



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Minutes of the Fourth Meeting of the NPPSET CET Task Team

Venue: CIE Offices, 66 Nelson Road, Booysens, Johannesburg

Date: 20 April 2016

Chair: Dr Peliwe Lolwana

Agenda

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| 9:00 | Coffee and arrival |
| 9:30 | Purpose of meeting and minutes of last meeting held 14 March 2016: Peliwe Lolwana |
| | Update on Action Items: Thandi |
| 10:00 | Discussion on programmes |
| | Catholic Institute of Education programmes – Yvonne dos Santos |
| | Overview of other programmes - Monica |
| 11:30 | Presentation of CET TT framework/workplan and discussion about key areas for research and analysis towards developing the CET part of the Plan: Monica |
| 13:00 | Lunch |
| 13:30 | Continue with presentation of CET TT framework/workplan and discussion about key areas for research and analysis towards developing the CET part of the Plan: Monica |
| | Agreement on areas for outsourced work and key information requirements for TT decisions. This includes reflecting on discussions that have taken place in previous meetings. |
| | Finalisation of Plan/Framework for TT |
| 16:00 | Agreements about next meetings and work to take place |
| 16:30 | Closure |

Minutes

Present

Peliwe Lolwana; Mokaba Mokgathe; John Aitchison; Tembile Kulati; Yvonne dos Santos; Monica Mawoyo; Thandi Lewin; David Diale; Thandeka Masondo; Nathan Johnstone (CIE- for part of the meeting).

Apologies: Stephanie Allais

Purpose of meeting and adoption of minutes of last meeting held on 14 March 2016

Dr Lolwana welcomed everyone and indicated that it would be useful to revisit the purpose of the task team (TT) and the best way of utilising the expertise of the Task Team members. At the moment, the TT members are in reactive mode, and the Secretariat is not making effective use of the expertise within the Task Team. Although the DHET has not set up the Task Teams to do work, it would be ideal for members to provide their expertise through being commissioned to do key pieces of research. It was agreed that a later discussion would focus on the ways in which the Task Team can function optimally. It was also mentioned that the agenda had been structured to include a discussion about the Work Plan for the Task Team and the proposed way forward.

The secretariat indicated that it was finding it a challenge to support four monthly Task Teams and conduct research and analysis in between meetings, and requested that once a Work Plan had been agreed, and relevant work commissioned, it may be necessary to allow time in between meetings for the work to take place. Task Team meetings have been shifted in other TTs, depending on the flow of the work in each group.

It was noted that, although it may be possible for TT members to conduct work on behalf of the TT, there are specific processes to be followed, and special permission has to be obtained from the Director-General for this purpose.

Minutes of the meeting of 14 March were accepted as a true reflection of the meeting, with minor amendments. One of the amendments was on NEETs figures, where a TT member questioned the NEETs data varying according to source. It was clarified that the earlier NEETs data based on the 2007 community survey data is based on the 18 – 24 age group, but StatsSA and DHET use the 15 – 24 age group from the Quarterly Labour Force survey. This explains the larger numbers.

Update on Action Items

Thandi reported that the Coordination Unit has established a contact within StatsSA for requesting GIS mapping from them, but we need to determine what GIS mapping has been done within the DHET first. It will then be possible to ask StatsSA to fill in the gaps. Thandi is struggling to access this information from within the department, but she will keep following up.

The vision has been reworked and the revised vision has been included in the draft framework document submitted for this meeting.

Discussion on programmes

Catholic Institute of Education programmes

Yvonne gave a presentation outlining the programmes that are offered by the Catholic Institute of Education (CIE) (Appendix A). In summary:

- The CIE ethos is social justice and the church views education as a public good.

