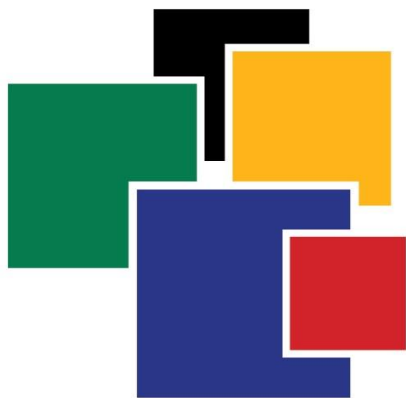




Education, Training and Development Practices Sector Education and Training Authority



Research Report

Adult, and Community Education Training Colleges (CETS) institutions as an ETDP SETA subsector

J U N E 2 0 2 1

AT THE CUTTING EDGE OF SKILLS DEVELOPMENT

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ACRONYM	DESCRIPTION
ABET	Adult Basic Education and Training
AET	Adult Education and Training
ATR	Annual Training Report
CET	Community Education and Training
CLCs	Community Learning Centres
COVID 19	Corona Virus Disease 2019
DHET	Department of Higher Education and Training
ETDP SETA	Education Training and Development Practices Sector Education and Training Authority
GETC:	General Education and Training Certificate
IPAP	Industrial Policy Action Plan III
MTSF	Medium-Term Strategic Framework
NAMB	National Artisan Moderation Body
NDP	National Development Plan vision 2030, 2019 – 2024, the
NGP	National Growth Path
PALC	Public Adult Learning Centres
PEDs	Provincial Education Departments
PIVOTAL	Professional, Vocational, Technical and Academic Learning programmes
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualification Authority
SETA	Sector Education and Training Authority
SSP	Sector Skills Plan
TVET	Technical Vocational Education and Training
WPPSET	White Paper on Post-School Education and Training
WSP	Workplace Skills Plans

Executive summary

Introduction

The Sector Education and Training Authorities (SETAs) has developed a Sector Skills Plan (SSP) for constituencies. It is intended as an evidence-based plan that enables all sector stakeholders to work together to ensure more accurate data is collected in sector skills planning.

The data collection tools used included: interview questionnaires designed explicitly for the CET sector and focus group discussion. In addition, there was a review of available literature, including national policy and strategy documents, industry plans and sector performance reports; analysis of data, including SETA employer and employment data.

This research indicates that the staff employed by the Community Colleges was a total of 15 738 nationally, of which 89.0% (14 014) were Lecturers, 10.8% (1 693) were Support staff and 0.2% (31) were Management staff. The majority of staff were in KwaZulu-Natal (3 828), followed by Eastern Cape (3 041) and Gauteng (2 384) CET colleges (CLC Annual, 2017).

The number of Community College/AET centres that have completed their WSP are 2 in 2021. Due to the low submission numbers of the WSPs, interviews and an additional questionnaire were administered to the CETs and responses were received from North West CET, Eastern cape CET, Gauteng Limpopo CET and Mpumalanga CET.

The key factors affecting Community Colleges and AET are Policy and Legislation, Expanding Distance Learning, Being Mobile-friendly, Increasing Partnership with Business, More Hybrid Programmes Available and Increased Response to Globalization. The legislation introduced in 2020 that affects the Community College and Adult Education and Training (AET) centres is the Norms and standards for funding Community Education and Training Colleges. Another critical issue affecting Community colleges and AETs is Expanding Distance Learning, especially during COVID 19.

In the Hard to Fill Vacancies analysis, Community College Educator, Centre manager, and Office administrator are most features in the list. Reasons for the hard-to-fill vacancies for Community College Educator were awaiting finalisation to standardise post provisioning norms. Reasons for the hard to fill vacancies for centre managers was also the awaiting finalisation for standardisation of post provisioning norms. Some of the skills gaps identified include Adult Education facilitation skills, End-user computing course, Facilitation, Assessor and Moderation training, and Curriculum delivery training.

The Community Education and Training Colleges sector would like to play a more meaningful role by partnering with the ETDP SETA and addressing the Hard to Fill Vacancies and skills gaps in the ETD sector. This will also assist the ETDP SETA in achieving its annual targets.

Chapter 1: Sector Profile

1.1 Sector Profile

The main focus of this chapter is to present a profile of the Community College and Adult Education and Training (AET) centres for which the Education Training and Development Practices Education and Training Authority (ETDP SETA) is responsible. It covers the scope of coverage, key role-players, economic performance and labour market profile of the Community College and Adult Education and Training (AET) centres. The data collected for this chapter was through primary and secondary research.

1.2 Scope of coverage

The scope of coverage of the ETDP SETA is Standard Industrial Classification (SIC) code 5. The Community Colleges and AET centres is a subsector of the ETDP SETA as determined by the SIC codes. In 2013 the Department of Higher Education and Training released a report entitled *Statistics on Post-School Education and Training in South Africa: 2011*. (DHET, 2013) This was the first such report to be produced by DHET and provides a useful snapshot of statistics at the start of the NSDS III. The report noted that the provision of post-school education and training in South Africa occurs through three main types of public and private education and training institutions, namely: Higher Education and Training Institutions (HEIs); Further Education and Training (FET) Colleges and Adult Education and Training (AET) Centres and Community Colleges (DHET, 2013).

Acknowledging that the provision of education and training opportunities for adults and young people who dropped out of school before completing was inadequate, the Department for Higher Education and Training's (DHET) Green Paper for Post-school Education and Training articulated the idea of creating a community education and training system (Department of Higher Education and Training, 2012). The Green Paper argues that the Adult Education and Training (AET) system does not satisfy the needs of adults interested in completing their schooling and acquiring labour market or sustainable livelihood skills. At the same time, the AET system does not harness the potential for development and social cohesion in some community and popular education initiatives. To address these issues, the Green Paper proposed to develop a Community Education and Training (CET) system that would absorb the Public Adult Learning Centres (PALCs) and gradually expand to other skills programmes.

The ideas from the Green Paper were, after public consultation, further formalised in the 2013 White Paper (Department of Higher Education and Training, 2013), which sets a goal of 1 million students in CET institutions by 2030 (compared to 265 000 students in public adult learning centres in 2011).

In July 2017, the Ministerial Committee on the review of the funding frameworks of TVET Colleges and CET colleges published a report on the funding framework for CET. It concludes that the current adult education and

training system is of inferior quality. The current operation mode and available funding do not allow for significant quality improvements. A steady reform and incremental growth process are needed, starting with a proper holding operation and a new CET implementation plan.

1.3 Key Role players

The critical role players in the sector are the Department of Higher Education and Training, Adult Learning Network and Teacher Unions.

Table 1: Key role players in the Community College and AET sector

Subsector	Name of organisation	Role
AET/Community Education and Training	Department of Higher Education and Training	Community College Policy, curriculum and infrastructure development. Provision of funding Monitoring and evaluation of the centres
	Adult Learning network	Provision of professional support to lecturers and centres
	Teacher Trade unions	Represent lecturers and workers at CETs on bargaining matters and working conditions

1.4 Economic Performance

The economic performance of the Community College and AET centres over four years indicates that it increases from over R 2.4 billion in 2021/2022 to over R 2.5 billion in 2023/2024, which is an increase of over R 100 million over three years as a support for all Community Education and Training Colleges from the government. This sector is government-funded, and the economic contribution includes a more skilled workforce and a more literate workforce that contributes to economic productivity. The contribution is that this sector also provides more learners into the TVET sector., They continue to improve their skills, thus contributing to the technical skills that enhance the manufacturing industry output. Refer to the table below for the budget of Community Colleges and AET centres (DHET, 2019).

