



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Minutes of the Second NPPSET CET Task Team meeting

Venue: Room A305, Admin Block, Wits School of Education, St. Andrew's Rd, Parktown, Johannesburg.

Date: 17 February 2015

Chair: Dr Peliwe Lolwana

Agenda

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 20 January 2016
9:45	Update on logistical matters and distribution of forms and confidentiality agreements: Thandi Lewin
	Update on DG Advisory Task Team work for noting: Thandi Lewin
10:00	Presentation on CET College purpose, scope and concepts: Professor John Aitchison
10:30	Presentation on international community college systems: Dr Peliwe Lolwana
11:00	Tea Break
11:15	Discussion and Questions
13:00	Lunch
13:45	Agreement on Vision and purpose of CET Colleges and proposed process for presentation and discussion.
14:30	Presentation of NP-PSET framework document and key planning considerations for CET Task Team: Monica Mawoyo
15:30	Proposed workplan and arrangements for next meeting
16:00	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
Dr Monica Mawoyo	D: NP-PSET Coordination Unit
Ms Thandi Lewin	CD: NP-PSET Coordination Unit

Apologies: Thandeka Masondo, DHET; Stephanie Allais, DHET.

Opening, Welcome and Purpose of meeting

Dr Lolwana thanked the TT members for coming and indicated that the purpose of the meeting was to develop a broad vision to guide the TT work.

Approval of minutes of NPPSET CET Task Team meeting held on 20 January 2016

Minutes of the meeting of 20 January 2016 were reviewed and accepted as a true reflection of the meeting.

Update on logistical matters and distribution of forms and confidentiality agreements

Thandi provided a claim form and indicated that claims can be submitted for preparation for and attendance to meetings. Claim forms should be completed and handed to Thandi at the end of each meeting. It was clarified that a daylong meeting constitutes eight hours of work. The rate per km for travel changes monthly so TT members must just fill in the distance and the administrator can calculate the amount based on the current rate. Denise will send an electronic version of the invoice format to all TT members.

Confidentiality agreements were distributed for signatures. Signed copies will be returned to Task Team members once the DG has signed them.

Update on DG Advisory Task Team work for noting

Thandi gave a summary of the DG TT work based on a report that was submitted to the DG in December 2015 (Annexure A).

David Diale indicated that the literature review that was supposed to be commissioned for the DG Task Team has not yet been done. It is not likely then that it will be available in time to inform the NP-PSET process. However, a view was expressed that previous Task Teams have included relevant literature reviews, including the Community College Task Team Report (Potgieter-Gqubule), the funding Task Team currently working on funding norms, the Lolwana report (2008), the Saide policy design review etc. What may be useful is some synthesis work on the literature reviews that have been done for the various task teams. It was agreed that the Coordination Unit will work on this

once a third person is in post. Prof Aitchison agreed to share the literature review that was developed for the Ministerial Task Team on TVET and CET funding norms, currently underway.

As was already agreed, there is likely to be duplication between the DG TT and the NP-PSET TT so there has to be ongoing discussion. Coordination Unit staff will continue to attend DG TT meetings.

Presentation on CET College purpose, scope and concepts

Prof Aitchison presented an overview of the history of the concept of Community Colleges in South Africa, and what has informed the current vision for CET (Annexure B).

Some key points raised in response to the presentation were:

- There should be an examination of some of the documents produced by the National Institute for Community Education (NICE) to explore some of the thinking at the time, particularly in relation to what kind of models may work for community education. The Coordination unit will talk to Yvonne, who indicated that she has access to these documents.
- It is important to understand the history of the sector. In particular, earlier proposals about developing a community college model were blocked as a result of concerns that community colleges would be “institutions for the poor” and would ghettoise people by further differentiating access to educational opportunities.
- A question was raised about what happened to NICE. It was reported that the work of NICE was relocated into the DoE and ultimately grew into the FET college model. NICE was funded by USAID and DFID and this funding was redirected to government in the mid-1990s. NICE closed in 2011. There was a SAIDE evaluation of the Gauteng Youth College in Crown Mines, which has since closed down. This evaluation may also contain some useful decisions.
- The model being taken up by the DHET is partly informed by the recommendations made in the Community College Task Team report. It has also been informed by ideas that it may be possible to build on the networks built up through the Kha ri Gude programme. Strong links with TVET Colleges are also proposed. The main argument, however, for not including CCs as part of TVET Colleges is that adult education has always been tagged on to other programmes, and there are fears that it will continue to be neglected.
- Michael Cosser has written usefully about a differentiated college model.
- There is concern that community colleges will mimic TVET colleges and that this may not be ideal for operations, given the greater flexibility required of the community colleges. It is therefore important to structure pilot processes during the development process of fully-fledged community college models.
- A key question for the Task Team will be to explore what needs to happen administratively so community colleges are not simply a remodelling of PALCs. Some core infrastructure and administration will be necessary for each college, even though the delivery model may differ from a purely campus-based model.
- It was acknowledged that the implementation of the policy so far has been a largely administrative and legal response to the function shift, and a shift from provincial Directorates within the provincial education departments to a new role for the DHET. There is therefore a dissonance between the policy vision (expressed in the WPPSET) and the policy framework put in place in 2014.
- It will be critical for the Plan to be informed by the current thinking on “pilot” colleges, and equally for the Plan to provide guidance for the pilot process.

Presentation on international community college systems

Dr Lolwana presented an overview of other models of Community colleges, drawing on models in Korea, the USA, the UK, Tanzania, Senegal and Brazil (Annexure C)

Discussion and Questions

In response to Prof Aitchison and Dr Lolwana's presentations, the following key issues were raised:

- There is concern about the lack of flexibility for developing programmes based on the current funding parameters and frameworks. In the TVET sector the current model is funding ministerially-approved programmes. It cannot be assumed that a similar design of funding norms would work for community colleges.
- It may be important to have criteria for the development of programmes such as what exists in higher education (HE), where programme approval takes place through the CHE and the DHET.
- The vision of what community colleges can do should be informed by various scenarios, taking into account the funding requirements and available funding, but it cannot be constrained by the current funding envelope, which is limited to existing staffing in PALCs.
- Regarding funding, the Brazil model is useful. Sixty percent of the skills levy funds buildings to promote access. Municipalities provide land and the federal government provides teachers. There are also mobile training units, which use a blended model of teaching.
- Institutions have to enable expanded access to a broader group of people. This will require some core infrastructure and a wide variety of programmes. It will be necessary to use existing infrastructure of government, both in use and under-utilised.
- Given the extent of NEETs it is necessary to advocate for post-secondary school education and training in community colleges, which is common in other parts of the world.
- There is value in providing general "liberal arts" type qualifications in community colleges, similar to the offerings in US Community Colleges.
- It is necessary to explore the role of accreditation and certification, and when these matter and do not matter.
- What can the role of universities be in developing community colleges?

Agreement on Vision and purpose of CET Colleges and proposed process for presentation and discussion

Dr Lolwana facilitated a discussion on the vision for community colleges, starting with the question: What kind of institution should community colleges be? The key ideas proposed to contribute to the development of a vision are highlighted below:

- Community colleges should be institutions that provide open access opportunities for education and training for young adults and adults who cannot access TVET college and university. These are typically people who are marginalised by poverty or prior education or barriers. This has implications for structure and funding so the vision has to be marked by specific timeframes.
- In addition to the categories of people that the white paper notes as potential students for community colleges¹, the colleges should also develop and support lifelong learning

¹ Those who want second chance opportunities, those who want to further their skills post literacy or to improve their chances of progression in the labour market, reskilling for those who want to pursue other

opportunities in society. There is no system of lifelong learning in society and it has to be intentionally developed and supported, independently of the demands of the labour market but just focused on providing opportunities for citizens to learn and develop in areas that interest them. Lifelong learning is about personal development – it's a general public good. This vision is people centred and could also cater for non-certificate learning.

