



## higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

### **Agenda: Meeting of the NPPSET CET Task Team**

**Venue: NIHSS offices, 2<sup>nd</sup> Floor, 24 St. Andrews, Parktown, Johannesburg.**

**18 January 2017**

|       |                                                                                                                                                                                  |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:00  | Coffee and arrival                                                                                                                                                               |
| 9:30  | Purpose of meeting and minutes of last meeting held 1 November 2016: Peliwe Lolwana                                                                                              |
| 10:00 | Update on NPPSET process and cross-cutting issues: Thandi Lewin                                                                                                                  |
| 10:30 | Update from CET branch on current and planned activities and important issues for the CET TT to take note of: David Diale                                                        |
| 11:00 | Discussion on governance chapter: Tembile Kulati                                                                                                                                 |
| 12:00 | Discussion on student support chapter: John Aitchison                                                                                                                            |
| 13:00 | Lunch                                                                                                                                                                            |
| 13:30 | Revisiting the Workplan: outstanding areas, gaps and final plans for work needing to be done. Includes staffing, ICT, programme work, partnerships and all other missing pieces. |
| 14:30 | Preparation for the Joint Task Team meeting to be held 26-28 January 2017                                                                                                        |
| 15:00 | Closure                                                                                                                                                                          |

## Minutes

**Present:** Peliwe Lolwana; John Aitchison; Tembile Kulati; Mokaba Mokgatle; John Aitchison; David Diale; Thandeka Masondo; Monica Mawoyo; Thandi Lewin; AB Heyns.

**Apologies:** Yvonne dos Santos; Eddie Majadibodu; Bheki Mahlobo; Stephanie Allais.

**1. Purpose of meeting and minutes of last meeting held 1 November 2016: Peliwe Lolwana**

- 1.1** Prof. Lolwana opened the meeting at 9:40 and extended a word of welcome to all. Apologies were noted from Mr Mahlobo, Ms Dos Santos, Prof. Allais, and Mr Majadibodu.

The agenda was approved with no additional items.

The Chair highlighted that this meeting would be used to reach finality on issues to be referred to the Joint NPPSET Task Team workshop scheduled for the end of the month, and to identify additional areas of work that need further attention.

- 1.2** The minutes of the CET Task Team meeting held on 1 November 2016 were approved as a correct reflection of the meeting, with no amendments.

Proposed: T Kulati

Seconded: J Aitchison

**2. Update on NPPSET process and cross-cutting issues**  
**Thandi Lewin**

- 2.1** Ms Lewin provided feedback on the NPPSET process and cross-cutting issues. It was noted that:

- a. The original date for issuing the NPPSET Plan was March 2017, but it is unlikely that this deadline would be met without procuring additional writing and research support to assist the Secretariat. Given the imminent deadline, there is an urgency to finalise the core proposals as soon as possible and to identify any further gaps in the Plan.
- b. Preparation for the workshop should focus on identifying overlaps and boundary issues between the various task teams, so that discussions at the workshop could focus only on these issues. The workshop need not reach consensus on the way forward, since each individual task team should have the freedom to make sector-specific recommendations in the final document.
- c. The final Plan should be published for public comment by June 2017, when contracts for Ms Lewin and Dr Mawoyo will end.
- d. Mr Kulati recommended that it would be useful to adopt a healthy dose of pragmatic realism, given that the broader system is unlikely to have adequate funding to implement all the recommendations. It would also be useful to understand what the actual costs are, and what the available budget is.
- e. Ms Lewin indicated that while the Task Team should understand what the expected costs of its recommendations could be, its priority should be to present a solid, rational plan that could be used to motivate for additional funding. Without a carefully considered plan, there might never be funding for Community and TVET colleges. The Plan should serve as a blueprint for the politicians and government to approach Treasury to fund future initiatives. While some pragmatism is required, the Task Teams should not be constrained in their thinking. The pilot phase would probably be critical to future costing exercises and lobbying for additional funding, and the Plan would have to be drafted first before costing models could be tested.
- f. Prof. Aitchison highlighted that when the Kha ri Gude Literacy Campaign was conceptualised, government was asked for R 7 billion. While the project did not get the full amount, government did

make half of the funding available. It is therefore important to keep in mind what the ideal situation should be when the Plan is drafted.

