higher education & training

Department:
Higher Education
REPUBLIC OF SOUTH AFRICA

Community Education and Training Strategic Planning Workshop

21-23 September 2015

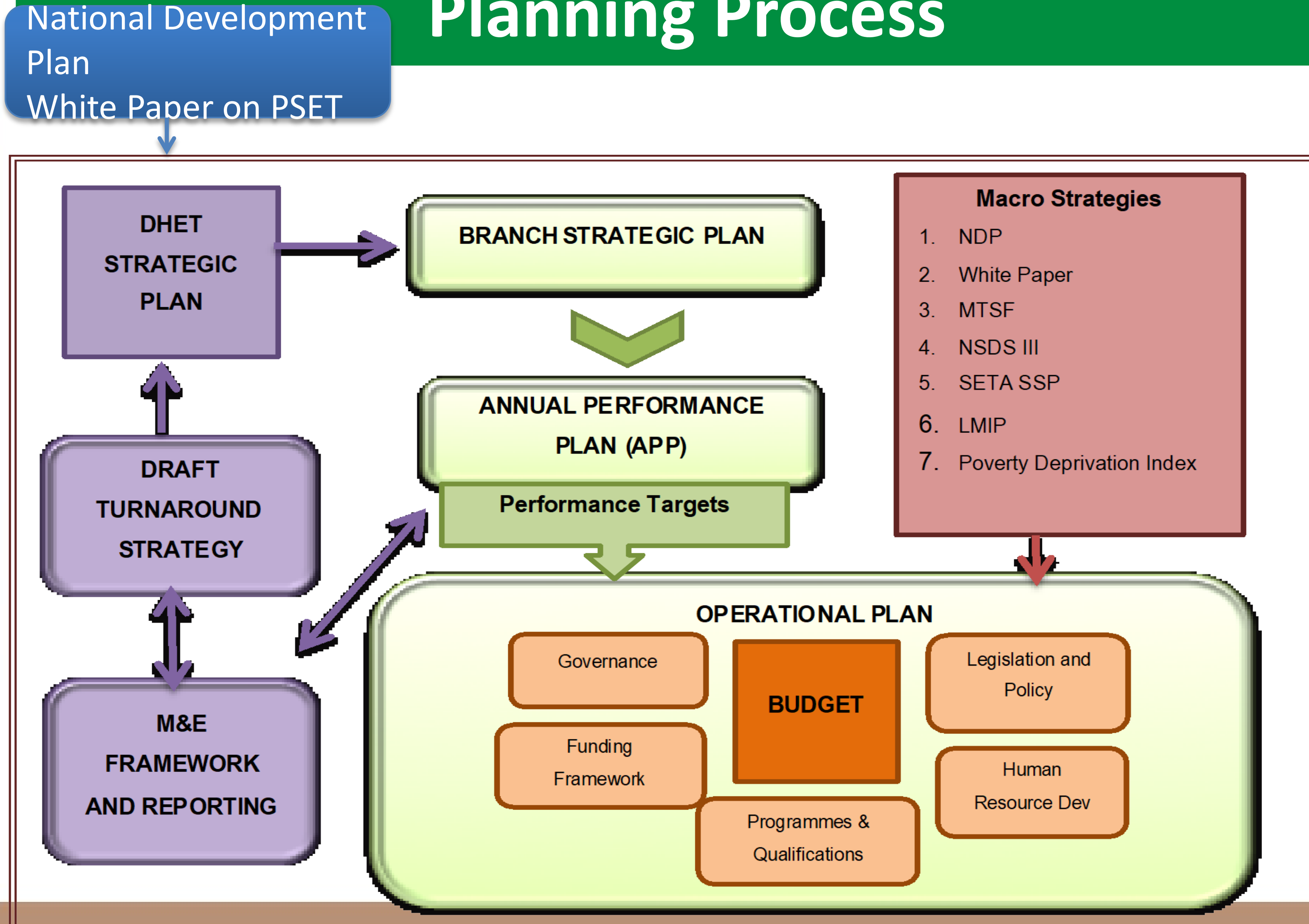
Kopanong Hotel and Conference Centre

Context of the Planning process for the CET sector

Presentation Outline

1. Macro strategies
2. Legislation
3. Challenge – previous indicators
4. AGSA – report
5. National Treasury
6. Department of Planning, Monitoring and Evaluation
7. International Obligations

