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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



**Free State
CET College**
Community Education
and Training College

FREE STATE COMMUNITY EDUCATION AND TRAINING COLLEGE

STRATEGIC PLAN 2021 – 2024





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FREE STATE COMMUNITY EDUCATION AND TRAINING COLLEGE

STRATEGIC PLAN 2021 – 2024

Date of Tabling: 25 January 2021

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Abbreviations and Acronyms

ABET	Adult Basic Education and Training
ADHD	Attention deficit hyperactivity disorder
APP	Annual Performance Plan
AgriSETA	Agriculture Sector Education and Training Authority
CET	Community Education and Training
CLC	Community Learning Centre
CUT	Central University of Technology
DHET	Department of Higher Education and Training
ETDP SETA	Education, Training and Development Practices Sector Education Training Authority
EES	Educatory Electro Services
FP&MSETA	Fibre Processing and Manufacturing Sector Education and Training Authority
GETC	General Education and Training Certificate
HWSETA	Health and Welfare Sector Education and Training Authority
LGSETA	Local Government Sector Education and Training Authority
LTSM	Learning and Teaching Support Material
merSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MQA	Mining Qualification Authority
NDP	National Development Plan
PSET	Post School Education and Training
SAQA	South African Qualification Authority
SC	Satellite Centre
SMME	Small Medium and Micro Enterprises
TVET	Technical and Vocational Education and Training
SIP	Strategic Integrated Projects
W&RSETA	Wholesale and Retail Sector Education and Training Authority



Dr WK De Wee
Chairperson of College Council

STATEMENT BY CHAIRPERSON OF THE COLLEGE COUNCIL

The Free State Community Education and Training College has been established by the Minister of Higher Education and Training, as provided for in the Continuing Education and Training Act no. 16 of 2006, to support the government's ideal of life-long learning. This ideal emanate from our Republic's 1996 Constitution which provides, in section 29 (1)(a) that everyone has a right to basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

In pursuit of this ideal of life-long learning, the government has created the infrastructure (such as the South African Qualifications Authority and the National Qualifications Framework) to make it possible for citizens to seamlessly move from primary school, and to high school education until they reach tertiary education. Such infrastructure also includes a post-school education and training system, which is outlined in the White Paper on Post-School Education and Training, whose features include:

- A post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa;
- A single, co-ordinated post school education and training system;
- Expanded access, improved quality, and increased diversity of provision;
- A stronger and more co-operative relationship between education and training institutions and the workplace;
- A post-school education and training system that is responsive to the needs of individual citizens, employers in both the private and public sectors, as well as broader societal and developmental objectives.

The Free State Community Education and Training College is part of this post school education and training system. It was established by the Department of Higher Education and Training in 2015 and operationalized in the same year, through its consolidation of the 204 public adult learning centres (PALCs) which, together, mutated and

were declared by the Department of Higher Education and Training as the Free State Community Education and Training College.

Our vision is to uplift communities with relevant knowledge and skills. We seek to achieve this vision by widening the Free State's community participation and access to community education, skills, and training for employment, entrepreneurship and second chance learning opportunities. We intend to achieve our vision and mission using our existing infrastructure of 15 Community Learning Centers and 171 Satellite Centres.

Faced with South Africa's current economic and financial realities, we aim to implement our

College's strategic plan to increase the number of youth and young adults (especially women and disabled people) with the requisite skills set to contribute meaningfully to economic growth by either being employable or be entrepreneurs who can contribute to job creation.

Notwithstanding the challenges imposed by the prevalence of the COVID -19 pandemic and resource constraints, our college management and staff, who have already contributed immensely to the efficient and effective management of the community college, will, with the support of the Council and DHET, work with all the relevant partners to ensure we achieve the strategic objectives of our 2021-2024 strategic plan.



Dr WK De Wee

Chairperson of College Council

Date: 27 January 2021



Ms MA Matlawa
College Principal

STATEMENT BY COLLEGE PRINCIPAL

This College's Strategic Plan takes into account the following priority areas to ensure more effective teaching and learning and improvement of student achievement and success.

The Seven Priorities derived from the Electoral Mandate of the 6th Administration and SONA of 2019 are as follows:

- a) **Priority 1:** Economic Transformation and Job Creation
- b) **Priority 2:** Education, Skills and Health
- c) **Priority 3:** Consolidating the Social Wage through Reliable and Quality Basic Services
- d) **Priority 4:** Spatial Integration, Human Settlements and Local Government
- e) **Priority 5:** Social Cohesion and Safe Communities
- f) **Priority 6:** A Capable, Ethical and Developmental State
- g) **Priority 7:** A better Africa and World

Our Strategic Plan is addressing the key priority of SONA 2020 relating to youth unemployment. The development of the Free State Community Education and Training College strategic plan

took into consideration the White Paper for Post School Education and Training and the Strategic Plan of the Department of Higher Education and Training, National Development Plan and the Medium-Term Strategic Framework.

Over the coming four-year period, the College will focus on the following outcomes:

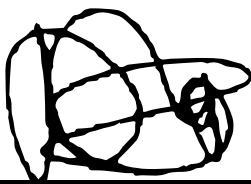
- Expanded access to CET opportunities
- Improved success and efficiency in CET programmes and qualification
- Improved quality of provision in CET Colleges
- Improved responsiveness of the CET College system
- Improved business operations within the College

The above will be achieved through the legislative and policy framework such as the White Paper for Post School Education and Training, 2014; the Continuing Education and Training Act 16 of 2006, the National Qualification Framework Act of 2008; the General and Further Education and Training Act

of 2008 and the Public Finance Management Act and other legislative frameworks applicable to CET.

The Free State CET College, like other institutions of higher learning has been adversely affected by the COVID 19 pandemic. The College had to make adjustments in its operations. The main challenge of COVID-19 is, of course, one of health, and our priority continues to be ensuring the safety of our staff and students despite limited resources. In addition to physical health, mental health and anxiety are real concerns as we are experiencing different levels of restrictions on movement.

I also want to acknowledge the hardship that this pandemic has caused some of our centre managers, lecturers, staff and students. I am



Ms MA Matlawa

Principal

Date: 22 January 2021

deeply grateful for their generosity, which is enabling us to offer support to those who need it.