- g. Mr Diale indicated that the DHET currently has access to ad hoc funding which could be used for infrastructure and pilot projects, but that the Plan would be useful to secure more systemic funding for the future.
- h. The Chair emphasised that the basis for the establishment of the NSF was to train the unemployed, and that this understanding should inform the Plan. Government will fail the poor if it had to accept a plan constrained by a supposed lack of funding. The task team should exercise its mind about how it can establish community colleges that will provide a way out of poverty for the majority of the country's citizens. It is therefore necessary for the Task Teams to articulate the vision for the country's post school education and training sector, and to allow the politicians and Treasury to find the money.
- i. Ms Lewin informed the meeting that the initial Plan had been presented to the Portfolio Committee in November 2016, where parliamentarians were particularly interested in the notion of community colleges and the importance of articulation.

### **3. Update from CET branch on current and planned activities and important issues for the CET TT to note David Diale**

#### **3.1 Mr Diale shared the following issues from the DHET's CET Branch:**

- a. The Minister recently approved a Monitoring and Evaluation document for the CET sector. In terms of governance, nine Councils have been constituted in terms of the Act. It is expected that Council members would receive training during the remainder of 2017, since the Minister is keen for the DHET to step aside and to allow Councils to start playing an active role in governing their own activities.
- b. In terms of HR, eight of the nine principals have been appointed to CET colleges. Deputy Principal positions have been advertised for Finance, Academic and Corporate portfolios, and interviews have been held. It is envisaged that in the first half of the year all these positions would be filled, and that other admin personnel would also be appointed. A verification process will be finalised by the end of January 2017 for all academic staff, using a biometric system.
- c. Staffing norms have been developed and the policy should be finalised this year, but it is likely that implementation will only be rolled out after broader consultation in 2018/2019.
- d. The strategic plans for the colleges are also being finalised for 2017/18, and it is envisaged that lessons learnt from implementation processes and further recommendations would feed into the strategic plans for 2018/19.
- e. An offer has been received from the Services SETA to fund the building of four CET colleges, for which approximately R 50 million per college has been committed. The location of sites have been finalised, and building plans have been drafted. The intention is that colleges should be completed by 2018.
- f. The CET Task Team and the National Forum for community colleges will also liaise about the pilot projects. The initial draft report for possible future financial planning is being awaited.

#### **Discussion:**

- a. Mr Kulati asked what the distinction is between the current colleges that are in the process of being established, and the envisaged pilot projects that would be proposed in the Plan. Mr Diale confirmed that the current nine colleges should not be viewed as pilot projects; the pilot projects will flow from the Plan and will be discussed between the CET Task Team and the National Forum for community colleges.

### **4. Discussion on governance chapter Tembile Kulati**

#### 4.1 Mr Kulati shared the following thoughts in terms of the governance of CET colleges.

- a. Notwithstanding the reservations expressed at the previous meeting about the fact that the current governance framework was lacking in certain respects, a pragmatic approach using the current framework as a starting point was adopted. Using the current governance framework, Mr Kulati identified specific areas that should be revised.
- b. The most critical concern with the current framework is that it is in effect a duplication of the university framework, which is expert driven and does not provide for community involvement. It was therefore deemed necessary to propose a consultative structure that could incorporate community input, which the Councils could co-opt in due course. Councils should also be given the space to govern, but there are structural constraints to the powers and autonomy that they have to appoint Principals or to manage their own institutional budgets. While a complete overhaul should take place in due course, it would probably make sense to tweak the current governance framework to address the needs of the sector.