Planning Process



MANDATES: LEGISLATION AND ITS ASSOCATED REGULATIONS, DETERMINATIONS, PRESCRIPTIONS, POLICIES
CONSTITUTION OF SOUTH AFRICA AND RELEVANT CHAPTER NONE INSTITUTIONS
CONTINUING EDUCATION AND TRAINING ACT
HIGHER EDUCATION ACT
SKILLS DEVELOPMENT AND SKILLS LEVY ACTS
NATIONAL QUALIFICATIONS ACT
NATIONAL STUDENT FINANCIAL AID ACT
GENERAL AND FURTHER EDUCATION QUALIFICATIONS ASSURANCE ACT
SOUTH AFRICAN COUNCIL OF EDUCATORS ACT
COLLECTIVE AGREEMENTS OF THE RELAVANT BARGAINING COUNCILS
HIGHER EDUCATION AND TRAINING MANAGEMENT INFORMATION SYSTEMS POLICY
EXAMINATIONS AND ASSESSMENT POLICIES

MANDATES: LEGISLATION AND ITS ASSOCATED REGULATIONS, DETERMINATIONS, PRESCRIPTIONS, POLICIES

- HUMAN RESOURCE DEVELOPMENT STRATEGY
- NATIONAL SKILLS DEVELOPMENT STRATEGY III
- CURRICULUM POLICIES
- NATIONAL SKILLS ACCORD
- COMMUNITY EDUCATION AND TRAINING COLLEGES POLICY
- MEDIUM TERM STRATEGIC FRAMEWORK 2009 TO 2013
- NATIONAL DEVELOPMENT PLAN
- PROGRAMME OF ACTION OF GOVERNMENT AND HET OUTCOME 5
- POST SCHOOL EDUCATIONAL AND TRAINING POLICY
- NATIONAL NORMS AND STANDARDS FOR FUNDING COMMUNITY EDUCATION AND TRAINING COLLEGES
- DHET STRATEGIC PLAN
- SECTOR SKILLS PLANS
- PUBLIC FINANCE MANAGEMENT ACT
- PUBLIC SERVICE ACT

MANDATES: LEGISLATION AND ITS ASSOCATED REGULATIONS, DETERMINATIONS, PRESCRIPTIONS, POLICIES

- INCOME TAX ACT
- LABOUR RELATIONS ACT
- COMPENSATION FOR OCCUPATIONAL INJURIES AND DISEASES ACT
- EMPLOYMENT EQUITY ACT
- OCCUPATIONAL HEALTH AND SAFETY ACT
- STRATEGIC INFRASTRUCTURE PROJECTS
- INDUSTRIAL POLICY ACTION PLAN
- NATIONAL GROWTH PLAN
- PROVINCIAL AND LOCAL GOVERNMENT ECONOMIC AND GROWTH PLANS
- NATIONAL LIST OF OCCUPATIONS IN HIGH DEMAND
- OTHER RELEVANT GOVERNMENT LEGISLATION AND POLICY
- PROGRAMME QUALIFICATIONS MIX FOR COMMUNITY COLLEGES
- ENROLMENT PLAN
- FRAMEWORK FOR GOVERNMENT PLANNING

Current Performance measures and indicators

Number of learners

- Age
- Level of learners
- Gender
- Disability

Number of educators

- Age
- Gender
- Qualification levels

Number of centres

- Ownership
- Governance
- Physical address
- Satellite/ main centre

Gaps

The current programme performance measures do not address the following:

- Performance of the system;
- Efficiency of the system; and
- Effectiveness of the system

PROPOSAL

PROPOSAL TO INCLUDE THE FOLLOWING ADDITIONAL MEASURES:

- **Pass rate** – how many learners who have sat for an examination actually pass (learning area passes).
- **Certification rate** – how many learners who have sat for learning areas that will allow them to be certificated, actually pass and are certificated.
- **Workshop must also confirm the issue of Student: Lecturer Ratio**

Learner enrolments data per province (2011-2013)

