs of the college.

37. The following interventions are recommended to provide learning, training, and development support to CET students.

   37.1. Basic literacy skills programmes, including braille and sign language;

   37.2. Provision of access to internet connectivity;

   37.3. Access to the NOLS to enable learning support;

   37.4. Provision of additional resource materials to supplement prescribed textbooks;

   37.5. Access to online and Open Educational Resources (OER) to enhance and stimulate learning;

   37.6. Structured peer study groups ;

   37.7. Group messaging systems to update students on learning and college related matters;

   37.8. In-class peer mentor support programme (to be led by best performing students);

   37.9. Revision classes and catch-up programmes;

   37.10. Workshops on study skills, preparing for examinations and time management;

   37.11. Access to community library services and study areas;

   37.12. Use of a variety of learning, teaching and development methodologies by lecturers;

   37.13. Provision of well-structured feedback by lecturers on marked assignments;

   37.14. Remedial teaching to support developmental areas;

19

37.15. Collaborative- teaching by lecturers to enhance learning;

37.16. Reading, writing, spelling and poetry clubs;

37.17. Monitoring of students with slow academic progression;

37.18. Motivation sessions; and

37.19. Provision of short life skills programme .

38. To aid in the provision of relevant learning, teaching and development support interventions, in the event of disaster, consideration by the Department and CET colleges must be made to provide and negotiate for access into relevant ICT infrastructure and other necessities as may be deem appropriate.

Monitoring of student attendance, punctuality, and progress

39. CET colleges must monitor student's attendance and punctuality as classes and sessions missed may have a negative impact on the success of various support interventions. Colleges must develop their own attendance and punctuality policies. Lecturing staff must identify repeated absenteeism that is not accompanied by formal documentation that explains absence. One-on-one sessions with the affected students must be organised so that early intervention strategies are developed in partnership with the students.

40. A student tracking mechanism must be established by colleges to monitor student activity such as attendance and academic progress. Students with attendance problems and or slow academic progress must then be identified and referred for necessary teaching, learning and development support interventions.

Wellness Support

41. In line with the *National Youth Policy 2020*, CET colleges must work in partnership with other government departments and NGOs to support healthy lifestyles, sports and extra-curricular activities. CET colleges must have structured and coordinated health and wellness and extra-curricular programmes.

42. CET colleges, through partnerships with NGOs, FBOs and NPOs must offer appropriate psycho-social support as required by the students. CET colleges must establish a referral system with relevant NGOs, FBOs, NPOs and relevant government departments that are already providing the service to the community.

20

43.   Section 3.6 of the *Policy Framework to Address Gender-Based Violence in the Post-School Education and Training System* highlights policy actions emanating from its strategic objectives. In line with these objectives, CET colleges are encouraged to create an enabling environment that advocates for the prevention of gender-based violence in colleges. Colleges must therefore develop their own policies addressing gender-based violence.

44.   CET colleges must put in place health and wellness committees that will coordinate health and wellness programmes as well as gender-based violence prevention programmes that will educate and raise awareness amongst students and staff.

45.   In partnership with relevant stakeholders, CET colleges must coordinate the following student wellness and support interventions:

       45.1.   Access to multiple forms of counselling and support;

       45.2.   Referrals for individual and group counselling support;

       45.3.   Counselling support for victims of gender-based violence;

       45.4.   Health, wellness, and development programmes for youth and adults;

       45.5.   Hunger alleviation programmes in synergy with various NGOs, FBOs, retail industry and relevant government departments and

       45.6.   Extra-curricular activities.

Special support programmes in the event of disaster

46.   The awakening of natural disasters and unplanned risks such as pandemics, floods, fire, and earthquakes as will be declared according to the *Disaster Management Act,2002 (Act No.57 of 2002)* may disrupt normal and traditional modes of teaching and learning delivery. In realisation that CET colleges may not be immune to such risks, special support programmes must be put in place to alleviate the impact of unforeseen catastrophes on normal teaching and learning.

