higher education
& training

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

GAUTENG
Community Education and Training
GET COLLEGE

# Gauteng Community Education and Training College

# Strategic Plan 2016/17 – 2019/20

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# VERSION CONTROL

| Version number | Date Submitted | Comments |
|---|---|---|
| 1 | 21 October 2015 | Submitted and mediate to Council for comment |
| 2 | 23 October 2015 | Submitted and mediate Regional Office and Curriculum Unit for comment |
| 3 | 28 October 2015 | Submitted and mediate to Centre Managers for comment |
| 4 | 5 November 2015 | Submitted first draft to DHET |
| 5 | 14 November 2015 | Workshop on second draft with Council, Regional Office and other stakeholders |
| 6 | 15 November 2015 | Council approval |
| 7 | 16 November 2015 | Submitted to DHET for comment |
| 8 | 28 November 2015 | Review and approval of plan |
| 9 | 30 November 2015 | Submit to DHET for approval |
| 10 | 19 June 2016 | Submit Logo for DHET approval |
| 11 | 13 September 2016 | Review for inputs by Council and other stakeholders |
| 12 | 1 October 2016 | Council approval |
| 13 | 3 October 2016 | Submit to DHET |
| 14 | 26 November 2016 | Review and approval |
| 15 | 8 December 2016 | Council approval |
| 16 | 9 December 2016 | Submitted to DHET |
| 17 | 20 May 2017 | Council inputs and support |
| 18 | 29 May 2017 | Council executive inputs and support |
| 19 | 12 August 2017 | Council approval |
| 20 | 14 August 2017 | Submit to DHET for approval |

## Abbreviations and Acronyms

| | |
|---|---|
| AAAT | Applied Agriculture and Agricultural Technology |
| ANHC | Ancillary Health Care |
| ASC | Amended Senior Certificate |
| CBST | Centre Base Support Team |
| CET | Community Education and Training |
| CJC | Central Johannesburg College |
| CLC | Community Learning Centre |
| DAF | District Assessment Forum |
| DHET | Department of Higher Education and Training |
| ECDV | Early Childhood Development |
| GDP | Gross Domestic Product |
| GETC | General Education and Training Certificate |
| IDP | Integrated Development Plan |
| INCT | Information and Communication Technology |
| LAC | Learning Area Committee |
| LED | Local Economic Development |
| LTSM | Learning Teaching and Support Material |
| MTSF | Medium Term Strategic Framework |
| NDP | National Development Plan |
| NEET | Not in Employment, Education or Training |
| NFCC | National Forum for Community Colleges |
| NS | Natural Science |
| NSC | National Senior Certificate |
| PAT | Provincial Assessment Team |
| PFMA | Public Finance Management Act |
| PPP | Public Private Partnerships |
| PS | Public Servant |
| PSET | Post School Education and Training |
| SBA | Site Based Assessment |
| SETAs | Sector Education and Training Authorities |
| SMME | Small Medium and Micro Enterprises |
| SOs | Strategic Objectives |
| TRVT | Travel and Tourism |
| TVET | Technical and Vocational Education and Training |
| WHRT | Wholesale and Retail |

# FOREWORD AND MESSAGE BY THE CHAIRPERSON OF THE COUNCIL

This strategic plan for Gauteng Community Education and Training College (Gauteng CET College) is submitted for approval by the Minister of the Department of Higher Education and Training as required by legislation. It takes into account that Community Education and Training (CET) Colleges, as part of a dynamic post-school education and training (PSET) system, should position themselves strategically in terms of the strategic vision and goals of the Department. This strategic plan is a key platform for implementing the strategic vision and goals of the Department as well as the strategic objectives of Gauteng Community Education and Training College.

The Strategic Objectives will form the nucleus of curriculum delivery at the college for a period of five years starting from 2016/17 – 2019/20. Successful strategic management requires commitment to a defined set of objectives by management. After developing a mission and completing a situational analysis, the next step is setting ojectives that flow from the mission to address strategic issues and problems identified through the situation analysis. Whereas Goals state general targets to be accomplished, Strategic Objectives state what is to be accomplished in singular, specific and measurable terms with a target date.

The Strategic Plan unpacks specific interventions to be undertaken by the College in 2017 to achieve the objectives as set out in the 5-year Strategic Plan 2016/17 – 2019/20.

