Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

higher education
& training

RECOMMENDATIONS AND MANAGEMENT RESPONSE ON THE DESIGN EVALUATION OF THE POLICY ON COMMUNITY COLLEGES

Recommendations from the Design Evaluation of the Policy on Community Colleges	Record of Agreement or Disagreement	Reasons for Disagreement
Recommendation 1:		
1.1) Ideally PALCs should remain as PALCs under Regional offices but the FET Amendment Acts (2013) and the (November 2014) Government Gazette 38158 preclude this. Accordingly, there needs to be a differentiated conceptualization of how the merged PALCs are meant to operate in different provincial contexts. It is known for example that Gauteng AET is administratively more successful than other provinces and has a fairly large AET staff.	Disagree	PALCs cannot remain under Regional Offices since they have been replaced by Community Learning Centres (CLCs) as of 1 April 2015. This legislation has established the present nine (9) Community Education and Training Colleges (National Policy on Community Education and Training Colleges)
1.2) A more comprehensive policy and plan must be developed that deals with the ongoing (even if only interim) existence and support of youth and adult learners at the old PALC sites. Key outcome, performance indicators, and sectoral coordination structures must be detailed. This is not to be confused with the	Agree	The process of the development of strategies & Annual Performance Plans for Community Education and Training Colleges address this activity. Given that PALCs are no

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policy and plan for the new institutional form of Community Colleges.		more in existence because as of 1 April 2015, it is not necessary to develop an Interim Policy and a Plan for existence and support of youth and adult learners at the old PALC sites.
1.3) The name "Interim Community College" is inappropriate and misleading. An alternative should be found.	Agree	
	The Final Policy has changed the name to Community Education and Training Colleges	
Recommendation 2:		
2) That a more substantive and imaginative policy be developed that deals with the creation and sustainable continuation of a new institutional form of provision of adult and youth education in decentralised community learning centres supported by community colleges, and with the requisite resources, programmes, curricula, materials and educators and trainers. This policy process should commence with the development of a set of guidelines for the pilot community colleges, including the notion that they should incorporate a number of local community learning centres (PALCs, PALC satellites or NGO Centres).	Agree	
On the basis of this comprehensive policy for community colleges, the current legislation (Further Education and Training Colleges Amendment Act of 2013) must be reviewed and amended where appropriate to ensure that the unique character of community colleges as articulated by the White Paper (DHET, 2013) and the	The DHET is in agreement with the need for more substantive policy but it should also be noted that nine (9) Community Education and Training Colleges have been established.	

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comments of the Minister's Advisor, drives the governance, management, staffing, and funding arrangements for the sector. This is in contrast to the current situation, where the legislation was developed in advance of the policy.		
2.1) Given the recommendation above, the new internal DG Task Team which we understand has been established to develop a comprehensive policy for community colleges is welcomed and is encouraged to embark upon a broad consultation process, especially with civil society.	Agree	
2.2) DHET will need to establish a significant internal structure (such as a Branch) to be responsible for the applied conceptualisation and building of this whole new sector and to ensure that the crucial SAIVCET functions are made operational, especially in regard to programme and materials development.	Agree	A Branch for Community Education and Training has been established. The absence of an established SAIVCET has necessitated the DHET to draw in experts from universities to assist with programme and materials development for the National Senior Certificate for Adults (NASCA) and General Education and Training Certificate for Adults

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	(GETCA).	
2.3) A detailed project plan, with an accompanying monitoring and evaluation framework for the pilot implementation should be developed before implementation to ensure deliverables and timeframes are clear and that lessons can be extracted and documented to inform the full implementation of the new community college system.	Agree	

Endorsed by

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Mr Gwebinkundla F Qonde

Director-General: Department of Higher Education and Training

Date: 19 / 10 / 2016