

CET TT Qualifications Discussion: 20 April 2016

Purpose of discussion and Methodology

- Analysis of programmes to meet the demand
- Search for programmes based on need to meet national development priorities and address key challenges. Organisation of data by sector:
 - ECD
 - Manufacturing and processing
 - Skills development
- Analysis based on desktop research: google search for community training and development as well as analysis of databases for SETAs who cover the economic activities highlighted above: ETDP Seta, FPM Seta and drawing on the research on skills development providers.
- Some information on providers was sourced from the Department of Public Works, who gave a list of providers for expanded public works programmes (EPWP)
- Limitations of desktop research: No central database so individual searches of organisations on websites where data on all dimensions agreed was not available, particularly data on cost. Information on providers and qualifications is available on SETA ETQA sites but it's not organised in an analysable way and would require a one on one engagement with each listed provider to get all the information particularly cost and enrolment. SSP reports are also a source of provider and programme data but the level of detail varies. SAQA provides most of the data on the dimensions, but the providers listed as accredited for that course are not always accessible as they do not have websites. So a desktop review will only limit one to providers that are visible and would often not find information on those working in the deep rural areas based on need, who do not market themselves through the internet.

Situational Analysis on programmes

Policy provision – Draft Policy on Community Colleges

- Community colleges should be flexible in their offerings and *include programmes driven by the community developmental priorities, as well as the priorities of the State.*
- Community colleges shall offer programmes funded by the state as well as relevant programmes funded by other sources.

- *A holistic approach to education and training shall be adopted in order to offer learning options in which both soft and hard skills are developed within an integrated development framework that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual needs p.13*
- Programmes should be offered in collaboration with local authorities, SETAs, community organisations, other Government Departments, and industry and can include:
 - a) Early Childhood Development; b) Community Development Works Programmes; c) Worker Education; d) Cooperative and Entrepreneurship Education and Training; e) Plumbing, Construction, Carpentry, Electricity, Welding and Auto Body Repair; f) Motor Mechanics; g) Home-Based Care; h) Parenting and Childcare; i) Civic Education, Community Mobilisation and Organisation; j) Expanded Public Works Programme; k) Community Health Workers Programme, including HIV/AIDS Education; l) Information and Communication Technology; and m) Arts and Crafts (pp13 – 14 *Draft Policy on Community Colleges*).
- Non-formal programmes shall be offered on a 'needs' basis, and shall be aligned strongly to local contexts, and to employment and community development opportunities. Non-formal offerings that do not lead to qualifications or part qualifications, however, may also be offered to learners participating in adult education programmes in varied institutional, workplace and community-based settings. Community Colleges may offer non-formal programmes which may include, but are not limited to:
- School Governing Body Training; b) Civic and Citizenship Education; c) Small Medium and Micro Enterprise Training d) Co-operatives Training; e) Learner Driver's Licence; f) Life Skills; g) Voter Education; and h) Consumer Education.

Formal programmes specified in the white paper:

- General Education and Training Certificate (GETC)
- Senior Certificate programmes
- National Senior Certificate for Adults (NASCA)
- Occupational programmes funded by SETAs or the NSF

Currently, access and success in AET is low in all programmes. Offerings in AETCs are limited to formal schooling and may not be attractive to those who want to learn other things that are not linked to pursuing a schooling qualification. No flexible pathways. AETCs operated mostly in evenings and this limited tuition time.

Enrolment data 2014

No of students in public AETCs: 262 680

Enrolment by programme 2012 – 2014 public AETCs (DHET, 2016)

	ABET 1-3	ABET 4	Grade 10 & 11	Grade 12	Other/Skills Dev
2012	93 936	134 276	471	71 037	6 658
2013	62 183	109 352	1 172	70 536	6 264
2014	61 316	114 760	1 031	80 214	5 300

No of students in private AETCs: 7 560

Enrolment by programme 2012 – 2014 Private AETCs (DHET, 2016)

	ABET 1-3	ABET 4	Grade 10 & 11	Grade 12	Other/Skills Dev
2012	3 767	2 370	61	2 049	443
2013	3 607	1 954	94	2 053	608
2014	3 461	1 984	34	1 746	335