Table 2: Budget and expenditure estimates

Medium-term expenditure Estimate	Medium-term expenditure Estimate	Medium-term expenditure Estimate
2021/2022	2022/2022	2023/2024
R million	R million	R million
2 422.0	2 484.0	2 572.5

Adapted from DHET ANNUAL PERFORMANCE PLAN 2020/21 and National treasury vote 15)

1.5 Employer profile

The employer profile will determine the employers represented within the sector, the size, and geographical spread. It will also determine the growth performance of the organisations.

1.6 Labour Market profile

The staff employed by the Community Colleges 2017 was a total of 15 738 nationally, of which 89.0% (14 014) were Lecturers, 10.8% (1 693) were Support staff and 0.2% (31) were Management staff. The majority of staff were in KwaZulu-Natal (3 828), followed by Eastern Cape (3 041) and Gauteng (2 384) CET colleges. These colleges also had high student enrolments. The least amount of employees' are from the Northern Cape and Cape Province with 186 and 751 respectively. Refer to the table below.

A higher proportion of Lecturers and Support staff in CET colleges were females, while more males than females were Management staff. The most significant gender disparities among lecturer staff were in KwaZulu-Natal, Eastern Cape, and Mpumalanga CET colleges, where 1 869, 1 772, and 1 064 more lecturers were females. Western Cape and Gauteng CET colleges were the only colleges that recorded slightly more males than females in the support staff category. Almost all CET colleges had more males in Management Staff than females, except Limpopo and Western Cape CET colleges, where equal distribution of males and females was employed in this staff category.

Table 3: number of staff in CET colleges, by college, staff category and gender, 2017

College	Management staff total			Lecturer staff total			Support staff total			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
EASTERN CAPE CET COLLEGE	1	3	4	2280	508	2788	186	63	249	2467	574	3041
FREE STATE CET COLLEGE	1	2	3	614	299	913	80	60	140	695	361	1 056
GAUTENG CET COLLEGE	1	2	3	1367	730	2097	141	143	284	1509	875	2 384

College	Management staff total			Lecturer staff total			Support staff total			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
KWAZULU-NATAL CET COLLEGE	1	3	4	2793	924	3717	77	30	107	2871	957	3 828
LIMPOPO CET COLLEGE	2	2	4	810	185	995	572	100	672	1384	287	1 671
MPUMALANGA CET COLLEGE	0	4	4	1267	203	1470	7	7	14	1274	214	1 488
NORTHERN CAPE CET COLLEGE	0	3	3	129	41	170	8	5	13	137	49	186
NORTH WEST CET COLLEGE	0	4	4	953	291	1244	72	13	85	1025	308	1 333
WESTERN CAPE CET COLLEGE	1	1	2	359	261	620	58	71	129	418	333	751
NATIONAL	7	24	31	10572	3442	14014	1201	492	1693	11780	3958	15738
PERCENTAGE	22.6%	77.4%	100.0%	75.4%	24.6%	100%	70.9%	29.1%	100%	74.9%	25.1%	100%

Source: CLC Annual 2017 20190205, data extracted in February 2019.

Although there are 3 276 Community Learning Centres (CLCs), only 2 609 submitted data to the Department of Higher Education and Training. According to table 3 below, the number of lecturers in CET colleges was 14 014, with 258 199 students enrolled in these colleges in 2017. A higher proportion of lecturers were in KwaZulu-Natal (26.5% or 3 717), followed by the Eastern Cape (19.9% or 2 788) and Gauteng (15.0% or 2 097). The average lecturer student ratio was the highest in Gauteng (1:42) and lowest in North West (1:11).

The Majority of CLCs were in Limpopo, 730 and KwaZulu-Natal, 641, while a few centres were in Gauteng (48). Even though Gauteng CET college had fewer centres, a higher proportion of students were enrolled in Gauteng CET college than other colleges (34.0% or 87 847).

Table 4: Number of students, lecturers and community learning centres, by college, 2017

College	Community learning centres	Lecturers	Students
EASTERN CAPE CET COLLEGE	270	2 788	34 242
FREE STATE CET COLLEGE	207	913	18 193
GAUTENG CET COLLEGE	48	2 097	87 847

College	Community learning centres	Lecturers	Students
KWAZULU-NATAL CET COLLEGE	641	3 717	43 484
LIMPOPO CET COLLEGE	730	995	21 257
MPUMALANGA CET COLLEGE	255	1 470	17 766
NORTH WEST CET COLLEGE	286	1 244	13 224
NORTHERN CAPE CET COLLEGE	103	170	3 701
WESTERN CAPE CET COLLEGE	69	620	18 485
NATIONAL	2 609	14 014	258 199

Source: CLC Annual 2017 20190205, data extracted in February 2019.

Most of the students enrolled in 2017 were in Gauteng (87 847 or 34.0%), and this was followed by KwaZulu-Natal (43 484 or 16.8%) and Eastern Cape (34 242 or 13.3%) CET colleges. The courses that most students enrolled for was the General Education and Training Certificate (GETC): ABET Level 4 programmes in almost all CET colleges except Gauteng, Free State and Western Cape, where the majority of their enrolments were for Grade 12 (58 549, 7 914 and 7 629). In Limpopo CET college, 18 161 or 85.4% of students enrolled in GETC: ABET Level 4 programmes. The students enrolled in KwaZulu-Natal CET college also enrolled primarily for GETC: ABET Level 4 (24 445 or 56.2%).

Table 5: Number of students in CET colleges, by college and programme, 2017

COLLEGE	AET LEVEL 1	AET LEVEL 2	AET LEVEL 3	GETC: ABET LEVEL 4 (NOF LEVEL 1)	GRADE 10(NOF LEVEL 2)	GRADE 11(NOF LEVEL 3)	GRADE 12 (NOF LEVEL 4)	NON-FORMAL PROGRAMMES	OCCUPATIONAL QUALIFICATIONS	TOTAL
EASTERN CAPE CET COLLEGE	2 284	3 906	4 246	19 733	27	14	2 228	1 804	-	34 242
FREE STATE CET COLLEGE	339	724	1 841	7 155	3	3	7 914	174	40	18 193
GAUTENG CET COLLEGE	1 480	1 641	3 003	19 960	0	77	58 549	2 355	782	87 847
KWAZULU-NATAL CET COLLEGE	2 435	3 125	4 585	24 445	108	0	8 395	391	-	43 484
LIMPOPO CET COLLEGE	709	1 346	1 035	18 161	6	0	0	0	-	21 257
MPUMALANGA	928	3 516	3 381	9 361	16	13	371	74	106	17 766

COLLEGE	AET LEVEL 1	AET LEVEL 2	AET LEVEL 3	GETC: ABET LEVEL 4 (NOF LEVEL 1)	GRADE 10(NOF LEVEL 2)	GRADE 11(NOF LEVEL 3)	GRADE 12 (NOF LEVEL 4)	NON-FORMAL PROGRAMMES	OCCUPATIONAL QUALIFICATIONS	TOTAL
CET COLLEGE										
NORTHERN CAPE CET COLLEGE	369	396	407	2 419	22	26	62	-	-	3 701
NORTH WEST CET COLLEGE	619	1 528	1 693	8 782	-	-	-	512	90	13 224
WESTERN CAPE CET COLLEGE	1 287	1 443	1 806	5 897	39	22	7 629	362	-	18 485
NATIONAL	10 450	17 625	21 997	115 913	221	155	85 148	5 672	1 018	258 199
PERCENTAGE	4.0%	6.8%	8.5%	44.9%	0.1%	0.1%	33.0%	2.2%	0.4%	100%

Source: CLC Annual 2017 2019/2020, data extracted in February 2019 -Latest figures from DHET).