During this period, the College will focus amongst others on expanding the occupational qualifications offerings to other centres, improving success, and increasing access to many adults and out of school youth in the Free State Province.

The College intends to achieve the above strategic objectives despite the limited resources. The Free State Community Education and Training College commits to ensure 100% compliance with legislation and effective implementation.

As the Accounting Officer of Free State Community Education and Training College, I commit myself and the resources of the College to achieving the targets outlined in this plan.

OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

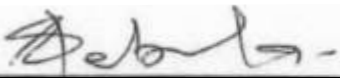
- Was developed by the management of the Free State CET College under the guidance of the College Council.
- Takes into account all the relevant policies, legislation and other mandates for which the Free State CET College is responsible.
- Accurately reflects the Impact, Outcomes, and Outputs which the Free State Community Education and Training College will endeavour to achieve over the period 2021 to 2024.



Mr MJ Mofokeng

Deputy Principal Finance

Date: 22 January 2021



Mrs MCA Sebeela

Deputy Principal Corporate Services

Date: 22 January 2021



Ms MA Matlawa

Principal

Date: 22 January 2021

Approved by:



Dr WK De Wee

Chairperson of College Council

Date: 27 January 2021



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PART A

OUR MANDATE



1. CONSTITUTIONAL MANDATE

The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) (Section 29(1)-(4) states as follows:

- 1) Everyone has the right-
 - a) to basic education, including adult basic education; and
 - b) to further education, which the state, through reasonable measures, must make progressively available and accessible.
- 2) Everyone has the right to receive education in the official language or language of their choice in public educational institutions where that education is reasonably practicable. In order to - ensure the effective access to, and implementation of - this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account-
 - a) equity;
 - b) practicability; and
 - c) the need to redress the results of past racially discriminatory laws and practices.
- 3) Everyone has the right to establish and maintain, at their own expenses, independent educational institutions that -
 - a) do not discriminate on the basis of race;

- b) are registered with the state; and
- c) maintain standards that are not inferior to standards at comparable public educational institutions.

- 4) Subsection (3) does not preclude state subsidies for independent educational institutions.

Section 22 states that every citizen has the right to choose a trade, occupation or profession freely. The practice of a trade, occupation or profession may be regulated by law.

2. LEGISLATIVE AND POLICY MANDATES

Further sets of legislation that impact on the CET colleges sector and its strategic and national imperatives are listed below:

2.1 Continuing Education and Training Act (No 16 of 2006)

Continuing Education and Training Act, 2006 (Act No. 16 of 2006) provides for the regulation of continuing education and training through the establishment, governance and funding of public colleges including community education and training colleges and the promotion of quality in continuing education and training.

2.2 Skills Development Levies Act 9 of 1999

To provide for the imposition of the levy with regard to improvement of work force skills where every employer is obliged to pay a skills development levy at a certain rate of percentage of the leviable amount.

2.3 Skills Development Act 97 of 1998

To provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce, learnerships that lead to recognised occupational qualifications and regulate employment services.

2.4 General and Further Education and Training Quality Assurance Act (No 58 of 2001)

To provide for the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council, quality assurance, to provide for the norms and standards for the curriculum and assessment, issue of certificate and conduct of examinations.

2.5 National Qualifications Framework (NQF) Act (No 67 of 2008)

To provide for the National Qualification Framework and to provide for the responsibilities of the Minister of Higher Education and Training, the South African Qualification Authority as well as Quality Councils.

2.6 Promotion of Access to Information Act 2 of 2000)

To give effect to the constitutional right of access to any information held by the State and any information that is held by another person and that is required for the exercise or protection of any rights; and to provide for matters connected therewith.

2.7 Promotion of Administrative Justice Act 3 of 2000

To give effect to the right to administrative action that is lawful, reasonable and procedurally fair and to the right to written reasons for administrative action as contemplated in section 33 of the Constitution of the Republic of South Africa, 1996; and to provide for matters incidental thereto.

2.8 Labour Relations Act 66 of 1995

To advance economic development, social justice, labour peace and the democratisation of the workplace by fulfilling the primary objects of the Act.

2.9 Employment Equity Act, No 55 of 1988

To achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through elimination of unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure equitable representation in all occupational categories and levels in the workplace.

2.10 Occupational Health and Safety Act 85 of 1993

The Occupational Health and Safety Act, No 85 of 1993 provides for the health and safety of persons at work as well as the protection of persons other than persons at work against hazards to health and safety arising out of or in connection with the activities of persons at work.

2.11 Public Finance Management Act 1 of 1999 and its Regulations

The 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.

2.12 Public Service Act of 1994

To provide for the organisation and administration of public service of the republic, the regulation of conditions of employment, terms of office, discipline, retirement and discharge of members of the public service and matters connected therewith.

2.13 Disaster Management Act 57 of 2002

This act provides for an integrated and coordinated disaster management policy in South Africa that focuses on preventing and reducing the risk of disasters, mitigating the severity of disasters, emergency preparedness, rapid and effective response to disasters and post-disaster recovery.

Other policy and legislative mandates

- The National Policy on Community Colleges, 2015
- The South African Council of Educators Act collective agreements of the relevant Bargaining Councils
- The Higher Education and Training Management Information Systems Policy
- The Human Resource Development Strategy

- The National Skill Development Plan
- The National Student Financial Aid Act
- The Examinations and assessment policies
- The Curriculum Policies
- The National Development Plan: Vision 2030
- The Presidential State of the Nation Address and the Ministerial Policy Guidelines and Statements.
- The National Norms and Standards for Funding Community Education and Training Colleges
- The DHET Strategic Plan:2020/21-2024/25
- The Sector Skills Plans
- The White Paper for Post-School Education and Training, 2014.
- The National Trade Testing Regulations
- The SETA Grant Regulations
- The Presidential Infrastructure Coordinating Commission Report, 2012
- The Skills for and through SIPs, 2014.
- The Free State Growth and Development Strategy (2013). Free State Vision 2030 – The future we want
- The Integrated Development Plans (IDPs) – Mangaung

Metropolitan Municipality, Xhariep District Municipality, Thabo Mofutsanyana District Municipality, Lejweleputswa District Municipality and Fezile Dabi District Municipality.