#### **Discussion:**

- a. Prof. Aitchison referred to the CET Branch's feedback on the appointment of Principals and staff for the existing 9 colleges. He expressed the view that if there was a genuine pilot project based in a particular district, such a model would make sense. There appears to be a slippage between the 9 existing colleges and the pilot projects.
- b. The Chair supported the notion of adopting a pragmatic approach to governance, but also emphasised that it would be necessary for the Task Team to consider a workable Plan. Given that the DHET has already started with the establishment of 9 community colleges, and that the Plan is not yet finalised, it is likely that there will be a tussle at some point in the future. In terms of governance, there is a need for different levels of governance which should extend beyond the involvement of Councils. If a district-based institution is to be established, the roles of municipalities and provincial, regional and national government structures would also have to be clarified. If the roles of these structures are not clarified, the hope to establish Councils able to exercise strong governance might be futile. Community colleges may be impacted by the federal government structures, despite being established by the National DHET. The responsibility of the local municipalities and other governance structures would therefore have to be clarified.
- c. It would also be necessary to talk about the kind of governance that should be established within the various CET colleges. In Kenya and the UK, for example, national government is not directly involved in the governance of colleges. It would therefore be necessary to consider how colleges should be funded, and what contribution municipalities will be expected to make. Community colleges should be governed by local governments.
- d. Mr Kulati indicated that while this issue is relevant, the starting point for the national policy should be to transfer competence from provincial to national government. His focus was more on institutional governance, but he acknowledged that it would be essential to consider how governance at the national level should be addressed. Institutions in the community, for the community should probably develop organically, taking note of influences from the context in which the college operates.
- e. Dr Mawoyo acknowledged the need to debate overlaps between national and local government, and indicated that the National DHET might have to be structured in a way that would allow for district level offices to assist in the running of community colleges. She expressed misgivings about expecting municipalities to take on the running and management of educational institutions, given that they do not have the capacity to provide the most basic of municipal services.
- f. Mr Kulati reminded the meeting that this issue should be addressed as part of Chapter 9, which deals with Policy and Legislation. Even in terms of funding it might not be viable to expect municipalities to play a role in the governance of community colleges.

- g. Mr Mokgatle proposed that a set of principles and standards for the measurement of the performance of colleges, as well as relationships between stakeholders participating in programmes, need to be addressed first before policy for the involvement of different stakeholders is developed. The current Act may not apply to the college system and the governance model that is being envisaged.
- h. Prof. Aitchison highlighted that some of the issues fall on the border-line between policy guiding the DHET's mandate, and how the system should be run. Internationally there is a move away from central control and towards a more individual response, while retaining control of funding. How institutions are run at programmatic level would probably require some engagement at the level of the institution, and should not be imposed nationally.
- i. Ms Masondo highlighted that the ideal community college has not yet been defined, and that this probably should be done. Considering that funding constraints may continue to apply for the foreseeable future, staffing and management structures might have to be reconsidered. It is unlikely that the staffing structure applying to TVET colleges would serve the needs of a community college. It would probably be necessary to use the twelve fields of learning and economic activity to cluster the types of programmes that particular community colleges should offer. Community colleges should have a district-specific focus, which could in turn inform the kind of governance structure that should be adopted. Community colleges should act as implementing agencies for activities that are already feeding into the economic needs of a particular area.
- j. Mr Diale expressed the view that the notion of a continuum of educational needs, from local to national government, is relevant. The current mandates of local governments should also be kept in mind. The relationship between the education provider, the community and local government should be clarified and legislation should be amended if necessary.
- k. Ms Lewin cautioned against over-bureaucratising the issue at this stage. Although the issue is complex, a careful balance has to be maintained between the recommendations that should be contained in the Plan, and implementation issues to be developed at a later stage. Although municipalities could have a role in running a community colleges, they may not be necessarily given the responsibility to run a college given the lack of capacity in most municipalities. The Plan should highlight the ideal situation, and leave implementation issues to be resolved in the pilot phase.
- l. Mr Kulati supported the proposal that the Vision, Rationale and Context chapter could be used to clarify the relationship between community colleges and other governance structures at local, provincial and national government levels.
- m. The Chair expanded the point that the Plan should probably highlight the need for two kinds of governance, i.e. high-level system governance versus governance at the level of municipalities and the district. The provisions of the Act should inform the debate. It would also be necessary to consider how governance would be addressed if there should be more than one college in a region, and to understand that districts might differ, with some being more rural and poorer than others.
- n. Mr Mokgatle expressed the view that while the current Act should be used as a guideline, it might not be suitable to provide guidance for the future governance structure of community colleges. It would therefore be better to adopt generic governance principles to inform the vision for the community college sector. Flexibility should be built into the governance model to allow for individual institutions' particularities.
- o. Prof. Aitchison indicated that it might be possible to apply the current governance model to the existing 9 colleges, allowing the pilot project to play around with different governance models depending on their needs. It had been recommended in earlier surveys that it might be better to establish a district Council, rather than to establish councils for each individual college given the lack of capacity.
- p. Mr Kulati indicated that a hub and spoke model could be adopted to have only one high-level decision making body at the hub, but that the spokes should also have some autonomy to manage their own affairs. The governance models for community learning centres and satellite venues also have to be considered.

