



# Strategic Plan 2020-2024



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



**GAUTENG**  
CET COLLEGE



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Community Education and Training  
**CET COLLEGE**

# Gauteng CET College

## Strategic Plan for 2020-2024

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## Abbreviations and Acronyms

<b>AB</b>	Academic Board
<b>APP</b>	Annual Performance Plan
<b>ASC</b>	Amended Senior Certificate
<b>BMR</b>	Bureau of Market Research
<b>CASS</b>	Curriculum and Assessment Support Structure
<b>COS</b>	Centre of Specialisation
<b>COVID-19</b>	Coronavirus disease 2019
<b>CET</b>	Community Education and Training
<b>CLC</b>	Community Learning Centre
<b>CSIP</b>	College Support and Improvement Programme
<b>DHET</b>	Department of Higher Education and Training
<b>DP</b>	Deputy Principal
<b>HRDS-SA</b>	Human Resource Development Strategy for South Africa
<b>GDE</b>	Gauteng Department of Education
<b>GDP</b>	Gross Domestic Product
<b>FPM</b>	Fibre Processing and Manufacturing
<b>ICT</b>	Information Communication and Technology
<b>ID</b>	Identity Document
<b>IDP</b>	Integrated Development Plan
<b>LED</b>	Local Economic Development
<b>LMIP</b>	Labour Market Intelligence Project
<b>LTSM</b>	Learning and Teaching Support Material
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MOA</b>	Memorandum of Agreement
<b>MOU</b>	Memorandum of Understanding
<b>MTEF</b>	Medium Term Expenditure Framework
<b>MTSF</b>	Medium Term Strategic Framework
<b>NDP</b>	National Development Plan
<b>NEET</b>	Not in employment nor in education and training (youth)
<b>NQF</b>	National Qualification Framework
<b>NSC</b>	National Senior Certificate
<b>NSDS</b>	National Skills Development Strategy
<b>NSF</b>	National Skills Fund
<b>OPS</b>	Operational Plan
<b>PED</b>	Provincial Education Department
<b>PFMA</b>	Public Finance Management Act
<b>PLP</b>	Pre-Vocational Learning Programme
<b>PPE</b>	Personal Protective Equipment
<b>PQM</b>	Programme and Qualification Mix
<b>PSET</b>	Post-School Education and Training
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>SAICA</b>	South African Institute of Chartered Accountants
<b>SCM</b>	Supply Chain Management
<b>SETA</b>	Sector Education and Training Authority
<b>SMME</b>	Small Medium Macro Enterprise

<b>SOP</b>	Standard Operating Procedure
<b>SRC</b>	Student Representative Council
<b>STL</b>	Satellite
<b>SNE</b>	Special Needs Education
<b>SSP</b>	Sector Skills Plan
<b>TID</b>	Technical Indicator Description
<b>TVET</b>	Technical Vocational Education and Training
<b>WIL</b>	Work Integrated Learning

## 1. CHAIRPERSON STATEMENT

This Strategic Plan for Gauteng CET College is submitted for approval by the Minister of the Department of Higher Education and Training as required by legislation. It considers 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.

The strategy of the Gauteng Community Education and Training College (GCETC) will focus on the following Measuring Outcomes:

- (a) Expanded access to CET opportunities;
- (b) Improved success and efficiency in CET programmes and qualifications,
- (c) Improved quality of provision in CET Colleges;
- (d) Improved responsiveness of CET College System; and
- (e) Excellent business operations within the CET college.

These measuring outcomes will form the nucleus of curriculum delivery at the college for the next five years. The measuring outcomes are one of the fundamental building blocks of the strategic plan. A strategic outcome (or measuring outcome) is a specific goal that needs to be achieved, with a clearly stated outcome and a deadline. It differs from a Focus Area in that it is specific and measurable, and once completed will be replaced by another different goal. In other words, a strategic goal is something that can be tangibly achieved. The strategic outcomes will therefore guide the activities of the College for the next five years.

In order to help drive these strategic outcomes, the Council of the Gauteng Community Education and Training College developed a vision, a mission and the values for the College. The vision of the College is; "Institution of choice driving social change for adults and out-of-school youth through community education and training programmes".

Our stated mission is "To increase access and success through relevant community education and training programmes for socio - economic impact for adults and out-of-school youth."

The College's values are:

- a) Shared values
- b) Batho Pele principles orientated
- c) Competitiveness
- d) Ethical leadership.

As a College we are committed to ensuring that the students and the entire College community derive maximum benefits 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.

 18/01/2021

Dr. PM Manota

**Chairperson of College Council**

## 2. PRINCIPAL'S STATEMENT

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. The Gauteng Community Education and Training College (Gauteng CET College) is a new type of institution established on 1 April 2015. The College represents a third tier of institutions alongside Universities and Technical and Vocational Education and Training (TVET) Colleges thus giving attention to those who do not qualify for admission to TVET Colleges or Universities.