- The CIE has 25 centres in the Western Cape, Northern Cape, KwaZulu Natal, Free State, Gauteng, Polokwane and North West (Appendix B)
- CIE supports centres in management issues and each centre has a Board of Directors.
- A challenge is that when the missionaries move out of centres they create funding vacuums as the funding that they brought in from families and friends from overseas also dries up when they leave.
- The CIE has infrastructure within communities, and some of the centres are already registered as Public Adult Learning and Training Centres for GETC. The following Centres are registered as PALCS
 - DWT Nthathe Mercy Skills Centre
 - Mmakau / Mmashiko AET Centre
 - St Charles Lwanga Centre
 - Good Shepherd Mission
 - City Deep Educational Centre
 - St Anthony's Education Centre
 - Don Bosco Educational Projects
- The Bethlehem Training Centre, which is on a farm, offers accommodation and meals and this centre focuses on welding. The CIE has five centres focusing on welding and the MerSETA has accredited them.
- CIE centres are accredited by various SETAs including AgriSETA, MerSETA, CATHSSETA, MICTSETA, HWSETA, FP&M SETA, Services SETA and the qualifications offered are QCTO assured. Accreditation is very difficult and CIE guides all the centres through the accreditation process. There is a generic quality management system that is being developed for Centres to guide them through the accreditation process. Programmes are packaged as skills programmes to allow for flexibility for students. Examples of the skills programmes structure were provided for National Certificate: Automotive Repair and Maintenance NQF Level 2 (Appendix C) and National Certificate: Welding Application and Practice NQF Level 2 (Appendix D). Learning material is sourced and shared by all centres.
- CIE has relationships with all SETAs, Public Works (EPWP), Department of Social Development (DSD), and Department of Labour. The Centre in Bokamoso has dilapidated buildings and DSD sourced a provider to plumbing and worked with the learners to renovate the buildings.
- The Centres have experienced difficulties with work integrated learning as learners could not find workplaces and the QCTO requirement of 70% workplace experience for programmes has been difficult to meet. CIE organised a work task team and has put guidelines in place to prepare centres, workplaces and the learner for the workplace. CIE recognises that there are placement officers who need to go to local businesses to speak with the employers about placement. Learners are also required to do a life skills programme before they start their skills programmes and this seems to prepare learners better for the workplace. Learners can be employed with a skills programme for example as assistants of welders. Some students do not come back to the centre after completing a few skills programmes because they become permanently employed, mainly in small businesses.

Costs: Nathan presented programme costs based on costing that was done for a proposal submitted to NSF in 2015 (Appendix E).

Overview of other programmes

Monica gave an overview of programmes in Early Childhood Development; the Fibre, Manufacturing and processing sector; as well as an overview of the Skills Development Institutes research, which has recently been conducted for the DHET (Appendix F). She highlighted that there were limitations with sourcing secondary data as the Sector Skills Plans (SSP) which are meant to provide information on programmes usually present out-dated data, e.g. 2012 programme data in 2015 SSP updates. Sometimes there are discrepancies with different data tables and there is no way of verifying the correct figures unless by engagement with the report writers. This is not always possible. The research on Skills Development Providers is however quite current and highlights that:

- There are 3 933 private and public skills development providers enrolling 473 413 learners taking programmes accredited by various SETAs. Finance, Accounting, Management Consulting and other Financial Services (FASSET) and the mining qualification authority (MQA) enrol the most learners, each enrolling over 80 000 learners. Most learners (299 877) are enrolled on Unit Standard Based programmes, followed by learnerships (150 259).
- The highest uptake of programmes is at NQF Levels 1 – 4, where the majority of the learners are enrolled.
- The majority of the students are in the 21 – 30; 31 – 40; 41 – 50; and 51 – 60 age groups.
- The fields for the programmes being offered and the enrolment in the fields are:
 - Agriculture and Nature conservation (17 369)
 - Business, Commerce and Management Studies (39 855)
 - Communication Studies and Language (2 295)
 - Culture and Arts (630)
 - Education, Training and Development (66 126)
 - Health Sciences and Social Services (43 161)
 - Human and Social Studies (599)
 - Law, Military Science and Security (31 036)
 - Manufacturing, Engineering and Technology (59 714)
 - Physical Planning and Construction (10 718)
 - Physical, Mathematical, Computer and Life Sciences (18 154)
 - Services (51 712)

After the presentation it was noted that:

- There is clear demand for training at NQF levels 3 and 4. Learners at CIE are working on NQF level 2 mostly.
- There may be few providers who are expert and a large number of entrepreneurial providers who will develop any programmes for money, and distinguishing the good and the bad will be very difficult.