In 2013, the government approved the White paper on Post School Education and Training, which envisioned the transition of Adult Education and Training (AET) offered through Public Adult Learning Centres (PALCs) to CET Colleges. The former PALCs were then named and merged as Community Learning Centres (CLCs) under the nine CET colleges published in government gazette no. 38674 of 2015 (Government Gazette, 2020). The table below represents the number of CLCs per college.

Table 6: No of CLCs per College

CET COLLEGE	OLD NUMBER OF CLCS	NEW NUMBER OF CLCS
EASTERN CAPE	304	30
FREE STATE	204	15
GAUTENG	47	47
KWAZULU-NATAL	1097	40
LIMPOPO	779	20
MPUMALANGA	252	15
NORTH WEST	148	7
NORTHERN CAPE	191	11

CET COLLEGE	OLD NUMBER OF CLCS	NEW NUMBER OF CLCS
WESTERN CAPE	254	15
TOTAL	3276	200

Source: Continuing Education and Training Act (16/2006): National Norms and Standards for Funding Community Education and Training Colleges, DHET, 2020 Government Gazette

The number of Community College/AET centres that have completed their WSP are 2 in 2020. Due to the low submission numbers of the WSPs, interviews and an additional questionnaire were administered to the CETs and responses were received from North West CET, Eastern cape CET, Gauteng Limpopo and Mpumalanga.

Equity breakdown

The number of employees' represented are 1020 of the Community College/AET centres that have submitted their WSPs. The equity of the employees are as follows:

Gender

Table seven below indicates the gender breakdown of the number of staff members of the organisations that have completed and submitted their 2020 WSPs and information received from the interviews.

Table 7: Gender distribution

Male	2157
Female	4869
Total	7026

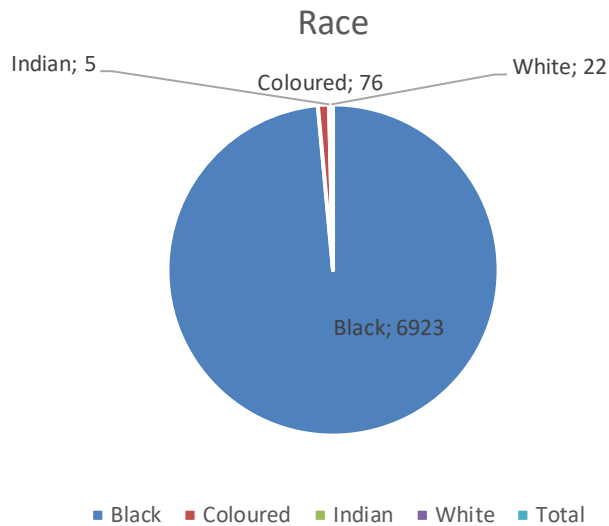
Source: ETDP SETA WSP database and survey 2021

Table seven above indicates that there are more females than males in the organisations who participated in the interviews, including those who submitted their WSPs, and they represent 4869 in total.

Race

The figure below indicates the equity breakdown of the organisations researched, including those who submitted their WSPs and from questionnaires for 2021.

Figure 1: Race distribution



Source: ETDP SETA WSP database 2021

There are significantly more Africans than other race groups, namely 6923 and 76 Coloureds and 22 White and 5 Indians.

Age group

Table 8 below represents the age groups of the organisations researched, including those who submitted WSPs in 2020.

Table 8: Age distribution

The age group of staff	Number
Age Group < 35	890
Age Group 35 - 55	5087
Age Group > 55	1049
Total	7026

Source: ETDP SETA WSP database and survey 2021

Table 9 above indicates that most staff members are between 35 and 55, namely 5087 and 1049 over 55 years. Some fewer younger employees are below 35 years of age, and the sector needs to do more to attract more youth to ensure that they have an improved supply of lecturers in the CETs.

Highest Qualifications

The highest qualification represents the highest qualifications that the staff of the CETC have achieved. This information was collected from the survey conducted in 2021.

Table 9: Highest Qualifications of respondents to CETC survey

Qualifications	Number of staff
Less than matric	197
Matric	867
National Certificate	731
Three-year Diploma/National Professional Diploma	2746
Four-year Higher Diploma	2284
Honours degree	167
Master's degree	38
Doctors degree	8
Total	6841

ETDP SETASurvey Research data, 2021

Most employees have a three-year Diploma/National Professional Diploma, 2 746 followed by a Four-year Higher Diploma, 2 284. Some employees have below matric, and the one who holds matric certificates, and these need to be provided with the necessary support to become qualified. These employees make up the pool of labour for the CETC, and they need training to receive the minimum qualifications for being a lecturer in the CETC, which is a Three-year Diploma.

1.7 Conclusion

The ideas from the Green Paper were, after public consultation, further formalised in the 2013 White Paper (Department of Higher Education and Training, 2013), which sets a goal of 1 million students in CET institutions by 2030 (compared to 265 000 students in public adult learning centres in 2011). In July 2017, the Ministerial Committee on the review of the funding frameworks of TVET Colleges and CET colleges published a report on the funding framework for CET. An ongoing reform and incremental growth process started with a proper holding operation and a new CET implementation plan.

In 2013, the government approved the White paper on Post School Education and Training, which envisioned the transition of Adult Education and Training (AET) offered through Public Adult Learning Centres (PALCs) to CET Colleges. The former PALCs were then named and merged as Community Learning Centres (CLCs) under the nine CET colleges published in government gazette no. 38674 of 2015 (Government Gazette, 2020).

A higher proportion of Lecturers and Support staff in CET colleges were females, while more males were Management staff.

It must be noted that a small number of Community College/AET centres that have completed their WSP, only 2 out of a possible number of 200 or 9 provincial CETs. Much work needs to be done as these Community colleges are new, and they need to be assisted in ensuring that they participate and submit WSPs in the near future. It is also important to note the number of staff who do not have the minimum qualifications for lecturing in CETs. They need to receive support to complete their Diploma or degrees to qualify as lecturers.