The mandate is to achieve an effective post-school education and training system, to break the backbone of adult illiteracy and provide to young people and adults second chance opportunities to receive relevant educational and training programmes to obviate 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 Integrated Development Plans (IDPs), the Gauteng Youth Employment Strategy, and South Africa's Ten Year Innovation Plan.

It is with this background and context that the College develops strategies that will increase access, improve quality and relevance, diversify and integrate programmes as well as encourage mobility and innovation. The target is to attract 111 957 students over a five-year period along with a target of 50% success rate over the same period. 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 College can meet the challenges of educating and training young adults and ensuring that they secure a place amongst the winners, with smooth integration into the global economy, through the:

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



- increase capacity building amongst governance structures, and staff (with particular emphasis on student support services; and
- fostering of sound partnerships with the business sector for additional resources especially for skills/vocational and non-formal programmes.

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

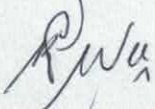
On-going engagements and dialogue on issues of community needs will be encouraged with a view to promote informed educational policies and programmes guided by socio economic demands. To make a significant impact in this sector, there is a need to think globally and act locally!

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/skilled men and women who are committed, responsible and concerned with 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, characterised by the ever-breath-taking technological innovations and challenges. As the saying goes; "only people can create wealth". Gauteng CET College is a beacon of hope and is committed to provide a haven and a conducive environment for our adults and out-of-school youth who need a second chance in life.

The Gauteng Community Education and Training College commits itself through resources allocated to it by government, to achieve the targets outlined in this Strategic Plan

As the Accounting Officer (Principal) of Gauteng CET College I commit myself and the resources of the College to achieving the strategic outputs and targets as outlined in this plan.



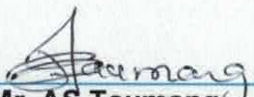
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Mr CK Wee  
**Principal**

### 3. OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:


- Was developed by the management of Gauteng CET College under the guidance of the College Council;
- Considers all relevant policies, legislation and other mandates for which Gauteng CET College is responsible; and
- Accurately reflects the impact, Outcomes and Outputs which Gauteng CET College will endeavour to achieve over the period 2020/24.

  
Mr, AS Taumang

Deputy Principal: Corporate Services

Date:

18/01/21

  
Ms, J Majola

Deputy Principal: Finance

Date:

18/01/2021

  
Mr, CK Wee

Principal

Date:

18/01/2021

  
Dr, PM Manota

Chairperson of Council

Date: 18/01/2021

# PART A

## OUR MANDATE

## **PART A: OUR MANDATE**

### **4. CONSTITUTIONAL MANDATE**

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 further education for all its citizens. The State, through reasonable measures, must make this progressively available and accessible in the official languages or language of their choice, in public educational institutions provided equity, practically and redress are considered.

### **5. LEGISLATIVE AND POLICY MANDATES**

#### **The Continuing Education and Training Act 2006 (Act No. 16 of 2006)**

It is the legislation underpinning the provision for Community Education and Training (CET) College and Community Learning Centres (CLCs).

#### **White Paper for Post-School Education and Training 2014**

The White Paper is a policy that has created a framework that defines the Department's vision for PSET, its focus and priorities.

#### **Higher Education Act 1997**

The regulations of higher education are outlined therein.

#### **National Qualifications Framework Act 2008**

This document provides for the National Qualification's Framework and the responsibilities of the Minister.

#### **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 the State monies. The Act promotes the objective of good financial management in order to maximize delivery through the efficient and effective use of limited resources.

#### **National Norms and Standards for Funding Community Education and Training Colleges 2019**

The document provides a framework for a funding mechanism for Community Education and Training (CET) Colleges.

### **National Development Plan 2030**

The National Development Plan (NDP) indicates that there are currently over 3 million young people aged 18-24 not in Employment or Education and Training (NEET).

## **6. INSTITUTIONAL POLICIES AND STRATEGY OVER THE FIVE-YEAR PLANNING PERIOD**

### **Gauteng CET College Policies**

The College is governed by operating policies which have been approved by the Council.

### **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**

The Plan provides a framework for system planning and implementation that underpins the piloting of an ideal CET college.

### **Gauteng Integrated Development Plans 2017/2022**

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

### **Municipal Systems Act 2000**

The Act guides the implementation of Local Economic Development (LED) initiatives, Integrated Development Plans (IDPs) and Spatial Development Frameworks.

### **National Youth Policy 2015-2020**

This policy facilitates the integration of young people into the mainstream economic activities, through creating decent work, sustainable livelihoods and reduction of income inequalities.

## PART B

# OUR STRATEGIC FOCUS

## **PART B: OUR STRATEGIC FOCUS**

### **7. VISION**

Institution of choice driving social change for adults and out-of-school youth through community education and training programmes.

### **8. MISSION**

To increase access and success through relevant community education and training programmes for socio - economic impact for adults and out-of-school youth.