- The CET Sector Plan 2019
- The Final Occupational Health and Safety COVID 19 Directive.
- The Department of Employment and Labour's Return to Work Regulations.
- The Guidelines for Post School Education and Training (PSET) Institutions for management of and response to the COVID- 19 outbreak

3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

- 3.1. Language Policy
- 3.2. Admission Policy
- 3.3. Student Code of conduct
- 3.4. Student Representative Council Constitution
- 3.5. Bereavement Policy
- 3.6. Risk Management Policy
- 3.7. Unauthorised, Irregular and Fruitless & Wasteful Expenditure Policy
- 3.8. Control of Gifts, Donations and Sponsorship Policy
- 3.9. Accounting Records Policy
- 3.10. Asset Management Policy

- The National Skill Development Plan
- The National Student Financial Aid Act
- The Examinations and assessment policies
- The Curriculum Policies
- The National Development Plan: Vision 2030
- The Presidential State of the Nation Address and the Ministerial Policy Guidelines and Statements.
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- 3.9. Accounting Records Policy
- 3.10. Asset Management Policy

- 3.11. Bank Reconciliation Policy
- 3.12. Borrowing Policy
- 3.13. Credit and Garage Card Policy
- 3.14. Creditors Management Policy
- 3.15. Debt Managing Policy
- 3.16. Tuition Fee Policy
- 3.17. Payroll Administration Policy
- 3.18. Subsistence and Travel Policy
- 3.19. Vehicle Rental Policy
- 3.20. Cash Management Policy
- 3.21. Petty cash Policy
- 3.22. Facility Hire Policy
- 3.23. Use of telephone Policy
- 3.24. Cellular Telephone and Mobile
Devise Reimbursement Policy

4. RELEVANT COURT RULINGS

The Supreme Court of Appeal has handed down a ruling declaring the Preferential Procurement Regulations, 2017, issued in terms of section 5 of the Preferential Procurement Policy Framework Act (PPPFA), 2000, were invalid and set them aside.

The regulations stipulate a set of pre-qualification criteria before tenders can be assessed on price, functionality and other factors, including a tenderer being a stipulated minimum broad-based black economic empowerment (B-BBEE) status level of contributor and being a qualifying small enterprise, which is at least 51% owned by black people.



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PART B

OUR STRATEGIC FOCUS



6. VISION

Uplifting and empowering communities with relevant knowledge and skills.

7. MISSION

To widen participation and access to community education, skilling, training and educating for employment and entrepreneurship and providing second chance learning opportunities.

8. VALUES

- Respect
- Loyalty
- Integrity
- Honesty
- Team-work
- Innovation
- Transparency
- Responsiveness

9. COLLEGE SITUATIONAL ANALYSIS

8.1. External Environment Analysis

External Environment Analysis

The college is part of the Department of Higher Education and Training's post-school education infrastructure and landscape. Our Strategic Plan therefore is sensitive to provincial priorities, but located within the broader national context, in particular - taking into

account, amongst others, of the National Development Plan (NDP) 2030 and the South African National Infrastructure Plan. The National Development Plan, which draws on the notion of enhancing citizens' capabilities, states that:

Key capabilities that emerge from development literature include:

- Political freedom and human rights
- Social opportunities arising from education, health care, public transport and other public services
- Social security and safety nets
- An open society, transparency, disclosures and a culture of accountability
- Economic facilities, work, consumption, exchange, investment and production.

The National Development Plan also exhorts us to build a developmental state that strengthens the capabilities of people to improve their own lives, while intervening to correct historical inequalities.

Although the role of the community College is first and foremost about creating educational opportunities, we know that better education and improved literacy levels also influence the achievement of all the other capabilities noted. The importance of building strong community Colleges

should thus not be under-estimated and it is for the reason that the sector will gradually be moving from being purely academic to skills/ occupational qualifications. With respect to community education specifically, the NDP calls for 1 million learning opportunities to be provided through Community Education and Training Colleges. The education and training objectives set out further state that 80-90% of learners ought to complete 12 years of schooling and/or vocational education and also that 30 000 artisans should be produced per year. Community education and training Colleges have a key role of play in achieving both of these objectives, particularly through creating educational opportunities for disadvantaged adults and youth who are outside of the formal economy, formal workplaces and not in education.

One of the ways in which the NDP is being put into action is through the South African National Infrastructure Plan of 2012. Developed and coordinated by the Presidential Infrastructure Coordinating Commission (PICC), 18 Strategic Integrated Projects (SIPs) have been developed with the aim of supporting economic development and improving service delivery. This plan was followed by detailed research to identify the

skills gaps and training needs for the successful achievement of the SIPs, and also taking account of the SIP's role in building skills. Of particular relevance to the community education and training sector are the following groupings of skills needs:

- Clerical and support workers (store person)
- Trades (bricklayer, electrician, millwright, boilermaker, carpenter and joiner, industrial machinery mechanic, plumber, pipe fitter, painter, plasterer, welder, rigger, moulder, structural plater and sheet metal worker)
- Operators (concrete batching plant operator, crane or hoist operator, earth moving equipment operator, truck driver)
- Elementary occupations (cement and concrete plant worker, concrete hand, construction supervisor/foreman, drainage, sewage and storm water worker, handy person, road marker, scaffold erector, shutter hand, survey assistant, traffic sign erector).

Out of the seven priorities derived from the Electoral Mandate of the 6th Administration, the Department of Higher Education and Training focuses

on Priority 2 which deals with Education, Skills and Health. This national imperative informs contextualised provincial development priorities, to which we now turn and to which the Free State CET College specifically seeks to align to.

The Free State Community Education and Training College is situated in the Free State Province.