47.   Paragraph 34 above makes a recommendation for CET colleges to apply more flexible modes of provision and delivery. In the event of disaster and where students are unable to attend face-to-face class lessons, colleges must capitalize on the use of alternative, feasible and flexible teaching, and learning modes.

48.   In response to unplanned natural catastrophes that may hinder normal teaching and learning support, the Department, CET colleges and regional offices must establish special support committees in line with the directives of the *Disaster Management*

Act,2002 (Act No.57 of 2002). They will plan and coordinate support programmes during the time of the unforeseen disaster.

49. The Department, regional offices and colleges shall make necessary arrangements to enable students to have access to the planned support interventions. The Department shall provide guidance on available support structures from the government or any other relevant stakeholders.

INCLUSIVE SUPPORT

50. DHET institutions, including CET colleges are mandated to embrace inclusion of all types of students in all college academic and extra-curricular activities. CET colleges must therefore eliminate all forms of discrimination and promote the inclusion of all students in college activities.

51. In partnership with the DHET, Planning Branch: Social Inclusion and Equity Directorate and other relevant stakeholders, CET colleges must facilitate social inclusion advocacy and awareness workshops that will raise awareness about social inclusion amongst staff and students.

52. CET colleges must create a conducive and an enabling teaching and learning environment that promote access and eliminate barriers that prevent youth and adults with disabilities from participating in CET college programmes. Colleges must provide programmes and services that promote diversity and integration during teaching and learning and in extra-curricular activities.

53. CET colleges may establish Disability Rights Sub-Units within students and community support services on the basis that there is adequate funding, infrastructure, and relevant resources, inclusive of trained personnel. This is in acknowledgement that this will be a gradual process. The Disability Rights sub-units within SCSS must act as facilitators of inclusion and as catalyst for change within CET colleges.

Early Identification of students with disabilities

54. CET colleges must have a system to identify students with disabilities. Students with disabilities must be encouraged to disclose their inclusive support needs upon registration so that colleges can plan for timeous and relevant support interventions.

Universal Design

55.   CET colleges must provide differentiated support services that are relevant to the needs of all students such as disability, age, gender, language, etc. College Academic Boards in synergy with students and community support services and relevant college stakeholders must develop strategies of accommodating students who are vulnerable and students with disabilities within existing college programmes and activities.

56.   The curriculum must be made accessible to all students by providing learning materials that accommodate the needs of all students, including students with disabilities. CET colleges must plan for sustainable resources, assets and infrastructure that will accommodate various kinds of identified disabilities.

Assistive Technology

57.   Assistive technology is necessary to enable and to enhance a conducive teaching and learning environment for students with disabilities. CET colleges must ensure that there is assistive technology to enable and enhance a conducive teaching and learning environment that accommodates students with disabilities.

58.   In line with the *Norms and Standards for Funding Community Education and Training Colleges,* students with inclusive support needs must be catered for and funded by adding an additional weight in the funding formula. This means extra funding for students with inclusive support needs in a particular programme. The weighting must match the actual resources, support required and evidence that assistance is actually provided, and that extra staff are employed.

Concessions

59.   Concessions related to disabilities of reading, basic spelling, writing and mathematical disorder may be granted in accordance with *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System, 2001.*

60.   Students with disabilities must provide necessary supporting documentation such as medical reports to aid in applying for concessions on time. Applications for concessions must be evaluated by examination and assessment structures responsible for students with disabilities in CET colleges.

61.   Based on assessments and approval from examination and assessment structures, support of students with disabilities may include any of the following interventions:

61.1. Academic concessions (amanuenses/scribes, extra time and enlarged fonts);

61.2. Orientation and mobility into the college environment;

61.3. Independence training;

61.4. Assistive devices and human support;

61.5. Availability of LTSM in other accessible formats;

61.6. Individual attention;

61.7. Counselling and support;

61.8. Skills development;

61.9. Assistance with employment;

61.10. Assistance with articulation;

61.11. Exposure to business opportunities and

61.12. Referrals to specialist organisations.

62. CET lecturers and administration staff will require adequate training on managing an inclusive classroom, making arrangements for accessible learning materials that are in appropriate formats, the usage of assistive devices and software and teaching for diversity.

