

Framing CET Task team work onto the PSET Framework: Developing a Workplan

This matrix is an attempt to map CET TT work using the information provided by the NP-PSET Framework. The intention is to stimulate thinking about how the work of the TT will be structured and prioritised so that research areas needing external expertise are identified early on and the research commissioned. The matrix suggests possible areas of research and we need your input on whether these are useful. We also require input on whether there is already adequate research on identified areas for external research.

TT members are welcome to add freely to the document, including inputting information in the situation analysis and opportunities column. The document has been compiled using information from the NPPSET framework and discussions from the first two TT meetings.

Please use track changes so that we can collate the different inputs easily and follow up with you should there be need to.

Focus Area	Situation Analysis Context, Achievements, Strengths, Weaknesses	Opportunities: Specific work areas to ensure a well-functioning and effective CET sector	Time frames
Analysing demand What do students, the labour market, employers and society want?	Key Questions • Who are the students currently accessing education and training in PALCs? • What will happen to students who are already in the system? Challenges Sector is a mop up sector for the marginalised groups that cannot access university or TVET colleges yet there is no institutional form and no funding. Information Available Lubisi Report Mathe Report Lolwana Report Potgieter-Gqubule Report	Key Questions • What is a community college and what is currently understood about them? • Who are the students who should be provided for by community colleges? • What is the target for 2030 and how can this be achieved? • Is the target of 1 million realistic given the demand? • What would need to be done in the sector to achieve this target or a revised target? • What are the threats to reaching this target? Further Research <i>Coordination Unit:</i> Analysis of students who will access community colleges. How realistic the target is given the demand. <i>Dr Lolwana:</i> Models of community colleges <i>Prof. Aitchison:</i> Tracing history of vision of community colleges Information Sources Community and Household Surveys StatsSA labour force surveys UNESCO Global Report on Adult Education	10 March 2016

Focus Area	Situation Analysis Context, Achievements, Strengths, Weaknesses	Opportunities: Specific work areas to ensure a well-functioning and effective CET sector	Time frames
Analysing supply: Qualifications: what should the institutions be offering in the short, medium and long term?	• What are the existing qualifications and what are their strengths and weaknesses? • What are the characteristics of the lecturers in the system? • What are the progression pathways? Challenges Existing qualifications are too narrow – only the GETC and the NSC funded. There are no clear progression pathways Information Available Saide Audit of Gauteng PALCs Ministerial Committee chapter on PALCs	• What types of qualifications are likely to be needed in the short, medium, and long term? For which students, for which labour market, for which employers, for which communities? • How can CET qualifications articulate with TVET college and University Qualifications? What linkages can be created? • Who are the lecturers required for these students? Further Research Desktop review of possible community college qualifications. This will entail a review of courses being offered by NGOs and private providers, e.g. for EPWP programmes. NYDA may also have a list of providers and the programmes they offer youth. SAQA should also have a list of courses. The research should focus on available courses for specific purposes that we identified: work, life, personal development, self-employment, formal employment.	March-April

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Articulation, integration, and coordination	Key questions - What is the status quo regarding articulation? - What is the status quo regarding integration? Information Available	Key questions - How can CET work with the other sectors as part of a system? - How can meaningful relationships and collaboration be developed? Information Available Further research	
Quality assurance	Key Questions How well is the QA system working?	Key Questions What changes are needed to improve QA across the system? Further Research	
Workplace access, responsiveness, and work integrated learning	Key Questions What are the existing arrangements?	Key questions - How can workplace experience be built into qualifications? - What role can the SETAs play in facilitating access to workplace experience?	