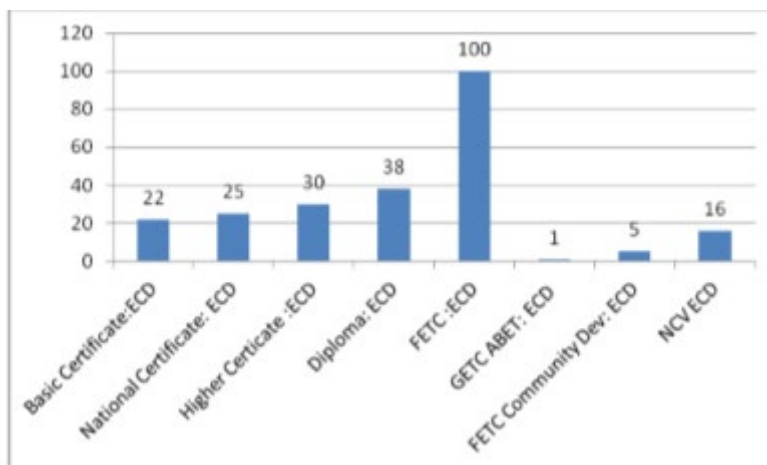
Combined enrolment AETCs and SDI – 743 653

Examples of Sector Programmes

Education: ECD

Training providers include Public and Private FET colleges, as well as NPO and private for profit providers.

Accredited providers and qualifications 2012: NLRD



Source: National Learner Record Database 30/7/2012

Geographic distribution of providers by qualifications, 2012

Province	Registered ECD Sites	FETC ECD 58761		Level 5 Certificate 23117		Level 5 Diploma 23118		Level 5 Certificate 64649		Level 5 Diploma 64650		FETC Community Dev : ECD 76984	
		Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public
Eastern Cape	2 938	7	1	1		3	1	1		2	1	2	
Free State	3 002	12	1	2	1	2	2			1		1	
Gauteng	3 520	43		12	1	12	1	6		4			
KwaZulu -Natal	3 398	12	1	5		5				2			
Limpopo	2 442	12		3	1	5	1	1					
Mpumalanga	1 402	6	1		1		2		1	1	1	1	
North West	1 033	11	1	1	2	1	1		1	5		1	
Northern Cape	580	1	2	1	1	1							
Western Cape	1 825	7	6	7	6	5	5	2		1		1	
South Africa	19 940	111	13	32	13	34	13	10	2	16	2	6	