Chapter 2: Key Skills Change Drivers

2.1 Introduction

This chapter explores the key skills change drivers that influence the demand for and supply of skills, either positively or negatively, in the Community College and Adult Education and Training centres. The implications for skills development in the sector will be outlined. This chapter will also discuss the alignment of Community College and Adult Education and Training centres in relation to national strategies and plans, namely, the National Development Plan (NDP) vision 2030, National Growth Path (NGP), Medium-Term Strategic Framework (MTSF) 2019 – 2024, the White Paper on Post-School Education and Training (WPPSET), Industrial Policy Action Plan III (IPAP) and the Government's 9-Point Plan.

2.2 Factors affecting skills demand and supply

Factors affecting skills demand and supply were identified through primary and secondary data. The primary data source involved a questionnaire and focus group interviews conducted among CET employers.

Factors affecting Community Colleges and AET include: Policy and Legislation, Expanding Distance Learning, Being Mobile-friendly, Increasing Partnership with Business, More Hybrid Programmes Available and Increased Response to Globalisation. The factors were identified through literature review and interviews with employers. These identified change drivers will be used to plan for skills needed in the sector. These are discussed in detail below.

2.2.1 Policy and Legislation

Policy and legislation introduced in 2020 that affects the Community College and Adult Education and Training centres is the Norms and standards for funding Community Education and Training Colleges. Since establishing the CET colleges in April 2015, the basis for allocating funds is in line with the historical practices of how allocations to PALCs (Public Adult Learning Centres) were previously determined by Provincial Education Departments (PEDs). This implies that the determination of allocations by the Department of Higher Education and Training was informed mainly by how allocations were determined for PALCs by PEDs prior to the shift of the administrative function from PEDs to the DHET. Since this is a shift from the PEDs, the new administrators will have to be trained on the policy and legislation and the management of the sector in line with the DHET legislative mandate. This implies that the new administrators must be trained on policy and legislation to understand the field in which they operate.

2.2.2 Expanding Distance Learning

Most community colleges have already fully embraced using the internet as a helpful resource with distance learning (<https://www.insidehighered.com>). Online courses are either equal to or more superior to

traditional courses. It, therefore, makes sense that community colleges should be developing more distance education programmes and courses.

Numerous community colleges offer particular courses online, and some offer full qualification programmes that can be completed entirely online. Online courses make it possible for more students to enrol in Community colleges. One of the most significant benefits of online education is that it is flexible, allowing students to balance their schoolwork, job, and personal life. Students who live in remote areas could find online programmes convenient because they do not have to relocate. Online courses have been even more prevalent since the advent of Covid-19. The implication is that lecturers need to be trained in designing online material to offer such courses.

2.2.3 Being Mobile-friendly

Most South Africans own a mobile phone device. Most companies attract customers by having an online presence, especially on Instagram. A few colleges started using social media to extend their reach and connect with potential students. The audience that most colleges tend to target is school drop-outs and high school students. Along with social media, a college's website needs to be mobile-friendly since most students are on their mobile phones. Simplicity is critical for marketing on mobile, and the design should be straightforward. It is lecturers and administrators in community colleges that need to improve their technical skills in the use of cell phone teaching and learning techniques; they, therefore, need to attend a course on teaching using cellphone technology.

2.2.4 Increasing Partnership with Business

Something trendy nowadays is the partnership between community colleges and businesses. Employers require that potential hires have education or job training. In today's job market, companies in every industry demand skilful workers, assistants, programmers, and various support. In the information technology realm, they are mainly willing to invest and hire only the best potential employees. An employer may more likely be interested in an applicant who has certifications in specific skills and has mastered various skills. Employers are interested in certifications. Marketing and communication skills are needed to attract business and enter into a partnership. The staff of CETs will need to attend skills development courses in marketing and communications so that they get the necessary skills on how to attract businesses.

2.2.5 More Hybrid Programmes Available

In addition to online programmes, community colleges are experimenting with hybrid programmes, which incorporate both online and classroom learning in a single programme. Hybrid learning(HL) presents academic programmes consisting of short contact sessions of a week or two between the lecturer and students, combined with online learning, virtual classes, and online liaison between lecturers and fellow students. "Hybrid learning constitutes a big change for us, and it will be the next big wave to hit the country. In the long run, HL could

become people's preferred study method. It will also have a transformative effect on people in the workplace who would otherwise not have been able to gain access to learning. It is a known fact that the Fourth Industrial Revolution will necessitate the retraining of many people" (Stellenbosch University, 2019). This will make lecturers need to improve their curriculum development in incorporating hybrid programmes.

2.2.6 More Collaboration between Education and Workforce

In addition to agreements between institutions, we will see more collaboration between community colleges and local employers looking for skilled workers. As the current administration has placed more focus on community colleges as a means of training up a 21st-century workforce, the partnership is increasing. Local employers work directly with the colleges to design training programmes to meet their specific employment needs.

Community colleges continue to evolve as they have moved into the 21st century and a global marketplace. Changes expected include a greater focus on collaboration between community colleges and other institutions, and local employers. These colleges will also continue their efforts to meet students where they are at, whether on campus or online and therefore need to improve their skills in collaboration through partnerships.

2.2.7 Increased Response to Globalisation

Like government and business, education has responded to the reality of globalisation. Community colleges are preparing students to succeed in an environment where government policies and information technology have expanded employment opportunities beyond our national borders. This implies that lecturers need to understand the needs of global programmes and tweak their programmes to ensure that learners are prepared for a global market. This can be done by researching the needs, and therefore, research skills are required.

2.3 Policy Frameworks Affecting Skills Demand and Supply

This section looks at the national plans and strategies that affect skills demand and supply in the Community College and Adult Education and Training (AET) centres. Table ten below lists key strategies and plans with which alignment was ensured.

Table 10: Policy frameworks affecting skills demand and supply and their implications for Skills Planning

National Policy or Plan	Implications for Skills Planning
National Skills Development Plan	The main task of the ETDP SETA is the implementation of the NSDP. The NSDP is a 10-year plan for post-school education and training skills development in South Africa. Its main goal is to improve access to occupations in high demand and prioritise skills aligned to supporting economic growth, employment creation, and social development whilst also addressing systemic considerations. This will be realised through 8 Outcomes. The CET sector needs to be factored into these outcomes in the ETDP SETAs operations. Especially throughout the improvement of lecturer qualifications
National Development Plan 2030	The NDP 2030 forms the basis of all national policies and strategies. The South African government plans to stimulate economic development and growth through SIPs. The SETAs have an integral role to play in terms of using the SIPs as a training platform.
New Growth Path	SETA's respond to the New Growth Path by identifying large infrastructure projects that provide opportunities for sector role-players, employment creation, small business expansion and, rural development. Community College and Adult Education and Training (AET) centres qualifications must determine how they respond to the current skills needs.
Medium-Term Strategic Framework (2019-2024)	CET sector skills programmes must be piloted around community needs (2019-2024).
Industrial Policy Action Plan and the National Industrial Policy Framework	The review of IPAP needs to identify the role of the Community College and Adult Education and Training (AET) centres that could enhance skills in the communities that promote industrial growth.

