
IPSS UWC SEMINAR

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Policy directions

- WP sets out an ambitious vision and goals for all in post-schooling – DHET to produce implementation plan

- buzz words: coherence, coordination, integration, access, quality, articulation, differentiation, partnerships, sustainable livelihoods, expansion...
Legacy issues

- uneven institutional landscape
- Rural/urban inequalities
- racism and gender discrimination
- disabled not sufficiently accommodated
- education for adults marginalised
- too few opportunities for all who need
- unemployment, poverty
Who’s in post-schooling?

- Other countries define post-school as post-compulsory/ post-basic/ post-secondary.
- SA post-School system is for all students who have not completed schooling or never attended school.
- DHET institutions: 25 public universities, 50 public TVET colleges, PALCs/Community colleges, private FET and HE providers, SETAs, NSF, SAQA and three QCs.
Targets for PSET

- 2.5 million in TVET colleges by 2030
- 1 million adults in new community colleges by 2030
- 1.6 million enrolments in university by 2030 (up from 937000 in 2011)
- approx 500 000 in private TVET and HE by 2030
- 30 000 artisans per year trained by 2030
Public TVET Colleges:

- Purpose – train for mid-level skills area – sustainable livelihoods
- mix of programmes and qualifications
- appropriate for local environments
- turnaround strategy 2012-2015 – management, governance, finance, curriculum
Public TVET Colleges - goals

- 2.5 mil enrolments by 2030
- Bursaries (300mil in 2010 to 1.98 bil in 2013)
- 12 additional campuses by 2015
- Offer NQF5 – matriculants in TVET
- Maths and science foundation programmes
- Expansion can’t wait for stabilisation – must happen concurrently
- RPL must be applied more widely for placement
Public TVET Colleges - programmes

- Confusion about range of programmes
- Entire range to be reviewed and rationalised
- Part-time options lacking
- Technical high schools under Dept Basic Ed have similar purpose to NCV
- Programmes review should involve employers, colleges, experts, DHET, DBE
Public TVET Colleges - support

- SETAs to be represented at colleges
- Universities to expand capacity to train lecturers
- Professional educator body for college lecturers
- Workplace experience for lecturers
- Ring fenced DHET funding for student support
- Sports and cultural activities for students
- Upgrade and expand student accommodation
- SAIVCET to provide monitoring, evaluation, support
Public TVET Colleges: strengthening

- Funding must support growth and diversity of sector
- Funding for staff, infrastruc and student support
- SETA sources and private funding
- Proper management and governance
- Leadership development
- Financial and HR management
Community Colleges

- 2011 – 1.5 mil NEETs with less than Gr 10
- adults in PALCs have nowhere to continue education
- need 2nd chance to complete schooling, skills development, re-skilling, community health, citizenship, self-employment, crafts
- Lifelong learning – could take many forms
Community Colleges: origins

- 2011 – 3200 PALCs with 265000 learners
- operate from school premises or centres
- offer mainly ABET, GETC, NSC programmes
- teachers are contract, part-time
- part-time study at slow pace
- no sustainable skills development
- no general self-improvement/community dev.
New Community Colleges

- PALCs to be absorbed into community colleges
- Target youth and adults who did not complete or never attended school
- Multi-campus clusters
- Partnerships with other community centres
- GETC, NSC, NASCA, skills/occup programmes
- Public govt programmes, smme training
Community Colleges - modes

- initially contact colleges, face to face
- ICT for teaching and open learning in time
- increase distance education capacity
- lifelong learning - build communities, agency,
- articulation and partnerships necessary
- pilot first (9) – phased approach – 1 mil
  students by 2030
Community Colleges

- DHET to oversee clustering of PALCs
- governed by councils
- councils to ensure programmes respond to local needs – get community input
- principal to be appointed by DHET
- suitable, qualified adult educators – new qualifications policy – universities to train
SAIVCET

- Purpose – to support Community Colleges, TVET and skills development system
- Partner with other university and NGO units – build national network of specialists
- Functions include curricula development; forum for experts and materials; advise national ministry; initiate research; promote dialogue and coordination; monitoring and evaluation
Universities

- Purposes – high level skills for labour market, new knowledge and application, social mobility
- academic freedom, but institutional autonomy is linked to demands for public accountability (WP 1997)
- discrimination still pervasive – Ministerial Oversight Committee on Transformation
- 2011 headcount 937 455 (full and part-time)
Universities

- Redress policies are increasing the number of African students
- Black and women staff numbers have grown
- Africans 30% of academic staff
- Women in lower ranks though
- Need younger academics – ageing staff
Universities

- poor articulation between HEIs and post-school institutions
- purposeful differentiation – diverse institutional missions, niche areas, variety of modes of learning
- no further categorisation to take place but each must have clearly defined mandate
Universities

