



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Minutes of Third Meeting of the NPPSET CET Task Team

Venue: Amaqhawe Boardroom; JET Offices, The Education Hub, 6 Blackwood Ave, Parktown, Johannesburg

Date: 14 March 2015

Agenda

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| 9:00 | Coffee and arrival |
| 9:30 | Opening, Welcome and Purpose of meeting: Dr Lolwana |
| 9:35 | Approval of minutes of NPPSET CET Task Team meeting held 17 February 2016 |
| 9:45 – 10:30 | Reflection on Vision document |
| 10:30 – 11:00 | Overview and discussion of students who may access community colleges: Monica Mawoyo |
| 11:00 | Tea Break |
| 11:15 – 12:00 | Discussion on learners and how to take forward |
| 12:00 – 13:00 | Environmental Scan/Research on Programmes – what is currently on offer for the potential students, categories: local/international. Discussion and decisions on way forward. |
| 13:00 | Lunch |
| 13:30 – 15:30 | Discuss the framework and fill in any gaps, suggested further areas of research, firm up the timeframes |
| 15:30 | Proposed workplan and arrangements for next meeting |
| 16:00 | Closure |

Minutes

Present

Dr Peliwe Lolwana; Mr Mokaba Mokgatle; Professor John Aitchison; Mr Tembile Kulati; Dr Monica Mawoyo; Ms Thandi Lewin

Apologies: Mr David Diale; Ms Yvonne dos Santos; Professor Stephanie Allais

Opening, Welcome and Purpose of meeting

Dr Lolwana welcomed everyone and indicated that the purpose of the meeting was to discuss the draft vision, reflect on the data on potential community college students, to start thinking about the work that needs to be done to identify programmes and to revisit the framework for the Task Team.

Approval of minutes of NPPSET CET Task Team meeting held 17 February 2016

Minutes were adopted as a true reflection of the TT meeting of 17 February 2016. It was agreed that the meeting record should continue to be as detailed as possible, and agreed that a summary record of issues emerging from the minutes should be kept and updated after each meeting. This will be helpful for the planning process and to allow effective report backs to the Oversight group and other structures. The coordination Unit will develop a spreadsheet of issues emerging and for attention.

Reflection on Vision document

The vision document which had been circulated prior to the meeting was presented (Appendix A) and comments were invited from the TT. The following comments were made about aspects that should be encapsulated in the vision and values:

- Community colleges should be dynamic, attractive institutions. While there will be some similarities with aspects of other post-school institutions, the distinctive feature of community colleges is their community location and the need for community responsiveness.
- Community colleges should be diverse, because communities are not the same, and could include high tech institutions and institutions with more basic forms of infrastructure and resources. Dimensions of differentiation include the range of stakeholders who will need community education and training; the range of programmes; institutional arrangements; and funding arrangements.
- Opening access has three dimensions: being physically accessible; being epistemologically accessible, and being financially accessible.
- Developing colleges involves both strengthening the existing provision of adult education and training, as well as imagining new forms of offering and institutions. Maintaining and improving on current provision will need to take place at the same time as developing the new, and not one at the expense of the other.
- CET should develop and offer programmes that provide lifelong learning opportunities for personal development.
- CET should develop and offer programmes that cater for the needs and aspirations of individuals and their communities.
- CET should cater for the development of work skills to improve people's livelihoods, allowing them to enter employment and start businesses.
- CET should be flexible to cater for the diverse needs of its student populations.
- Colleges should evolve as the needs of students and the context changes.
- Colleges should offer diverse programmes to support the range of needs of the population likely to need community education. Students should be able to choose from a range of

options including short skills programmes, non-formal and non-certificate learning, as well as credit-bearing full qualifications, including current qualification offerings.

- Colleges should be able to work within delivery modalities that make it possible for a range of students to access education and training, e.g. skills programmes that lead to a qualification for those who want to learn in small chunks, mixed mode online and block release options; situated learning where people who cannot acquire reading and writing skills can learn by observing and through oral instruction. Delivery time should be flexible including day time programmes with an extra-curricular programme, as well as night time programmes for people who can only access their education and training after working hours.
- Colleges should form strong relationships with universities wherever possible, so that the intellectual networks can help strengthen CET models and programmes and the institutional development of colleges. Universities can assist community colleges with theoretical capacity.
- Colleges should also form relationships with TVET colleges to address issues of articulation between the two.
- Funding for the CET sector is something that needs considerable attention. Thinking about funding has to be broadened to think about who else can fund the colleges besides the DHET. Sources of funding could include municipalities and the DBE, as community colleges serve local communities, and also Colleges should provide access to opportunities for those who leave basic education prematurely.
- In relation to funding, there is a need for a broad planning framework, but small steps are needed to achieve the broader vision. The TT thinking and work should not be constrained by lack of resources but informed by the needs of society, with consideration of the resources available.
- The vision document must be clear about the role of colleges in relation to individuals and “communities”.
- There was some debate about the necessity of including “all ages” in the preamble to the vision as there are many other aspects of diversity that should be considered. A suggested formulation was “Opening up diverse learning opportunities for everyone regardless of race, age, socioeconomic status, gender etc.” This will be considered in the re-drafting.
- Given the focus of CET on “community” it will be necessary to explain how community is defined in relation to the colleges – i.e. districts as defined by municipal laws, or education districts, or another geographical descriptor.
- It will be critical for a range of community interests to be represented in the governance of the colleges, taking into account that there is also a need for professional skills (finance, legal etc).

It was agreed that the vision will continue evolving and should be presented at this stage as a discussion document, open to engagement. Points from the above discussion will be incorporated into the draft vision document.

Overview and discussion of students who may access community colleges

Monica gave an overview of the research on potential students who would access community colleges (Appendix B). The research drew on StatsSA data including the Community household survey of 2014 and the Quarterly labour Force Survey 3rd Quarter 2015 as well as analysis of data on

the NEETs. DBE National Senior Certificate results reports also informed the research. The key findings on the quantum of students who would be serviced by community colleges are:

- **27.202 million** people aged 20 and above whose education levels ranged from no education to a matric without exemption in 2014.
- **17 257 622** people who could have been eligible for TVET but were not absorbed in that sector in 2014. This figure is probably higher now.
- More than **half a million** young people who drop out of their matric cohort annually.
- About **200 000** students annually who register for matric and end up not writing, as well as those who fail their matric exams.
- A potential **4.7 million** people who have and will complete the Kha Ri Gude literacy programme.
- **524 000** NEETS with no education or with primary education or less.
- **8.795 million** with no education and education only up to Grade 8.
- **5.533 million** (most likely more now) aged 15 and older in 2014 who had educational levels lower than Grade 7.
- **Millions** of employed people with educational levels less than matric.
- **Millions** of employed people who have no access to training in the workplace, or who cannot make free choices about the type of education and training they can get in the workplace.
- **Thousands** of unemployed graduates.
- **Millions** of unemployed people.

There was some discussion about the terminology to be used in relation to the people who will access community colleges. “Students” is one term, but there needs to be something that allows for an understanding of the breadth of the “beneficiaries” of CET. Beneficiaries, stakeholders and other words are not entirely appropriate as those who access CET will include individuals and groups within communities.

It was also agreed that the TT should consider that there will always be a small percentage of the population (suggested to be about 3.5%) who would never be able to access formal education and training, and deemed to be “uneducable”. However, the numbers representing the need for CET are so large, that these figures are not significant.

27 million is a large number which provides significant justification for a community education and training sector. The existing participation of 275 268 is also too small and therefore the sector is being built from a very small base. The small numbers show that there is little interest in the current offerings. Expansion will be necessary for greater numbers to be accommodated in a range of different programmes.

Although there may be caveats about the numbers, the need for community colleges is very clear, given the limited opportunities that have been available in the post-school sector and the large numbers of students who are not able to access TVET Colleges or Universities.

Individuals tend to leave their communities to access education and training opportunities. Community colleges can change this trend. The utilisation of physical facilities through the PALCs is possible, but other spaces can also be shared within the education and training sector e.g. TVET and university spaces can be utilised. Community colleges do not necessarily have to own their own buildings.

Refined analysis at local level is required, as planning should be informed by local-level data. Even though the system will be linked to existing adult centres, there may be areas where there are large groups of people wanting to access CET, so this information can inform planning.

Disability has to be addressed, as people with disabilities do not appear to be sufficiently prepared for higher levels of education and training.

Throughput in adult education centres is low, and this needs to be addressed. It is important to think about the kinds of skills that teachers need, the professionalization of lecturing/teaching in the CET area, and what kind of training opportunities exist for teachers/lecturers.

Learning from international models, it was proposed that the Brazil model provides an example of an approach to taxing the private sector to fund community colleges. In Brazil this taxation was part of an approach to provide cash transfers to encourage children to stay in school. The education sector was also made a sector of employment, so that growth in education provision was directly linked to an increase in jobs within the education sector.

Some serious work will be necessary to promote participation in the community education and training sector, but it will be necessary not to send the message that education is a panacea for all problems. So, while CET can provide opportunities for people to find jobs and train people for the world of work, there are other social benefits from education.

As part of the planning process the coordination unit will access the following:

- Request StatsSA to replicate what was done by SAIDE for Gauteng for all provinces in the country to get data at local level.
- NYDA has conducted detailed research on youth presented to the community college task team in 2010. This research is very detailed and useful and we should request it.
- The Community Agency for Social Inquiry research on youth which analyses the state of youth would provide some qualitative analysis at local level and would be useful.

Environmental Scan/Research on Programmes:

The meeting agreed to discuss the necessary work that will take place to understand the possible nature of programmes to be offered in community colleges. This should be informed by what is currently on offer in public and other institutions. It was agreed that it would be useful to review both local and international programmes.

The research on programmes can be organised in different ways:

- What is available locally? This should look at NGOs, PALCs, the skills centres research and any other relevant programmes being offered. There needs to be development of case studies of existing initiatives. How can relevant programmes be supported and/or institutionalised through government funding and without destroying what has been 'working' in the sector?
- What is available internationally? This should look at examples of what programmes are being offered elsewhere to explore possibilities for programmes locally. Useful examples are West African models of the informal apprenticeships, but there are many others.
- The research could also be organised in relation to constituencies – what do they need? Are they looking for compensatory education? The value of the certificate should not be underestimated, but there are also people who may need part qualifications. We should look at part qualifications and these could be useful in rural communities for example if

people are able to fix brakes only or connect electricity etc. Part qualifications will enable people in communities to provide quick services. What do employers need? What would communities want?

- Articulation and quality assurance (QA). There are people in Kha Ri Gude but there is no thinking about where they are going and what they may access post basic-literacy. Where is the GETC going to? Is the current QA system useful for what the system needs to achieve? What are the barriers and what could be done without lengthy accreditation processes? How can the system be more responsive and flexible while maintaining high quality standards?

It was agreed that research on programmes will be organised according to the following headings:

1. Classification or categories – What are the broad types of programmes currently available? Are they skills programmes including learnerships, life skills, formal, non-formal etc.?
2. Levels – e.g. GETC, post- secondary
3. Qualifications that students get. If they do bricklaying at the institution what qualification do they get? This will also help us understand the quality assurance regimes, and whether the qualification is recognised.
4. Demand being fulfilled by the programme – personal, community, work based skills. Programme rationale will indicate the need.
5. Providers of programmes and what type of providers they are.
6. Articulation – principles on which programme design is based. What does the programme say it leads to? What linkages exist between the provider and others where there are articulation possibilities?
7. Quality assurance – how standards are maintained for programme design, assessment and certification
8. Delivery model
9. Funding and cost - How much do programmes cost? How much is needed for the programme?

What is required is information to make high level decisions so that the information can be gathered quickly rather than writing an academic paper or conducting a detailed piece of research.

The framework/workplan for the CET Task Team

The CET framework was updated where appropriate during meeting discussions. The following were identified as potential areas needing further research but which do not fit neatly in the focus areas of the framework:

1. How are the current PALCs supported and how can they be strengthened?
2. Non-existent colleges are having councils appointed. Does the council model work?
3. We should select strategic pilots of models of initiatives that already exist that can be utilised. Some existing models could be much quicker to set up, but people must also be willing to tolerate failure with some of the pilots. The environmental scan will be able to identify suitable pilot sites.
4. What is happening with the 149 Thusong Service Centres? What is their potential in the institutionalisation of community colleges?
5. What is the role of local government in the development and support of community colleges? Community colleges have to have organic links with local government. There should be obligations for local government.

6. Understanding of the function shift and the role of provincial staff and an analysis of functions before function shift. Regional offices are key to the community dimension. What are the current issues with the function shift? The plan needs to specify what the regional offices should do.

Proposed workplan and arrangements for next meeting

- Reworked vision with preamble
- Bullet points of issues arising from the paper on potential students
- Report back on further collection of information and analysis – StatsSA will be requested to provide, as per the Gauteng information provided.
- Coordination Unit to synthesise current programmes from reports using suggested template
- Coordination Unit to synthesise qualitative information on NEETs based on the NYDA, Community Agency for Social Inquiry research and other research
- Yvonne Dos Santos to present on the Catholic Institute of Education programmes at the next meeting
- John and Peliwe will do the international review in middle income countries for the May meeting

Closure

The meeting adjourned at 15:30.