2.4 Conclusion

The key factors affecting Community Colleges and AET are Policy and Legislation, Expanding Distance Learning, Being Mobile-friendly, Increasing Partnership with Business, More Hybrid Programmes Available and Increased Response to Globalization. The legislation introduced in 2020 that affects the Community College and Adult

Education and Training (AET) centres is the Norms and standards for funding Community Education and Training Colleges. Other key issues affecting Community colleges and AETs are Expanding Distance Learning, especially in COVID 19, Being Mobile-friendly, Increasing Partnership with Business, more Hybrid Programmes available and more Collaboration between Education and Workforce, amongst others.

Chapter 3: Occupational Shortages and Skills Gaps

3.1 Introduction

This chapter presents occupational shortages and skills gaps regarding hard-to-fill vacancies and skills gaps. There will also be information reflecting discussions on the extent and nature of supply in the Community College and Adult Education and Training (AET) centres. This information will be sourced from interviews and questionnaires and information from the WSP and Annual Training Reports (ATRs). Secondary data is derived from desktop literature analysis on skills demand and supply. The state of education and training providers, supply problems experienced by employers, the extent of occupational supply, and Sectoral Priority Occupations and Interventions will be considered. This chapter will also reflect the interventions indicated in the SETA Sectoral Priority Occupations and the envisaged outcomes from the identified interventions and quantities in order of priority. Skills planning forms a key component of skills development and informs planning and decision-making. Sharrock and Chabane (2015) define skills planning as “the supply of, and demand for, skills so that interventions can be implemented at the points of breakdown, improving the overall efficiency of the labour market”. For skills planning to be effectively implemented, labour market information must be analysed at a detailed occupational level. This better facilitates the transfer into an operational plan, as interventions can be identified, based on the need at the occupational level, whether it be a skills gap (top-up or critical skill) or an occupational shortage (scarce skill).

3.2 Sectoral Occupations Demand

3.2.1 Hard-to-fill Vacancies

Hard to fill vacancies refers to vacancies or occupations that an employer could not fill within 12 months. It took longer than 12 months for the employer to find a suitable and experienced candidate (Sector Skills Plan Framework and Guidelines, 2019).

Reasons for hard to fill vacancies

In the analysis, Hard to fill vacancies deemed challenging to fill refer to occupations in which respondents reported more vacant positions. As demonstrated by the tables below, Community College Educator, Centre manager and Office administrator are most features in the list.

Reasons for the hard-to-fill vacancies for Community College Educator were awaiting finalisation to standardise post provisioning norms. Reasons for the hard to fill vacancies for centre managers was also the awaiting finalisation for standardisation of post provisioning norms.

Table 11: Hard to fill vacancies

	Occupational Code and Occupation	Specialization / Alternate Title	Hard to fill vacancies	Specify
1	2019-232132 – Community College Educator	Adult Education Teacher	300	Awaiting finalisation for standardisation of post provisioning norms
2	2019-232132 Community College Educator	Computer science lecturer	150	Lack of qualifications
3	2019-232132 Community College Educator	English lecturer	120	Lack of qualifications
4	2019-232132 Community College Educator	Economics and Management	120	Lack of qualifications
5	2019-232132 Community College Educator	Mathematics lecturer	100	Lack of qualifications
6	2019-232132 Community College Educator	Science lecturer	100	Lack of qualifications
7	2019-641201 Bricklayer	Bricklaying	100	Lack of qualifications
8	2019-323102 Ancillary Healthcare	Ancillary Healthcare worker	50	Lack of qualifications
9	2019-641501 Carpenter	Carpenter	50	Lack of qualifications
10	2019-653101 Motor mechanic	Motor mechanic	50	Lack of qualifications

	Occupational Code and Occupation	Specialization / Alternate Title	Hard to fill vacancies	Specify
11	2019-232132 Accounting lecturer	Accounting lecturer	50	Lack of qualifications
12	2019-642601 Plumber	Plumber	45	Lack of qualifications
13	2019-671101 Electrician	Electrician	40	Lack of qualifications
14	2019-134904 – Office Manager	Centre Manager	35	Awaiting finalisation for standardisation of post provisioning norms
15	2019-334102 – Office Administrator	Office Coordinator	32	Function to fill in the post is centralised to Head Office (DHET), EC CET College has no approved organogram
16	2019-134502 – FET College Principal	Further Education and Training College Programme Managers	30	lack of suitable candidates
17	2019-133103 Data manager	Data manager	30	Lack of qualifications
18	2019-121905 Project manager	Project manager	30	Lack of qualifications
19	2019-133102 ICT manager	ICT manager	30	Lack of qualifications
20	2019-7153 Sewing Machine Operator	Sewing Machine Operators	30	Lack of qualifications

Source: ETD P SETA database 2020 and interviews

3.2.2 Reasons for hard to fill vacancies

The hard-to-fill vacancies were primarily due to lack of qualifications and awaiting finalisation for standardisation of post provisioning norms. Other reasons for not filling vacancies are that the function

to fill in the post is centralised to Head Office (DHET) from PDEs. According to the interviews, there is no approved organogram and a lack of suitable candidates.

3.2.3 Occupational shortages and skills gaps

Occupational shortages

There are indicators for demand-side shortages used in the analysis of skills gaps. They are:

- **Occupational Shortages:** The recruitment process represents the supply and demand for skills interface. Therefore, when a vacancy proves challenging to fill, it is associated with scarcity in the ETD sector.
- **Imminent Retirement:** The proportion of employees older than 55 years of age was also included as a risk indicator for future skills shortages. If there is a large percentage of workers in this age category, a significant cohort of experienced skills will leave the sector in the next 5 – 10 years. If a requisite inflow of skills does not meet this, a shortage will occur (or be exacerbated).

Based on the WSP submissions in 2021, Community colleges identified 333 occupational shortages. It should be noted that this is not an exhaustive list of vacancies but includes a list of those identified by stakeholders as being occupational shortages.

A vital element of the vacancy analysis is examining why a vacancy was identified as scarce. This was advocated for by stakeholders who completed the 2020 WSPs. These reasons fall within either the market or organisational scarcity categories.

3.4 SKILLS GAPS

According to the DHET SSP framework, skills gaps refer to “skills deficiencies in employees or lack of specific competencies by employees to undertake job tasks successfully to required industry standards. Skills gaps may arise due to lack of training, new job tasks, technological changes, or new production processes, amongst others. The term 'top-up skills' also refers to skills gaps and usually requires a short training intervention”.

Future skills have been noted in light of globalisation and competitiveness, re-industrialisation and skills for 4IR. Along with these trends arise critical skills and skillsets required by workers that are not necessarily found in traditional institutional learning. The world of work is changing so is the notion of a workplace, especially in the advent of Covid-19. In order for workers to keep pace and remain viable over time, they need to possess critical skills that will allow them to be more successful in their work and more marketable to relevant sectors. Commentary of expert practitioners in the sector has reiterated the difficulties in ensuring learners have access to a workplace. Secondly, newly developed qualifications take far too long

to be developed and registered, making it difficult for SETAs and the industry to respond. The PSET network, including the QCTO, NAMB, SAQA and the SETAs, need to band together with Government and Industry to ensure that the relevant skills required are made available to learners in the workplace.

