



higher education & training

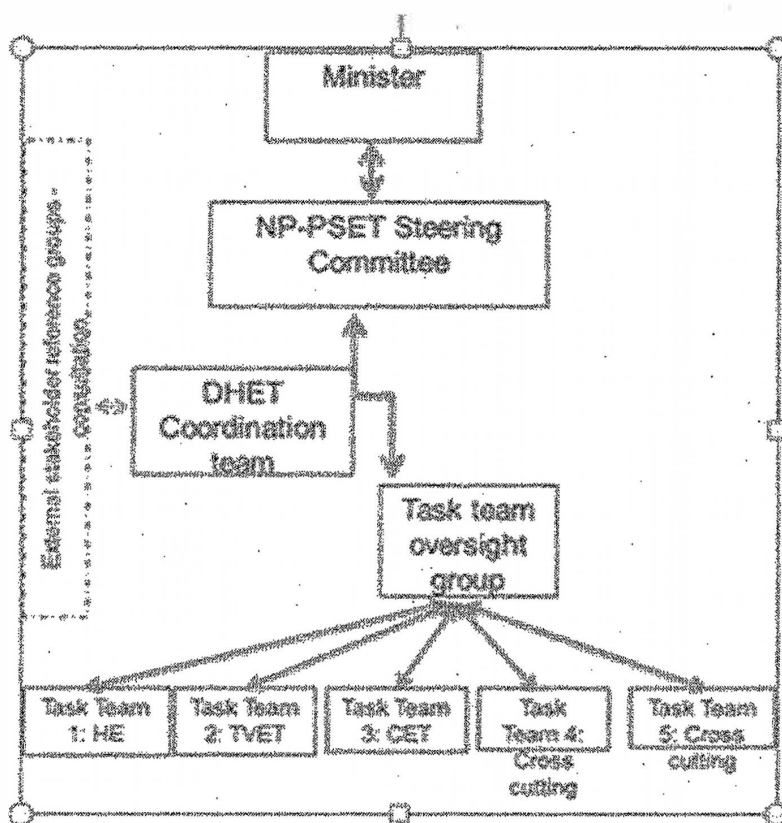
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

National Plan for Post-School Education and Training

Terms of Reference for the three core task teams

The proposal for the development of a National Plan for Post School Education and Training (NP-PSET) outlines an 18-month project within the Department of Higher Education and Training to co-ordinate the development of a Plan. The NP-PSET for 2017-2030 aims to give effect to the policy proposals of the White Paper on Post-school Education and Training released in 2014, and to provide a blueprint for building an expanded, effective and integrated post-school system in the period to 2030. The Plan will draw on a number of initiatives underway since the release of the White Paper, and will align with other government planning processes.

The diagram below sets out the **agreed structure** for the plan development process:



Three Task Teams have been established, focusing on three sub-sectors – TVET, HE and CET. The NP-PSET task teams will be supported by a DHET Coordination Unit, and will engage regularly through a

coordination group of Task team chairs, key DHET officials from different branches, and the Coordination Unit (now called the Task Team Coordination Group). The Task teams will report through this group to the DHET Steering Committee, chaired by the DG. The Coordination Group will also have responsibility for identifying cross-cutting issues, or those issues not being addressed in the three task teams, and identify mechanisms for this work to be undertaken.

Timeframes

The DHET's intention is to Gazette the NP-PSET in March 2017. The first draft of the plan should therefore be ready by December 2016 to allow for revision and consolidation in January and February 2017.

Key responsibilities

The Task teams, supported by the Coordination Unit, will:

- 1. Map the relevant focus area of the task team, including, but not restricted to the following work:**
 - Analyse (or commission analysis of) the current policy commitments and environment within the specific area of focus;
 - Identify policy development work required for White Paper implementation, including current work being carried out, plans in development, progress made, and identify any gaps (including within the DHET and other State-funded bodies);
 - Familiarise themselves with current macro targets set out in policy for the relevant PSET sub-system, any relevant Ministerial and task team reports, as well as relevant targets and goals for the PSET sub-system set out in the NDP and other national strategies.
 - Identify contradictions, ambiguities, gaps and overlaps within the White Paper and other relevant policy documentation;
 - Identify and track policy-relevant processes and fora where discussions are taking place outside the DHET that should feed into the Plan development process;
 - Analyse policy-relevant research, including that which has taken place through the HSRC's Labour Market Intelligence Partnership (LMIP)
 - Analyse reports from recent summits and consider the implications of resolutions on the sector and pull any key work areas emanating from these
- 2. Develop a Plan of work emanating from the identified focus areas, which includes areas for further research and modelling, and suggests areas requiring cross-cutting expertise and articulation with other Task Teams.**
- 3. Provide input on the suggested framework for the NP-PSET development.**
- 4. Advise on a process to develop the relevant sections of the NP-PSET, including consulting, research, planning and modelling work necessary to support the development and writing of the Plan.**