These objectives are:
The strategy of Gauteng CET College will focus on the following Strategic Objectives (SOs):
(a) Increasing access to and improving success in CET programmes
(b) Provision of LTSM
(c) Capacity building of lecturers
(d) Effective management and administration of assessment
(e) Capacity building of management and council
(f) Effective financial management
(g) To foster sound Public Private Partnerships (PPP)
(h) To establish an effective and efficient student and support service structure.

To help drive these objectives the college developed the following value statement to help the college identify with and connect to its students, as well as to remind the college staff about its priorities and goals:

a)      Stakeholder consultation.

b)      To be relevant and responsive to the needs of the community.

c)      To become an institution of lifelong learning.

d)      Apply integrity in the manner in which we engage with our stakeholders.

e)      Provide quality service to our clients.

f)      To inspire commitment in the manner in which we deal with all stakeholders.

As a college we are committed to ensuring that the students and the entire college community derive maximum benefit from the institution. We will use our strategy to rally and encourage every staff member of the college to give their best so that we can provide the best possible opportunities to the students.

**Dr PM Manota**

**Chairperson: Gauteng Community Education and Training College Council**

Date: 13/8/2017

## OFFICIAL SIGN-OFF

It is hereby certified that in drafting this strategic plan the College Executive Team and Council members went through a strategic planning process, taking into cognizance the national strategic plan directives and targets. The planning process also included a situational analysis taking into account, the local economic drivers and linkages with other post-school institutions including Sector Education and Training Authorities (SETAs) and institutions of higher education.

The plan takes into account all the relevant policies, legislation and other mandates that govern the CET colleges and reflects the strategic outcome orientated goals and objectives which Gauteng CET College will endeavour to achieve over the period 2016/17 to 2019/20.

**Mr A Taumang**
**Deputy Principal Corporate Services**
Date: 14 | 08 | 2017

**Mr CK Wee**
**Principal**
Date: 13/8/2017

**Dr PM Manota**
**Chairperson of Gauteng Community Education and Training College Council**
Date: 13/8/2017

## INTRODUCTION AND STRATEGIC OVERVIEW BY THE PRINCIPAL

Adult education in South Africa has undergone tremendous and accelerated change from the traditional concept of "night school" to Community Education and Training (CET). One of the highest priorities in the post-school system is to improve the quality of teaching and learning in seeking to address the triple challenges of **poverty, unemployment** and **inequality**. This would address the plight of those who do not qualify for admission to Technical and Vocational Education and Training (TVET) Colleges or Universities. The Gauteng CET College is a new type of institution established on 1 April 2015. Gauteng CET College represents a third tier of post–school institutions alongside Universities and Technical and Vocational Education and Training (TVET) Colleges.

The mandate is to achieve an effective post-school education and training system, to break the back bone of adult illiteracy and provide second chance opportunities to young people and adults with relevant educational and training programmes to address the triple challenges of poverty, unemployment and inequality.

This mandate is jointly driven by the vision in the White Paper for Post-School Education and Training, the Department's Development Strategy, the National Development Plan (NDP), the Medium Term Strategic Framework (MTSF), the New Growth Path, the Human Resources Development Strategy for South Africa 2010-2030, the Gauteng Strategic Plan 2014-2019, the Gauteng Integrated Development Plans (IDPs) 2016/2021, the Gauteng Youth Employment Strategy, the South Africa's Ten Year Innovation Plan and other relevant policies.

It is with this background and context that the Gauteng CET College develops strategies that will increase access, improve quality and relevance, diversify and offer programmes that encourage, mobility and innovation. The target is to attract 92 000 students over a five-year period. The success target is 50% also over a period of five years. The central tenet of such commitment is to address the needs of out-of-school youth and adults, and to ensure that the College programmes respond to the South African socio-economic needs and those of Gauteng specifically.

The Gauteng CET College can meet the challenges of educating and training the young and adults and ensuring that they secure a place amongst the winners with smooth integration into the global economy through:

- provision of quality education and training;
- mobilization of resources;
- gradual introduction of community education programmes;
- promotion of a culture of excellence ;
- integration of teaching and learning  with community development ;

- promotion of sustainable programmes;
- increased capacity amongst governance, staff and student support;
- fostering of sound partnership with the business sector for additional resources especially for skills/vocational and non-formal programmes.