Table 12: Skills Gaps

	Name of PIVOTAL Programmes	Number
1	Teacher facilitation skills	1209
2	End-user computing skills	400
3	Facilitation skills	300
4	Facilitation, Assessor and Moderation skills	300
6	Curriculum delivery skills	250
7	Team Building Management skills	250
8	Basic Computer skills	200
9	Computer/Excel skills	200
10	Effective Communication skills	200
12	Learner support skills	200
14	Report writing skills	200
15	Online teaching skills	200
16	Driver's license skills	180
17	Capacity building in Physical Science skills	150
18	Project Management skills	150
19	Subject Content and didactics skills	150
20	Capacity building in Mathematics skills	120
21	Capacity building in Life Science skills	100
22	Early Childhood Development skills	100
23	General management and leadership skills	100
24	Hospitality skills	100
25	IT Technician skills	100
26	New Venture Creation skills	100
27	Plumbing skills	100
28	Pottery skills	100
30	Bricklaying skills	80

	Name of PIVOTAL Programmes	Number
31	Cabinet Making skills	80
32	Design and Development learning material skills	70
34	Decision Making and Accountability	60
35	Design and Development Assessment	60
36	Welding skills	55
37	Beadwork skills	50
38	Computer literacy skills	50
39	Home-Based Care skills	50
40	Performance Management (IQMS and PMDS) skills training	50
41	Problem-solving & Analysis	50
42	Service delivery (Batho Pele Principle) skills	50
43	Strategic Planning and Financial Management	50
44	Supervision and Managerial skills	50
45	Tourism skills	50
46	Upskilling Maths and Science	50
47	Agriculture science skills	40
48	Ancillary Health skills	40
49	Animal health skills	40
50	Coaching	40
51	Advocacy and community mobilisation skills	30
52	Basic Sewing	30
53	Carpentry	30
54	Cloth manufacturing skills	30
55	Disciplinary procedures	30
56	Food processing	30
57	Garment Making	30
58	Hairdressing skills	30
59	Seamstress skills	30
60	Sewing skills	30
61	Supervisory Development	30
62	Basic upholsterer	25

	Name of PIVOTAL Programmes	Number
63	Assistant baking skills	20
64	Assistant Chef skills	20
65	Baking skills	20
66	Machinery and Farming Equipment skills	20
67	Panel-beating skills	20
68	Upholstery skills	20

Source: ETDPA SETA database and interviews 2021

3.3 EXTENT AND NATURE OF SUPPLY

The State of Education and Training Provision

The stock of skills available includes employees of the CETs /AET centres employed by the state. The currently employed lecturers are mainly on a part-time basis while Managers positions are being filled as stated by one of the interviewees from the employer. Due to the new legislation and the CETCs being managed by the DHET, after a handover from the Provincial departments of education, the organogram is still being filled with managers and an administrator of the centres being full-time employees. The lecturers who were previously employed in the sector must also be considered part of the current supply of skills. However, employment has been shifted to the DHET, as some are underqualified with matric certificates and need to be trained to meet the minimum requirement of a diploma.

Higher Education and Training Programmes

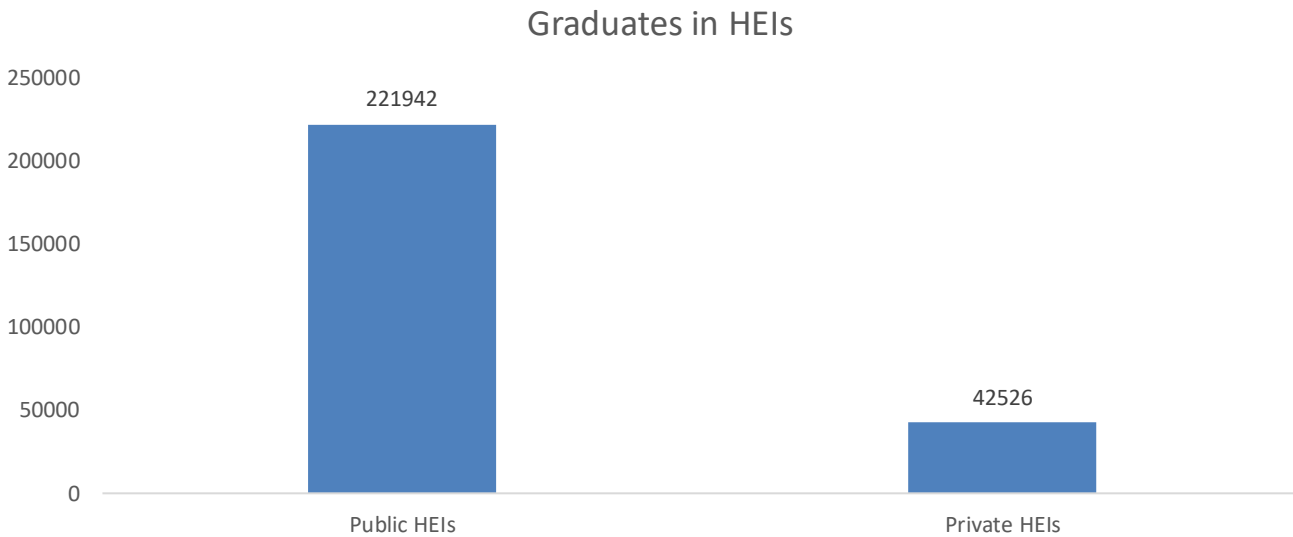
The skills supply pipeline in South Africa comprises of Universities (26), TVET Colleges (50), Community Education and Training colleges (CET) (9 provinces), registered private universities (124) and private colleges (252). As illustrated in the table below, there has been a steady increase in enrolments and completions across these learning channels. The learning centres enrolled over 2 million learners in 2019 (DHET, 2019).

Table 13: Enrolment figures of learners at Tertiary institutions

Institution	2011	2012	2013	2014	2015	2016	2017	2018	2019
Public HEIs	938 201	953 373	983 698	969 155	985 212	975 837	1036 984	1085568	1074912
Private HEIs	103 036	97 478	119 941	142 557	147 210	167 408	185 046	197898	208978
TVET colleges	400 273	657 690	639 618	702 383	737 880	705 397	688 028	657133	673490
CET colleges	289 363	306 378	249 507	262 680	283 602	273 431	258 199	89644	75980
Total	1730873	2014 919	1992 764	2076 775	2 153 904	2122 073	2168 257	2030243	2033360

Figure two below outlines the throughput rates by public and private HEIs. These institutions play a crucial role in producing future labour force and SETAs.

Figure 2: Number of graduates in Public and Private HEIs



Source: DHET, 2021

Sector Education and Training Authorities

The primary function of SETAs is to facilitate the delivery of sector-specific skills to contribute to the goals of the NSDP through skills programmes and are also expected to facilitate and support workplace-based learning through learnerships and internships (DHET, 2019). Over the past five years (2013-2017), there has been a gradual increase in enrolment and completion rates in learnerships, internships and skills programmes that SETAs offer. Over this period, 222210 and 179631 learners were enrolled and certificated, respectively. These learners' qualifications will be invaluable for the CETC sector. They will fill the Hard-to-fill vacancies and skills gaps identified (Refer to the table below).

