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*Presentation to
Portfolio Committee on
Education*



NATIONAL BOARD FOR FURTHER
EDUCATION AND TRAINING (NBFET)

Chairperson - Dennis George
Acting General Secretary of FEDUSA

The Doors of Learning and Culture Shall be Opened!
Education shall be free, compulsory, universal and equal for
all children; Higher education and technical training shall be
opened to all, by means of state allowances and scholarships
awarded on the basis of merit;



*(Freedom Charter: Adopted at the Congress of the People,
Kliptown, on 26 June 1955).*



Mandate of the NBFET

According to the FET Act No.98 of 1998, the NBFET must advise the Minister on:

- Any aspect on Further Education and Training at the request of the Minister;
- Quality promotion and assurance in Further Education and Training;
- National Further Education and Training policy, goals and priorities; and
- The norms and standards in Further Education and Training, including funding norms and the terms, purpose and conditions of earmarked grants



The NBFET must also:

- Receive reports on Further Education and Training from provincial advisory bodies;
- Monitor and report annually to the Minister on goals and performance of the National Further Education and Training system;
- Analyse and disseminate information about Further Education and Training; and
- Perform any function assigned to it in terms of any law.



The NBFET comprises of the Board, an Executive Committee and a secretariat of two officials located in the Department of Education and meet as follows:

- Five full board meetings/workshops
- Five executive committee meetings
- Two meetings with the Minister



The following are the activities the Board has identified to advise the Minister for period of 2006:

1. FET Recapitalisation

- Provide input and advice on the substance of the recapitalisation of the FET sector, in particular FET colleges

2. FET College Draft Bill

- Provide input and advice on issues such as: governance, curriculum delivery, student support system, skills in the sector, qualification status, funding etc...



Activities (conti...)

3. Colleges Awards

- Develop criteria and a colleges award plan to the Minister (the idea being to advocate and profile the FET sector)

4. Delivery of Learnerships by FET Colleges

- Advise on the delivery of Learnerships through FET colleges in support of the National Skills Development Strategy



Activities (cont...)

5. Regulation of Private FET Providers

- Advise on requisite revisions to the regulations for the registration of private FET providers

6. The National Qualifications Framework Review

- Provide advice on the substance in both the content and process of the review



Activities (conti...)

7. **NBFET role in Accelerated Shared Growth Initiative (ASGI-SA)**
 - Find a way to make inputs in support of the promotion of education and skills development, more broadly the inadequate level of Human Resources Development (HRD)
8. **Joint Implementation Priority Skills Acquisition (JIPSA)**
 - JIPSA is one pillar of the ASGISA strategy for accelerated and shared growth
 - The Deputy President appointed the Chairperson of the NBFET to serve on the JIPSA Joint Task Team
 - The NBFET are well position to tackle the obstacles and challenges to skills acquisition



BUDGET:

It should be noted at this point that the NBFET's mandate is to provide quality advise to the Minister of Education. Its role is not to implement, as a result the budget allocations are for operational costs only and cover the following items:

- i. Workshop/Meetings (venues and facilities)
- ii. Workshop/Meeting allowances (sitting fees)
- iii. Subsistence and Travel
- iv. Report Writing (editing, layout etc...)
- v. Printing
- vi. Workshop material
- vii. Computer consumables



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BUDGET (conti...)

**NBFET APPROVED TOTAL OPERATIONAL
BUDGET FOR 2006/07 = R348 000**

NB! (see enclosed copy of budget allocations)



**WAYS OF CHARACTERISING PROBLEMS IN
EDUCATION AND TRAINING**

1) The 'poor quality/poor employability' argument

and/or

2) The coordination argument



WHAT IS THE COORDINATION ARGUMENT?

1. Seeing HRD outcomes in the real world not through mono-departmental blinkers (eg, 'education' or 'industrial policy' alone) but as cross-departmental, cross-sectoral effects.



No government department is solely responsible for these

HRD not derived from a single department but from a collective of institutions working together, coordinating their individual contributions into one coherent and cohesive skills development system



INCIDENTS OF COORDINATION SUCCESS:

- President Mbeki's emphasis on the **first and second economies**
- **Blue IQ**
- **THRIP**
- **MTEF**
- **EPWP**

- **Dec 2004 Training Agreement in Eastern Cape** between 19 FET Colleges, DoL, DoE, Public Works, Umsombomvu Youth Fund and SETAs

- **Motor Industry Hub in Pretoria** – car manufacturers, Blue IQ, Gauteng Provincial Government, FET Colleges, Tshwane University of Technology, Pretoria University and the SETAs

- **Development Strategies around the key new technologies:** IT, biotech and new materials; includes coordination and cooperation between DST, DoE, DTI, NRF and industry

BUT:

These cases of best practice not widely diffused across entire society



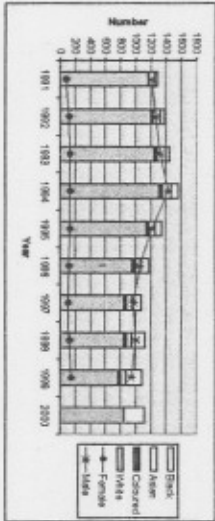
INCIDENTS OF COORDINATION FAILURE:

- Across the country, structured linkages and pathways between the FET Colleges, Universities of Technology, SETAs, employers, college and technikon graduates, and government are often not in place.

- The decline of two important structured pathways from training to work: artisans and engineers:



University graduates with engineering bachelor's degrees, 1991-2000



Decline of apprenticeship and enterprise training



Table 16 The decline of apprenticeship training in the 1980s and 1990s

Type of training	1986	1988	1990	1992	1994	1996	1998
Apprentices	29 826	23 416	24 448	25 795	22 015	18 546	16 577
Indenlured							

Source: Kraak et al (2000)



FACTORS HINDERING COORDINATION

1. **Absence of detailed (economic) sectoral plans and data**
2. **Hostility across entire educational realm to linkage between education and work; seen as economic and naked instrumentalism**
3. **Parastatals have reduced their capacity to produce key technical skills**
4. **Rise of services economy – new jobs, yes, but fewer structured pathways**
5. **SA as a country is not induction-friendly**



The neglect of intermediate skills

South Africa's National Qualifications Framework

Education Band	NQF level	Qualification type and skill band	
Higher Education and Training band	8	Doctorates High skill	
	7	Masters	
	6	Bachelors degrees	
Further Education and Training band	5	The entire shaded block represents Intermediate skills (Post-compulsory schooling, pre-degree, N4 – N 3 provision)	
	4		(College Diploma N3 /Grade 12)
	3		(College Diploma N2 /Grade 11)
	2		(College Diploma N1 /Grade 10)
General Education and Training band	1	Grade 9 (End of compulsory schooling) Entry-level skill	



Thank You