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Size and shape	Key Questions What is the current architecture of PALCs and what is the enrolment? Information Available DHET documentation on pilot sites	Key questions - How do we build on what is currently available? - What infrastructure is required for the development of the sector? - How can we exploit facilities from other institutions in PSET or even basic education to achieve the envisioned size and shape? - What role can private providers play in order to achieve the vision? How can they be brought on board? - How can the DBE technical schools support community college learning? Further Research <i>Coordination Unit</i> - Audit of schools that have been closed down and can be repurposed into community colleges - Check with DBE if such an audit has been undertaken. Otherwise EPW or provincial departments may have this information. Possibility of using DBE special skills because they have well equipped workshops? <i>External research</i>: Review of each Provincial Community College must be done to ascertain what each has got, and what the plans and potential are in each: students; Programmes; Infrastructure, etc. Check with David if this is not being done already.	April- May

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Building institutions to deliver learning programmes and research Building the teaching cadre	Key questions What are the problems, what are the gaps? The State and the public need to be assured that institutions have the appropriate capacity to offer qualifications.	Key questions How can modes of delivery be diversified to cater for the characteristics of the students? ¹ How can the sector benefit from evidence to improve itself? What research is needed to inform decision making on improving the sector? Further research	
Funding	Key Questions • What are the problems? • What is the implication of the current #feesmustfall protests and developments for the CET sector? Funding models linked to learners and programmes can make it very difficult to build institutional stability in small or weak institutions. The logic that makes sense to fund universities simply does not work in the TVET or Community College space, and there needs to be serious thought put into what kinds of funding modalities could build and support these institutions.	Key questions • How do we ensure that funding from the fiscus and funding from other sources including the skills levy work together, and not at odds with each other, to support and build the sector? • How do our institutions get supported financially in such a way that best builds their capacity according to the size and shape envisaged? Further Research	

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Governance, management, and leadership and regulatory institutions Building the capabilities needed in the system	Key Questions What institutional arrangements are in place and what is the ideal that we have to work towards?	Key questions - What kind of governance structures are needed to support the CET sector? - How do we build leadership and management in this sector? - What would be the role of regulatory institutions? - How do the Quality Councils support and contribute to the improvement of provision?	June - July
Planning, monitoring and evaluation	Key questions What is currently being done in the area of M&E?	Key Questions - How can planning across the system be streamlined and become more integrated and efficient? - What is the theory of change underpinning the vision of CET? - What are the indicators for success of the envisaged CET sector? - What monitoring data can be collected? - What reporting is required and how can this feed into the other sectors? - What evaluation is required? – Implementation evaluation, impact evaluation Further Research	July - August

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Data and information	Key questions - What systematic data is currently available for the sector? - How is this data collected and managed? - What is the data used for?	Key Questions - What data about the sector needs to be collected? - How can this data be managed and disseminated so that it is used for evidence based decision making? Further Research	August-September
Structure and functioning of DHET	Key questions - What are the current organisational arrangements within DHET to support CET? - What other structures external to DHET currently support CET?	Key questions - What are the organisational arrangements needed to implement the plan within DHET and outside DHET? - What is the structure necessary to provide adequate support to institutions? - What are the roles and responsibilities of institutions outside of the DHET in helping to achieve the CET vision? Further research <i>External</i> – Organisational Development Review	September
Policy and Legislative Implications	Key questions - What is the policy and legislation that currently governs CET? - What are the legislative enablers or constraints?	Key questions What changes or new legislation and policy are required to enable the sector to grow as envisaged? Further Research <i>External</i> - how does the current policy and legislative context enable or constrain the development of community colleges?	October

Focus Area	Situation Analysis Context, Achievements, Strengths, Weaknesses	Opportunities: Specific work areas to ensure a well-functioning and effective CET sector	Time frames
Discussions and Finalisation of the Draft Plan		Consultations, reading and final writing	November - December

Other important issues

Definition of terms: This is something that we can do as we go along and with each piece of writing that we produce. See Ministerial Committee Draft report definitions

Vision: Coordination Unit to look at key words and discussion from TT and develop a succinct vision

Note that the White Paper pronounces that Distance education will also be considered in community colleges following models such as the Australian Technical and Further Education (TAFE), which offers programmes which use online as well as face to face modalities of delivery