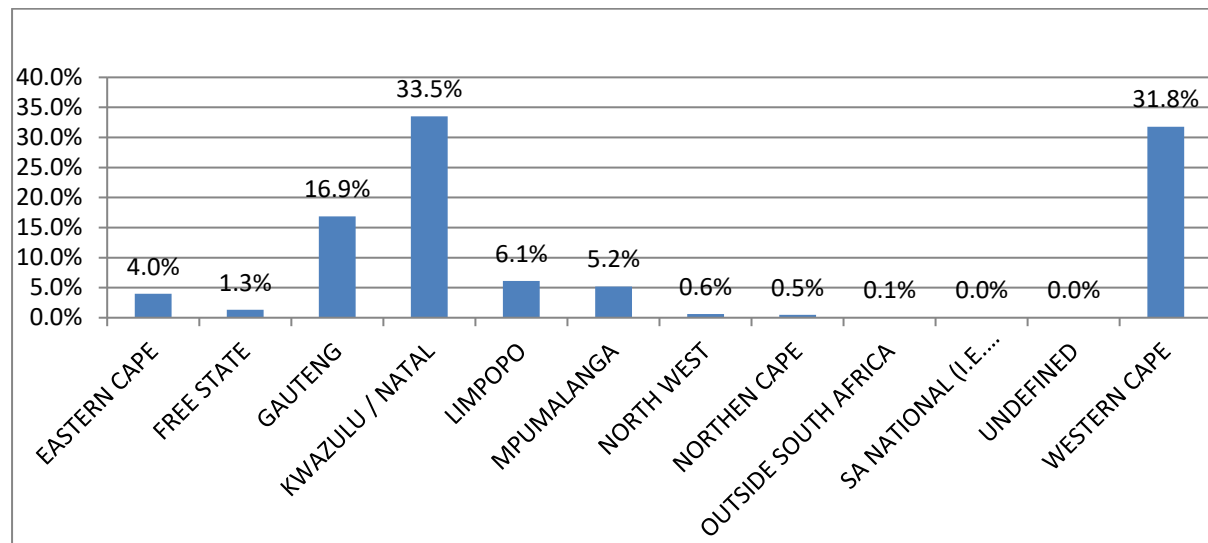
Manufacturing and processing

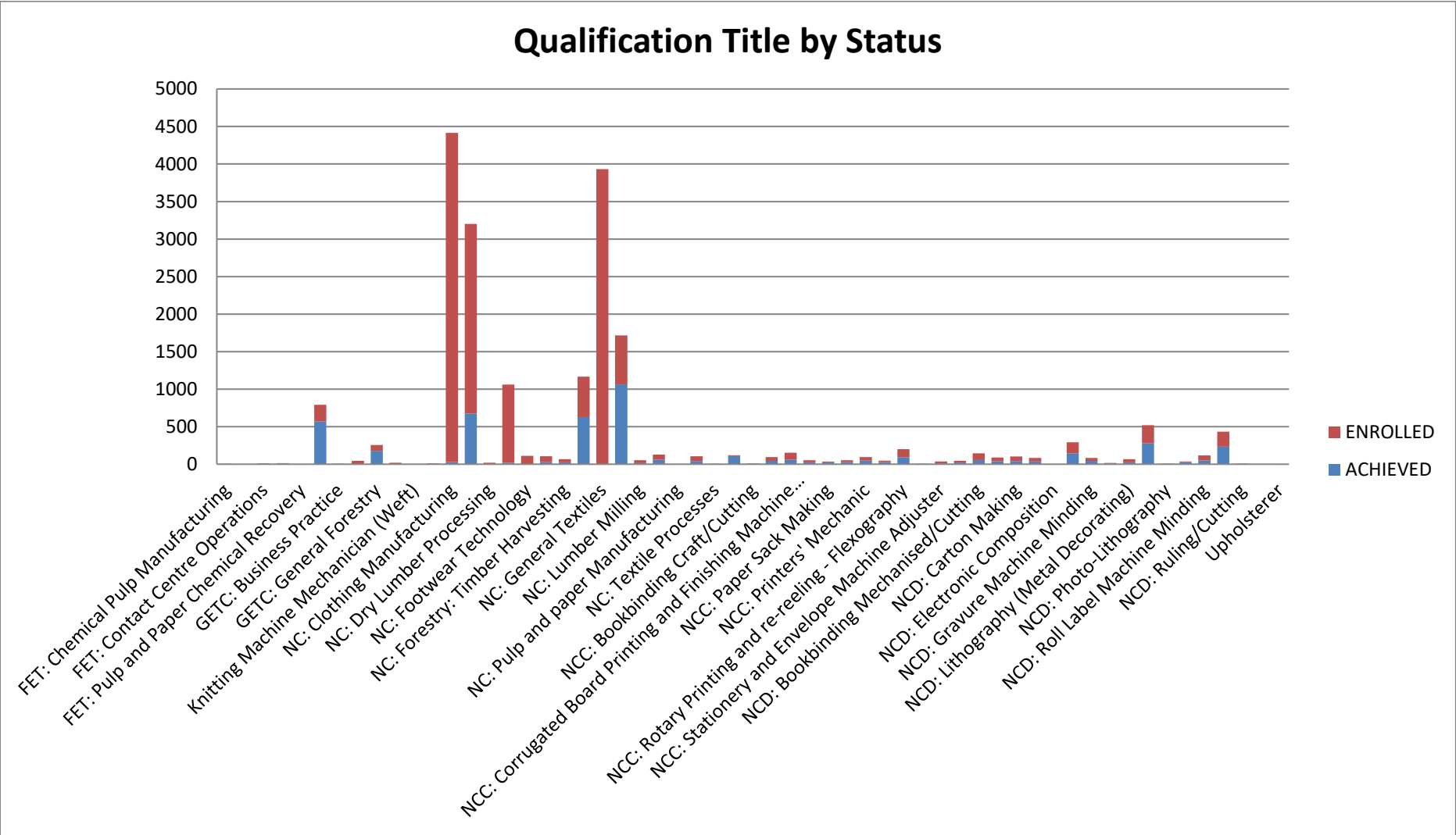
Qualifications and number of accredited providers