5. Ensure that the following issues (and others to be identified) are thoroughly investigated and addressed through this process:

- The primary purposes of each of the sub-systems and the boundary issues between them;
- The interpretation, clarification and conceptualisation of the following terms (and others to be identified) in the context of the post-school sector: integrated; coordinated; relevant; effective; efficient and sustainable;
- Conduct stakeholder analysis and mapping for various PSET sub-sectors and implementation of the plan
- An analysis of the ability of the system to implement the NP-PSET within the current funding environment; the identification of alternative funding scenarios, including the coherent alignment between fiscal transfers and levy grants; and the necessary financial modelling to support the long-term planning of the PSET system;
- Ensure that the following issues are effectively dealt with across the whole PSET system in the plan: qualifications; quality assurance; quality improvement; diversity and differentiation; transformation, social justice, disability and gender equity; articulation (horizontal, vertical and diagonal); staffing; expansion; workplace linkages and partnerships; learning modalities; data; funding and costing; monitoring and evaluation; and alignment and coordination;
- Explore the role of the SETAs to enable effective WPBL (both integrated into qualification/learning pathways as well as after qualification and linked to achieving professional registration), in addition to the role of public-private partnerships in enabling the development of the PSET system more generally;
- The relationships between workplaces and education and training institutions and the roles and responsibilities of each with respect to different learning pathways linked to different generic purposes;
- The disaggregation of work to be done at a national level, at the provincial level and the local institutional level, and clarity on the roles and responsibilities of particular institutions/bodies;
- The collaboration and partnerships required with relevant stakeholders, including professional bodies, other government departments, industry etc. and the processes necessary for ensuring that these are implemented;
- The possibility of setting up standard/aligned planning and reporting processes for the PSET system to ensure effective engagement with and support from relevant institutions and organisations;
- Strategies necessary for alignment across government plans and processes linked to the PSET system, including reporting efficiencies;
- Defining roles and responsibilities of each institutional form (i.e. education and training institutions; public entities; institutes etc.) and the workplace within the overall PSET system and the three delivery subsystems, identifying the relationships between these institutional forms and systems and mapping out the roles and responsibilities of each of the supporting institutions (such as SAIVCET, NIHSS, NAMB and so on) with respect to the whole PSET system;
- Propose an effective architecture for the PSET system;

- Articulate the role of private institutions in relation to the overall architecture of the PSET system and its contribution to the proposed goals and targets;
 - Identify and suggest performance indicators and targets/benchmarks for each delivery subsystem to enable expansion, efficiency and improved quality;
 - The plan should be accompanied by an M&E section, which will assist the Department in monitoring and evaluating its progress against the plan;
 - Define learning pathways for the three delivery sub-systems and the links between entry into the PSET system and entry into society generally and the economy/labour market specifically;
 - Recommend possible amendments to the current legislative framework/policies/regulations required to ensure the effective development of and oversight of the PSET system as envisaged;
 - Outline the DHET's specific role in monitoring and evaluation of the system, and ensure that the frameworks enable it to carry out its role. This includes the data collection, management and development needs of the entire system;
 - Propose a possible internal organisational structure of the DHET to support the implementation of the NP-PSET;
 - Identify risks and consequences of non-implementation of the NPPSET ; and
 - Propose an advocacy and a communication plan; and change management process linked to the implementation of the NP-PSET.
- 6. Produce a close out report outlining the main work completed and the key plan components for the relevant area of focus.**
- 7. Oversee the process of pulling together the work done in the intensive research and planning phase into a consolidated draft NP-PSET.**

Principles underpinning the recommendations

- 1) The definition of Adult Education must be broadened beyond literacy (TVET, ALC).
- 2) Also focus on youth that have dropped out of secondary education. These needs to be more access for this group in the post-secondary education system.
- 3) Increasing access to post school education
- 4) Increasing access to a range of programmes
- 5) Financial constraints should not limit access.
- 6) Increase the geographic spread of provisioning.
- 7) Ensuring that there is articulation of programmes between TVET Colleges and Community Education and Training Colleges and that there are well established working relationships between these two type of institutions.
- 8) There should be a principle of differentiation of institutions.
- 9) The human capacity (all personnel) at these colleges as well as the systems and processes musty be improved.
- 10) We need to counterbalance social justice with the need to focus on skills needs and shortages.
- 11) Efficiency needs to be improved.
- 12) Accountability.
- 13) Predictability of funding.