The college endeavours to develop leadership, management and staff capacity, especially the lecturers so that they are able to provide effective and innovative teaching and learning. Students will be supported with the provision of a comprehensive, integrated and holistic Student Support Services system.

On-going engagements and dialogue on issues related to community needs will be encouraged with a view to promoting informed educational policies and programmes guided by socio-economic demands. To make a significant impact in this sector, there is a need **to think globally and act locally!**

One of the main tasks of the college is to work effectively and efficiently in leading a new breed of students towards the attainment of skills and knowledge through values which would embody the finest in human development. The college is committed to contributing to the building of a critical mass of well-educated and skilled men and women who are committed, responsible and concerned about the development of South Africa.

Nothing solid can ever be built on the shaky and precarious ground of ignorance and obscurantism, especially in the increasingly complex world we live in today; the world characterised by the ever breath-taking technological innovations and challenges. As the saying goes; "only people can create wealth". It is our commitment that Gauteng CET College should become a beacon of hope and should provide a safe haven and a conducive environment for our out–of-youth and adults who need a second chance in life.

The Gauteng CET College commits itself and the resources allocated to it by government to achieve the targets outlined in this Strategic Plan.

Mr Clifford Wee
Principal
Date:___13/8/17_____

# PART A: STRATEGIC OVERVIEW

# 1. VISION, MISSION AND VALUE STATEMENT

## Vision

Prioritising and providing access to adult and out-of-school youth to become active citizens through relevant community education and training programmes.

## Mission

Providing community orientated education and training programmes that would capacitate adult and out-of-school youth to achieve their goals.

## Value Statement

a) Stakeholder consultation.

b) To be relevant and responsive to the needs of the community.

c) To become an institution of lifelong learning.

d) Apply integrity in the manner in which we engage with our stakeholders.

e) Provide quality service to our clients.

f) To inspire commitment in the manner in which we deal with all stakeholders.

## 2. LEGISLATIVE AND POLICY MANDATES

### Constitution of South Africa 1996
The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) (Section 29(1)-(4)) provides for the right to basic education, including adult basic education, and to further education, which the state, through reasonable measures, must make progressively available and accessible.

### Higher Education Act 1997
This Act aims to promote good-standard education beyond formal schooling. It regulates higher education in South Africa and governs all the legislation related to the establishment and operation of a Council on Higher Education and the funding and operation of public higher education institutions. It also provides for the appointment and functions of an independent assessor as well as the registration of private institutions

### White Paper for Post-School Education and Training (PSET) 2014
The White Paper is a policy that has created a framework that defines the Department's vision for PSET, its focus and priorities.

### The Continuing Education and Training Act 2006 (Act No. 16 of 2006)
It is the legislation underpinning the provision of Community Education and Training Colleges (CETCs) and Community Learning Centres (CLCs). The Act replaces the Adult Education and Training Act, 2000 (Act No. 52 of 2000).

### National Qualifications Framework Act 2008
Provides for the national qualifications framework and the responsibilities of the Minister in this regard.

### Examinations and Assessment Policies 2016
Regulations for examinations and assessment are outlined to guide classroom activities with various forms of internal and external assessments that will lead to certification.

### Public Finance Management Act 1999
Public Finance Management Act, No 1 of 1999 (as amended by Act 29 of 1999), deals with funding and spending of State monies. The Act promotes the objective of good financial management in order to maximize delivery through the efficient and effective use of resources allocated.

### National Norms and Standards for Funding Community Education and Training Colleges 2015
Provide a framework for a funding mechanism for Community Education and Training (CET) colleges.

### National Development Plan 2030
The National Development Plan (NDP) offers a long-term perspective to eliminate poverty, unemployment and reduce inequalities. It defines a desired destination and identifies the role different sectors of society need to play in reaching that goal.

### The Medium Term Expenditure Framework 2015
The MTEF is annual, rolling three year-expenditure planning. It sets out the medium-term expenditure priorities and hard budget constraints against which sector plans can be developed and refined.

MTEF also contains outcome criteria for the purpose of performance monitoring. MTEF together with the annual Budget Framework Paper provides the basis for annual budget planning.

## Department of Higher Education and Training (DHET) Strategic Plan 2016

The plan outlines the strategic outcomes orientated goals and objectives which Department will endeavour to achieve over the period 2015 to 2020.