The chair suggested that programmes should be classified according to four types of programmes:

1. General Education and Training (GET);
2. Skills;
3. Community and employer programmes: where a centre has to deliver programmes for communities and employers; and
4. Post -secondary education programmes.

She suggested that to improve the research that has been done so far on programmes, we should zoom into these categories to explore how programmes are taking place in the public and private sector.

The following issues were raised in discussion about the four categories and CET programmes in general:

- GETC – the focus is on youth and adults. One major issue has always been the size of the curriculum, which makes it cumbersome and difficult to get through. There is a proposal for the reduction of the load of the GETC. We should interrogate the curriculum for the GETCA and make proposals in this regard.
- Students should be doing 2 subjects only at GETCA level– mathematics and literacy/language. It may be useful in that people may just want some language and numeracy skills for articulation to other programmes.
- At CIE, some learners come directly from school or have left school some time ago, with very weak numeracy and literacy skills. The CIE has acquired a placement tool from Project literacy to determine if the learner should first do literacy and numeracy before taking on a skills programme, so that they are able to cope with the demands of the skills programme. The academic stream should prepare learners for skills programmes and credits should be transferred.
- Skills – the NQF has not been a helpful structure in thinking about education and skills development because people have been trying to match qualifications onto the NQF. The country also has been thinking about skills in terms of trades without thinking that there are so many occupational skills outside trades that can enable people to be skilled, e.g. baking, sewing, cooking etc. A concrete example of this is the training of set top box installers for the digital migration roll out. Mokgaba has been approached by two providers, one who can practically teach people how to do it in a week, and another who can do it in three weeks - this three week training will include a manual to go with the training. These two routes will lead to the same result and are a good example of being responsive and flexible. It would be useful to try both methods and do some reflective work on what the effect of each route will be.
- In Kenya they have youth polytechnics especially in the rural areas – training centres for young people with primary education or who haven't completed secondary school, started by villagers. Kenya is changing these polytechnics to vocational centres and there is a difference between the training that happens at the vocational and the training at the technical level. At the vocational level there is more practical than theory (90%/10% split). Theory is important when it is focused on problem solving but it can also be a barrier to progression if it is used for making learning unwieldy. We have to conceptualise how people with low educational levels can acquire skills. Currently, SETA accreditation requires some significant theory – all skills programmes had to have a lot of theory. What does 'skills' mean at CET compared to TVET? What qualifications will CET focus on? Is the NQF discourse helpful?
- Community and employer programmes – CETs will not be complete if no work is to be done for the communities. Employer programmes have mostly been sector or provider driven. CETs should be focused on providing skills that employers want. These skills are important for the survival and sustainability of communities.
- Post-secondary education – this is an important aspect as there are no opportunities for many people who have passed matric. We should advocate for post-secondary opportunities in CET, as there are many people who have struggled to get matric but have no further study opportunities. We need not necessarily think about degrees but other types of post school qualifications. We need to conceptualise what post-secondary education at CET level could be, what its purpose is, and provide a rationale for it. There is a need, for example, for

people who matriculate with a higher certificate pass but are not being provided for at university or TVET levels.

- We should look at OECD reports that recommend that in most countries where people work the focus is on post-secondary qualifications. There is also a paper by Michael Cosser on reconfiguring the post-school sector which would be useful and the paper by Dr Lolwana on “After School: What?”
- An important lesson to learn is that in some colleges e.g. in Zambia they have programmes that are accredited by many bodies even those abroad. In this regard we must not restrict our thinking to the quality assurance regime that we have in the country.
- Another key issue to explore is what is meant by funding. In Kenya, students pay but it is very minimal (about 10% of programme cost) as parents are largely poor. In Kenya and Zambia they have a large government funded system, but not all people can access the grant so the system runs a parallel system of those who pay and those who cannot pay. All communities should be able to pay in whatever form they can. In Zambia the grant system started with contributions from livestock and grain so maybe we should think about how people can contribute to their own system. We should also think about the link between funding for education and the social welfare system. Also, how do all the other departments contribute to community college development?