### **9. VALUES**

- a) Shared values
- b) Batho Pele principles orientated
- c) Competitiveness
- d) Ethical leadership

### **10. SITUATIONAL ANALYSIS**

The Bureau of Market Research (BMR) has shown that Gauteng accounts for 35% of total household consumption in South Africa. Gauteng province covers just 1.4% of South Africa's land mass but it produces about a third of South Africa's gross domestic product (GDP), and a remarkable 10% of that of the African continent. Whereas mining used to account for Gauteng's dominance of the regional economy, the province is now a leader in a wide range of other sectors: finance, manufacturing, commerce, IT and media amongst others.

The leading economic sectors are finance, real estate and business (21% of provincial GDP), manufacturing (16.5%), government services (16.3%) and wholesale, retail, motor trade and accommodation (12.8%). The so-called creative industries (including advertising and the film sector) employ upwards of 180 000 people and contribute more than R3.3-billion to the provincial economy. The provincial government's Economic Development Plan sees this sector as one of the key drivers of future growth.

In response to the opportunities the Gauteng CET College will align its programme offerings for the next five years in areas identified as part of the priorities.

The College has 47 Community Learning Centres (CLC's) within the geographical area of Gauteng, with 267 satellites. The CLC's are between a radius of  $\pm$  5 km and 30 km from each other offering the following programmes:

- General Education and Training Certificate (GETC);
- National Senior Certificate (NSC), Amended Senior Certificate (ASC);
- Occupational Qualifications; and
- Non formal programmes.

The CLC's are spread within the three metropolitans (Ekurhuleni (12), Tshwane (12) and Johannesburg (16) and two municipalities (Sedibeng (3) and West Rand (4) as per the Gauteng municipality's map. (See map below)



The College structure has 47 main CLCs with 267 Satellite Centres attached to them for ease of access by communities and students. The CLCs have administrative and general work support staff. The regional office provides curriculum, institutional and assessment support to the college through monitoring and support services. A total of 22 CLC's have their own dedicated buildings which makes curriculum delivery possible from 08H00 – 20H00. The remaining 25 CLC's mostly operate between 15H00 – 20H00 when classrooms are available at host schools and community facilities.

Gauteng remains the economic and industrial hub of South Africa and is seen as the place to seek employment opportunities. This results in the continually escalation of migration of job seeking people, which exacerbates the unemployment rate. Coupled with this, the province is seen as offering specialized training opportunities; this also leads to more people transferring



to our centers in search of this training. After 25 years of democracy, the exclusion of the overwhelming majority of mainly women, youth and people with disabilities as key participants in key sectors of the economy is still a challenge. Even though the province contributes a third to the national GDP there is still evidence of a weak SMME sector in Gauteng.

In response to these challenges the 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 to provide for youth and adults offering programmes that have strong links with local government, municipalities, SETAs and the private sector. It is critical to assist communities to produce a skilled and capable workforce with decent jobs for prosperity.

College programme offerings will be guided by the economic make-up of the 5 District Municipalities of the province. By municipality these economic drivers are as follows:

1. **City of Johannesburg, Central Development Corridor** (the provincial capital): finance, services, ICT and pharmaceutical industries, green and blue economy.
2. **City of Ekurhuleni, Eastern Development Corridor**: manufacturing, logistics and transport hub.
3. **City of Tshwane, Northern Development Corridor** (the national administrative capital): automotive sector, research, development, innovation and knowledge-based economy, tourism, agri-processing.
4. **West Rand District, Western Development Corridor**: transitioning the mining economy with the goal to create a new diverse economy around tourism (Maropeng World Heritage Site), agriculture and agri-processing, Lanseria Airport City, renewable energy industries.
5. **Sedibeng District, Southern Development Corridor**: with the steel industry in decline the aim is a new economy to be based on entertainment and tourism (Vaal River City), logistics, agri-processing and urban agriculture.

It is against this background that the College must align and respond to the challenges of poverty, unemployment, inequality, social cohesion and social justice supporting the following developments:

- SMME initiatives,
- Clothing and textile;
- Welding;

- Plumbing;
- Tourism;
- ICT development,
- Green projects and
- Engagement with metropolitan and municipal Integrated Development Plans such as Kasi Unlimited which is a business to business platform driven from the value chain and other projects.

All these challenges afford the College an opportunity to contribute and to respond through partnerships and linkages in support of the NDP ideals.

#### **11.1. EXTERNAL ENVIRONMENT ANALYSIS**

As stated above the Gauteng CET College PQM is informed by the socio-economic drivers in the 5 District Municipalities.

Furthermore, key to the College's success of being relevant and responsive is to ensure the placement of students in work-based learning opportunities. Additionally, another important element of the College's success is partnerships with both public and private entities. Thus far the College has already secured 12 partnerships with private companies. One major outcome of these partnerships has been the enrolment of 1861 Students on an accredited Learnership qualification at NQF level 2 – New Venture Creations.

In addition to focusing on academic and skill training, the College intends to provide community support services that help to address other social challenges such as the fight against gender-based violence in the country. The College aims to incorporate capacity building and awareness programmes through the community support services.

#### **11.2. INTERNAL ENVIRONMENT ANALYSIS**

An organisational environment is composed of forces surrounding an organisation that affects performance, operations and resources. The organisational structure has a bearing on the internal environment.