## Industrial Policy Action Plan 2016-2017

The plan reflects work that has recently been undertaken by the Department of Trade and Industry and other governmental structures to guide skills development.

## Gauteng Strategic Plan 2014-2019

The crux of this strategic plan is the radical economic transformation to address the triple challenges of poverty, inequality and unemployment in Gauteng. Here the role of the CET college is very crucial.

## Municipal Systems Act 2000

Guides the implementation of Local Economic Development (LED) initiatives, Integrated Development Plans (IDPs) and Spatial Development Frameworks. Here again the college will play a crucial role in providing skills for development.

## The 2016 / 2017 Integrated Development Plans of the Gauteng Metropolitans and Municipalities

The Integrated Development Plan (IDP) is a five-year strategic developmental plan which local government is required to compile to determine the development needs and resources of the municipality.

## National Youth Policy 2015-2020

This is the policy that facilitates the integration of young people into the mainstream economic activities, through creating decent work, sustainable livelihoods and the reduction of income in-equalities.

## Youth Development Strategy 2013-2023

Promotes accelerated entrepreneurship amongst young people to address equity with the aim of raising the levels of the overall economic indicators of South Africa.

## 3. COLLEGE SITUATIONAL ANALYSIS
### 3.1 Performance Environment

Statistics South Africa released the General Household Survey 2016 which indicates a population of 18.8 million South Africans over the age of 20 years who for various reasons have been excluded from Education and Training opportunities in the country .The majority of these reside in Gauteng and are desperately in pursuit of economic opportunities..

Gauteng CET College, with its administrative hub located at Crown Wood Office Park in Ormonde, has 47 Community Learning Centres (CLC's) within the geographical area of Gauteng, with 269 satellites. The CLC's are between a radius of ± 5 km and 30 km from each other; with a total of 82 653 students registered for the following programmes:

- General Education and Training Certificate (GETC);
- Senior Certificate ( SC); and
- Vocational and occupational skills programmes.

The CLC's are spread within the three metropolitans (Ekurhuleni, Tshwane and Johannesburg) and two municipalities (Sedibeng and West Rand) as per the Gauteng municipality's map. (See map below)
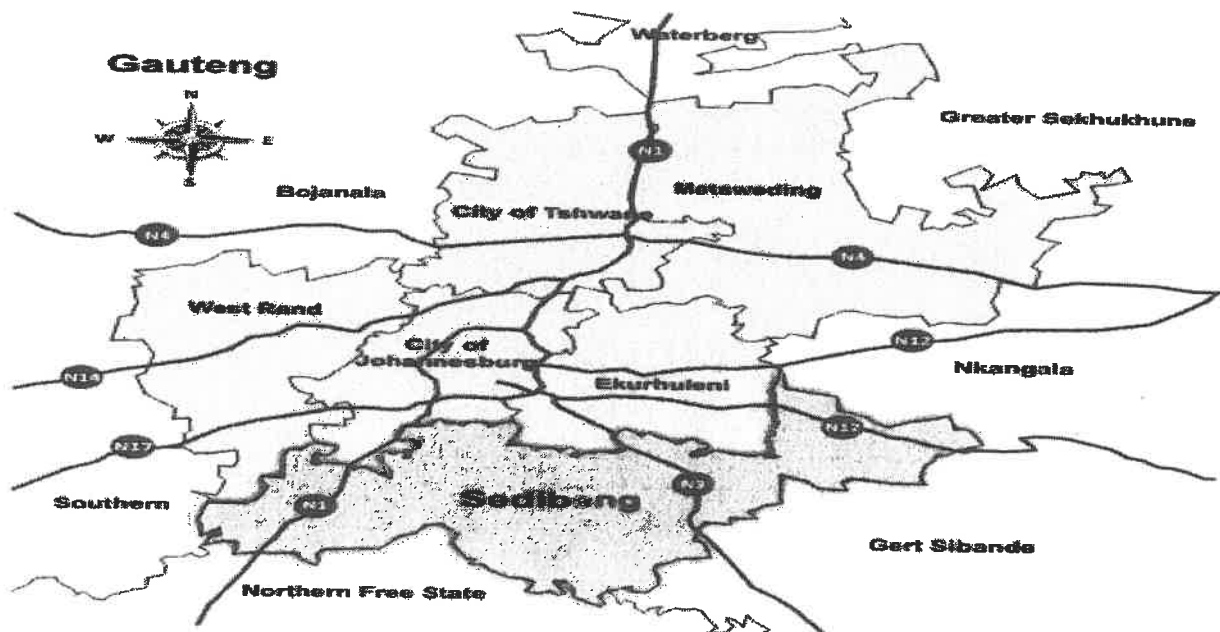