Province	2011	2012	2013
Eastern Cape	37 776	41 918	39055
Free State	15 869	12 974	17711
Gauteng	84 117	88 677	85630
Kwazulu-Natal	31 241	48 498	26636
Limpopo	38 727	33 610	32620
Mpumalanga	27 546	25366	25366
Northern Cape	5 107	4 174	5025
North West	20 669	25 136	26586
Western Cape	36 582	32 688	31444
TOTAL	**297 634**	**313041**	**290106**

Community Learning Centres

CETC	Gazetted	Amendments	Revised Gazette
Eastern Cape	304	-	304
Free State	204	-	204
Gauteng	47	-	47
Kwazulu-Natal	1097	+178	1275
Limpopo	779	-1	778
Mpumalanga	252	-	252
Northern Cape	191	- 72	119
North West	148	+149	297
Western Cape	254	-179	75
TOTAL	**3276**		**3351**

AUDITOR- GENERAL OF SOUTH AFRICA

AGSA – Education Sector Report 2013/14

Audit focus areas:

1. Accountability, governance and transparency
2. Information management – unreliable information as one of the causes of South Africa's education challenges
3. Infrastructure – quality education needs the right physical environment
4. Education development and support

AGSA – Education Sector Report 2013/14

Literacy and Adult Education and Training:

Adult literacy programmes – literacy is directly linked to reducing poverty Illiteracy and poverty go hand in hand.

The AET enables adult learners to reach the educational equivalent of grade 9 and is administered by the DHET and the PEDs.

The KRG is a short-term programme to address the lack of numeracy and literacy among adults, which is administered by the DBE.

Our audits identified that the adult literacy programmes (KRG and AET) were not reaching a majority of the illiterate population and the targets set might not be achieved.

AGSA – Education Sector Report 2013/14

Audit focus areas:

Education development and support:
Kha Ri Gude

1. The KRG is a mass literacy campaign launched by the DBE in 2008, with an end date of 2012 that was extended to 2015. The campaign aims to halve the national illiteracy rate by 2015. By 2012, government had invested R2,5 billion in the KRG campaign.

Adult Education and Training

1. The AET programme enables adult learners to reach an educational level equivalent to nine years of public schooling. The DHET administers and reports on the AET programme, and the PEDs are responsible for implementation.
2. In 2012-13, government spent R1,6 billion5 on the AET programme.

AGSA – Education Sector Report 2013/14

Audit focus areas:

Education development and support: Kha Ri Gude

1. Information captured on the KRG database was inaccurate, incomplete and unreliable. The department did not establish validation tests or conduct reviews of the database

2. Incorrect information hampers demand management. The KRG is unlikely to achieve its target in the two remaining years of the campaign. By 2013, 75% of the campaign period had been completed and 3,4 million learners had enrolled.

3. However, only 58% (2,7 million) of the targeted 4,7 million unschooled adults completed or passed KRG. Considering this backlog and the average dropout rate of 18%, even with an excellent average pass rate of 99% the target can only be reached in 2018.

AGSA – Education Sector Report 2013/14

Audit focus areas:

Education development and support:

1. For the AET, there was no national policy or guideline for the distribution of funding in line with the objectives programme. As a result, the money provided did not meet AET objectives.

1. The PEDs did not have budgeting systems to determine the actual needs of the programme, so budgeting was mainly percentage-based increases from previous budgets.

2. Furthermore, provincial AET programme budgets were skewed: only 7% of the available AET budget for 2012-13, was budgeted on average for the programme's activities.

Audit findings

SUPPORT AND GUIDANCE

a) The department should develop and implement an awareness and marketing strategy to ensure the illiterate population of South Africa is made aware of the adult education programme. Funding should be budgeted for formal awareness campaigns.

b) Communication channels between the KRG and AET programmes should be strengthened to ensure that KRG learners feed into the AET programme. and are enrolled at AET centres.

c) Complete and accurate statistics should be recorded at AET centres to ensure the department track which individuals had previously completed the KRG programme.

d) The department should ensure the KRG database is obtained from DBE timely to enable AET to specifically target individual learners per area for the AET programme.