The following key factors have impaired the College's ability to fulfil its mandate:

- Lack of appropriate infrastructure (sharing of premises with schools and churches and limited operating hours);
- Delay in finalisation of Gauteng CET College staff establishment contributing to staff attrition;
- Lack of a learner management system;
- Insufficient and decreasing budget allocation; and
- COVID-19 challenges.

The College Council is constituted and functional according to the CET Act 16 of 2006 prescriptions. Two statutory structures namely Student Representative Council (SRC) and Academic Board (AB) are also appropriately constituted. The college principal is supported by the three deputies responsible for academic services, corporate services and financial management. All of which, in turn, is supported by an administrative staff component. At centre level, Centre Managers are responsible for curriculum delivery and administration and are supported by administrative staff. Lecturers are the main drivers of curriculum delivery at different operational times which are flexible for our students and communities.

## PART C

# MEASURING OUR PERFORMANCE

## PART C: MEASURING OUR PERFORMANCE

### 12. INSTITUTIONAL PERFORMANCE INFORMATION

#### 12.1 MEASURING IMPACT

<b>Impact Statement</b>	Functional literacy improved, social cohesion enhanced, and economic participation increased through the provision of quality community education and training programmes.
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#### 12.2. MEASURING OUTCOMES

Outcome 1	Outcome Indicator	Baseline	Five Year target
Expanded access to CET opportunities	<b>Target: Number of annual enrolment targets</b>	54 480	111 957
	1.1) AET L1-4	17 978	50 269
	1.2) NQF L4	33 778	22 167
	1.3) Occupations	2 724	16 793
	1.4) Entrepreneurship:	New	16 794
	1.5) Non Formal	New	5 934
	<b>Equity targets</b>	32 688	67 174
	Women (60%)		
	SNE (2%)	1090	2 239
	<b>Race targets</b>		
African (93%)	50666	104 120	

Indian (2%)	1090	2 239
Coloured (4%)	2 179	4 478
Whites (1 %)	545	1 120

### EXPANDED ACCESS TO CET OPPORTUNITIES

In terms of access, the Gauteng CET College has set a target of 60% enrolment in favour of women, and 2% of students with special needs. In order to improve racial diversification, the College has targeted 1819 Whites, Indians 3639, Coloureds 7276, and Africans 169 169 for a period of five year

Outcome 2	Outcome Indicator	Baseline	Five Year target
Improved success and efficiency in CET programmes and qualifications	Success % of AET L1-L3:	68%	90%
	Success % of GETC	38%	59%
	Success % of NQF L4	0	75%
	Success % of Occupations	New	50%
	Success % of Entrepreneurship	New	50%

Outcome 2	Outcome Indicator	Baseline	Five Year target
	Number of MoAs for infrastructure utilisation for Centres and Satellites	13 86	47 267
	Number of CLCs and satellites to be monitored on functionality	47 168	47 267

### Improved success and efficiency in CET programmes and qualifications

To improve success and efficiency in CET College programmes and qualifications, the Gauteng CET College has set the performance targets as follows: 90% for sub-levels, GETC -NQF1 is 59%, Occupations is 50% and Entrepreneurship is 50%, and 75% for NQF Level 4. To achieve this the College will ensure to work with strategic partners for infrastructure utilisation to ensure that in the next five years all 47 CLCs and 267 Satellites have secured MoAs for infrastructure.

Outcome 3	Outcome Indicator	Baseline	Five Year target
Improved quality of provision in CET Colleges	Number for lecturers trained in 12 CET pilots	250	1250
	Number of Centres where the concept of CET is piloted.	New	12
	Provide support to the 2 Maths/Science support centres	New	2
	The number of accredited CLCs offering occupational qualifications	4	12
	The number of pilot centres using blended learning mode	New	12
	The number of students receiving learning and teaching support materials	13 800	111 957



Outcome 3	Outcome Indicator	Baseline	Five Year target
	The number of lecturers receiving learning and teaching support materials	1114	2800
	The number of students receiving student support services  Provide capacity building for student leadership to 12 members of the SRC	54 450	111 957  60

Outcome 3	Outcome Indicator	Baseline	Five Year target
	Provide leadership and institutional governance programmes for: <ul style="list-style-type: none"> <li>• College management (4)</li> <li>• Centre Management (47)</li> <li>• members of council (16) biannually</li> </ul>	0  47 0	20  235 80

Outcome 3	Outcome Indicator	Baseline	Five Year target
	<p>Increase the percentage of 47 examination centres complying with the standards for the conduct, administration and management of examination</p> <p>Number of reports on teaching and learning improvement plans</p>	<p>0</p> <p>2</p>	<p>100%</p> <p>10</p>

#### **IMPROVED QUALITY OF PROVISION IN CET**

To improve quality of provision the Gauteng CET College will pilot the concept of an ideal model for CET Colleges in 12 pilot centres of which two (2) of the 12 will also focus on improving Maths and Science. 1250 lecturers will receive relevant training to ensure that they have skills and competencies in sync with the demands of the CET College system. The 12 centres will also test the usage of blended mode to ensure flexibility in programme provision. To ensure quality on occupational qualifications the Gauteng CET College will work closely with SETAs to increase the number of accredited qualifications offered to 10. Furthermore, the College will ensure 111 957 students are provided with L TSM and 2 800 lecturers receive L TSM support material. Student Support Services plays a critical role in ensuring students receive quality education and are successful in life thus the College.