The spread of 47 CLC's is as follows: **16** in Johannesburg Metro, **12** in Tshwane Metro, **12** in Ekurhuleni, **3** in Sedibeng District and **4** in the West Rand.

At a regional level the college is supported by a regional office and at a district level by CET Curriculum Support officials. At an operational level, management structures are operational with 47 permanent centre managers' posts. Each CLC is provided with at least four (4) administration support staff. A total of 26 CLC's have their own dedicated buildings which makes curriculum delivery possible from 08h00 – 20h00. The remaining 21 CLC's mostly operate between 15h00 – 20h00 when classrooms are available at host schools and TVET Colleges.

Gauteng remains the economic and industrial hub of South Africa. Gauteng is seen as the place to seek employment opportunities. This results in the continually escalating migration of job seekers, which in turn exacerbates the unemployment rate of the province. Coupled with this, Gauteng is seen as offering specialized training opportunities; this also leads to more people transferring to our centres, in search of this training. After 23 years of democracy, the exclusion of the overwhelming majority of mainly black women and youth as key participants in key sectors of the economy is still a challenge. Despite the fact that the province contributes 36% to the country's GDP, 40% of the total industrial output, 60% of exports and a dominance of unskilled/semi-skilled labour over skilled labour force, there is still evidence of a weak SMME sector in Gauteng.

In response to these challenges Gauteng CET College has a responsibility to build stairways and bridges to a prosperous future across all the diverse and cosmopolitan communities of Gauteng. The focus will be on offering programmes to youth and adults that have strong links with local government, municipalities, SETAS and private sector. It is critical to assist communities to produce a skilled and capable workforce with decent jobs for prosperity.

The main drivers for the Gauteng economy that will guide the Gauteng CET College to contribute towards economic freedom are the following:

- Township economic revitalization,
- Strategic economic infrastructure,
- Township tourism,
- Revenue generation,
- Manufacturing; electricity; gas and construction,
- Wholesale and retail, transport and communication; and
- Taxi industry and infrastructure

It is against this background that the Gauteng CET College has to align its programmes and innovate so that it can respond to the triple challenges of poverty, unemployment and inequality by, among others, supporting the following developments:

- SMME initiatives,
- ICT development,

- green and blue economy projects; and
- engagement with metropolitan and municipal Integrated Development Plans and projects.

All these challenges afford Gauteng CET College an opportunity to contribute and to respond through partnerships and linkages. One of the ideals of the NDP is that "a new type of institution established and supported; one that can offer a diverse range of possibilities to people for whom vocational and technical colleges and universities are not accessible yet." Gauteng CET College is that new type of institution.

## 3.2 Organisational Environment

An organisational environment is composed of forces surrounding an organisation that affect performance, operations and resources. For the purposes of this document, we have divided the environmental factors into two parts; namely the organisational structure and factors (internal and external) that influence the environments.