- q. The Chair highlighted that the Task Team should consider how the Act must change to reflect the desired situation in terms of governance of finance, programme offering, capacity and management.
- r. When systems governance is considered, it would be necessary to revisit the vision of each community college and the role players to be involved in a broader sense. The need to manage an institution must also be identified.
- s. Mr Mokgatle reiterated that it would be necessary to clarify what kind of institution is envisaged, and that this information should guide the kind of structures needed to manage the programmes and activities to be offered by a college.
- t. The Chair proposed that the current model should be recommended as a holding structure, until the intricacies of each of the particular districts is determined and clarified, after which a unique governance structure for each can be established. Mr Kulati supported this recommendation, highlighting that in some districts it might also be necessary to involve traditional leadership in the governance of a community college.
- u. The Chair further proposed that the Act should not inform the governance structures of future pilot projects, which should focus on increasing access and on local development needs as the most important considerations. While the mission of the institution is dealt with in another chapter, the selection of a Governance Council should take note of the institution's finding principles. It would be necessary to consider mechanisms that would involve Council members, without addressing direct participation for all stakeholders. The current situation as well as the desired situation should be used to enrich the chapter.
- v. Mr Diale reiterated that the starting point should not be the existing provision, but that the new model should be informed by the guiding principles that have been adopted for community colleges. The document might have to change significantly, and new ideas about structures, composition, mechanisms and participation would have to be considered. A parallel process of developing the management and governance competencies might have to be initiated.
- w. Prof. Aitchison highlighted that the current model might need some modification, and that it should be clarified whether such a revised model should be adopted by the 9 colleges that the DHET has already launched.
- x. The Chairperson summarised the discussion by highlighting that the way in which governance is addressed in the Plan should set the scene for future community colleges. A common view of the principles and goals that community colleges should address still have to be agreed, and it was asked whether there is a possibility for further debate on the matter. Ms Lewin indicated that it might be necessary for the Plan to indicate what further steps have to be taken, since there appears to be a need for considerable further debate on the way forward. The Context, Rationale, Institutional Form and Programme Offering chapters have been drafted, and should feed into the chapter on Governance.
- y. **Mr Kulati agreed** to incorporate inputs from the Context, Rationale, Institutional Form and Programme Offering chapters into the chapter on Governance in the Plan. Other issues that would require further discussion include staffing, funding, support.

## 5. Discussion on partnerships

### David Diale

#### 5.1 Mr Diale highlighted the following points in terms of partnerships:

- a. The partnership proposals start from the point of view that colleges should have the autonomy to enter into a range of partnership agreements and collaborations at various levels, depending on their contextual needs. Once partnerships are identified, formal agreements should be entered into and possible interventions at national, regional and institutional level should be identified. National might be called upon to facilitate certain inter-departmental agreements.
- b. A Parliament Memo should be drafted to clarify the basis for these partnerships, in an effort to clarify the mandate and ease further engagements. At the lower levels agreements and engagement

with provincial government and other partners should also be encouraged and facilitated, and bodies like SALGA should play a role in facilitating these engagements.

- c. Appropriate capacity to engage in partnerships should also be built, and adequate resources should be in place to initiate, manage and maintain partnerships. A common understanding of the appropriate mechanisms to support partnerships should be adopted throughout the system. The principles that are adopted in relation to the broader system should inform collaborations and partnerships.
- d. The document should also recognise that not all agreements would be formalised.
- e. This document was developed in line with the current dispensation, and further debates about competence might change the way the document is applied.