Outcome 4	Outcome Indicator	Baseline	Five Year target
<p><b>Improve responsiveness of CET College System</b></p>	Number of Occupational and Inclusive programmes	12	12
	Cabinet Making	New	1
	Ancillary Health Care	New	1
	Accredited Hospitality and Catering programme implemented	New	1
	Accredited Learner Driver's License programme implemented	New	1
	Accredited Early Childhood Development programme implemented	New	1
	Accredited Computer Training programme implemented	New	1
	Accredited Sewing programme implemented	New	1
	Accredited Garment Manufacturing programme implemented	New	1
	Accredited Dress making programme implemented	New	1
	Accredited Baking programme implemented	New	1
	Accredited New Venture Creations programme implemented	New	1
Accredited Fashion Design programme implemented	New	1	

**IMPROVE RESPONSIVENESS OF CET SYSTEM**

To improve responsiveness programmes, the Gauteng CET College has identified eight (12) occupational programmes it will offer.

To ensure excellent business operations of the Gauteng CET College there will be a focus on ensuring the existence of a proper record management system, revised the SCM policy, implementation of financial management system and internet connectivity along with compliance to Human Resource Development and administration policies.

<b>IMPACT STATEMENT:</b>		<b>Outcome Indicator</b>	<b>Baseline</b>	<b>Five Year target</b>
<b>Outcome 5</b>				
Excellent business operations within the CET college	Proper record Management system developed	New	5	
	Revised SCM policy implemented	0	1	
	Financial management system implemented	0	1	
	Internet connectivity implemented.	New	47	
	Compliance to development of HR policies and Administration policies	New	13	

**Excellent business operations within the CET college**

To ensure excellent business operations of the Gauteng CET College there will be a focus on ensuring the existence of a proper record management system, revised the SCM policy, implementation of financial management system and internet connectivity along with compliance to Human Resource Development and administration policies.

### 12.3 EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE-YEAR PERIOD

The NDP 2030 dictates that by 2030 CET Colleges would have enrolled 1 million students. The CET sector plan provides target enrolments per College of which the Gauteng CET College would enrol 111 957 by 2024.

The college aims to achieve, over the five-year period, a student enrolment target of 111 957. The enrolment focusses on academic (sub-levels, GETC-NQF 1 and, NQF 4), entrepreneurial and vocational programmes. The college has planned for a new entrepreneurial programme with a target of 16 794.

In terms of access, the Gauteng CET College has set a target of 60% enrolment in favour of women, and 2% of students with special needs. In order to improve racial diversification, the percentage thresholds for Indians is 2%, Coloureds is 4% and whites 1%, the African is 93%.

To improve success and efficiency in CET programmes and qualifications, the Gauteng CET College has set the performance targets as follows: of 90% for sub-levels, GETC -NQF1 is 59%, Occupations is 50% and Entrepreneurship is 50%. To achieve this the College will ensure to work with strategic partners for infrastructure utilisation to ensure that in the next five years all 47 CLCs and 267 Satellites have secured MoAs for infrastructure.

To improve quality of provision the Gauteng CET College will pilot the concept of an ideal model for CET in 12 pilot centres of which two in the 12 will also focus on improving Maths and Science. 1250 lectures will receive relevant training to ensure that they have skills and competencies in sync with the demands of the CET system. The 12 centres will also test the usage of blended mode to ensure flexibility in programme provision. To ensure quality on occupational qualifications the Gauteng CET College will work closely with SETAs to increase the number of accredited qualifications offered to 10. Furthermore, the College will ensure 111 957 students are provided with LTSM and 2800 lectures receive LTSM support material. Student Support Services plays a critical role in ensuring students receive quality education and are successful in life thus the College

To improve responsiveness of programmes, the Gauteng CET College has identified 8 occupational programmes it will offer. The 8 programmes are classified under clothing and manufacturing with the rest are distributed into food and beverage, hospitality and catering and FPMN (fibre processing and manufacturing), ICT, Health and entrepreneurship targeting a total enrolment of 2 225 students.

To ensure excellent business operations of the Gauteng CET College there will be a focus on ensuring the existence of a proper record management system, revised the SCM policy, implementation of financial management system and internet connectivity along with compliance to Human Resource Development and administration policies.