### 3.2.1 Organisational structure

The following diagram depicts the organizational structure of the College:
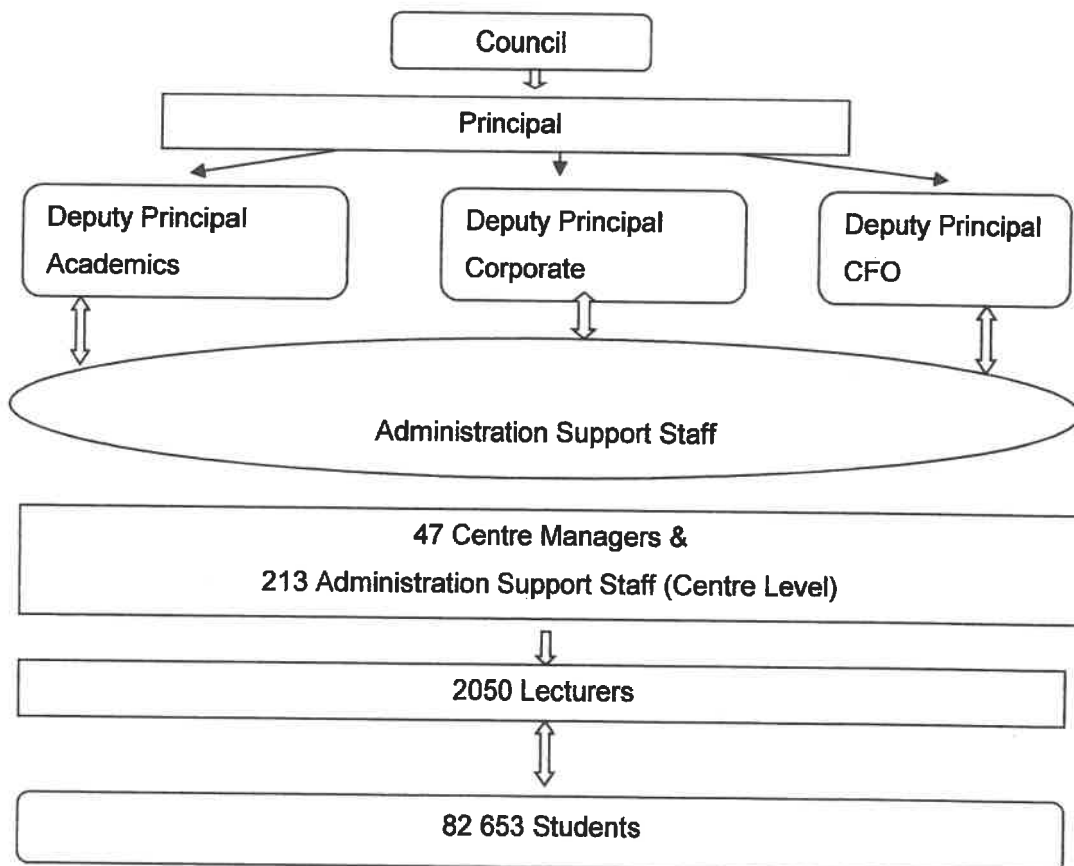
The organisational structure is summarized based on our SWOT analysis as follows:

| Strengths | Weaknesses |
|---|---|
| <ul><li>Council legally recognized</li><li>Post establishment in place and functional</li><li>47 Permanent Centre Managers posts</li><li>Lecturers are appointed and paid monthly.</li><li>Students already enrolled for GETC, skills programmes and Senior Certificate.</li><li>Curriculum Support structures in place and fully functional Centre Based Support Teams, Learning Area / Subject Committees, Programme Management Meeting, Regional Assessment Team.</li><li>Full complement of Support Staff in all CLC's (Grounds man, Administration Clerk and Cleaners)</li><li>47 centres are easy to reach (proximity)</li></ul> | <ul><li>21 CLC's without own buildings.</li><li>Some lecturers appointed below REQV 13.</li><li>Poor attendance of students especially in winter.</li><li>Satellites that operates in the afternoons</li><li>High drop out rate of students.</li><li>Low student numbers in Levels 1 and 2</li><li>Low morale of staff</li><li>A lot of vacancies at Centre Management level</li><li>The vacant position of Deputy Principal finance</li></ul> |

| Opportunities | Threats |
|---|---|
| <ul><li>Availability of unutilized schools and community buildings</li><li>Improved access due to expansion of programme offerings</li><li>Funding from department</li><li>Access to a wide range of CET programmes</li><li>Gauteng economic environment</li><li>Students are available</li><li>Partnership and linkages with relevant stakeholders</li><li>Provincial skills development forums</li><li>National treasury budget projections for PSET</li></ul> | <ul><li>Limited budget</li><li>Lack of infrastructure</li><li>Lack of capacity</li><li>Conditions of services</li><li>Evictions from schools to make use of their buildings for teaching and learning</li><li>Exorbitant rentals for schools and TVET Colleges</li><li>Exodus of lecturers to Basic Education and to greener pastures</li><li>CET sector is relatively still unknown to some communities, this call for intense advocacy.</li><li>Vandalism and burglary in CLC's</li></ul> |

### 3.2.2  a) Internal key issues from analysis

- The need for a powerful vision to support the College in carrying out its mandate,
- The need for a strong culture of continuous improvement,
- The need for effective management and governance,
- Insufficient funding; and
- Inadequate provision of Student Support Services.

