

BARRIERS TO THE IMPLEMENTATION OF NATIONAL POLICY ON COMMUNITY EDUCATION AND TRAINING COLLEGES IN SOUTH AFRICA

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INTRODUCTION

- ▶ The NP-CETC outlines the establishment, aims and functioning of the CETC according to CETA 16/2006 and according to WP-PSET.
- ▶ It provides a framework that guides the management of the shifting of AET functions from PEDs to the DHET – thus Function Shift.
- ▶ It guides the establishment, governance and management of the 9 piloting CETCs

SUPPORTING POLICIES AND THEIR ACCOMPLISHMENT

- ▶ The NP-CETC also guides the drafting of supporting policies like, NP- staffing norms, funding framework, programs and qualification offerings, monitoring and evaluation etc.
- ▶ The accomplishment of the NP-CETC will be evidenced by gazetting final and practicable versions of these supporting policies.
- ▶ The feasibility of the supporting policies will be demonstrated by the establishment of district CETCs.

SMOOTH TRANSITION FROM PEDs TO DHET

- ▶ The rebranding of PALCs as CLCs and their transference from PEDs to the DHET to serve as operational venues for CETCs went relatively smooth.
- ▶ However, there seem to be signs of delay or impediments to the process of developing and piloting the supporting policies (DHET parliamentary monitoring group).

PURPOSE OF THE PAPER

- ▶ In this paper, I explore features that impede the process of developing and piloting these supporting policies, with an intention of addressing them.
- ▶ For the purpose of this paper I selected two supporting policies: i.e. the draft NP-staffing norms and NP for monitoring and evaluation of CETC.

DRAFT NP ON STAFFING NORMS and its objectives

► The aim of this policy is to:

- ❖ enhance and sustain the growth of human resources within the CET sector,
- ❖ streamline the contemporary available human resources so that uncompromised standard of teaching and learning increasingly continues,

OBJECTIVES OF NP-STAFFING NORMS continue

- ❖ The NP-staffing norms also standardises and stabilises the CET sector through:
 - Equitable CETC budget allocation and distribution;
 - Program Offerings as per approved PQM;
 - Verified FTE student enrolments that lead up to NQF level 4;
 - CETC Post Establishment.

REQUIRED STATS AND LECTURER/STUDENT RATIO

	SMALL		MEDIUM		LARGE	
	Min	Max	Min	Max	Min	Max
CETC	700	1500	1501	2500	2501	And above
CLC	200	350	351	550	551	699
SATELLITE					75	199

		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		SKILLS		NASCA	
Size	Lecturers	Size	L	Size	L	Size	L	Size	L	Size	L	Size	L
130	5	20	1	20	1	20	1	25	1	15	1	30	1
260	10	40	2	40	2	40	2	50	2	30	2	60	2

THE NP FOR MONITORING AND EVALUATION OF CETC, and its objectives

- ▶ The purpose of this policy is to provide standards.
- ❖ Those standards are used to monitor, to measure and evaluate the impact of CETC to adults and out-of-school youth.
- ❖ The impact pertains to access/barriers to the programs that are offered by CETC and to the success of these programs.

OBJECTIVES ON NP-MONITORING AND EVALUATION CONTINUES

- ❖ Monitoring involves collecting, analysing, and reporting data and its impact on inputs, activities, outputs and outcomes.
- ❖ It provides managers, decision makers and other stakeholders with regular feedback on progress about the implementation and results and early detection of risk

FOCUL FUNCTIONS OF NP-MONITORING AND EVALUATION

Education and training development	Planning, institutional dev. & support	Fin. Management capacity and systems
➤ Teaching and learning management; ➤ <u>Student enrolment;</u> ➤ <u>qualifications, programs and curriculum offered;</u> ➤ Supply of teaching and learning support materials; ➤ <u>Lecturer development and support;</u> ➤ Student and community support.	➤ Functionality of: ❖ <u>College Council,</u> ❖ Academic Board, ❖ Student Representative Council (SRC), ❖ other committees of council, ➤ Advocacy and community mobilisation, and ➤ <u>Infrastructure development, acquisition and maintenance.</u>	➤ Allocation of sufficient funds to the sector.