COMMUNITY, LINKAGES AND EXIT SUPPORT

63. Community, linkages and exit support is critical to the evaluation of the success of CET college programmes, students and community support services as well as functional college-community systems. In line with the *National Strategy on Partnerships within Community Education and Training*, colleges must form collaborative initiatives with various community and state organs in order to be successful.

64. The capacity of colleges must be strengthened in order to enhance the support system that must be provided through CET colleges. The *NPPSET* indicates that CET colleges must serve as community information hubs and offer career advice, employment services, provide support for entry into self-employment initiatives and cooperatives through linkages and partnerships.

65. Colleges must therefore formalise partnerships with college stakeholders through Memorandum of Agreements (MOA) and Memorandum of Understanding (MOU) for apprenticeship, Workplace Based Learning (WPBL), job placement opportunities, articulation, wellness, disability support and small business development initiatives and cooperatives. Agreements must be based on available resources that are budgeted for by both parties.

24

66. In line with the *Report of the Task Team on Community Education and Training Centres (2013),* community colleges must promote and increase the levels of community involvement and participation in educational programmes. Students, as the important link with communities should be involved in the functioning of the college as key stakeholders and as community members. Reciprocally, colleges must also form linkages with communities through college planned community participation initiatives.

67. CET colleges in partnership with relevant stakeholders must carry out a variety of activities and programmes to promote success of CET students and community linkages, namely:

    67.1. Create and maintain a database of college and community stakeholders;
    67.2. Facilitate dialogues with communities to promote their participation in college programmes;
    67.3. Provide college information to communities;
    67.4. Provide information on community development initiatives to students;
    67.5. Provide career guidance and articulation information to college communities;
    67.6. Provide assistance with RPL;
    67.7. Provide labour market information;
    67.8. Facilitate work readiness workshops for students;
    67.9. Assist community members to access a database of employers;
    67.10. Link communities with job placement agencies and employer organisations;
    67.11. Facilitate juvenile offender rehabilitation and community reintegration programmes (e.g., courses for ex-offenders and drug addicts) in partnership with the Department of Justice and Correctional Services;
    67.12. Coordinate college-community outreach programmes for people with special learning needs;
    67.13. Coordinate college open days, including for disabled people organisations and
    67.14. Develop student tracking mechanisms and alumni database to keep track of students that have exited the college.

68. Students and community members must be given information on where, when, how and who will assist them to access such services as not all CET colleges may be equipped for the provision of some of the services on site and moreover some may not be able to provide services to the community throughout the day. Where a college may not be able to provide such services, then a referral system must be in place.

25

CAPACITY BUILDING

69. The effective implementation and provision of students and community support services will require training of CET lecturers, students and community support services staff as well as regional officials.

70. The Department and CET colleges must plan for capacity building programmes for both administrative and lecturing staff on students and community support services and transformational priorities of the Department. These include, but not limited to inclusive education, upgrading skills of educators to enable them to facilitate learning of intergenerational groups, gender mainstreaming and utilization of enabling teaching methodologies, such as the use of NOLS and OERs.

71. Training of staff may be in a form of workshops and or formal qualifications. CET colleges and the Department will make a determination on the relevant stakeholders that will provide the necessary trainings. Regular in-house trainings are also encouraged.

STRUCTURES FOR STUDENTS AND COMMUNITY SUPPORT SERVICES

72. As a new component within the CET college system, interim students and community support services units must be established at all CET colleges. Colleges must identify and train dedicated lecturers to perform students and community support services duties.

73. Dedicated lecturing staff must perform the following duties:
    73.1. Planning and managing of overall students and community support functions;
    73.2. Coordinating college entry support functions;
    73.3. Coordinating learning, training, development, and wellness support interventions;
    73.4. Coordinating inclusive support initiatives for students with barriers to learning;
    73.5. Coordinating community, linkages and exit support initiatives; and
    73.6. Providing information on services provided to students and the community.

74. The process of appointing full time staff members at Community Learning Centre and Satellite Centre levels, with coordination and support from the college will be determined by the Department.

26