#### b) External key issues from analysis

- Escalating poverty resulting in students not being able to pay for transport to school and learning material,
- Mounting unemployment rate leading to a decrease in enrolment numbers,
- Wide variance on the ages of students – from 16 to 60,
- Drug and alcohol abuse of students impedes the culture of learning,
- Rising crime rate inhibits after- hour training as students fear for their safety,
- Lowering entry requirements for matric re-writes results Pls rephrase??,
- Irrelevant programmes, which do not address the needs of the clients encourages a higher drop-out rate; and
- Lack of own schools.

## 4.  NATIONAL STRATEGIC OUTCOME ORIENTATED GOALS

The 2019 Medium Term Strategic Framework is structured around 14 priority outcomes which cover the focus areas identified in the National Development Plan. The Department of Higher Education and Training is responsible for Outcome 5 of the 14 government outcomes, namely *"A skilled and capable workforce to support an inclusive growth path"*. The following Medium Term Strategic Framework (MTSF) sub-outcomes have been identified for this Outcome:

1. Credible institutional mechanism for labour market and skills planning;
2. Increased access and success in programmes leading to intermediate and high level learning;
3. Increased access to and efficiency of high-level occupationally directed programmes in needed areas; and
4. Increased access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills.

For the realisation of the aforementioned sub outcomes, five (5) strategic outcome oriented goals have been identified and Goals 2 to 4 closely relate to delivery and achievement by the CET colleges.

## STRATEGIC OUTCOME ORIENTED GOALS

**Goal 1:** To provide a sound post-school education and training legislative framework.

**Goal 2:** To provide post-school education and training services.

**Goal 3:** To provide post-school education and training capacity.

**Goal 4:** To facilitate a strong stakeholder network.

**Goal 5:** To ensure continuous business excellence within the Department of Higher Education and Training.

# PART B: STRATEGIC OBJECTIVES

## 5. STRATEGIC OBJECTIVES

### 5.1 Strategic Objectives Description

| GAUTENG CET COLLEGE STRATEGIC OBJECTIVES | |
|---|---|
| **Strategic Objective 1** | Increasing access to and improving success in CET programmes |
| **Objective Statement** | To expand access to **92 000** students in academic, vocational and occupational programmes, as well as community based programmes and increase student performance to 50% for full GETC qualifications in Gauteng CET College by March 2020. |
| **Baseline** | 82 653 statistics |
| **Justification** | Advocacy and branding |
| **Links** | NDP, White Paper, and CET Act |
| **Strategic Objective 2** | Provision of LTSM |
| **Objective Statement** | To provide appropriate LTSM to 27 600 students in fundamentals (Workbooks ), 2050 lecturer guides and stationery packs for all Levels 1 – 4 by 31 March 2020 |
| **Baseline** | Workbooks |
| **Justification** | Budgetary constraints limit the provisioning of LTSM |
| **Links** | PFMA , Treasury Regulations and LTSM Policy |
| **Strategic Objective 3** | Capacity building of lecturers |
| **Objective Statement** | Capacity for 2050 lecturers for the effective delivery of the CET programmes by 31 March 2020 in Learning Areas and Subjects with a pass percentage of less than 60%. |
| **Baseline** | Analysis of end of the year results ,Internal Moderators and Chief Markers reports |
| **Justification** | To improve students' performance and increase the number of students with a full GETC qualification and Senior Certificate. |
| **Links** | NDP, MTSF and White Paper |
| **Strategic Objective 4** | Effective management and administration of assessment |

| | |
|---|---|
| **Objective Statement** | To effectively manage and administer assessment processes in all CLC's by 31 March 2020 |
| **Baseline** | Strengthen and support the following curriculum structures: DAF, LAC, PAT, SBA Road shows, Revision and Intervention programmes, Moderation and Marking processes. |
| **Justification** | To increase students' performance |
| **Links** | Previous results and Umalusi report |

| | |
|---|---|
| **Strategic Objective 5** | Capacity building of management and council |
| **Objective Statement** | To build capacity of senior and centre managers (51), curriculum support officials (35), Admin support staff (94) and Council (16) of the college |
| **Baseline** | 0 |
| **Justification** | To improve management of CET programmes in CLC's |
| **Links** | NDP, White Paper and MTSF |