Update on community college pilots

David reported that the branch is still conceptualising the notion of the pilots and so the pilots haven’t started yet. The pilots should assist the Department to develop a model or models of community colleges. The branch is engaging with SETAs to explore if they can make funding available for funding the pilots.

Issues around the nature of programmes are being explored so that in the five year pilot the department can understand how colleges can be responsive. The CET Act is restrictive and does not provide flexibility for the colleges to do other things with the funding regarding programmes. There have to be programmes that are predetermined and those that are academic in nature. A funding mechanism is needed for colleges to exercise flexibility. The NP-PSET and the DG TTs should look at appropriate legislative framework for CET. Pilots should explore legislative framework that should be in place. If current legislation is not changed certain programmes and activities are not possible.

Another legislative issue is that of governance - the current governance arrangement of councils prioritises people with expertise and experience at the expense of some community members who may not have qualifications but have a meaningful role to play. The pilots will explore if the scope and nature of councils need to be changed, to redirect the composition of membership to include the role of local government.

The conceptualisation of the pilots is also considering how international models can be drawn on and adapted for the South African context.

Regarding employment, DHET is the employer but staff account to the Council, so there needs to be some rethinking about this.

The DG TT will make recommendations on pilot sites this year and the nature of pilots. The DG TT is thinking about a pilot for special purpose colleges e.g. worker education; partnership model e.g. the one with CIE; sourcing funding for pilots; DHET model of pilots. There should be alignment between the DHET conceptualisation and the recommendations coming from the TTs. The pilots should be five years long to allow for them to stabilise before an evaluation is conducted. The Department

would like to set up entirely new pilot sites, which are independent of the current provincial colleges, as these will allow for creative thinking to take place about new models.

The CET Branch will be working on the pilot proposal in the next three months. There is no committed funding as yet. The costing for the nine pilots based on fully fledged colleges with good infrastructure and adequate staff came to about R100 million. Funding will determine whether there will be nine pilot colleges or whether pilots should be introduced in stages. The chair asked David whether a special grant could not be considered to fund the pilots so that the sector is built on solid ground. This should be conveyed to the Minister.

Presentation of CET TT framework/workplan and discussion about key areas for research and analysis towards developing the CET part of the Plan:

Thandi reiterated that the framework and plan is based on the broader issues that are being explored by all TTs, based on a framework that was agreed by the task team oversight group and the steering committee as a guiding document for the NP-PSET development process. Each TT has a workplan and framework for the sector which identifies work that needs to be done in that sector.

Each TT has spent the first few meetings identifying contentious issues and the Coordination Unit has then worked further on each framework, including the CET TT framework, based on discussions that have taken place within the Task Team.

The Coordination Unit has identified some research required to enable decisions about the sector to be made based on evidence. The focus areas in the framework enable a holistic view of all areas that need to be considered for the sector. The Coordination Unit thinks there are too many pieces of work that they have suggested and needs guidance from the TT on what the priorities are.

A draft PSET plan has to be ready for public comment by March 2017. The public comment process will take about six months.

The TT members will review the framework and send feedback to the Coordination Unit by Friday 29th April. The sooner the framework is finalised the earlier work can be commissioned, so that the Coordination Unit can start writing the plan. This will also allow the TT to sequence the meetings, based on when research outputs will be available.

Agreements about next meetings and work to take place

The chair invited people on the TT to indicate how much time they have to take on some pieces of work. Peliwe will be able to do some work in June.

The Coordination Unit will do more work on programmes in line with the four areas of GET, skills, community and employers, and post-secondary education. More disaggregated data from the Skills Development providers work is needed to find out what institutions are available.

John will circulate research that he did on multi-purpose centres.

Sandra Land could do some of the research that we need done. She will be asked if she has done any work on this that she can share.

Peliwe and Thandi will meet to discuss work that needs to be commissioned. Efforts will be made to set up a meeting with the DDG for CET, Dr Mahlobo.

The next meeting will be on 18 May at CIE.

Closure

The meeting adjourned at 15h00.