Audit findings

SUPPORT AND GUIDANCE

f) The AET curriculum content should be developed.
g) A catalogue with the relevant textbooks should be compiled and released to the provinces to guide educators at centres with their selection of relevant textbooks.
h) The department should ensure appropriate, complete and timely management information is defined, collected and used for management decisions during the year to improve the efficiency of the programme.
i) The department must develop additional, formal efficiency indicators to accurately access, report, monitor and consequently implement remedial actions for the following:

- AET student drop-out rates,
- Adult illiteracy rates

i) The department must ensure that **AET indicators, for both access and efficiency, need to be adequately and appropriately defined in terms of purpose, calculation method, data required and data source** in order to provide reliable information. The systems that are used to populate such indicators must be well established.

j) The department must use the outcome of **AET efficiency indicators** to re-access the adequacy of AET access targets to eradicate illiteracy in terms of national goals, and consequently adjust strategic and annual performance plans in this regard.

Audit findings

Legislative framework

a) The department should finalise a policy and prescripts for conditions of service of AET educators to ensure consistency between provinces. The department should also develop and implement a policy to ensure other requirements relating to the qualifications and registration of educators with SACE, are adhered to.

b) The department should set norms for timetables that ensure that educators' time is allocated consistently at the AET centres, for example, teaching time, training time and time for administration. Information regarding the allocation of learning areas per educator should be collected and monitored for consistency.

c) The department should ensure that norms and standards for funding are in place with the implementation of the new structure promulgated in the Further Education and Training Colleges Amendment Act, to 2013 ensure that funding is distributed consistently per learner

Audit findings

Legislative framework

d) The department should ensure adequate funding is allocated to the provision of textbooks and LTSM used at centres for teaching to enhance the quality of the AET programme.

Audit findings

Oversight

- Finalisation of the organogram
- Shifting of functions of Adult Education and Training
- Proposal for additional posts and funding
- Development of Plan

SUPPORT AND GUIDANCE

Draft policy will be finalised incorporating recommendations made.

Guidelines on areas of compliance will be developed.

Support & Guidance

Operating procedures on the recruitment of staff to be developed.

A plan for auditing current facilities for AET Centres will be developed. This would be linked to the establishment of Community Colleges in line with the White Paper on Post School Education and Training

New registration requirements for private centres who are deemed to be Private Colleges.

Legislative framework

Draft Conditions of Service are matter of mutual interest between the Employer and Employee Parties.

NATIONAL TREASURY

Summary: Report and Recommendations of the 2015 MTEC

ISSUE DESCRIPTION	RECOMMENDATION
Financing the White Paper on Post-School Education and Training	
• White Paper on PSET has no financing plan. • Resources need to either be diverted from other priorities or new revenue sources need to be secured	*Interdepartmental review on the financing of the white paper on PSET should be developed by DHET, NT and DPME for consideration of Cabinet*
National Student Financial Aid Scheme	
• Proposed fee-free higher education is not affordable; and not required by all students • Problem of incentives (most loans ≈ grants) • Need to revisit NSFAS's mode of delivery and its link with private sector financing	*An Expenditure and Performance Review of NSFAS should be undertaken*
Performance and quality issues	
• Generally low throughput rates at institutions of higher learning • Increasing access to facilities that have low throughput rates will generally have continued adverse results on performance of the sector	• *Interventions targeting improved throughput rates at selected HEIs, TVET colleges and in artisanal programmes should be developed and implemented* • *More efficient model of TVET examination delivery should be explored*

Summary: Report and Recommendations of the 2015 MTEC

ISSUE DESCRIPTION	RECOMMENDATION
Financing the White Paper on Post-School Education and Training	
Underway	*Interdepartmental review on the financing of the white paper on PSET should be developed by DHET, NT and DPME for consideration of Cabinet*
National Student Financial Aid Scheme	
PER underway	*An Expenditure and Performance Review of NSFAS should be undertaken*
Performance and quality issues	
• ***ARTISANS: National trade test pass rate and quality improvement strategy developed*** • ***UNIVERSITIES: Foundation Provisioning Grant*** • ***UNIVERSITIES: Teaching Development Grant***	• *Interventions targeting improved throughput rates at selected HEIs, TVET colleges and in artisanal programmes should be developed and implemented* • *More efficient model of TVET examination delivery should be explored*