#### Discussion:

- a. The Chair highlighted that it would be necessary to clarify competence requirements both in terms of governance and partnerships. It should be clear whether the Plan could dictate the kinds of partnerships that might be entered into by colleges.
- b. Ms Lewin indicated that in the absence of a framework, ad hoc partnerships could proliferate during the pilot period. While creativity and innovation should be encouraged, some kind of framework for partnerships should be provided. Although centralised control might not be possible or desirable, it is necessary to provide some guidelines for the governance and management of community colleges and possible partnerships by providing a clear framework.
- c. Mr Kulati expressed the view that the DHET would probably develop Regulations and guidelines for the implementation of the Plan, addressing and supporting a number of principles such as funding, staffing and other aspects flowing from the various chapters of the Plan.
- d. The Chair emphasised that the Plan should give guidance on how partnerships are managed. Since only a few partnerships currently exist and the establishment of further partnerships should be encouraged, this also poses considerable risks for community colleges. Although some kind of oversight is needed to prevent colleges from entering into ill-advised and undesirable partnerships, it is uncertain how such a framework will be enforced. The required capacity has to develop organically, and could probably not be managed centrally. Partnerships could be encouraged and implementation allowed, to be followed by monitoring and evaluation by the DHET at a later stage. , The system needs partnerships that will add value.
- e. Mr Diale expressed the view that the required model should not involve central oversight. The document should provide guidelines that the Council and management can use to learn by doing. Some existing partnerships between SETAs and certain colleges have proven to be quite successful. A guideline document should be developed by the DHET, and could be regulated down the line.
- f. Ms Lewin highlighted that the Plan should not completely discard the important role that the DHET can play in the interim, even though the long-term goal may be to have autonomous and independent colleges. While over-zealous central controls could limit creativity and effectiveness, there is a need to retain a sense of control until the required capacity has been established.
- g. The Chair highlighted that there appears to be agreement that the DHET should provide guidelines for partnerships from the outset. The question is whether the Plan could address this aspect since it is not yet clear what kind of competence individual institutions should have. There should also be a way to define the role of national government in the governance structures of community colleges.
- h. Dr Mawoyo indicated that she had already developed some principles for partnerships in 2016. Councils should consider their strategic goals in identifying the kind of partnerships that they would need. **Dr Mawoyo agreed** to circulate her document to members of the Task Team for review.
- i. Prof. Aitchison emphasised that partnerships should be encouraged, and that simple, sensible guidelines should be provided in the Plan. The DHET could play a role in facilitating inter-departmental partnerships where relevant, and could oversee other partnerships as part of their monitoring and evaluation processes since academic staff at colleges may not be as well versed in addressing partnerships.

- j. Mr Diale emphasised that community colleges are already entering into partnerships, and that guidelines to facilitate these processes would probably be welcomed. Draft agreements are presently being submitted to the DHET for vetting.

## **6. Discussion on student support chapter**

### **John Aitchison**

#### **6.1 Prof. Aitchison highlighted the following points in terms of student and community support initiatives:**

- a. The paper assumes that because of their socio-economic situations, many students at community colleges would be under-prepared and disadvantaged, and would require support. The paper assumes that community colleges would have adequate capacity for career guidance and academic support, even if this capacity would be spread out in terms of the hub and spoke model.
- b. To tap into support from the community and to provide support for the community, two models can be used. The one supposes that the community guides the institution and feeds information to it, eventually exercising quite strong control over it. The other takes a more instrumental view about the delivery of education and training being informed by community engagement – the aim is to ensure better pedagogy. Since both are important, some capacity would have to be dedicated to community engagement. Non-formal courses and engagement with NGOs and other organisations in the locality could also be encouraged.
- c. Responsive curriculum support services might be quite challenging, because most colleges follow a more or less pre-set curriculum that is slow to evolve. Community colleges would need to be much more responsive, innovative and fast, which would require particular capacity to develop responsive courses in partnership with other role-players, particularly at the local level. This flexibility and responsiveness might not be as easy to establish. It is uncertain when SAIVCET will be established, which could provide considerable assistance in creating a responsive system. The National DHET needs to build up a team of people who can assist colleges in the curriculum and material development processes.
- d. In terms of administrative support services, new institutions will need particular development and training for new staff to operate in a different environment.
- e. Community colleges will cater for a high number of students that will need academic support and counselling, tutorial programmes and early warning systems for students at risk. All these interventions will take time and focused capacity to develop. The National DHET could be helpful in setting up a development team who could travel the country and assist college staff.
- f. Career guidance is a critical issue, where initiatives that existed in the past have sadly lost momentum over time. SAQA and the DHET have done some work to establish the National Career Development Service, but it is not well-known at the level of individual colleges. There are also some private career guidance services operating in partnership with government departments. Every community college should ideally have a career guidance professional to provide guidance to students, since international best practice shows that students should ideally be placed while they are still studying. The possibility of mobile Career Guidance services should be considered, in addition to the existing services being offered by the DHET.
- g. In terms of accommodating disabled students, it would be necessary to consider what specific needs exist and should be provided. Partnerships with organisations focused on the specific needs of disabled learners would be useful to address this aspect.
- h. Childcare and crèches, edu-care, healthcare and nutritional services could be included as part of community colleges in certain sites. Most community colleges presently do not offer any recreational, sport or cultural activities, but these are services and facilities that should ideally be offered. Every community college should ideally also offer a library of some sort.
- i. Youth development qualifications and support is a particular focus area for the Presidency, which could be a partnership opportunity to be explored in future.