Qualification Title	Number of Providers
FET Certificate: Chemical Pulp Manufacturing	1
FET Certificate: Contact Centre Operations	1
FET Certificate: Furniture Making	34
FET Certificate: General Forest	5
FET Certificate: Paper, Board or Tissue Manufacturing	4
FET Certificate: Pulp and Paper Chemical Recovery	2
FET Certificate: Pulp and Paper Operations	1
FET Certificate: Sewing Machine Mechanics	3
GETC: Wood Products Processing	4
GETC: Clothing Manufacturing Processes	8
GETC: General Forest	29
GETC: Lumber Milling	1
Knitting Machine Mechanician (Weft)	1
Lithography (Metal Decorating)Dry Litho Monoblock	5
NC: Clothing Manufacturing	56
NC: Clothing Manufacturing Technology	1
NC: Clothing, Textile, Footwear and Leather Manufacturing Processes	56
NC: Clothing, Textiles, Footwear and Leather (CTFL) Mechanician Processes	1
NC: Dry Lumber Processing	2
NC: Footwear Processes	10
NC: Footwear Technology	1
NC: Forest: Silviculture	64
NC: Forest: Timber Harvesting	34
NC: Furniture Making: Wood	120
NC: General Textiles	45
NC: Lumber Drying	3
NC: Lumber Milling	2

Qualification Title	Number of Providers
NC: Publishing	5
NC: Pulp and Paper Operations	4
NC: Pulp and Paper Technology	12
NC: Pulp and Paper Woodyard Operations	1
NC: Pulp and paper Manufacturing	7
NC: Saw Doctoring	3
NC: Sewing Machine Mechanics	1
NC: Wood Products Processing	5
NCC: Bookbinding Craft/Cutting	7
NCC: Corrugated Board Manufacturing Machine Minding	21
NCC: Corrugated Board Printing and Finishing Machine Minding	21
NCC: End Making	4
NCC: Letterpress Machine Minding	2
NCC: Paper Sack Making	6
NCC: Printers' Electrician	30
NCC: Printers' Mechanic	47
NCC: Rotary Printing and Re-Reeling – Gravure	12
NCC: Rotary Printing and re-reeling – Flexography	49
NCC: Screen Printing	12
NCC: Stationery and Envelope Machine Adjuster	6
NCD: Bag Making	10
NCD: Bookbinding Mechanised/Cutting	45
NCD: Can Making	5
NCD: Carton Making	23
NCD: Continuous Stationery Machine Minding	17
NCD: Electronic Composition	7
NCD: Electronic Origination	116
NCD: Gravure Machine Minding	13
NCD: Laminating	10
NCD: Lithography (Metal Decorating)	7
NCD: Lithography (Paper Section)	186
NCD: Photo-Lithography	7
NCD: Photo-gravure Cylinder Processing	8
NCD: Process Engraving	4
NCD: Roll Label Machine Minding	29
NCD: Rotary Offset Machine Minding	41
NCD: Ruling/Cutting	4

Location of providers





Findings from Skills Development Institutes Research

Objectives of the study: Audit of skills development providers in SA focusing on who the providers are, where they are located, who accredits them, their programmes; and the demand (who) and enrolment

Very comprehensive and triangulated process:

- Identified multiple data sets and sources
 - Contacted individual SETAs and Professional Bodies
 - Received a data set from SAQA listing SDP with various status
 - Obtained the excel submissions made to DHET SETA Monitoring and Evaluation team by individual SETAs for last 6 quarters
 - Engage SAQA again to obtain an extract of data directly from the NLRD and analysed this data in detail
- Built a consolidated data set from the excel submissions by the SETAs to DHET
- Compared data sets to identify overlap

Providers

Skills Development Providers					
Learner Province	Not specified	Both	Private	Public	Total
Not given	1,593	15	130	16	1,754
Eastern Cape	21	11	99	33	164
Free State	13	2	52	14	81
Gauteng	76	61	602	95	834
KZN	59	26	226	44	355
Limpopo	29	4	129	13	175
Mpumalanga	13	11	87	14	125
North West	15	4	72	6	97
Northern Cape	6	3	24	3	36
Western Cape	37	28	196	51	312
Total	1,862	165	1,617	289	3,933

Enrolment by SETA

SETA	Number of Students	Unique ID Numbers	Unique ID Numbers	Number of SDPs
		2014/2015	2015/2016	
AGRISETA	18,523	7,113	4,281	253
BANKSETA	6,928	3,276	2,759	36
CATHSSETA	20,739	12,215	5,744	152
CETA	16,649	9,149	4,253	84
CHIETA	18,869	6,934	3,392	208
ETDP SETA	3,290	2,479	680	38
EWSETA	11,536	5,845	2,357	219
FASSET	80,839	24,049	8,302	1,093
FOODBEV	6,410	4,708	947	51
FP&M SETA	11,100	6,518	2,770	180
HWSETA	45,738	17,751	4,548	205
INSETA	16,066	12,497	1,839	132
LGSETA	18,224	8,502	6,743	117
MERSETA	20,382	10,267	4,738	191
MICT SETA	16,082	9,546	3,223	157
MQA	80,704	31,804	21,172	149
PSETA	2,213	1,513	373	72
SASSETA	17,393	11,799	2,812	133
SSETA	22,387	7,700	13,075	116
TETA	15,911	8,987	3,766	183
WRSETA	23,430	17,821	2,298	164
Total	473,413	220,473	100,072	3,933

Enrolment by Programme

Learner Province	Programme Type							Total
	USBSB	Learnership	Bursary	Internship	RPL	Candidacy	Other	
Unknown	121,736	52,796	4,585	3,576	261	0	46	183,000
Eastern Cape	12,447	5,749	390	447	252	295	0	19,580
Free State	7,183	5,033	183	147	371	159	0	13,076
Gauteng	48,905	34,176	2,022	2,371	797	217	7	88,495
KZN	19,319	17,924	419	786	375	17	3	38,843
Limpopo	22,960	8,111	347	1,131	70	1	0	32,620
Mpumalanga	15,876	9,639	246	175	594	75	0	26,605
North West	21,507	4,542	132	126	279	370	10	26,966
Northern Cape	7,073	1,711	88	34	84	163	0	9,153
Western Cape	22,871	10,578	937	375	258	56	0	35,075
Total	299,877	150,259	9,349	9,168	3,341	1,353	66	473,413

Levels of programmes

NQF Level By Year			
NQFlevel	2014/2015	2015/2016	Total
	Full Year	2 Quarters	
.	50,414	23,540	73,954
<1	247	137	384
Unit Standard	2,003	1,837	3,840
1	12,310	7,758	20,068
2	36,358	17,385	53,743
3	38,057	13,523	51,580
4	37,777	22,098	59,875
5	23,016	8,351	31,367
6	11,256	2,756	14,012
7	8,030	2,322	10,352
8	938	354	1,292
9	42	7	49
10	17	1	18
11	2	1	3
12	1	1	2
13	1	1	2
14	1	0	1
15	1	0	1
16	2	0	2
Total	220,473	100,072	320,545

- Majority of programmes offered are NQF registered programmes between level 2 and level 6 on the Occupational Qualifications Sub-Framework (OQSF).

- Programmes include learnerships, apprenticeships, work readiness programmes and part-qualifications.
- Only a few of the qualifications were full NQF qualifications.
- Some programmes are neither registered on the NQF nor accredited. These meet the specific requirements of the SDPs' target market enabling learners to actively engage in their selected economic activity on completion of the programme.

Age group of students

Age Group 	Number of Students	Perc of Students
11-20	862	0.20%
21-30	134,857	30.95%
31-40	164,337	37.71%
41-50	84,710	19.44%
51-60	35,577	8.16%
>60	9,165	2.10%
N/A	6,264	1.44%
Grand Total	435,772	100.00%

Field and NQF Level

Field	NQF Level 01	NQF Level 02	NQF Level 03	NQF Level 04	NQF Level 05	NQF Level 06	NQF Level 07	NQF Level 08	NQF Level Pending	Grand Total	Number of Sub-fields	Number of Qualifications	Number of Institutions	Number of Programs
Agriculture and Nature Conservation	9,110	3,485	3,067	1,539	88	80				17,369	4	67	240	1,368
Business, Commerce and Management Studies	0	926	6,898	20,463	7,895	3,101	58	514		39,855	8	147	554	2,152
Communication Studies and Language				1,081	1,194		20			2,295	3	15	31	64
Culture and Arts				252	378					630	3	6	12	19
Education, Training and Development	345		0	39,953	25,682	146				66,126	3	36	323	651
Health Sciences and Social Services	18,039	4,594	3,173	17,355						43,161	3	18	117	333
Human and Social Studies		0	200	399	0					599	4	13	38	50
Law, Military Science and Security			12,527	2,786	13,973	1,497	56	197		31,036	3	34	497	838
Manufacturing, Engineering and Technology	9,154	24,656	21,300	4,205	395	4				59,714	3	308	417	2,236
Physical Planning and Construction	378	3,456	2,416	4,389	79					10,718	4	69	118	392
Physical, Mathematical, Computer and Life Sciences	108	372	6,184	8,444	3,010	36				18,154	3	22	289	667
Services	2,163	20,960	17,884	8,435	2,270	0				51,712	5	56	201	436
Undefined									25	25	1	16	11	25
Grand Total	39,297	58,449	73,649	109,301	54,964	4,864	134	711	25	341,394	47	807	2,848	9,231