### 3. KEY RISKS

<b>Outcome 1</b>	<b>Key Risks</b>	<b>Risk Mitigation</b>
Expanded access to CET opportunities	Lack of adequate infrastructure	Facilitate the signing of MoAs with relevant stakeholders for teaching and learning purposes Ensure proper security measures implemented
	Lack of learner management system	Procure learner records management system
	COVID-19 Challenges	Apply the various protocols required by Government
<b>Outcome 2</b>	<b>Key Risks</b>	<b>Risk Mitigation</b>
Improved success and efficiency in CET programmes and qualifications	Lack of sufficient funding for College academic intervention programmes High lecturer turnover	Explore alternative funding sources Provision of training linked to service contracts
<b>Outcome 3</b>	<b>Key Risks</b>	<b>Risk Mitigation</b>
Improved quality of provision in CET Colleges	Inadequate ICT infrastructure that enables teaching and learning agility	Constant monitoring and keeping abreast of the education and training landscape innovations

Outcome 4	Key Risks	Risk Mitigation
Improve responsiveness of CET College System	Offering non responsive as well as non-accredited skills programmes	Secure accreditation for all skills programmes offered
Outcome 5	Key Risks	Risk Mitigation
Excellent business operations within the CET college	Inadequate data processes Ineffective and inconsistent communications systems SCM Irregularities	Introduction of appropriate digital record system Procure and implement reliable electronic/ digital communication system Improving adherence to SCM Policy



## PART D

# TECHNICAL INDICATOR DESCRIPTIONS

## PART D: TECHNICAL INDICATOR DESCRIPTIONS

### 14. TECHNICAL INDICATOR DESCRIPTIONS (TID)

<b>Outcome 1</b>	Expanded access to CET opportunities
<b>Indicator Title</b>	Number of students enrolled in programmes by March 2023
<b>Definition</b>	Number of students enrolled across CET programmes
<b>Source of Data</b>	Unit Level Records
<b>Method of Calculation/ assessments</b>	Quantitative and unduplicated enrolments cycle count
<b>Means of verification</b>	Portfolio of evidence, ID Copies, Admission forms, Attendance register
<b>Assumptions</b>	Admission systems, Capturing and data storage in place
	Target for Women 60%
	Target for youth 15-35 years
	Target for people with Disabilities 2%
<b>Disaggregation of Beneficiaries</b>	Race: African (93%) Indian (2%) Coloured (4%) Whites (1%)
<b>Spatial Transformation (Where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Increased number of youth and adults existing College programmes
<b>Indicator Responsibility</b>	DP Academic, DP Corporate Services

<b>Outcome 2</b>	Improved success and efficiency in CET programmes and qualifications
<b>Indicator Title</b>	2.1 Success rate of students exits sub levels, GETC, NQF Level 4, occupation and entrepreneurial programmes
<b>Definition</b>	The rate of candidates successfully completing CET qualifications within the stipulated timeframe
<b>Source of Data</b>	Examinations Department, (PED), Umalusi, SETAs and QCTO
<b>Method of Calculation/ assessments</b>	Number of candidates within each cohort that successfully complete a qualification/programme divided by the number that wrote times hundred
<b>Means of verification</b>	Number of certificates issued within the stipulated timeframe
<b>Assumptions</b>	Increased number of students completing CET programme/qualifications.
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Increased number of youth and adults enrolled into College programmes
<b>Indicator Responsibility</b>	DP Academic

<b>Outcome 2</b>	Improved success and efficiency in CET programmes and qualifications
<b>Indicator Title</b>	2.2 Number of MoAs for Infrastructure usage
<b>Definition</b>	Number MoAs with host schools, TVETS, Churches, etc for teaching and learning and training
<b>Source of Data</b>	College records/ partnership register
<b>Method of Calculation/ assessments</b>	Number of MoAs per annum

<b>Means of verification</b>	Number of MoAs signed
<b>Assumptions</b>	Effective teaching and learning take place
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements
<b>Calculation Type</b>	Reflect on the spatial impact areas e.g. districts and municipalities
<b>Reporting Cycle</b>	Cumulative (Year-end)
<b>Desired Performance</b>	Annually
<b>Indicator Responsibility</b>	Effective teaching and learning
<b>Outcome 2</b>	DP Corporate
<b>Indicator Title</b>	Improved success and efficiency in CET programmes and qualifications
<b>Definition</b>	2.3 Number of functional Centres and Satellites
<b>Source of Data</b>	To determine the number of Centres and Satellites complying with the requirements stipulated on the functionality and monitoring tool
<b>Method of Calculation/ assessments</b>	College and Centre records
<b>Means of verification</b>	Monitoring and evaluation reports
<b>Assumptions</b>	Physical verification, Student headcounts and teaching and learning plans
<b>Disaggregation of Beneficiaries</b>	Improvement of effective teaching and learning
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements
<b>Reporting Cycle</b>	Reflect on the spatial impact areas e.g. districts and municipalities
<b>Desired Performance</b>	Cumulative (Year-end)
<b>Indicator Responsibility</b>	Annually
	Effective teaching and learning
	DP Academic

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	The number of lecturers trained on underperforming learning areas /subjects and upskilling
<b>Definition</b>	Training of lectures on subject content and methodology
<b>Source of Data</b>	Human Resource Records and analysis of results
<b>Method of Calculation/ assessments</b>	Analysis of results
<b>Means of verification</b>	Human Resource records, Umalusi reports and PED exams and assessment unit reports
<b>Assumptions</b>	Improvement teaching and learning quality
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Improvement of quality of teaching and better results
<b>Indicator Responsibility</b>	DP Academic

