



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

PROGRESS REPORT OF THE MINISTERIAL COMMITTEE AS AT 30 JUNE 2015

Background and Rationale

The National Norms and Standards for Funding Adult Learning Centres (NNSF-ALCs) were developed as a funding policy for Public Adult Learning Centres (PALCs), whilst these institutions were recognised as juristic persons. These funding norms are no longer relevant due to the repeal of the Adult Education and Training (AET) Act on 1 April 2015 by the Continuing Education and Training (CET) Act, 2006 (Act No 16 of 2006) and the introduction of CET Colleges.

The CET Act of 2006 introduces a new Post School Education and Training (PSET) institutional type which is the Community Education and Training (CET) College. The PALCs, known as Community Learning Centres (CLCs) from 01 April 2015, are being merged into the CET Colleges and are administered as such.

Purpose

The main purpose of the Ministerial Committee is to develop the CET Colleges funding framework and review the current funding norms of TVET Colleges in order to propose new or revised TVET Colleges funding framework. The main goal is to ensure the effectiveness of the funding framework in enabling CET and TVET Colleges to play a key role in producing a skilled and capable workforce to support an inclusive growth path. This will culminate in the development of the draft funding norms and standards that will be published by the Minister of Higher Education and Training for public comments.

The main task of the Ministerial Committee with respect to CET Colleges is to diagnose the now defunct Adult Learning Centres (ALCs) funding policy and determine whether there are still any

relevant areas that are applicable to the CET College landscape. The diagnosis has to link to the developments that have taken place, i.e. introduction of the new institutional type, namely the CET Colleges, taking into consideration other funding modalities globally, formula funding programme and funding of Adult Education and Training (AET) level 1 to 4 learning areas and propose the most suitable preferable funding model.

The Ministerial Committee is tasked with determining whether the current funding framework and approach will be able to make it possible to achieve the enrolment target of 1, 238 million students in TVET Colleges by 2019 and 2, 5 million by 2030 as well as 1 million students in CET Colleges by 2030, as per targets set in the white paper for post-school education and training.

Discussion

The Ministerial Committee was inaugurated by the Minister of Higher Education and Training, Dr BE Nzimande on 5 March 2015. Dr Charles Sheppard was appointed as the Chairperson of the committee. The two Reference Groups were subsequently introduced to the committee and they consist of regional and national officials of the Department of Higher Education and Training (hereafter referred to as the Department) as well as public service officials from other government departments such as the National Treasury, Department of Basic Education, as well as other external experts.

The Ministerial Committee conducted interviews with the representatives of CLCs from the Reference Group in May 2015 in order to discover the current state of these institutions in the country. Other interviews were conducted with TVET College Reference Group representatives. Information obtained from the Reference Group members enabled the committee to gain a better understanding of the operations in the CLCs and TVET Colleges. The committee will use the information to inform how the proposed funding framework will address the funding requirements of CET and TVET Colleges.

Financial Planning shared the draft Auditor General report on the study conducted on CLCs with the members as per request of the committee. This helped the committee to further comprehend the level of functionality of the CLCs.

The committee has thus far performed the following:

- Drafted the themes of work which will form part of the final report.
- Themes of work were classified and the Chairperson allocated to each member based on their expertise. The list of items that the committee wishes to research and the list of tasks assigned to each member is available.
- A project plan outlining work to be done by members with time frames is in the process of being finalized.

A proposal was made and accepted that the fieldwork be conducted and fast tracked to ensure that the Ministerial Committee has a draft report on the CET Colleges by the end of September 2015. The issues to be addressed in the field work would include enrolments, staffing, programmes, facilities, equipment and funding challenges. Professor Pillay will be the facilitator and co-coordinator of the fieldwork. The committee resolved that it will produce one report with a section on common areas in both sectors as well as separate sections on CET and TVET Colleges.

A sub-committee for CET Colleges was established consisting of Professor Pundy Pillay, Professor John Aitchison and Professor Peliwe Lolwana. Professor Aitchison will lead the CET Colleges subcommittee.

It was suggested by the committee that the sample of CET and TVET Colleges should only include functioning CLCs that are administered by CET Colleges because they are the only ones from which valuable lessons could be learnt. Four Colleges have been proposed to be visited per province for the field work to collect baseline information. Two CLCs under a CET College, one being urban and the other rural as well as two TVET Colleges, one being urban and the other rural. This means that in total 18 CLCs under 9 CET Colleges and 18 TVET Colleges will be visited.

The committee noted that the development of an ideal CET Colleges would be a long term project and proposed that it should happen in a phased approach which implies that the funding frameworks should be modeled as such.

The committee set itself the following target dates:

Activities	Timelines
Draft questionnaire and interview schedule	17 July 2015
Fieldwork	Commence on 20 July 2015 and complete 15 August 2015
Preliminary report of CET Colleges	31 August 2015
Final report of CET Colleges	30 September 2015
Meeting with reference group	First week of September 2015

Challenges

The following are the challenges identified:

- The Ministerial Committee acknowledged that obtaining data with respect to CLCs poses a challenge. The current master list of CLCs is outdated and was compiled by the then Department of Education.
- The committee held the view that provinces neglected the development of the CLCs and they were always not given significant preference when it came to priorities and funding. This poses a risk that the information required regarding functioning of CLCs might not be adequate and detailed since a number of activities would not be carried as expected.

Programme of Action

The following is the summary of what the committee agreed to pursue:

- A meeting with the relevant directorates in the Department to get clarity on the norms and standards applicable in various areas as well as other plans such as the Curriculum intended for the CET Colleges.
- The committee noted that the role of Sector Education and Training Authorities (SETAs) in the funding of CET Colleges must be considered since SETAs also play a role in skills development.
- National Skills Fund (NSF) funding for the training of the unemployed will be investigated.

- Investigate the performance of students in College and ways of improving their performance.
- The Ministerial Committee will develop a research proposal for a case study with a sample of CLCs and TVET Colleges to be visited in the provinces.
- Regional Officials who are responsible for the CLCs and TVET Colleges will be interviewed by the committee to get their views on the funding and other relevant challenges faced by these institutions.
- Investigate and consider the implementation of distance education in Colleges.

Recommendations

The following are some of the recommendations made which might form part of the report:

- Annual surveys will have to be conducted by Department in order to establish a comprehensive database of CLCs.
- That a Geographic Information System (GIS) be used for the mapping out of provisioning of institutions as well as conduct a needs analysis for future provisioning. Identifying trends in the provisioning in rural areas would be of particular value.
- Consider the possibility of running CET Colleges functions in TVET Colleges
- Universities may also need to be involved in the establishment of CET Colleges.
- Unemployed university graduates can possibly be utilized in training in CET Colleges.
- The private sector and the role they should play with regard to CET and TVET Colleges must receive attention.

Noted/Noted with comments



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Date:

30/06/2018