CONCEPTUAL FRAMEWORK

(Ngulube, Mathipa and Gumbo, 2015:54)

SYSTEMS PHILOSOPHY	POSTMODERN PHILOSOPHY	THEORY OF RESISTANCE TO CHANGE	RESOURCE DEPENDENCY PHILOSOPHY
Systems philosophy recognises that an entity comprises many units. Therefore change must be done in all units of the entity, simultaneously or proportionally so that they can continue to support one another in the new dispensation	Change is a product of 'discourse' within organisations and consider the application of that discourse as the subject of significant debate and contention (Alvesson and Willmott, 2003).	The theory of resistance to change investigate issues that may elicit fear and doubts to employees, like job insecurity, redundancy etc – Dent and Goldberg, 1999:25).	It challenges change managers to supply sufficient resources to carry out change and to maximally utilise and sustain the available scarce resources to execute change (Pfeffer and Salancik, 2003)

METHODOLOGY

- ▶ My research paradigm is post positivism comprising the integration of interpretivist, critical rationalistic and critical theories that advocate the notion 'complete objectivity is impossible to achieve.'
- ▶ I used Qualitative method to elicit participants' lived experience .
- ▶ I employed purposive maximum variable sampling strategy.
- ▶ I conducted 1 to 1 in-depth interviews, focus group discussion and evaluative discussion with head office officials
- ▶ I utilised coding, categorisation and Thematisation analysis strategy
- ▶ I secured permission from relevant authorities and consent from participants.
- ▶ to ensure credible, not accurate results I employed; prolonged Stay, member checking, participant review, rich thick descriptions...

BARRIERS ON NP-STAFFING NORMS

- ▶ Most former PALCs do not satisfy even the satellite status.
- ▶ This calls for closure of many CLCs or review of the policy.
- ▶ The lecturer/students ratio of 1:15 and 1:30 render some CLCs overstaffed while others are understaffed. Logically, such situation dictates the redeployment of excess lecturers or termination of contracts.
- ▶ The easy and better option would be to redeploy,
- ▶ But redeployment exacerbates the already strained financial conditions due to low salary.

BARRIERS ON NP-MONITORING AND EVALUATION

- ▶ Barrier to this policy is **ACCESS TO FUNDING** that needs strategic planning and accountability based on accurate statistics, which could have been made gradually through small to large scale piloting.
- ▶ All participants agreed that Function Shift would be a solution to AET challenges of low enrolment, high attrition and low throughput if sufficient funds were availed.

BARRIERS ON NP-MONITORING continues

Functions that need immediate funding are for:

- ▶ reskilling and upgrading the former AET educators into college lectureship in a real sense of a college lecturer,
- ▶ the introduction of the envisaged skills programs which will attract more NEETs.
- ▶ Discontinuation of losing valuable CLC managers and lecturers in freight of 'disconfirmed expectancy'.

RECOMMENDATIONS

- ▶ Instead of closing CLCs that do not qualify to exist, their status should be formally converted to either satellites or operational venues of satellites.
- ▶ Formal recruitment process for managers of the restructured CLCs and satellites be carried out simultaneously or proportionally with the recruitment of Directors and deputy Directors at head office, regions and colleges' levels.

RECOMMENDATIONS continues

- ▶ Reskilling and placement of lecturers and improvement of their salary must be done as hastily as their transference from PEDs so that we discontinue losing quality lecturers and centre managers.
- ▶ The introduction of skills programs will stabilise the stats and throughput.
- ▶ PEDs should be seriously engaged in availing all unused school buildings, along with the private sector.

CONCLUSSION

FUNDING FOR ADULT AND YOUTH
EDUCATION IS AN ESSENTIAL
INVESTMENT, NOT AN EXPENDITURE.

THANK YOU