Table 14: SETA Registrations and completions

Year	Registered				Completed			
	Learnerships	Internships	Skills Programme	Total	Learnerships	Internships	Skills Programme	Total
2011/12	43 871	3 452	87 906	135 229	29 197	878	87 527	117 602
2012/13	50 885	6 127	74 587	131 599	37 158	2 195	86 491	125 844
2013/14	75 782	8 017	92 508	176 307	38 796	2 510	109 547	150 853
2014/15	77 931	12 006	137 880	227 817	40 891	3 663	106 459	151 013
2015/16	94 369	13 135	123 593	231 097	43 322	3 352	127 144	173 818
2016/17	101 447	17 216	131 017	249 680	58 080	6 777	116 141	180 998
2017/18	111 681	12 935	144 531	269 147	48 002	6 496	122 979	177 477
2018/19	105548	15482	150674	2717004	61841	6123	144460	212424
2019/20	81988	11784	128438	222210	57888	7711	114032	179631
TOTAL	743 502	100 154	1071 134	4360 090	415 175	39 705	1014 780	1469 660

Source: DHET, 2021

Skills development providers

The ETDP SETA received four hundred six learning programmes, and there were 15 822 certificates issued in 2018/2019 and 8 758 in 2019/2020.

3.4 Sectoral Priority Occupations and Interventions (SPOI)

Primary and secondary research was used in identifying occupations in the SPOI list. Primary research involved employers in the CETs/AET sector. Employer interviews were with key stakeholders in the CETs/AET sector. The secondary research included analysis of WSP data submitted by CETs employers and desktop literature reviews. The identified SPOI list will be used to train employees to address the identified sector priority occupations.

Table 15: SETA Sectoral Priority Occupations and Interventions

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE	INTERVENTION PLANNED BY SETA	NQF level	NQF aligned	Quantity needed	Quantity to be supported by SETA
ETDP SETA	2022-2023	2019-232132	Adult Education Teacher	Adult Education Teacher	Bursary	Level 6	yes	300	50
		2019-232132	Adult Education Teacher	Computer science lecturer	Bursary	Level 6	yes	150	20
		2019-232132	Adult Education Teacher	English lecturer	Bursary	Level 6	yes	120	20
		2019-232132	Adult Education Teacher	Economics and Management science	Bursary	Level 6	yes	120	20
		2019-232132	Adult Education Teacher	Mathematics lecturer	Bursary	Level 6	yes	100	20
		2019-232132	Adult Education Teacher	Science lecturer	Bursary	Level 6	yes	100	20
		2019-641201	Bricklayer	Bricklayer	Learnership	Level 4	yes	100	10
		2019-323102	Ancillary Healthcare	Ancillary Healthcare	Learnership	Level 4	yes	50	5
		2019-641501	Carpenter	Carpenter	Learnership	Level 4	yes	50	2
		2019-653101	Motor mechanic	Motor mechanic	Learnership	Level 4	yes	50	2

3.5 Conclusion

This chapter represented the categories of skills development needs in the CETs/AET sector. It also represented the Priority skills list of occupations in high demand and the skills gaps that need to be considered. The number of supply-side skills were also presented, and it must be noted that all sectors are competing for the learners in tertiary institutions and those who have qualified. It remains the duty of the employers and, in this case, the Community Colleges and Adult Education and Training centres to attract learners to choose careers in this sector.

Chapter 4: Partnerships

4.1 Introduction

The NSDP 2030 sets out that its implementation cannot be achieved without the cooperation and participation of social partners and that the levy system should work to meet the socio-economic developmental needs of South Africa. It further elaborates that “action” and “implementation” should be a hallmark of all partnerships.

The SSP Framework developed by DHET in consultation with a SETA SSP working group (2019) has framed partnerships in the SETA system as "a collaborative agreement between two or more parties intended to achieve specified outcome directed toward addressing mutually inclusive skills priorities or objectives within a specified period". This frames partnerships as time-bound for a specific, measurable and mutually beneficial purpose.

This chapter reports on existing and new partnerships between the ETDP SETA and key role players within the CETs/AET sector. The ETDP SETA has entered into partnerships with the public-private to deliver skills development for the CETs/AET sector.

Progress on the existing partnerships will be provided. There will be a list and an analysis of existing SETA partnerships, the nature of each of the partnerships, the objectives of each of the partnerships and their value, those that are successful and those not working successfully and what can be done to strengthen partnerships. There will also be a list of planned partnerships, proposed new partnerships, the gaps that these partnerships will be addressing, and a successful partnership approach.

4.2 Existing partnerships

Table 16: Existing partnerships

Name of institution/ partner organisation	Nature of partnership (start & end dates)	Objectives of partnership	Value of partnership
Community Education and Training College (CETC) partnerships	Collaboration with CET Colleges. 2020 - 2021	To strengthen the CETC management teams; and training of practitioners	Collaboration with CETC to strengthen management and training practitioners.

4.3 Planned partnerships

Table 17 Planned partnerships

Name of institution/ partner organisation	Nature of partnership (start & end dates)	Objectives of partnership	Value of partnership
Colleges should partner with ETDP SETA and assist lecturers to improve their qualifications.	Assist Lecturers who have been in the system for 20 years but cannot apply for permanent posts because they do not qualify.	To assist lecturers in getting qualifications for permanent placement	SETA - Articulate skills To ensure that CET lecturers are qualified to provide quality education
Partner with CETs for Job creation in communities	The offering of accredited courses for the community	Assist community members in achieving skills that will lead to job creation	SETA will assist the improvement of job creation in the community

4.4 Proposed new partnerships

Table 18: Proposed new partnerships

Name of institution/ partner organisation	Nature of partnership (start & end dates)	Objectives of partnership	Value of partnership
A public-private partnership with CETs and community businesses	Assist Lecturers gain experience in business and pass these skills onto the students	To assist lecturers in getting business exposure and experience to assist students to open businesses in the community that will succeed.	Improvement of livelihoods of youth by the opening of small businesses in the community through skills development training

4.5 Challenges experienced with Partnerships

The main challenge in partnering with the CET sector is the lack of qualified staff, and a considerable amount of resources and budget is needed to address this challenge. Other challenges include the CETs not being willing to participate in SETA programmes or delays in entering into partnership agreements.

4.6 Conclusion

In this chapter, a list of existing, planned partnerships and proposed new partnerships were presented and the gaps that these partnerships will be addressing and a successful partnership approach. The CET constituency requires assistance in many areas, such as lecturer development, accreditation of courses to facilitate the necessary skills for job creation in the communities. The partnerships will ensure that CET lecturers are qualified to provide quality education.

Chapter 5: SETA Strategic Skills Priority Actions

Chapter 5 highlights key discussion points from Chapters 1, 2, 3 and 4. Drawing conclusions from those chapters, this chapter identifies possible areas of intervention and suggests actions that should be taken to address them. It also responds to measures that have been put in place to support national strategies and plans.

