**PROGRESS REPORT ON UNDERTAKINGS MADE BY MINISTER AT THE NCOP PLENARY, 09 JUNE 2015 FOR MEETING OF THE SELECT COMMITTEE ON PETITIONS AND EXECUTIVE UNDERTAKINGS ON 6 SEPTEMBER 2017**

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| **No** | **UNDERTAKING** | **PROGRESS / CHALLENGES / CONSTRAINTS** |
| **1** | “We are also pleased to announce that with the support of a number of partners, we have established the first Centre for African Languages Teaching that has been established as part of the University of Mpumalanga’s Siyabuswa Campus. This centre will promote research into teaching African Languages, particularly the dominant languages of Mpumalanga province, IsiNdebele and Siswati**.”** | The DHET supported the establishment of the Centre for African Languages Teaching at the Siyabuswa Campus of the University of Mpumalanga, in partnership with the University of Johannesburg and with funding support from ELMA Philanthropies and USAID. The centre is operational and is mandated to research African languages Teaching and to implement programmes that enable the development of teachers for the African languages. |
| **2** | “The 2011 Census tells us that there are 18 million South Africans who need Adult Basic Education and Training of one kind or the other. For this reason, I will therefore establish a fully-fledged branch on adult education and community college education in my department, headed by a deputy director-general”. | The Branch has been created. The Acting DDG: CET was also appointed. The post will be advertised during the month of September 2017. In addition to that, nine CET Colleges are established in all the Provinces.Underfunding of the Programme has a bearing on the smooth functioning of the Unit. |
| **3** | **“**We are also very pleased that we are going to expand what we call Higher Certificate, basically targeting students who have not made it in matric to be able to bridge to go to university or colleges or so that some of them to actually get employment”. | 1. While the TVET colleges are primarily focused on NQF level 2 – 4 qualifications there has been an increasing pressure on TVET Colleges to deliver more qualifications at NQF level 5 and 6.
2. This is mainly due to the fact that access to universities are restricted and that the existing opportunities to peruse Higher Certificates and Degrees are limited compared to the degree options. It is also clear that we must develop mid-level skills of a more vocational nature to fulfil the requirements of industry.
3. We do find that many students who only have a Higher Certificate or Diploma pass often find themselves at TVET Colleges looking for opportunities of further study.
4. In order to address this situation we have taken action on a number of fronts.
* Universities have developed a “bridging “programme, which can assist students with some foundational knowledge which will enable them to take up full degree programmes. The University of Free State has been a key driver of this process.
* Universities have also developed Higher Certificates, which could be delivered at TVET Colleges. This process requires that colleges and universities must set up specific MoU’s to govern the roles and responsibilities of the relationship. To date there has been more than 12 such partnerships established between colleges and universities. The success however has been somewhat varied. Funding of these programmes remains problematic, as they are primarily university programmes, which are delivered at Colleges.
* Finally the TVET Colleges sector has worked with the QCTO to develop and implement more occupational qualifications at level 5. To date QCTO has registered more than 150 programmes. There has been a specific emphasis to develop more qualifications at NQF level 5.
* In this case a number of pilot programmes are underway to test and refine the implementation of occupational programmes at TVET Colleges.
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