



Report on New SETA Landscape Awareness Programme for TVET Colleges.

June 2017

The purpose of the programme was to share insights regarding the proposed new roles and structuring of SETA's as described in the Final Draft Document 'SETA Landscape: NSDS & SETAs Beyond 2016 Within The Context of an Integrated, Differentiated Post School Education And Training System (July 2015)'. The Awareness Programme was focused on TVET Colleges and key staff members in two provinces.



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Introduction

The New SETA Landscape Awareness Programme was conducted in the Eastern Cape Province. The sessions focused on TVET Council members, Academic Deputy Principals and Corporate Services Managers. Scheduled presentations were delivered. It coincided with the Eastern Cape Summit on TVET landscape

Participating TVET Colleges and Attendance

The sessions were attended by 120 delegates representing Colleges and other state entities. The following table (Table 1) captures the sessional dates and attendees.

Understanding is Key

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Action springs not from thought, but from a readiness for responsibility.

~Dietrich Bonhoeffer

Readiness to work collaboratively with SETA's requires a clear understanding of roles and responsibilities.

The awareness of newly constituted roles allows managers to properly prepare for their part in ensuring that facilities, staff and programmes meet the skills and knowledge requirements of business and the economy. This will be achieved with SETA's in their new roles.

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Table 1. Programme delivery and attendance

Province	Session Dates	Delegates	College/entity
Eastern Cape	23 - 25 June 2017	120	Ekhala College Port Elizabeth College East cape Midlands College Buffalo City College King Hintsa College Lovedale College

Objective

The objective of the New SETA Landscape Programme was to raise awareness of upcoming changes regarding the role of SETA's and the potential impacts this could have for TVET colleges and their mandate. While the primary purpose was to share information with this key stakeholder group, the programme also explored current challenges and the need for Colleges to proactively prepare to work with SETA's within a newly constituted paradigm. The aim was to encourage Colleges to consider their role and engagement with SETA's into the future.

Programme Approach

The approach included a presentation of key highlights regarding proposed changes to the mandate, roles and structure of SETA's. This was followed by a question and answer session to allow for interaction and clarification from the participants. In addition, a series of questions were posed and discussed in order to encourage practical reflection on the part of TVET Colleges and what they should be preparing in order to work effectively with SETA's in the new structure.

These discussions were facilitated in smaller breakaway groups during the second session. The questions are indicated below:

1. What are some of the challenges or constraints that you have experienced in engaging with or working with SETA's?
2. Do you have examples of effective working partnerships and the outcomes that have been achieved? What enabled this success?
3. Given the new roles for SETA's, what opportunities are there for your college?
4. What will you need to do to make the most of these opportunities?
5. What are the key businesses in your region? What linkages do you have/could you have with business?

All participants were provided with handout packs that captured the key information which had been shared. Participants were encouraged to share their understanding with colleagues at their respective colleges.

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Programme Presentation Highlights

The presentation discussed the challenges and problems with the current SETA structure; particularly how these problems impacted the ability of Colleges to deliver relevant and resourced skills programmes. Other concerns included the capacity to establish and maintain productive learning relations with local industry and employers.

The core content of the presentation was focused on the proposed roles for SETA's. These were explored in detail with a particular focus on how this change in responsibility could support Colleges in delivering on their mandate.

An extract of the presentation is indicated in the slides below.

Current Problems with SETAs

R2.6 billion uncommitted

- Failed to meet annual allocation & disbursement targets.
- Application & disbursement procedures vary across SETAs
- Some SETAs have low income BUT high skills needs
- Allocation delays
- High administrative costs

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Development of the NSDS

How should SETAs be structured?

- NSDS I – 2000 (SETAs 1st established)
 - NSDS II – 2005 (SETAs re-established)
 - NSDS III – 2011 (DHET 1st established)
- } DoL
- NSDS IV – 2016 (Integrating DoL and DHET)

SETAs as Public Intermediaries

1. Identity & Convey workplace needs
2. Facilitating learning institutions training capacities



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5 Major Roles of SETAs

Role 1: Skills Planning

Role 2: Secure workplace-based learning opportunities

Role 3: Support learning of current workforce

Role 4: Support education & training institutions to meet skills needs

Role 5: System support roles

Central Skills Planning System

SETAs roles here:

- Supply sector-specific data
- Test planning process scenarios with key stakeholders
- Plan to support provision
- Supply sectoral research briefs (DHF-I determined format)



SETA **no longer solely responsible**

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Role 2: Secure workplace-based learning opportunities

- Support workplace learning to complement formal education & training
- **Standardization required**
 - Application procedure
 - Grant amount
 - Conditions for funding
 - Learner spends



Role 3: Support learning of current workforce



Support may include:

- Foundational Learning opportunities
- Recognition of Prior Learning
- Qualification completion/upgrades
- Specialisation modules for skill augmentation
- Continuing Professional Development
- Bridging training

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Role 4: Support education & training institutions to meet skills needs

Support may include

- Institutional governance & management
- Programme relevance for occupational competence
- Qualification and curriculum development
- Syllabus/curriculum development
- Lecturer/Support staff development
- Learning material development
- Lecturer support material development
- Career counseling
- Equipment and equipment commissioning
- Infrastructure
- Research



Role 5: System support roles

SLIAs will:


- i. Recommend changes to the CEO & DIET
- ii. Nominate workforce representatives
- iii. Develop Modules of Employable Skills & RPL Toolkit
- iv. Recruit & Support workforce reps onto Ots
- v. Recommend CoS
- vi. Conduct workplace approval audits

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Sectoral Structural Implications

SLIAs to SLIABs

- 21 specialised delivery units of the DHET
- Retain Identity
- Build close relationships between workplace & institutions
- No longer restricted by Sector Income
- Governed in Clusters
- Permanent structures of the DHET



Discussion and Feedback Notes

In response to the questions posed, participants provided the following perspectives and commentary.