- People who are likely to go to community colleges have economic needs so employment is key and their aspirations have to be considered and supported.
- The sector should be flexible as community, individual and labour market needs change over time so the sector should be able to evolve as needs of the economy and the people change. In principle, programmes should go beyond NQF 4. The starting point could be learners who have graduated from Kha Ri Gude but after a few years there may be more people who have done matric who need higher qualifications. Community colleges should also consider people who pass with higher certificate passes. In most developed countries working people have two year post school qualifications but this country has not developed in this area. SA needs more intermediate qualifications. Community colleges could offer bridging qualifications for university, so community colleges could articulate with universities. University of Technologies have largely moved out of higher certificate courses and these programmes should be offered in colleges. Universities are therefore unlikely to oppose the idea of colleges offering higher certificate courses.
- Adult Education Centres have been restricted in terms of their programmes, so programmes have to be opened up so that individuals can purposefully go to community colleges to choose what they want. A variety of programmes will open up choice and cater for different needs. There should be an evidence base of what the needs of the students are in that community.
- Programmes that are responsive to communities imply localised management and the centralisation that has been instituted through the function shift may create problems. Institutional decision making should be stronger at local level so that programme decisions are taken at local level.
- The structure of the programmes should enable flexibility of learning, e.g. skills programmes that lead to a qualification for those who want to learn in small chunks.
- There is a range of programmes that are not provided for in the TVET colleges e.g. art, dancing, drawing. Community colleges can offer qualifications in liberal arts which will enable students to move on to the next level. In Brazil they have a purposive liberal arts degree for training teachers to uplift poor schools. Liberal arts qualifications could be better than specialised programmes as they offer generic skills. Liberal arts can also lead people to occupations. People need generic academic skills - people learn to read and write in these programmes. This entails subsidisation of more than the GETC and NSC. It also requires a change in the economy for absorption into the labour market, something that the education sector has no influence over.
- The most urgent element of responsiveness that the sector has to cater for is the individual. Usually the needs of the people are reasonable and rooted in reality. Citizens have enough knowledge to know what is good for them. If you give people what they want this could be a cost effective option as it is likely to lead to positive outcomes.

career options, those who want to acquire skills for sustaining themselves, and those who want skills to improve their quality of life in their communities

It was agreed that the development of a vision is a process and the vision will evolve with the development of the plan. The Coordination Unit will use these ideas from the discussion on the vision as well as subsequent work of the TT to develop a draft vision that can be circulated for discussion. Definition of terms is important and terms have to be defined as the TT and Coordination Unit write chunks of work. It was noted that definition of the dominant terms should be provided so that there is no misinterpretation.

Presentation of NP-PSET framework document and key planning considerations for CET Task Team

Monica presented the NPPSET Framework discussed at the Task Team Oversight Group meeting of 22 January 2016 and presented to the DHET Steering Committee on 5 February (Annexure D). She highlighted how she had used the framework to develop a matrix of possible CET TT work, starting with a situational analysis of the status quo in the sector in relation to the key areas of supply and demand, qualifications, size and shape, institutional strengthening, funding, governance, management and leadership, planning, monitoring and evaluation, quality assurance, workplace access, responsiveness and work integrated learning, data and information, structure and functioning of DHET, articulation, integration and coordination, and policy and legislative implications. The document presented at the meeting is attached as Annexure E.

The draft matrix will be circulated to TT members for further reflection and inputs on key research areas.

Proposed workplan and arrangements for next meeting

The following preparatory work will be done by the Coordination Unit for the meeting on 14 March:

- Defining current and potential students
- Discussion of current programmes in the adult education centres.
- Start to synthesise findings of literature reviews in various reports
- Documents to source:
 - NICE documents,
 - Literature review from TT on Funding from Prof Aitchison.
 - Saide evaluation of Evaluation of Gauteng Youth College.
 - Michael Cosser's paper on the differentiated college model

Closure

The meeting adjourned at 4pm.