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Test the concept of the CET college pilot implementation plan.
<b>Definition</b>	Implementation of 12 Pilot Centres in Gauteng CET
<b>Source of Data</b>	Reports of 12 pilots' sites
<b>Method of Calculation/ assessments</b>	DHET Framework for implementation of Pilot Centres
<b>Means of verification</b>	DHET and Regional monitoring tools

<b>Assumptions</b>	Introduction and implementation of diverse programmes that respond to the Community needs
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Quarterly and Annually
<b>Desired Performance</b>	Successful implementation of responsive programmes
<b>Indicator Responsibility</b>	DP Academic

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Provide Support to the two Maths and Science support Centres by 31 March 2023
<b>Definition</b>	Intervention programmes to improve the quality of Maths and Science in two Centres
<b>Source of Data</b>	Monitoring and evaluation report
<b>Method of Calculation/ assessments</b>	DHET and Regional Monitoring and evaluation plans
<b>Means of verification</b>	DHET and Regional monitoring tools
<b>Assumptions</b>	Improvement of results on Maths and Science offerings
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Successful implementation of Maths and Science programmes

<b>Indicator Responsibility</b>	DP Academic
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<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Increased the number of accredited CLCs
<b>Definition</b>	Increased the number of accredited qualification
<b>Source of Data</b>	Certificate of accreditation from quality assurance bodies
<b>Method of Calculation/ assessments</b>	Number of accredited certificates
<b>Means of verification</b>	QCTO and SETA Quality assurance unity.
<b>Assumptions</b>	Centres offering accredited programmes
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Increased number of enrolments due to recognised and accredited programmes
<b>Indicator Responsibility</b>	DP Academic

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Increases the number of Pilot Centres using blended learning mode.
<b>Definition</b>	Different delivery methods of teaching and learning
<b>Source of Data</b>	College and Centre records
<b>Method of Calculation/ assessments</b>	College monitoring and support reports

<b>Means of verification</b>	Regional and DHET Monitoring and support reports
<b>Assumptions</b>	Increased Variety of delivery methods of teaching and learning
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements
<b>Calculation Type</b>	Reflect on the spatial impact areas e.g. districts and municipalities
<b>Reporting Cycle</b>	Cumulative (Year-end) Quarterly/Annually
<b>Desired Performance</b>	Increased Variety of delivery methods of teaching and learning
<b>Indicator Responsibility</b>	DP Academic

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Increase the number of students and lecturers receiving learning and teaching support material
<b>Definition</b>	Providing support to students and lectures for quality teaching and learning
<b>Source of Data</b>	Learning and teaching supports material distribution and retrieval registers
<b>Method of Calculation/ assessments</b>	Quantitative(headcounts)Student and Lecturers register/ Checklist
<b>Means of verification</b>	Enrolment forms and distribution and retrieval register
<b>Assumptions</b>	Improved quality of teaching and learning support material
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements
<b>Calculation Type</b>	Reflect on the spatial impact areas e.g. districts and municipalities
<b>Reporting Cycle</b>	Cumulative (Year-end) Annually



<b>Desired Performance</b>	Increased number of success rate
<b>Indicator Responsibility</b>	DP Academic

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Increase the number of students receiving student support services
<b>Definition</b>	Providing support services during pre-entry on course and exit programmes to students
<b>Source of Data</b>	Centres attendance registers and reports for students support programmes
<b>Method of Calculation/ assessments</b>	Quantitative(headcounts)of students
<b>Means of verification</b>	Regional monitoring and evaluations report and attendance registers
<b>Assumptions</b>	Improvement of student performance and class attendance
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Improved success rate and class attendance
<b>Indicator Responsibility</b>	DP Academic

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Provide capacity building for students' leadership to members of the SRC
<b>Definition</b>	Training programmes to improve student leadership and administrative skills
<b>Source of Data</b>	Attendance register

<b>Method of Calculation/ assessments</b>	Quantitative (headcounts)
<b>Means of verification</b>	Training attendance register
<b>Disaggregation of Beneficiaries</b>	N/a
<b>Assumptions</b>	Effective SRC leadership
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Stable, effective SRC leadership and Compliance to College procedures and policies
<b>Indicator Responsibility</b>	DP Academic

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Provide leadership and institutional governance programmes for College management (4) Centre management (47) Members of Council (16)
<b>Definition</b>	Improvement on management and governance
<b>Source of Data</b>	Training attendance registers
<b>Method of Calculation/ assessments</b>	Quantitative (headcounts)
<b>Means of verification</b>	Training attendance register, college records
<b>Assumptions</b>	Compliance to College standards and regulations as well as government and departmental policies
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities

<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Delivery of college mandate
<b>Indicator Responsibility</b>	College Principal, DP Corporate services and DP Finance