Mid-year population estimates for South Africa by province – for the year 2020 published by Statistics South Africa showed that the total population

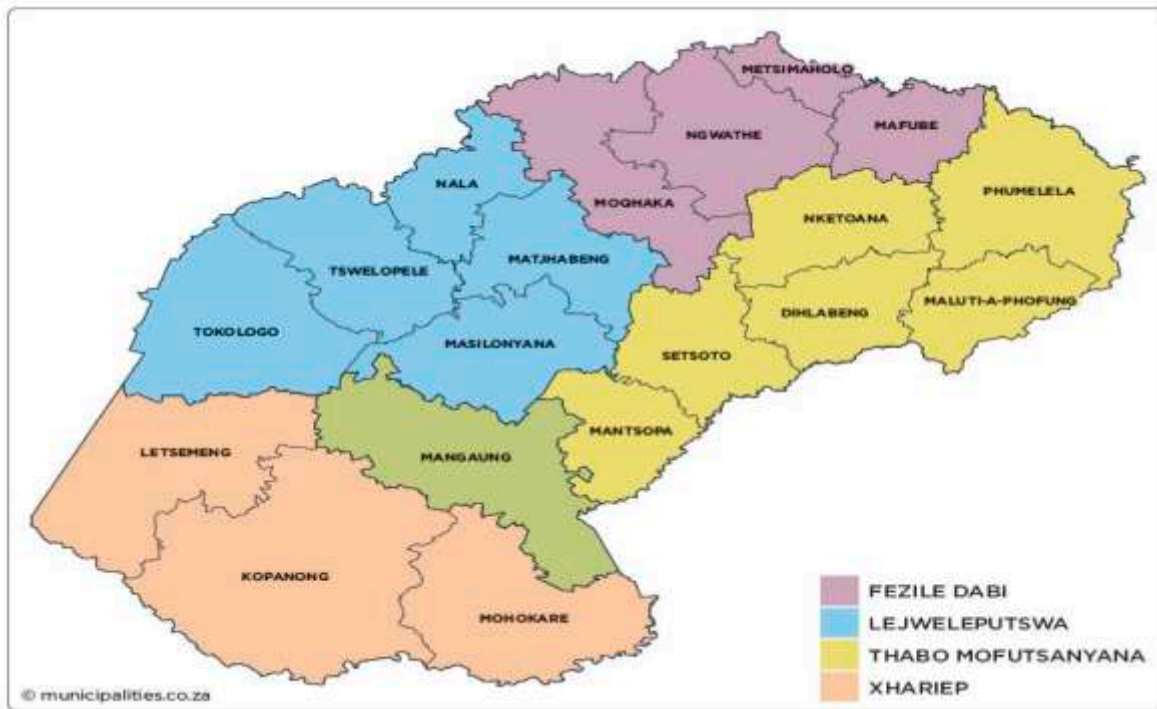
of the Free State Province is 2 928 903 people, which is an increase of 183 313 from 2 745 590 recorded in 2011 (Census 2011). Free State has the second smallest share of the South African population, constituting 4,9% of the population. 1 414 517 are males and 1 514 385 females indicating 51.7 % females and 48.3%% males. Sesotho (64.2%) is the language most widely spoken as first language, followed by Afrikaans (12.7%), IsiXhosa (7.5%), IsiZulu (4.4%), English (2.9%), followed by very small proportions speaking other South African languages.

The table below indicates a percentage distribution of the national population by population group and Free State province according to Stats SA Census 2011:

	Black African	Coloured	Asian	White	Other
National	79.2%	8,9%	2,5%	8,9%	0,5%
Provincial	87,6%	3,1%	0,4%	8,7%	0,3%

Although the distribution of the population groups indicates the percentage above, the trends in the College show that there are more Black Africans who need second chance education opportunities as opposed to other population groups in the Free State. Therefore, this Strategic Plan has taken this into consideration.

Free State Map indicating the Metro, districts, and local municipalities:



The Free State is located in the geographical centre of South Africa, bordered by the Northern Cape, Eastern Cape, North West, Mpumalanga, KwaZulu-Natal and Gauteng provinces, as well as Lesotho. The Free State is a rural province of farmland, mountains, goldfields and widely dispersed towns.

Although the Free State is the third-largest province in South Africa, it has the second-smallest population and the second-lowest population density. It covers an area of 129 825km² and has a population of 2 928 903 (Mid-year Population estimates, Stats SA 2020) – 4,9% of the national population. Its capital is Bloemfontein and other important towns include Welkom, Kroonstad, Sasolburg and Bethlehem.

In terms of economic functionality, the Province can be divided into large urban areas (Bloemfontein, Botshabelo, ThabaNchu, the Free State Goldfields – Welkom, Virginia, Odendaalsrus, Allanridge, Hennenman – Sasolburg); two regional towns (Bethlehem and Kroonstad); 11 medium-sized towns (Ladybrand, Ficksburg, Senekal, Phuthaditjhaba, Reitz, Heilbron, Frankfort, Viljoenskroon, Harrismith, Parys, Bothaville); and 52 small towns.

The economy is dominated by agriculture, mining and manufacturing. Known as the ‘bread basket’ of South Africa, about 90% of the province is under cultivation for crop production. It produces approximately 34% of the total maize production of South Africa, 37% of wheat, 53% of sorghum, 33% of potatoes, 18% of red meat, 30% of groundnuts and 15%

of wool. The province is the world's fifth-largest gold producer, with mining the major employer. It is a leader in the chemicals industry, being home to the giant synthetic-fuels company, Sasol.

The Vredefort Dome, 10km in diameter, about 100km south-west of Johannesburg, is South Africa's seventh World Heritage Site.

The Free State is divided into one metropolitan municipality (Mangaung Metropolitan Municipality) and four district municipalities (Xhariep, Thabo Mofutsanyane, Lejweleputswa and Fezile Dabi), which are further subdivided into 18 local municipalities.

Like the rest of the country, the Free State province has a large proportion of young people, with 37% of the provincial population falling into the age range 15-34. Within the educational going age range (5-24 years), a total of 270 629 young people is not in any form of education.¹ Many of these young people ought to have opportunities via the Free State CET College. Census 2011 reports further that in the province 7.1% of the population aged 20 and above have no schooling. While this proportion is lower than in several other provinces, this remains an important target group for the College – comprising a total of 194 937 people.

An additional target group for the College is people with disability, according to 2016 Household Survey estimates that there are 158 000 people with disabilities in the province. There are four community learning centres catering for students with disabilities.