- j. All these aspects may be quite ambitious, but they could enrich the community college sector greatly.

**Discussion:**

- a. Mr Kulati expressed the view that it would be useful to identify those aspects that might be implemented almost immediately, versus those that would have to be left for the long-term. The DHET should be asked to what extent some of the recommendations are already in place, and whether they have been tested. Overall the recommendations appear to be moving in the right direction and should be supported.
- b. Dr Mawoyo asked why the vision for community colleges have been adopted from another context. She also cautioned against overloading community colleges by duplicating services, such as career guidance services, which can be accessed elsewhere.
- c. In terms of curriculum development, what is already available in communities should also be taken into consideration – it might be simpler to translate and adapt existing materials, rather than developing new materials from scratch. The idea of repurposing, re-using and adaptation is supported, and partnerships could help to optimise these principles.
- d. The Chair made the point that the DHET officials who would be responsible for drafting Annual Performance Plans might find it difficult to do so, given that the document does not provide a concrete plan.
- e. She further highlighted that community colleges will serve non-traditional students, who may have particular needs. The document does not address the kinds of support that these non-traditional students would need to access the college and to achieve success. It would be necessary to think what kind of support community college students would need in order to enter the institution, what they would need to be successful students, and what opportunities they could access when they leave. It is likely that community college students would also be quite diverse in their needs and requirements, all of which should inform the kind of support that is provided.
- f. Tracer studies have shown that students needs include access to computer connectivity and meals, given that the majority of students rely on social grants. The Chair further highlighted that it might be necessary to systematise the minimum requirements to be provided in terms of student support. The range of needs that should be supported would need to be quantified and clarified. If there is no support to students to ensure their success, there will be no point in building the colleges.
- g. The notion of an early warning system and addressing students' study skills was also highlighted as important. Upon registration it would be helpful to identify the likely barriers to learning preventing student success, in order to develop responses that would assist them to achieve success. If barriers to learning are not identified and addressed, students are more likely to drop out before completing their studies. It would also be necessary to ensure that the academic staff appointed to community colleges will be equipped to identify and guide students to suitable academic responses. Professional career guidance support should be available to improve students' ability to stay the course and complete their studies with success.
- h. Dr Mawoyo supported the notion of a conceptual framework for integrated student support, from entrance to exit, which could be supported by the narrative. Student support is the cog that keeps the community college going.
- i. **It was agreed** that inputs from members should be incorporated in the final section of the Plan dealing with student support.

**7. Revisiting the Workplan: outstanding areas, gaps and final plans for work needing to be done. Includes staffing, ICT, programme work, partnerships and all other missing pieces and preparation for the Joint Task Team workshop**

- 7.1** a. Ms Lewin referred members to a summary of the Workplan, which contains all the relevant areas. The Task Team members were asked to indicate areas that need revision before the Joint Task Team workshop.