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Improve the percentage of Centres complying with the standards for the conduct, administration and management of examination
<b>Definition</b>	Compliance with policies and standards that relate to the conduct of examinations.
<b>Source of Data</b>	Examinations monitoring reports
<b>Method of Calculation/ assessments</b>	Qualitative and quantitative analysis of exam monitoring reports
<b>Means of verification</b>	Regional, PEDs Umalusi reports
<b>Assumptions</b>	Interventions are implemented to improve examinations compliance; address deficiencies indicated in monitoring reports and illuminate irregularities
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Increase examination compliance
<b>Indicator Responsibility</b>	Principal, DP Academic,

<b>Outcome 3</b>	Improve quality of provision in CET Colleges
<b>Indicator Title</b>	Implement the teaching and learning improvement plan

<b>Definition</b>	Implantations of different strategies to improve performance
<b>Source of Data</b>	College and Centre quarterly report
<b>Method of Calculation/ assessments</b>	Number of reports
<b>Means of verification</b>	Regional Reports
<b>Assumptions</b>	improved teaching and learning outputs
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities e.g. townships and informal settlements Reflect on the spatial impact areas e.g. districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Quarterly and Annually
<b>Desired Performance</b>	Increase student performance rate
<b>Indicator Responsibility</b>	DP Academic,

<b>Outcome 4</b>	Improved responsiveness of the CET College systems
<b>Indicator Title</b>	Number of occupational programmes
<b>Definition</b>	Introduction and implantation of vocational and occupational skills programmes
<b>Source of Data</b>	Accreditation Confirmation
<b>Method of Calculation/ assessments</b>	Number of accredited programmes
<b>Means of verification</b>	Accreditation Certificate from Quality Assurance body
<b>Assumptions</b>	College PQM improved
<b>Spatial Transformation</b>	Reflect on contribution to spatial transformation priorities eg townships and informal settlements Reflect on the spatial impact areas eg districts and municipalities
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Quarterly and Annually

<b>Desired Performance</b>	More diversified PQM programmes
<b>Indicator Responsibility</b>	DP Academic

<b>Outcome 5</b>	Excellent business operations within the CET college
<b>Indicator Title</b>	Proper record management system developed
<b>Definition</b>	Ensure reliability of student data, Staff data and Financial records
<b>Source of Data</b>	College and Centres records, Unit Level records, staff establishment and financial management record system
<b>Method of Calculation/ assessments</b>	Quantitative
<b>Means of verification</b>	Progress reports
<b>Assumptions</b>	Proper leaner management system, Human resource files and financial records in place
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Quarterly, Mid-term and Annually
<b>Desired Performance</b>	Access to reliable data and compliance to audit standards
<b>Indicator Responsibility</b>	DP Corporate Services and DP Finance

<b>Outcome 5</b>	Excellent business operations within the CET college
<b>Indicator Title</b>	Revised SCM policy implemented
<b>Definition</b>	Implementation and compliance to revised SCM policy
<b>Source of Data</b>	Audit reports
<b>Method of Calculation/ assessments</b>	Audit findings (internal and external)

<b>Means of verification</b>	Audited reports (internal and external)
<b>Assumptions</b>	Effective SCM system in place
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Quarterly and Annually
<b>Desired Performance</b>	Compliance to PFMA and relevant legislation, clean audit
<b>Indicator Responsibility</b>	DP Finance

<b>Outcome 5</b>	Excellent business operations within the CET college
<b>Indicator Title</b>	Financial management system implemented
<b>Definition</b>	Implementation of sound financial systems
<b>Source of Data</b>	College and centres records, and financial management record system
<b>Method of Calculation/ assessments</b>	Quantitative
<b>Means of verification</b>	Progress reports
<b>Assumptions</b>	Sound Financial system in place
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Quarterly and Annually
<b>Desired Performance</b>	Clean audits
<b>Indicator Responsibility</b>	DP Finance

<b>Outcome 5</b>	Excellent business operations within the CET college
<b>Indicator Title</b>	Information communication technology implemented at CLCs

<b>Definition</b>	Introduction and implementation of ICT services to improve on College mandate
<b>Source of Data</b>	Progress report
<b>Method of Calculation/ assessments</b>	Quantitative
<b>Means of verification</b>	Asset Registers, functionality of ICT devices and system
<b>Assumptions</b>	Basic ICT infrastructure in place
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Quarterly and Annually
<b>Desired Performance</b>	Improved telecommunication system, functionality of website, stable internet
<b>Indicator Responsibility</b>	DP Finance and DP Corporate Services

<b>Outcome 5</b>	Excellent business operations within the CET college
<b>Indicator Title</b>	Development of HR policies and administration policies
<b>Definition</b>	Implementation of appropriate policies to ensure sound HR management and administrative practices
<b>Source of Data</b>	DHET policies and Standard Operating Procedures
<b>Method of Calculation/ assessments</b>	Quantitative and HR reports
<b>Means of verification</b>	College approved policies
<b>Assumptions</b>	HR administration and Development policies fully implemented
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Cumulative (Year-end)
<b>Reporting Cycle</b>	Quarterly and Annually
<b>Desired Performance</b>	Adherence to policies

**Indicator Responsibility**

DP Corporate Services