What are some of the challenges or constraints you have experienced?

- a) The release of responses from the SETA's and their responses is very slow including their verification process
- b) There are delays in payments
- c) Information from the SETAs is not accessible
- d) There is no consistency in benefits and stipends received by learners.
- e) There is no advocacy from the SETAs.
- f) There is no feedback if the application has been turned down
- g) There is a general breakdown in communication and information is delayed or not shared timeously
- h) Colleges need to look for adverts in a newspaper and then bid; there is no direct line of communication to colleges
- i) Accreditation requirements are onerous and colleges do not have the funding to refurbish technical workshops and infrastructure
- j) Some SETA representatives at Colleges are very stretched, needs to be responsive to businesses in the area as well
- k) Do not receive feedback after accreditation site visits which are often conducted by a private agency. Private providers pay these agencies to assist them with accreditation applications
- l) Need co-ordination to communicate to TVET Colleges with one voice
- m) Need to standardize all accreditation requirements and policies

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- n) The performance of SETA's must be assessed. The Construction SETA is the worst. They do not answer their telephones; do not keep appointments; postpone verification meetings (x 3 times and more); provide no moderation or 'take forever'. This impacts the lives of learners and their qualifications
- o) SETA's need to measure their own programmes for example their Math capacity building programme is at a lower level than the competence of math lecturers
- p) In some instances SETA's have gone directly to lecturers and got them to sign commitments to training (CATH)
- q) Funding from NSFAS must be paid timeously. If it is late students can't attend class and they require 80% attendance records to write exams

Do you have examples of effective working partnerships with SETA's?

- a) There are examples of good partnerships with some SETA's and some High Education Institutions as well as parastatals such as ESKOM
- b) It was noted that it was good to have SETA offices on campus, however a car coordinated plans and directive from the SETAs and the DHET
- c) They have benefited from the SAICA and DHET initiatives which focused CFO's and HR Specialist training at Colleges
- d) Infrastructure and the simulation 'shop' at Esayidi College with the W&R SETA
- e) There are delays in payments

Given the new roles for SETA's, what opportunities are there for your college and what will you need to do to make the most of these opportunities?

- a) Employment opportunities
- b) A Work placement office within the College to make it easier to access funds from the SETAs
- c) The possible expansion of the programmes that the Colleges offer because SETAs will be easily available
- d) Placement of students and lecturers
- e) There will be accessibility to resources and equipment making the job easier
- f) Placing of students with NGOs in the area will be better
- g) SETA's must assist colleges in servicing surrounding communities

Additional discussions

- a) Confusion on the extended SETA mandate
- b) Uncoordinated SETAs approach to College partnership
- c) The role of SETA office pilot project as driven by JET Education Services and the Skills Division of DHET
- d) Curriculum – the 'cart before the horse'; Industry needs to be represented.
- e) Which curriculum should be implemented? Services SETA draw up a curriculum, DHET have a curriculum and QCTO's have a curriculum

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- f) What is the role of the QCTO and the QCTO Units? These are very good. However there is a need for infrastructure for TVET colleges to provide these programmes. TVETS need to formalize QCTO's. They run on a skeleton staff.
- g) Who will fund students in QCTO's? Example: Fully fitted hairdressing salon at Thekwini but no funds for students so no sign up for the programme. Students do not have funds.
- h) Proposal: Reduce lecturers on ministerial programmes and increase staffing on skills programmes (there is no funding for these staff)
- i) Special Projects for SETA's – no funding for permanent staff so capacity is an issue. There are labour challenges with contract staff

Observations and Recommendations

There was a very high level of interest in the new SETA landscape and the opportunities that this afforded TVET Colleges in addressing some of their delivery challenges. Participants at senior levels highlighted very practical challenges that they faced in working effectively with SETA institutions.

Where SETA's were represented at colleges or had established offices at TVET colleges, more effective collaboration and learner benefit was evident. However, even these positive outcomes require clearer parameters of operation and more focused co-ordination between colleges in a specific region. Support in this area , to leverage and fast track positive outcomes, would accelerate the achievement of a new SETA landscape. This would require SETA office and partnership implementation at Colleges in a consistent and planned implementation process.

It would be very beneficial that operational proposals and processes be developed in conjunction with key college staff to ensure that the implementation of new SETA roles are able to deliver in practice. This engagement should also include a process that kept Colleges 'up to date' with SETA structural changes, particularly those areas that impact the engagement with TVET Colleges.

This Programme was facilitated with the assistance of Zinamafu Consulting.

Please note that registers of attendance are attached: