



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Minutes of Meeting of the NPPSET CET Task Team

Venue: Department of Higher Education, Room 935, 123 Frances Baard Street, Pretoria

Date: 20 January 2015

Chair: Dr Peliwe Lolwana

9:00	Coffee and arrival
9:30-9:45	Opening, Welcome and Purpose of meeting: Dr Lolwana
9:45-10:00	Overview of the NP-PSET process: Thandi Lewin
10:00-10:15	Terms of Reference for the Task Team: Dr Monica Mawoyo
10:15-10:45	Overview of the White Paper: Thandi and Monica
10:45-11:15	Analysis of progress made in implementation and current work being done in the DHET: David Diale/Thandeka Masondo- TBA
11:15-11:30	Tea Break
11:30-13:00	Discussion and Questions
13:00-14:00	Lunch
14:00-15:30	Discussion on proposed framework for the CET section of the NPPSET process, and agreement on key areas for further work/investigation
15:30-16:00	Discussion and agreement on information required to finalise a workplan for the task team, and agreement on next steps
16:00-16:30	Proposed dates for task team meetings for 2016 and other logistics
16:30	Closure

Minutes

Present

Name	Designation
Dr Peliwe Lolwana	REAL Centre, Wits
Ms Yvonne dos Santos	CIE Thabiso Skills Institute, Programme and Training Manager
Mr Mokaba Mokgatle	DHET Gauteng/FS- Acting Regional manager TVET/CET
Professor John Aitchison	Retired, UKZN
Mr Tembile Kulati	Independent
Mr David Diale	D: community Colleges, VCET
Ms Thandeka Masondo	D: community Colleges, VCET
Dr Monica Mawoyo	D: NP-PSET Coordination Unit
Ms Thandi Lewin	CD: NP-PSET Coordination Unit

Apologies

Professor Stephanie Allais: Minister's Advisor

Opening, Welcome and Purpose of meeting

Dr Lolwana welcomed Task Team (TT) members and DHET staff introduced themselves. Dr Lolwana explained that the purpose of the meeting was to introduce the work of the TT and agree on key aspects of the work necessary for developing the community colleges sub-sector of the National Plan for Post-School Education and Training (NP-PSET). She also highlighted the following:

- The TT members were carefully selected for expertise in the field and with planning. The intention is to have a small team to direct and focus the work more as a bigger group with divergent views may mean that a longer time is required for developing the plan.
- The Community Education and Training (CET) Task Team is one of three teams that have been established for the development of the plan. The TT has a task to reimagine what the CET sector should be like in the future, by exploring the current realities of the sector, and exploring what it will take to attain a new vision for community colleges. This will be in line with the objectives of the White Paper on Post School Education and Training (White Paper), though the WP does not provide a clear, coherent vision for the sector.
- There are areas of work that will not fit neatly into the work of the TT, and will straddle other sectors, so some thinking is needed on how the CET TT will relate and engage with the other TTs to ensure integration.
- Although the CET TT will not be doing any costing work there needs to be some thinking about how the vision will be funded and where the funding will come from.
- Some thinking is needed on the monitoring and evaluation work of the plan.
- There are also implications for DHET in terms of the sector vision that will be articulated, so another key question to explore will be the capacity of the system to fulfil its mandate in relation to the NP-PSET implementation.
- The TT also needs to understand what other institutions exist that can play a role in building the CET sector.
- The TT should recognise that it is not the only established entity thinking about the CET sector and there need to be synergies between the work of the TT and work by other

structures looking at CET issues. This is particularly the case with the DG Task Team on community Colleges and the Ministerial Committee reviewing the funding norms for TVET and CET Colleges.

Overview of the NP-PSET process

Thandi Lewin gave a presentation on the NP-PSET process and emphasized the following:

- The purpose of the NP-PSET is to give effect to the White Paper for Post School Education and Training and give a blueprint for implementation of programmes for the Post School Education and Training (PSET) sector up to 2030.
- The process involves writing an implementation plan, but in the case of community colleges also providing a clear vision for the sector.
- The WP was developed outside the department, and the NP-PSET process is designed to ensure that there is constant engagement between the DHET and the external task teams, and that the Plan itself is strongly aligned to the work already underway in the DHET.
- Based on the agreed governance structure for the NP-PSET development process, the TT chairs are part of the Task Team Oversight Group (TTOG) which in turn reports to the DHET steering committee. The Steering Committee will only meet quarterly, but each Task Team and the TTOG are expected to meet monthly.
- There is a budget for external research support and it may be possible to co-opt members to the TT if necessary.
- A draft plan has to be produced by end of December so that a consultation process is put in place before the plan is finalised by March 2017.
- TTs are think tanks and there is no expectation that members will have to write, unless they are interested in doing so.

The development of the plan is in three phases:

Phase 1 is the scoping which has already begun. It should be noted that there is a DG Task Team responsible for developing a vision for the community college sector and advising the DG on the growth and development of community colleges. There is therefore significant overlap with this committee. It has a longer time-frame for its work, and a larger group of people. Discussions have already taken place with this group and it will be essential to work very closely between the two Task Teams.

Phase 2 involves intensive research and planning. Phase 3 involves drafting and consolidating the plan.

The Task Team agreed that the current context should not constrain the vision for community colleges. The current budget for the CET sector is R1.9 billion, which mostly covers the staffing of the system, and there is no new funding for the colleges. In the current fiscal climate it is likely that the constraints will continue. However, the Task Team will have to focus on so costing scenarios for the future development of community colleges.

Difficulties with the NP-PSET development include tight timeframes, workloads of the departmental staff and the silos that exist in the department. Data availability may be also an issue. There may, however, be significant data available in the DHET, which is not being analysed.

Terms of Reference for the Task Team

Monica discussed some key aspects of the Terms of Reference (ToR) for the TT (Annexure B). The main work of the TT involves understanding the policy goals the sector in the White Paper, including identifying contradictions, ambiguities, gaps and overlaps within the white paper and other relevant policy documents. In addition to understanding policy provisions and limitations, areas of work for the TT have to be mapped out through commissioned research (if necessary), and current implementation work in the DHET. The identified work areas should form a workplan which will include areas for further research and modelling and other areas requiring cross cutting expertise and articulation with other TTs. All TTs are expected to address issues of qualifications; quality assurance; quality improvement; diversity and differentiation; transformation, social justice, disability and gender equity; articulation (horizontal, vertical and diagonal); staffing; expansion; workplace linkages and partnerships; learning modalities; data; funding and costing; monitoring and evaluation; and alignment and coordination. The TT will be required to provide input on the framework that will be developed for writing of the plan (by the TTOG) and also to provide input on the writing of the plan. At the end of the process, the TT is required to write a close out report outlining the work that they have undertaken in the development of the plan.

The ToR discussion led to a discussion of logistical issues for the Task Team. There is funding available for remuneration of members of the TTs and for the Task Team to commission external research. Task Team members should engage individually with Thandi about payment and the necessary forms will be made available to TT members for claiming refunds on travel-related expenses. Task Team meetings are held monthly, and preparation for meetings will be necessary. It was agreed that meetings will be held at different venues, but there is a preference for meetings to be held in Johannesburg as the majority of TT members in Gauteng are based there. A confidentiality agreement will be signed by all TT members as some of the documents that will be shared with them are not yet public.

Overview of the White Paper

Thandi gave a presentation on the White Paper, focusing on the policy provisions for community colleges (Annexure 3).

Following the presentation on the overview of the white paper, the chair invited questions as well as a discussion about the issues within the sector. The following issues and questions were raised:

- A major challenge with the sector is that there is a progressive vision but a lack of resources and capacity to support its implementation.
- There are contradictions between the ideal and the practical, for example, when we talk about diversity in provision, what kind of lecturer can meet this expectation? Who will have which qualifications to be able to accommodate multiple student demands? We also talk about rebranding when the realities do not allow this, e.g. poor infrastructure and underqualified teachers.
- How is the plan going to be different from anything else that has gone before? What are the enabling levers? How do we negotiate the vision and the current reality?
- Funding is a big constraint for the sector. The Catholic Institute of Education (CIE) for example has some community structures that were established by the church and now that the church personnel are moving on, there is a shortage of funding.
- TT members wanted to know what implementation vision is driving the pilot community colleges. The TT also questioned the relationship between this TT's work, the DG TT and the

work of the pilot community colleges, and how these will align. How is work being done now likely to undermine the development of future work? What practices are already being entrenched?

- There was also a desire to know whether the plan that would be developed would outlive any change in administration.
- The sector is a 'mopping up' sector whose responsibility is perceived as taking everyone who cannot go into universities or TVET colleges. Yet the students coming to the community college sector may have the same support and preparation needs as the other students going to the other sectors. There needs to be an interrogation of who is accessing community education and training and who the likely students are in the community colleges.
- Concerns were raised about pathways for students out of the community college sector. Where do students go and what other opportunities they can access when they exit the sector?
- How do educators deal with learners who have all sorts of social problems?

Analysis of progress made in implementation and current work being done in the DHET

David Diale from the VCET Branch gave a presentation of work that has been done in DHET as part of implementation of the White paper (Annexure 4) and also highlighted what is in the plans for 2016. The presentation emphasised the White Paper pronouncements about community colleges, namely:

- Community colleges are envisaged in the policy as a new, multi-campus, institutional type for community education.
- Community colleges will target mainly youth and adults who did not complete their schooling or who never attended school. The projected enrolment in the sector by 2030 is 1 million.
- Programmes offered in community colleges will include academic, vocational/skills and community/citizenship education which will assist to build skills for public programmes (e.g. Expanded Public Works Programme (EPWP) and Community Works Programmes (CWP). Qualifications will include the General Education and Training Certificate (GETC), Senior Certificate (SC) programmes currently being offered and the new National Senior Certificate for Adults (NASCA).
- Colleges will make use of current infrastructure including TVET colleges, schools, NGO premises, universities, and premises owned by faith based organisations.
- Community colleges will network with other providers to implement their programmes.
- They will be introduced in a phased manner, starting with pilots.
- The South African Institute for Vocational and Continuing Education and Training (SAIVCET) will be established to support TVET and community colleges and the skills development system more generally. The support provided will include
 - Developing curricula & materials for TVET & community colleges
 - Upgrading knowledge & skills of TVET and community college staff
 - Initiating research into TVET and community colleges
 - Promoting dialogue, coordination and linkages between and among TVET & community colleges, universities, SETAs and employers, to enhance coherence and articulation
 - Monitoring and evaluation of TVET and community colleges
 - Advising the Minister on vocational and continuing education

David indicated that within the adult education sector there has been instability and since 2006, Ministers have been trying to find solutions to challenges within the system. David highlighted a number of pieces of work that have been written about the adult education sector, and will inform current work. These include:

- Lubisi report (2006) on the establishment of the Mass Literacy Campaign – Kha Ri Gude Mass Literacy Campaign.
- Mathe report (2008) on the restructuring of Adult Education and the development of NASCA and GETCA.
- Lolwana report (2009) After School, What? On the establishment of a post school system.
- Potgieter-Gqubule report (2011) – Community Education and Training Centres, on the establishment of Community Colleges and Community Learning centres.

This work has provided some useful recommendations on how to develop the post school system. Some recommendations from these reports have not yet been taken on board for various reasons, but revisiting these documents could help to inform some of the priorities for the current work on the development of the plan.

Strategic planning for CETs was hurried this year, but if done properly it could answer some of the questions that are being raised, e.g. the college must understand its community and its target audience. Strategic planning has been focusing on what the target audience for the colleges is, what programmes they are offering, and what the success indicators are. The VCET branch has also looked at issues of access, retention and success.

The Auditor General (AG) education sector report highlights some of the issues that need addressing, including systemic issues and policy gaps. Countries are now required to report to an International Global Report on Adult Learning and Education (GRALE) which can help with the work of the TT.

Some key legislative and policy work has also been undertaken in the sector:

- National Policy on Community Colleges
- National Norms and Standards for funding Community Colleges
- Call for the registration of private adult learning centres as private colleges
- Establishment of Community Colleges
- Establishment of Community College Councils
- Merger of public adult learning centres under Community Colleges
- Qualification Policy for lecturers teaching in Community Colleges

Other issues that were raised by the presentation include:

- There is a set of interim funding norms, but the Ministerial Task Team will provide a more formal funding framework.
- The curriculum for the National Senior Certificate for Adults has been completed but there will be a lot of maintenance work required around the curriculum. There is scope for development work.
- Regarding examinations and assessment, provinces are still running exams for GETC till 2017 when the DHET should take over.
- Lecturer Issues - six universities would have submitted programmes for assessment by Friday the 22nd January.

- Nine sites are being identified for the pilot.
- In terms of DHET capacity for providing support to set up of colleges, it has been agreed that a branch will be established and the organogram has been developed. A programme budget has to be agreed to by National Treasury.
- Acting principals of the nine pilot colleges have been appointed. An implementation plan for finalisation of residual posts from provinces to the DHET will be put together. There is also work to finalise organograms for the community colleges. College principals are not the same as the regional managers.

Discussion and Questions

After the presentations the chair invited questions from the TT members. The TT requested the writer of the DBE Action Plan to be invited to talk to the task teams about the work of developing the Plan, and to support the process. The Integrated Strategic Framework for Teacher Education and Development (ISPFTED), which has a plan and supporting technical reports, is also an example of a Plan worth looking at and learning from. There are also some international education sector plans that are being reviewed for possible use. Examples of local and other plans will be shared with TTs.

The TTOG will debate and finalise a framework that can be used to guide the writing process for all Task Teams. This will be shared with the TTs for their input once finalised.

A question was raised about what the new principals will be expected to do, and David explained that a major part of the job will be organising centres and administering their operations, so that they are compliant. The South African Institute of Chartered Accountants (SAICA) is helping with the financial management systems and procedures for the community colleges.

TT members asked whether the TT should be redesigned given the possibility of overlap with existing processes. However, it was agreed that there is a need to debate a vision for the sector, as it will be difficult to properly establish and develop colleges without a firmer and more coherent vision in place.

A proposal was made to collapse the DG TT and Ministerial Committee and the NP-PSET TT into one. However, it was agreed that, although there are overlaps, the TTs have different mandates, and the work should be complementary.

Discussion on proposed framework for the CET section of the NP-PSET process, and agreement on key areas for further work/investigation

Key issues

It was agreed that it is difficult to define the scope of the sector without an understanding of who the students are who will need community college and training services. The issue of **who the students are** is central to understanding all the other significant factors that need to be understood – curriculum, qualifications, pathways, institutional arrangements, financing and resources, modalities of delivery, monitoring and evaluation, institutional support.

There is an annual survey for public PALCs and there is information provided from that annual survey. The Gauteng review of PALCs which was done in 2013 provides detailed analysis of the different levels of programmes and students, but only for Gauteng. The ETDP SETA report may also give information. It would also be useful to know who the providers are working in this sector. StatsSA produces quarterly labour force statistics which provides information about the NEETs and this may help to inform the discussion about who the students are who are likely to access

community colleges. There is also a study underway on Skills Institutes which is looking at all kinds of providers offering skills. The Coordination unit is being kept informed of this project.

StatsSA's Community Household survey and Census data may also provide information on adults and potential students. The Coordination Unit will also explore whether the LMIP has any relevant data sets.

The next meeting will focus on the vision for community colleges, then will address the issue of who the potential students are, and then focus on institutional arrangements.

Key questions for the Task Team to address:

1. What is a community college and what is currently understood about them?
2. Who are the students who should be provided for by community colleges?
3. Who are the lecturers required for these students?
4. What institutional arrangements are in place and what is the ideal that we have to work towards?
5. What infrastructure is required for the development of the sector?
6. What will happen to students who are already in the system?
7. What are the legislative enablers or constraints?
8. What are the organisational arrangements needed to implement the plan within DHET and outside DHET?

Discussion and agreement on information required to finalise a workplan for the task team, and agreement on next steps

Documents to source and provide:

- Auditor General's education sector report
- Mathe report
- Potgieter-Gqubule Report (Ministerial Task Team on Community Colleges)
- Saide policy design evaluation
- Saide Audit of Gauteng PALCs
- Community Household Survey
- StatsSA labour surveys
- International Global Report on Adult Education
- ETDP Seta Community College report

Areas of research/preparation/analysis for next meeting. This will form the agenda for the next meeting on 17 February

- Thandi to summarise what the DG TT has been doing
- Overview of the concept of community colleges - Professor John Aitchison
- Global perspective of community colleges – Prof Peliwe Lolwana
- Invite the DG TT chair or other relevant representative
- Thandi to share DG TT ToR with the NP-PSET TT

Areas of research/preparation/analysis for March and April:

- By March, Coordination Unit to provide a report on who the students accessing or likely to be accessing community colleges are – those who are currently not being addressed by the sector.
- By April, present findings on research on: Who are the providers? Where are they?

Immediate actions:

- Minutes
- Access to Dropbox folder
- Source documents from David Diale
- Send meeting requests and book venues in Johannesburg – 17 February and 14 March
- Invite the Chair of the DG TT and consider inviting Martin Gustafsson to participate at the meeting of 17 February
- Share DG TT report with TT
- Thandi to talk to individual TT members about logistical issues
- Confidentiality agreement to be sent to members for their signature.

Proposed dates for task team meetings for 2016 and other logistics

The team agreed to keep the proposed dates for February and March, 17 February and 14 March. It was accepted that not all TT members will always be available for meetings but they can provide their input outside of meetings. The chair asked the TT members to keep every Wednesday in the third week of the month open until other dates can be identified.

The DG TT is planning an envisioning session and it would be important for the NP-PSET TT to give inputs to that process. The NP-PSET TT should make it clear that they are open to participation from the DG TT and keep in close contact.

Closure

The Chair thanked all the TT members for agreeing to participate in the TT and for making time to come to the first meeting. The meeting adjourned at 3.30.