Summary: Report and Recommendations of the 2015 MTEC

Policy priorities supported – but resources are not available

- Regional office space for management of TVET colleges and AET centres
- Expansion of pool of poor students that will be funded through NSFAS
- National examinations and assessments: Department should review current model and develop a more cost effective approach, given the increasing numbers of students
- Start the *Staffing of South Africa's Universities* Project

Policy priorities NOT supported

- Full implementation of fee-free higher education
- Construction and Operations of new TVET College campuses: Department was advised from the beginning not to build these due to lack of funds
- Community College model has not yet been developed
- National examinations and assessments: Department should review current model and develop a more cost effective approach
- Expansion of department's organogram: department should prioritise key posts within its current budget

Programme 6: Community Education and Training

R'000	History audited	History audited	Prelim outcome	Revised estimate	MTEF			MTEF annual average growth
Subprogramme	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	
CETC Systems Planning,Institutional Development and Support	1,642,099	1,771,084	1,847,177	1,724,945	1,939,107	2,044,945	2,163,523	7.8%
Financial Planning	-	-	-	180,685	176,900	179,943	190,379	1.8%
Education,Training and Development	5,785	5,668	5,885	5,918	8,247	8,679	9,152	15.6%
Total	**1,647,884**	**1,776,752**	**1,853,062**	**1,911,548**	**2,124,255**	**2,233,568**	**2,363,055**	**7.3%**

- Delivery model? Governance standards? Funding framework? Staffing norms?
- Communication & guidance to existing Adult Learning Centres to minimise significant disruptions?
- 9 Interim Community Colleges (ICCs)?
- Pilot process thereafter?
- Likelihood of all funds be used in first year of MTEF period?

PLANNING, MONITORING AND EVALUATION

Design Evaluation of *Draft* Policy on Community Colleges

A Draft Vision for Community Colleges

Policy	Aligned with vision and goals for the country and developed with full stakeholder participation
Location	In an accessible location with a central site and satellite Community Learning Centres widely distributed
Beneficiaries	For adults and especially those not in employment, education or training (the NEETs)
Functioning	Fully functional with teachers teaching Interactive and responsive Linked to community and its challenges Well run, managed, governed Viable A sophisticated learning institution Community orientated
Provision	Easy access to meaningful, useful programmes and courses Variety of programmes offered to the local community A “One stop shop”

Draft Vision (Continued)

Programmes	School equivalency programmes and Foundational programmes for university Facilities for Independent study Vocational skills Learners doing apprenticeships with SETAs People learning skills - such as plumbing, cooking, etc. Skills programmes Livelihoods related programmes
Materials	Good learning materials wherever possible
Articulation	Programmes articulate with further education and employment opportunities
Partnerships	Variety of partners sponsoring various projects including Learners doing apprenticeships with SETAs
Staff	Good, qualified, knowledgeable, well-motivated teachers teaching Community members as teachers

Draft Vision (Continued)

Hours	Open week days and weekends from morning till night (10 pm)
Infrastructure and resources	Really well resourced with stress on access to modern state of the art information technology (computers and ubiquitous free wi-fi) Good physical infrastructure Accessible, supportive, responsive spaces Lively noisy spaces and qquiet areas for independent study Many spaces for group work Good signage Outdoor lunch area
Quality	High standards
Diversity	Of people (‘races’), languages, ages and skills Programmes and courses (formal and non-formal)
Atmosphere	Vibrant, engaging, learning, enabling, happy centre and spaces with many young people around

INTERNATIONAL OBLIGATIONS

INTERNATIONAL OBLIGATIONS

- ADULT LITERACY – REPORTING – HALVE ILLITERACY BY 50%
- ADULT EDUCATION AND TRAINING – REPORTING (CONFINTEA VI – BELEM FRAMEWORK OF ACTION)
- MILLENIUM DEVELOPMENT GOALS
- CONCEPTUALISATION OF COMMUNITY EDUCATION AND ITS IMPLICATIONS FOR REPORTING/ COMPARABILITY/ STATISTICS

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Thank You