- b. Ms Lewin further indicated that the Joint Task Team meeting should be guided away from revisiting issues that had already been discussed and resolved in the individual Task Team meetings. By providing a document to set the context and highlight all the issues that had been identified by the Task Teams, it is hoped that the time would be used more optimally and that issues that had been discussed previously would not be revisited.
- c. The Workshop would only be attended by members of the various Task Teams and DHET staff, and not by any external stakeholders. It was deemed necessary to first consolidate the Workplan before presenting the document to external stakeholders.
- d. The workshop would be used to discuss crosscutting issues, and to allow members of the various Task Teams to see where their work fits into the broader picture.
- e. The format for the Workshop would be structured to focus on six major crosscutting issues identified by the TTOG. People will be expected to have read the reports provided before the workshop. The discussion points will include:
  - a. The overarching plan for the NPPSET and the need for articulation in an integrated system;
  - b. The shape and size of the PSET system, and institutional differentiation across the system to set the boundaries between different institutional types. The role of the private sector and state institutions falling outside the purview of the DHET would also be covered in this discussion.
  - c. Qualification types to be offered by the various institution types – the most critical issue is the status of NQF Level 5 Higher Certificates and where they would be offered. Institutions should not be restricted in the qualification types that they would be allowed to offer. Institutions should also be viewed in terms of their vision, mission and purpose, and not in terms of the qualifications that they are allowed to offer. Flowing from this will be a discussion on enrolment, and the DHET's responses to qualification supply and demand, and how plans to respond to scarce skills needs will be implemented.
  - d. Quality assurance arrangements and relationships to support delivery, articulation issues, parity of esteem, and issues relating to partnerships between workplaces and colleges;
  - e. Funding and financing of the system – what are the main conceptual shifts and new considerations that must be kept in mind. Government's responses over the past few years have been ad hoc, and the Heher Commission's inputs and findings will be considered.
  - f. Macro targeting and the overall targets of the Plan to measure the system, with valuable historic lessons from higher education in particular to see how indicators can be extrapolated to other parts of the system. The HE TT has agreed that graduation or success rates should not be viewed in isolation, and that proper cohort studies provide a better measure for throughput.
- f. A draft structure of the Plan will be presented, allowing time to reflect on those aspects that can be integrated.
- g. The Task Teams should also be clear on any work that would still have to be done after the workshop. A professional facilitator has been engaged to guide the discussion, and it is hoped that the Task Teams would be able to use inputs to draft the final version of the Plan.
- h. One page summaries of the issues identified by each of the Task Teams as well as other relevant documents would be distributed to all members before the meeting.

**Discussion:**

- a. The Chair asked where the most suitable space would be to have a discussion on governance matters. It was recommended that the session dealing with institutional purposes might be the best place to discuss this issue, considering that far-reaching changes might need to be made to the Act.
- b. Members were asked to read all the documents beforehand, so that they would be able to present the Task Team's points of view as they had been agreed until now. While there may be areas where full agreement had not yet been reached, a broadly agreed view shared among all members of the Task Team have emerged in most instances, and should be communicated as clearly as possible.

- c. The Chair expressed some concern about the fact that the focus on the NASCA might be too late, given that the PALCS would be offering these qualifications in addition to a number of other offerings. The DBE's efforts to pick up the slack in high school completion numbers are laudable, with various second-chance opportunities being provided to ensure learners would be able to complete their schooling qualifications. The consequence of this is that there would be many more students needing opportunities to enrol in further study. There is also a need to prepare for an increasingly older group of people that would need second-chance educational opportunities. The point is that, in addition to paying attention to the NASCA, other programme offerings that will respond to all these future learners' educational needs also have to be provided.
- d. Dr Mawoyo also raised a question about where students completing the NASCA would find employment, and whether the NASCA's articulation opportunities have been given due consideration. The Chair highlighted that presently students achieving the National Senior Certificate for Adults are not accepted for university study. This may have to be included in the discussion on qualifications, to be referred to the overall discussion with the DBE. It was further noted that the Plan's Vision chapter addresses students who have passed Matric but have nowhere to go.
- e. Mr Diale indicated that the DBE also has to deal with dropout figures before completion, and that while the NASCA may not be an anchor qualification for community colleges, some mechanism to assist second chance NSC students still has to be provided. Discussions with the DBE will continue to focus on the kind of qualifications that will be required in the QCTO space. Foundational learning in the TVET sector is also being investigated, and the Task Team is of the view that flexible offerings responding to different contextual needs rather than developing a qualification is the most suitable response.
- f. It was noted that the Secretariat would engage members about the need for further meetings, before the final draft of the Plan is drafted. A lot of information should be available from the Ministerial Task Team to inform the financing of the system. The workshop should also give some input on how costing should be addressed.

## 8. Closure

- 8.1** a. The Chairperson closed the meeting and expressed a word of thanks to all members for their participation.

## 8.2 Way forward:

- 1) **Mr Kulati agreed** to consider which inputs from the Context, Rationale, Institutional Form and Programmes chapters could be included into the Governance chapter of the Plan.
- 2) **Dr Mawoyo agreed** to circulate a document that she developed in 2016, detailing principles for partnerships, for members of the Task Team to review.
- 3) **The Secretariat agreed** to incorporate inputs from the discussion on student support in Prof. Aitchison's document.
- 4) **The Secretariat agreed** to circulate a copy of the draft agenda for the Joint Task Team Workshop, as well as any other pertinent documentation, to all Task Team members to allow them adequate time to prepare.