According to General Household Survey (Stats SA 2019) percentage of individuals aged 20 years and older without any schooling decreased from 11,4% in 2002 to 3,7% in 2019. In the Free State Province, the percentage distribution of educational attainment for people aged 20 years and older compared to National in 2019 was as follows:

Level of Education	National	Free State Province
Other	298 112 (0,5%)	2 929 (0,1%)
Post School	9 181 842 (15,4%)	339 753 (11,6%)
Grade12	18 363 684 (30,8%)	817 164 (27,9%)
Upper Secondary	14 965 210 (25,1%)	735 155 (25,1%)
Lower Secondary	7 035 437 (11,8%)	427 620 (14,6%)
Completed Primary	2 504 139 (4,2%)	166 947 (5,7%)
Some Primary	5 067 899 (8,5%)	342 682 (11,7%)
None	2 206 027 (3,7%)	96 654 (3,3%)
Total	59 622 350	2 928 903

According to 2019 Statistics SA General House Survey, percentages of persons who had no formal schooling in the Free State Province was 3.3% and has declined since 2002. The survey also investigated functional illiteracy among individuals aged 20 years and older. Functional illiteracy refers to individuals who have either received no schooling or who have not completed grade 7 as yet. The province has 15% functional illiteracy rate. Free State province has the population of 2 928 903 people aged 20 years and older with 439 336 people with a level of education lower than Grade 7, 2019.

The above table shows that Free State Province still have an alarming number of people aged 20 years and older who did not complete Grade 12 and Grade 9. This makes the Community College even more relevant in addressing the knowledge and skills gap in the Free State.

In addition to these educational needs, the 2020 Stats SA Quarterly Labour Force Survey for the 3rd quarter showed that the Free State

province had an official unemployment rate of 35,5% and this is an increase of 10.2% from 25,3% of quarter two Labour Survey. It should be noted that in quarter three, the Covid-19 National Lock Down regulations were relaxed, which allowed travelling, and this played a role in people looking for work. Nationally the official unemployed rate increased by 7,5% from 23.3% of Quarter 2 of 2020 to 30,8% in Quarter 3 of 2020.

The official unemployment rate increased in eight of the nine provinces, with the largest increase recorded in Mpumalanga, followed by Free State which was up by 10,2 percentage points. The province faced an alarmingly high number of people in the province who are without work, Covid-19 may have contributed to that. Furthermore, unemployment figures are higher for those living outside of the main metropolitan area of Mangaung and both the youth and women are greatly affected. It is thus imperative for the Free State CET College to consider how to align skills development

offerings with the opportunities being created through the SIPs.

People not in employment, education and training (NEET) serves as an additional labour market indicator for young people. According to Stats SA Quarterly Labour Force Survey Q3, 2020, there were about 10,3 million young people aged 15–24 years, of which 31,9% were not in employment, education or training (NEET) – 0,4 of a percentage point lower than in Q3: 2019. In this age group, the NEET rate for males increased by 0,5 of a percentage point while that for females decreased by 1,4 percentage points. The NEET rate for females was higher than that of their male counterparts in both years.

Compared to Q3: 2019, the percentage of young persons aged 15–34 years who were not in employment, education or training (NEET) increased by 2,6 percentage points from 40,4% to 43,0% (out of 20,5 million) in Q3: 2020. The NEET rate for males increased by 3,1 percentage points, while for females the rate increased by 20 percentage points in Q3: 2020. In both Q3: 2019 and Q3: 2020, more than four in every ten young females were not in employment, education or training.

The local economy faces a number of challenges, including a significant scaling down of mining activities, against a traditionally well established and strong mining industry, low economic growth and development opportunities, resulting in low employment and as noted above, an alarming unemployment rate. The Province is the world's fifth largest

gold producer, with mining the major employer. It is the leader in the chemicals industry, being a home to the giant synthetic - fuels company, SASOL. The main economic drivers of the local economy are:

- Mining. Although there is a scaling down of mining activities, the mining industry is still the main contributor to the local area Gross Domestic Product.
- Retail and services
- Manufacturing and industry
- Agriculture
- Small Medium Micro Enterprises.

Against this backdrop, the Free State Growth and Development Strategy sets out the following vision for 2030 (pg. 21):

‘By 2030, the Free State shall have a resilient, thriving and competitive economy that is inclusive with immense prospects for human development formation anchored on the principles of unity, dignity, diversity, equality and prosperity for all.’

This vision is underpinned by six pillars namely:

- Inclusive economic growth and job creation;
- Education, innovation and skills development;
- Improved quality of life;
- Sustainable rural development;
- Building social cohesion; and
- Good governance.

By providing community education and skills development, the Free State CET College has

the potential to contribute within each of the above-mentioned pillars of the Province. Cutting across the six pillars, the plan identifies 12 drivers of development. By offering adult basic education, second chance school leaving qualifications and skills development programmes the Free State CET College strives to contribute within the following specific drivers:

- Driver 1: Diversify and expand agricultural development and food security
- Driver 2: Minimise the impact of declining mining sector and ensure that existing mining potential is harnessed
- Driver 3: Expand and diversify manufacturing opportunities
- Driver 4: Capitalise on transport and distribution opportunities
- Driver 5: Harness and increase tourism potential and opportunities
- Driver 6: Ensure appropriate skills base for growth and development
- Driver 8: Expand and maintain basic road infrastructure
- Driver 9: Facilitate sustainable human settlements.

Each of the five districts in the province have prepared Integrated Development Plans (IDPs) in which more targeted interventions have been identified for each district depending on its unique context. The Free State CET College will work with districts when identifying specific skills development programmes in order to align with district priorities, whilst also

contributing to the larger provincial agenda, and, ultimately national.

One other external factor that affected the college was the COvid-19 pandemic as declared by the World Health Organisation on 11 March 2020. The first case of Covid-19 in South Africa was recorded in March 2020. The State President then announced the National Lockdown which adversely impacted Community Education and Training Colleges severely as the teaching and learning was negatively affected. The President of the Republic of South Africa, Mr Cyril Ramaphosa, announced the country's risk-adjusted strategy for reopening the economy on 23 April 2020. Subsequent to the announcement, Ministers followed with their respective announcements of their respective Departments to implement the return-to-work in phases as announced by the President. The Ministers of Basic Education and Higher Education, Science and Technology announced their sector plans on 30 April 2020. The Minister of the Department of Employment and Labour announced the return-to-work Regulations. Regulation 16(6)(b) outlines the Workplace Plans which employers should follow when developing tailor made return-to-work plans. The Free State CET College had to align its plans and programmes with the provincial and national directives in managing and responding to Covid-19 pandemic.

8.2. Internal Environmental Analysis

8.3.

In 2020, the Department of Higher Education and Training gazetted the new institutional landscape for provision of teaching and learning and a new concept called the satellites learning centres was introduced.

With regard to the Free State Community Education and Training College, there are 15 Community learning centres and 171 Satellites centres distributed as follows per district:

District	Community Learning Centres	Satellite Learning Centres
Motheo	4	51
Lejweleputswa	3	29
Thabo Mofutsanyana	3	46
Fezile Dabi	3	29
Xhariep	2	16
TOTAL	15	171

Community Learning Centres and Satellites Centres are spread in all towns in the Free State Province. The distance between CLCs ranges from 8 to 40 KMs. Community Learning Centres (CLCs) and Satellites Centres (SCs) are mainly hosted by schools as they do not have their own infrastructure. Only six Community Learning Centres have their own buildings, eight are operating in the Department of Correctional Services, and two are in industries. The College has rationalised and reconfigured the Community Learning Centres to make them more manageable without limiting access and the CET plan has been used as a base for the numbers of CLCs and SCs:

In this planning cycle, the College aims to respond to the economic drivers and priorities discussed above by offering academic and occupational programmes & qualifications. The following formal qualifications will be offered:

- GETC: ABET qualification
- Senior Certificate

The College intends to offer amongst others the following occupational qualifications and part qualifications and programmes in collaboration with local authorities, SETAs, Community Organizations, industry, other Government

Departments to address the skills needed in the Free State as determined by the communities:

- Early Childhood Development
- Cooperative and Entrepreneurship Education and Training
- Plumbing, Construction (paving, brick making, bricklaying, painting) Carpentry, Electricity, Welding, automotive spray painter and auto body repair
- Poultry
- Car wash
- Upholstery
- Tyre repair, balancing and fitment
- Earthmoving plant drivers
- Clothing manufacturing skills programme
- Sports management (healthy lifestyle living programme (aerobics, fitness programmes)
- Motor mechanics
- Home based Care
- Parenting and Childcare
- Expanded Public Works Programme
- Information Communication Technology
- Arts and Crafts
- Learner Drivers License and driver's license
- Assistant Arc Welder
- Air conditioning and refrigeration skills programme
- Basic electrical skills programme
- Hospitality and catering skills programme
- Animal and crop production skills programme

The College intends to register the following students per programme/ level for 2024 academic year:

Programme/ level	Number of students
AET Level 1-4	13 165
NQF L4	9 852
Occupations	4 174
Entrepreneurship	634
TOTAL	27 825

Ultimately, the programmes that can be offered will depend on the availability of funding for the operation and running of the Free State CET College and each of the CLCs.

Stats SA Census 2011 findings show a national disability prevalence rate of 7,5 and Provincial variations show that Free State and Northern Cape provinces had the highest proportion of persons with disabilities (11%), followed by North West and Eastern Cape (10% and 9,6%

respectively).^[11] The data showed that Free State has 234 738 thousand people with disability. The data showed that nationally disability is more prevalent among females compared to males (8,3% and 6,5% respectively)

The College will also support the provision of education to adults with disability by ensuring

that the four Community Learning Centres (Rutegang, Zakhele Ikusasa, Lediboho and Itsoseng) are strengthened and resourced.

The status of disability for the College in 2019 is indicated below:

TYPE OF DISABILITY	FEMALES	MALES	TOTAL
Attention disorder with/without hyperactivity ADHD	0	3	3
Autistic	0	4	4
Behavioural/ Conduct disorder (including severe behavioural problems)	2	5	7
Blindness	11	0	11
Deaf-blind	1	3	4
Deafness	13	13	26
Epilepsy	4	6	10
Hard of hearing	2	0	2
Mild to moderate intellectually disabled	9	6	15
Moderate to severe/profound intellectual disability	3	7	10
Partially sightedness/ Low vision	14	11	25
Physical disability	8	4	12
Psychiatric	1	1	2
Severe intellectually disabled	1	3	4
Specific Learning disorder	27	10	37
GRAND TOTAL	96	76	172

Number of employees with disability is as follows:

TYPE OF DISABILITY	FEMALES	MALES	TOTAL
Epilepsy	6	0	6
Physical disability	4	9	13
Partially sighted	10	8	18
Other	1	1	2
GRAND TOTALS	21	18	39

In order to ensure that the above-mentioned targets are reached, the College will ensure that there is intensive marketing strategy used including advocacy of the programmes offered in the community learning centres through in community meetings and the usage of media such as local newspaper, national and community radio stations etc.

Over the past five years, the College has formal partnerships with the following institutions:

- MerSETA
- ETDP SETA
- HWSETA
- W&R SETA
- MQA
- LGSETA
- FP&MSETA
- VKB
- CUT (Cutis)
- Goldfields TVET College
- C3 Automotive Training Academy
- EES

The college will strengthen the above partnerships and formalised relations with the following:

- Government Departments such as Department of Correctional Services,

Tourism, Defence, Public Works, Health, Education, Local Economic Departments within Municipalities.

- State entities
- University of the Free State
- TVET Colleges in the Free State Province
- Local business and industry
- Other SETA's such as Services SETA, Agri SETA, etc.

The College also has a relationship with traditional leaders, councillors, religious organisations across the province which it intends to nurture.

The College will also start to work hard to capacitate staff, centre managers and lecturers and also plan ahead to ensure that it is not left behind to deal with the fourth industrial revolution. Resourcing of CLCs will begin during this period to ensure that blended learning mode is promoted.

Human Resource Management and administration continued to be a challenge. The College operates with staff as tabled below:

Academic Staff

NO	DISTRICTS	CENTRE MANAGERS	ACTING-CENTRE MANAGERS	LECTURERS	TOTAL
1.	FEZILE DABI	31	4	129	164
2.	LEJWELEPUTSWA	30	4	115	149
3.	MOTHEO	54	2	247	303
4.	THABO MOFUTSANY	49	4	173	226

	ANA				
5.	XHARIEP	16	3	69	88
TOTAL		180	17	733	930

Support Staff

PRINCIPAL	DEPUTIES	ASD: ADM N	PA	INTERN S	VACANCIES
1	3 (1 Act DP Academic)	1	1	6	1XSAO 1X DP: ACADEMIC

SAICA Staff

1 Senior FinancialAdvisor

3 (1 Audit Manager,1Accounting Manager, 1 Supply Chain Manager)

13 Interns

The shortage of support staff poses a huge challenge on the administration of the College. The organogram which has not been approved yet impacts negatively on the support given to the Community Learning Centres and Satellite Centres.

In managing the Covid-19 pandemic, the college developed a master plan and protocols to be followed by employees in line with the Department of Higher Education and Training, Department of Labour and Department of Health.

This plan and protocols were developed to

minimize the risk of contracting corona virus and also to try save the academic year as per the Department of Higher Education directives.

After the hard lockdown, the college has to reopen. All employees and students were provided with PPE such as masks, sanitizers, temperature scanners. The college also experienced the challenges which include- amongst others:

- No personnel to do cleaning and screening
- High student's dropout rate
- Poor student's attendance
- Threats of eviction by hosting schools
- Limited resources for remote working



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Free State
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PART C

MEASURING OUR PERFORMANCE



10. INSTITUTIONAL PERFORMANCE INFORMATION

9.1. Measuring the Impact

Impact

Impact statement	Diverse learning opportunities offered that result in an improved quality of life, increased opportunities for employment and entrepreneurship for individuals and communities
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9.2. Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-year target		
1. Expanded access to CET opportunities	1.1. Number of students enrolled in CET programmes: <ul style="list-style-type: none"> • AET Level 1-4 • NOF L4 • Occupations • Entrepreneurship 	14 552	27 825		
				8 259	13 165
				6 126	9 852
				167	4 174
				New	634
1.2.	Percentage of participation in terms of equity target in				

Outcome	Outcome Indicator	Baseline	Five-year target
	<p>the CET college system for:</p> <ul style="list-style-type: none"> • Women = 60% • Disabilities = 2% • Race <ul style="list-style-type: none"> African (97.9%) Indian (0.0%) Coloured (2%) Whites (0.1%) 	<p>8 731</p> <p>291</p>	<p>16 695</p> <p>557</p>
<p>2. Improved success and efficiency in CET programmes and qualifications</p>	<p>2.1. Percentage of certification in programmes and qualifications in:</p> <ul style="list-style-type: none"> • AET L1-L3 • GETC 	<p>76.1%</p> <p>49.1%</p>	<p>90%</p> <p>59%</p>

Outcome	Outcome Indicator	Baseline	Five-year target
	<ul style="list-style-type: none"> • NOF L4 • Occupations • Entrepreneurship 	<p>New</p> <p>New</p> <p>New</p>	<p>75%</p> <p>50%</p> <p>50%</p>
	2.2. Number of signed MoA's for infrastructure utilisation	New	169
3. Improved quality of provision in CFT colleges	3.1. Number for lecturers trained	118	930
	3.2. Number of pilot Community Learning Centres	6	6
	3.3. Number of Maths/science centres supported	New	1
	3.4. Number of accredited qualifications increased.	New	6
	3.5. Number of pilot centres using blended learning mode.	New	6
	3.6. Number of students receiving learning and teaching support materials	3 000	27 825
	3.7. Number of lecturers receiving learning and teaching support materials	941	930

Outcome	Outcome Indicator	Baseline	Five-year target
	3.8. Number of students receiving student support services	New	27 825
	3.9. Number of students' leadership capacitated.	12	48
	3.10. Number of members capacitated on leadership and institutional governance: <ul style="list-style-type: none"> • management capacitated on leadership • CLC/SC Managers capacitated on centre management • council members capacitated in institutional governance 	1 95 0	4 186 16
	3.11. Percentage of examination centres complying with the standards for the conduct, administration and management of examination from the current 100% to 100% per annum	100%	100%
	3.12. Number of teaching and learning improvement plans implemented per annum	2	8

Outcome	Outcome Indicator	Baseline	Five-year target
<p>4. Improved responsiveness of the CET College system</p>	<p>4.1. Number of new qualifications and programme offerings introduced.</p> <ul style="list-style-type: none"> • Automotive body repair • Spray painting • Garment making • Upholstery • Learner driver licence • Gardening • Poultry • Plant and animal Production • Assistant chef • Assistant Arc Welder • Information Communication Technology • Clothing, Textile, Leather and Footwear 	3	12
<p>5. Improved</p>	<p>5.1. Number of financial management systems fully</p>		

Outcome	Outcome Indicator	Baseline	Five-year target
business operations within the college	implemented	New	1
	5.2. Number of revised Supply Chain Management Policies	1	1
	5.3. Number of Internet Connectivity installed.	New	47
	5.4. Number of effective record management systems	New	1
	5.5. Percentage of Compliance to HRD and HR Administration policies.	New	100%

9.3 EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE PLANNING PERIOD

The 2020 Medium Term Strategic Framework is structured around seven (7) government priorities. The Department of Higher Education and Training will contribute to priority NO. 2. Medium Term Strategic Framework (MTSF) sub-outcomes have been identified for this Outcome:

- Expanded access to CET opportunities
- Improved success and efficiency in CET programmes and qualification
- Improved quality of provision in CET colleges
- Improved responsiveness of the CET college system
- Improved business operations within the college

For the realisation of the aforementioned outcomes, five (5) outcomes-oriented goals have been identified and are closely related to the delivery and achievement by the CET colleges.

9.3.1. Strategic Objectives

- a) To expand the youth and adult access to community education and training opportunities

- b) Improve the youth and adults' success in community education and training programmes
- c) To improve the quality of provision in Community Colleges
- d) Improve the institutional capacity and efficiency to provide quality community education and training programmes
- e) To develop and/or review the steering mechanisms for the optimal performance of the community education and training college system
- f) Promote and ensure evidenced-based continuous institutional development, support and accountability.

9.3.2. The rationale for the choice of the outcome indicators

The College will endeavour to enrol students in the CET programmes as an indication that access to CET opportunities has been expanded. The College will also adhere to DHET directive to scale down enrolment due to the country's financial and economic realities in 2021. These opportunities must be extended to various racial groups, women as well as people leaving with disabilities.

The higher the rate of certification in programmes and qualifications is an

indication of improved success. For this success to be realised, some CLC and Satellite Centres must be reconfigured so that they could be more efficient and functional.