| | |
|---|---|
| **Strategic Objective 6** | Effective financial management |
| **Objective Statement** | To ensure effective financial management through application of good financial management systems, including management accounting, financial accounting and supply chain management in line with PFMA |
| **Baseline** | 0 |
| **Justification** | Clean audited financial reports –unqualified report |
| **Links** | NDP, MTSF, White Paper, PFMA, National Norms and Standards for Funding Community Education and Training Colleges and National Treasury Regulations |

| | |
|---|---|
| **Strategic Objective 7** | To forge sound partnerships and linkages |
| **Objective Statement** | To ensure that partnerships are forged and developed with SETAs, industry, government departments and other partners by signing Memorandum of Understanding. |
| **Baseline** | 0 |
| **Justification** | To augment the budget, to offer relevant skills programmes and increase employment opportunities. |
| **Links** | NDP, MTSF, White Paper, PFMA, National Treasury Regulations and relevant policies |

| Strategic Objective 8 | To establish an effective and efficient Student Support Services. |
|---|---|
| Objective Statement | To ensure the development of an effective and efficient Student Support Services in order to increase the success rate. |
| Baseline | 0 |
| Justification | Increase success rate |
| Links | White Paper on Post Schooling, CET Act 16/2006 and Student Support Services Policy. |

## 5.2 Resource Considerations

**5.2.1 For curriculum delivery and provision of Student Support Services the following needs urgent attention;**

- Classroom furniture,
- LTSM (including equipment for practical subjects like AAAT, ANHC& ECD),
- ICT equipment (software, licence and internet),
- Stationery Packs (for both students & lecturers),
- Educational excursions,
- Career guidance and Counselling,
- Library Services,
- Science laboratory equipment,
- Machinery for vocational skills programmes e.g. welding and carpentry machines; and
- Physical education and extra-curricular activities' equipment.

**5.2.2 Finances and funding for skills programmes**

- Skills programmes need additional funding with infrastructure and facilities to meet the demands in the communities.

**5.2.3 Conducting examinations and assessment**

- Exam and formative assessment timetables / management plan,
- Printing and photocopying paper,
- Training of chief invigilators; and
- Transport for delivery of question papers and scripts.

## 5.3  Risk Management

| | | | Low/ Moderate/ High/ Extreme | Unlikely/ Moderate/ Likely/ Almost Certain | Low/ Moderate/ High/ Extreme) | |
|---|---|---|---|---|---|---|
| 1 | Increase access and success and improving success in CET programmes | High failure rate and dropout rate of students. | High | Almost Certain | High | Student Support Services in place |
| | | Programmes that are non-responsive to community needs. | High | High | High | Review of curriculum offerings and alignment with local community needs. |
| 2 | Provision of LTSM | Lack of LTSM provisioning. | High | Likely | High | Budget be made available for LTSM.  LTSM Policy to manage the LTSM effectively and efficiently.  Business plan in place to augment the budget. |
| 3 | Capacity building of lecturers | Lack of appropriate skills for curriculum | High | Likely | High | Improved working environment. Provide in- |

| | | delivery. | | | | house and external training opportunities. |
|---|---|---|---|---|---|---|
| 4 | Effective management and administration of assessment | Ineffective management and administration of assessment | Moderate | Moderate | Low | Constant review of assessment tools |
| 5 | Capacity building of management and council | Lack of resources to build management and council capacity | High | Moderate | Moderate | Skills audit to determine training needs<br><br>Training and development |
| 6 | Effective financial management | Lack of appropriate systems and processes. | High | Likely | High | Appointment of staff with appropriate skills |
| | | Lack of internal control frameworks, policies and procedures. | High | Likely | High | Put systems and policies in place. |
| 7 | To foster sound Public Private Partnerships (PPP) | Failure to form Public Private Partnerships (PPP) | High | Moderate | Moderate | Develop a Public Private Partnerships (PPP) engagement document.<br><br>Engage private sector for additional funding. |
| 8 | To establish an | No coherent | High | Moderate | Moderate | Need for an |

| effective and efficient student and support service structure. | service for students to participate meaningfully in this structure. | | | | established coherent student support services structure that is appropriate for the target audience. |
|---|---|---|---|---|---|