5.2. Key Skills Findings from Previous Chapters

Table 19: Key skills findings

Chapter	Key Findings
Chapter 1	<p>Most CLCs were in Limpopo, 730 and KwaZulu-Natal, 641, while a few centres were in Gauteng (48). Even though Gauteng CET college had fewer centres, a higher proportion of students were enrolled in Gauteng CET college compared to other colleges (34.0% or 87 847).</p> <p>The number of Community Colleges/AET centres that have completed their WSP are 2 in 2020, and they are all small companies, with employees 1-49. There were no medium companies, 50-249 and large companies, 250 or more that submitted their WSP/ATR.</p>
Chapter 2	<p>The key factors affecting Community Colleges and AET are Policy and Legislation, Expanding Distance Learning, Being Mobile-friendly, Increasing Partnership with Business, More Hybrid Programmes Available and Increased Response to Globalization. The legislation introduced in 2020 that affects the Community College and Adult Education and Training (AET) centres is the Norms and standards for funding Community Education and Training Colleges. Other key issues affecting Community colleges and AETs are Expanding Distance Learning, especially in the time of COVID 19, Being Mobile-friendly, Increasing Partnership with Business, more Hybrid Programmes available and more Collaboration between Education and Workforce, amongst others.</p>

Chapter	Key Findings
Chapter 3	<p>In the analysis, vacancies deemed difficult to fill refer to vacancies in which respondents reported that there were 30 or more vacant positions. These have been identified as Hard-to-fill-vacancies. As demonstrated, the sector reported the greatest difficulty in recruiting talent into adult education teachers and computer science lecturers, respectively.</p> <p>The hard-to-fill vacancies were mainly due to awaiting finalisation for standardisation of post provisioning norms. Another reason for not filling vacancies is that the position's function is centralised to Head Office (DHET). According to the interviews, there is no approved organogram and a lack of suitable candidates.</p> <p>The stock of skills available includes employees of the CETs /AET centres employed by the state. The currently employed lecturers are mainly part-time, while Managers positions are being filled. The hard-to-fill vacancies were primarily due to lack of qualifications and awaiting finalisation for standardisation of post provisioning norms. The hard to fill vacancies identified are Adult education teachers and centre managers. The respective skills gaps include Adult Education facilitation programmes, End-user computing, Facilitation, Assessor and Moderation skills and Curriculum delivery, amongst others.</p>
Chapter 4	<p>The ETDP SETA has entered into partnerships with public and private parties to deliver skills development for the sector.</p> <p>The CET constituency requires assistance in many areas such as lecturer development, accreditation of courses to facilitate the necessary skills for job creation in the communities.</p>

5.3 Recommended priority Actions

The following priorities have been identified to inform the work of the CET sector. The intention is to translate these strategic interventions into detailed plans and to integrate them into the day to day work of the SETA.

5.3.1 Skills Priorities for the Sector

Based on the findings above, the CET sector has identified the following skills development priorities informed by sector-based and national priorities and Sectoral Priority Occupations and Interventions. In order to make an impact, the skills priorities are organised within four broad themes:

Improving WSP/ATR submissions

The number of CETs that have completed their WSP is 2 for 2020, and there needs to be a concerted effort to undertake capacity building at the CETs to participate in skills development and submit WSPs.

Improving support to CETs for skills development

The CETs reported the greatest difficulty in recruiting the Adult education teacher and centre managers.

Reasons for the hard to fill vacancies for managers was mostly due to awaiting finalisation for standardisation of post provisioning norms. The skills gaps identified include Adult Education Teacher skills programmes, End-user computing courses, Facilitation, Assessor and Moderation training, and Curriculum delivery training. The ETDP SETA needs to assist CETs in improving their quality of provisioning and effectiveness.

Improved partnerships

There needs to be further analysis of existing SETA partnerships and their objectives and value. A host of additional new partnerships should be developed to close the skills gaps. The main challenge in partnering with the CET sector is that legislative changes affect the sector, and additional support by expanding the partnership model will assist the sector in achieving its mandate. Partnerships should be strengthened to ensure that high levels of effectiveness and efficiency are achieved.

5.3.2 Measures to Support National Strategies

Table 20: National Strategy support

National Policy or Plan	Strategic Priorities	Measures to support National Strategies
National Skills Development Plan	<p>The outcomes of the NSDP include:</p> <p>Outcome 1: Identifying and increasing the production of occupations in high demand (OIHD).</p> <p>Outcome 2: Linking education and the workplace.</p> <p>Outcome 3: Improving the level of skills in the South African workforce.</p> <p>Outcome 4: Increasing access to occupationally-directed programmes.</p> <p>Outcome 5: Supporting the growth of the public college system.</p> <p>Outcome 6: Skills development support for entrepreneurship and cooperative development.</p> <p>Outcome 7: Encouraging and supporting worker initiated training.</p> <p>Outcome 8: Supporting career development services.</p>	<p>-Support CETs lecturers through skills programmes and full qualifications.</p> <p>-The SETA will need to package and promote all occupationally-directed programmes in the ETD sector as a strategy for employers to move away from recognising only traditional degrees and diplomas.</p> <p>-The SETA may also need to engage with the Department of Public Service and Administration to consider changing qualification types and levels for the post establishment in the ETD space, to include occupational qualifications. Regulation amendment is required to recognise graduates from TVETs and CET Colleges to teach in ECD and Grade RR.</p> <p>-Support for youth cooperatives involved in education and related fields.</p> <p>Developing and distributing Career</p>
National Development Plan 2030	<p>Aimed at eliminating poverty and reducing inequality by 2030 by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state,</p>	<p>Support skills development programmes to build human and institutional capacity in CETs</p>

National Policy or Plan	Strategic Priorities	Measures to support National Strategies
	and promoting leadership and partnerships throughout society	
New Growth Path	The strategy lays out a dynamic vision on how South Africa can collectively (business, labour and government) achieve a more developed, democratic, cohesive and equitable economy and society over the medium term, in the context of sustained growth.	Support WIL learning and exposure for teachers and or lecturers. Support training of CET lecturers to gain appropriate competencies in order to improve student performance through academics achieving Masters and PhD programmes; to support skills development for subject content and methodology.
Medium-Term Strategic Framework (2019-2024)	This policy reflects the commitments of the ANC-led government made in their election manifesto. As such, the MTSF sets out the actions Government will take and targets to be achieved.	Strengthen and roll-out of ECD services; introduction of skills subjects relevant to 4IR (robotics, coding & digital learning in CETs; focus CETs for high-tech, maritime, aviation, arts and science; boost literacy at a foundation phase; increasing the number of lecturers in mathematics and science and numeracy as well as in methodology in CETs;
Industrial Policy Action Plan and the National Industrial Policy Framework	It is the Government's policy and plan that has the over-arching objective of enhancing the economy's productive capabilities. It ensures that support for investment is	Ensure fit-for-purpose qualifications and skills programmes are developed and available to address skills needs and the mastery of new technologies and ultimately design capabilities, especially in the manufacturing sector.

National Policy or Plan	Strategic Priorities	Measures to support National Strategies
	integrated with support for transformation.	Ensure that lecturers in CETs and facilitators are available to teach in workspaces and other places to ensure mastery of new technologies

5.4 Conclusion

This chapter summarises chapters 1 to 4, emphasising implications for skills development and interventions developed by the CET sector to respond to these implications.

The CET sector has over the years, played a crucial role in creating and supporting initiatives that improve skill levels of the ETD sector at national, provincial and community levels. The findings from previous chapters have been helpful to compile the practical Skills Priorities for the sector and the alignment of the SETA strategies and interventions with national plans, strategies and policies.

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