- must offer high quality undergrad education
- extent of research must be related to overall mandate
- differentiation should be based on contextual realities
- address imperatives of equity and social justice
- policy to provide incentives for partnerships between universities and other post-school institutions
- grow interfaces with TVET, SETAs, employers, labour, other stakeholders
Universities

- former teacher education campuses to be reopened and attached to universities, expanded distance ed
- Central Applications Service – free advice to students, single application fee, universities can still make own admission decisions
- improve student access, success and throughput – desired success rate 80% and 25% graduation
- 2 new universities 2014 – Kimberly and Mbombela
Universities

- targeted interventions must continue
- Draw on support of other mentoring programmes
- strengthening teaching and learning a priority
- scarce and critical skills for economic development
- produce black professionals and graduates
- NSFAS full cost scholarships for poor students in scarce skills
- new programme structures eg. 4 yr undergrad degree
Universities

- staff development to improve academic teaching skills
- more tutors to assist students
- increase numbers of Masters and PhDs
- minimum standards for student accommodation and student villages
- grow research and innovation – increase patents owned by univ
Universities

- student funding still a barrier – will need partnerships with other govt depts, private sector and donors
- National Institute for Humanities and Social Sciences for research in key areas
- train African language teachers
- develop resources and materials in African languages
- community service for constructive social engagement
Universities

- some partnerships with the rest of post-school system already started
- must improve progression of students from college to university
- train lecturers and management staff for TVET and community colleges
- research post-school system and labour market
- partner with employers to promote workplace training
  - include SETAs
Private Provision

- in niche areas where public provision is inadequate eg fashion, advertising, film etc.
- private higher and further ed institutions have to register with DHET
- offer full and part-qualifications; adult learning centres, ABET GET and NSC, for profit and not-for-profit, company training
- steady growth of the private sector but incomplete data
- DHET will review regulation and QA of private providers
- complex and unwieldy system for private providers
Disability

- SA education policies require increased access for learners with special needs
- Uneven management of disability in post-schooling
- DHET funding to HEIs for improving disabled access but no ring fenced funding for TVET
- NSF should consider funding NPOs that provide for people with disabilities
Mixed Learning modes

- distance education can expand access, reduce costs
- open learning principles, technologies
- shared infrastructure, resources and staff
- expand online and blended learning; ICT infrastruc
- more flexible vocational and adult education
- distance enrolments not to be used as cash cow
SETA Levies and Grants

- workplace skills plans and training reports don’t provide reliable data about the sector
- mandatory grant to employers (20%) now exclusively for gathering accurate data
- DHET and SETAs to map supply and demand
- more funds for discretionary grants – 80% of this for professional, vocational, technical and academic learning (PIVOTAL) programmes that lead to qualifications/industry awards
- SETAs agree company plans and report on implementation
SETA and NSF funds

- NSF for national development priorities eg. non-formal adult basic ed
- NSF can support research across sectors
- SETAs can fund qualifications in their sector through NSFAS bursaries
- SETAs and TVET colleges to design programmes for scarce skills
- Work exposure opportunities for college lecturers and placements for learners
SETAs and universities

- engage with universities to develop professional and high level occupational qualifications
- access to workplaces for students in vocational and higher education, work integrated learning
- participation in Strategic Infrastructure projects – Occupational teams
- open up public sector as a training space for interns, new graduates etc
SETA changes

- SETAs have too many objectives – need focus
- new simple and focused mandate for SETAs
- evaluate performance against clear mandate
- obtain accurate data about skills needs; and support providers to deliver necessary programmes
- mediate between education and work
- only one 3 yr strategic plan in future
- service level agreements with DHET
NQF and QCs

- No further changes to the NQF
- 3 sub-frameworks to remain – GenFETQ, HEQ, Trades and Occupations
- avoid proliferation of qualifications and unit standards
- providers should not feel compelled to develop programmes against unit standards or learning outcomes, nor should any quality assurer insist on their use (p.70)
- Skills programmes valued in the workplace must be recognised by the NQF.
NQF and Articulation

- avoid unfair, irrational barriers and work together to create bridges
- vertical and horizontal movement
- career guidance and communications necessary
- QCs could have remit extended for particular qualifications
- QCTO to consolidate credible qualifications
- NQF needs better coordination and less complexity
- QA should not stifle initiative and responsiveness
- non-formal provision for specific needs does not always have to lead to a qualification or have accredited providers
RPL

- revised set of guidelines for RPL
- provider systems should be simplified and strengthened
- it should be possible to enrol for assessment without doing the formal programme
- improve availability of RPL across regions, and have a coordination mechanism for RPL