The quality of programmes offered at the college will be improved by inter alia, training of SRC, lecturers, centre managers, management and council members. Compliance with regards to the examinations and assessment standards will always be maintained in order to ensure improved quality.

Provision of more diverse programmes in the college means that the CET College system responds appropriately to the needs of the communities.

9.3.3. The outcomes contribution to the achievement of the impact

The following are outcomes that contributes to the achievement of the impact:

- Outcome 1: This outcome focuses on increasing the number of students that are enrolled in CET programmes and thereby providing opportunities for individuals and communities so that they can improve the quality of their life.
- Outcome 2: Students' success depends on a number of variables including the

efficiency of CET programmes and qualifications. Quality life-long learning opportunities for individuals and communities will be possible when CET programmes are managed effectively and efficiently. The certificates that our students receive will enable them to progress into further learning, employment and/or sustainable entrepreneurship. This in turn, will contribute to improvement of the quality of their life.

- Outcome 3: Improved quality of CET programmes leads to a better quality of learning opportunities for individuals and communities. With this in mind, the qualifications obtained by students will be credible enough to be accepted in institutions of further learning and employment providers.
- Outcome 4: The CET system has to provide diverse programmes in order to respond to and cater for different needs of different communities and individuals. Some of these programmes allows students to enter the world of work immediately after completion because they shall have done the practical part of the skill as well.
- Outcome 5. Improved business operations within the college that will result in effective human resource management, financial management practices, improved ICT services and record management system.

10. KEY RISKS

Outcome	Key Risk	Risk Mitigation			
1. Expanded access to CET opportunities	I. Lack of own infrastructure for CLCs II. Covid-19 infections and its impact in the College III. Inadequate resources to manage Covid-19	I. Conclude long-term MOAs with hosting schools II. Identification of unused schools and government buildings. III. Adherence to Covid-19 protocols IV. Reprioritization of the budget			
		2. Improved success and efficiency in CET programmes and qualifications	I. Shortage of LTSM.	I. Timeous provision of enough LTSM.	
				II. Lack of student support services.	II. Provision of student support services.
					III. Poor student attendance
	IV. Low morale among lecturers and centre managers				IV. Provision of employee wellness programmes.

Outcome	Key Risk	Risk Mitigation
3. Improved quality of provision in CET colleges	I. Not formalised partnerships with hosting schools	I. Formalise existing partnerships by signing of Memorandum of Understanding with hosting schools
	II. Limited knowledge of teaching methodologies and learning area content.	II. On-the job training of lecturers on teaching methodologies and learning area content.
	III. Limited curriculum management skills at the centres.	III. On-the job training of centre managers on curriculum management.
4. Improved responsiveness of the CET college system	I. No accreditation of skills/ occupational programmes in CLCs.	I. Identifications of funding to accredit CLCs.
	II. Lack of infrastructure for implementation of occupational programmes, e.g., Workshop	II. Signed MOAs with relevant partners such as TVET colleges, industry and technical schools.
5. Improved business operations in the college.	I. Lack of storage facility for record management	I. Creation of storage room within the available office space.
	II. Insufficient budget	II. Sourcing of funds from SETAs

Outcome	Key Risk	Risk Mitigation
	III. Inadequate financial and ICT systems.	III. Procurement of more financial and ICT systems.

11. PUBLIC ENTITIES

None



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PART D

TECHNICAL INDICATOR DESCRIPTION (TID)



TECHNICAL INDICATOR DESCRIPTION

Indicator Title	Improved access into CET opportunities
Definition	Number of students enrolled across CET programmes including equity targets
Source of data	Student enrolment schedule
Method of Calculation / assessment	Quantitative
Means of verification	Admission forms, attendance registers
Assumptions	Admission systems, capturing and data storage in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for Women: 60% • Target for Youth: • Race: • Target for people with Disabilities: 2%
Spatial transformation (where applicable)	Districts
Calculation type	Non-Cumulative (Year-end)
Reporting cycle	Annually
Desired performance	Students Enrollment
Indicator responsibility	DP Academic and DP Corporate

Indicator Title	Improved success and efficiency in CET programmes and qualifications.
Definition	Percentage of certification in programmes and qualifications improved in CLCs.
Source of data	Results analysis obtained from the Provincial Department examination data.
Method of Calculation / assessment	Quantitative
Means of verification	Results per CLCs
Assumptions	Examination systems, capturing and data storage in place at the CLCs and SLCs
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N\A
Calculation type	Year-end
Reporting cycle	Annually
Desired	100% of eligible students complete their qualification.

performance	
Indicator responsibility	DP: Academic

Indicator Title	Improved quality of provision in CET Colleges
Definition	Number of SRC, lecturers, centre managers, management and council trained
Source of data	Attendance registers
Method of Calculation / assessment	Quantitative
Means of verification	Attendance registers
Assumptions	Data storage in place/ Record management
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	All the districts in the Free State.
Calculation type	Year-end
Reporting	Annually

cycle	
Desired performance	Competent trainees
Indicator responsibility	DP Academic and DP Corporate

Indicator Title	Improved quality of provision in CET Colleges
Definition	Students and lecturers provided with LTSM
Source of data	Register of LTSM issued
Method of Calculation / assessment	Quantitative
Means of verification	Invoice, delivery note, Centre LTSM stock register
Assumptions	LTSM retrieval systems and data storage in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for Women: • Target for Youth: • Race: • Target for people with Disabilities:
Spatial transformation (where applicable)	N/A
Calculation type	Year-end

Reporting cycle	Annually
Desired performance	Lecturers and students provided with LTSM
Indicator responsibility	DP Academic, DP Finance
Indicator Title	Improved responsiveness of the CET system
Definition	New qualifications and programme offerings diversified
Source of data	Register of New qualifications and programmes introduced
Method of Calculation / assessment	Quantitative
Means of verification	Student Registration forms and unit levels
Assumptions	Capturing and data storage in place

Indicator Title	Improved business operations within the College
Definition	Improved business operations within the College that will result in effective human resource management, financial management practices, improved ICT services and record management system.
Source of data	Computers with ICT software Files
Method of Calculation / assessment	Qualitative
Means of verification	Copies of invoices Installed software of finance, HR and ICT systems
Assumptions	Records in a storage ICT system in place

