



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Minutes

NPPSET CET Task Team meeting held CIE, 66 Nelson Road, Booysens, Johannesburg

18 May 2016

9:00	Coffee and arrival
9:30	Purpose of meeting and minutes of last meeting held 20 April 2016 Peliwe Lolwana Update on CET branch activities
10:15	Presentation of Draft Work Plan/Framework for CET Task Team Thandi Lewin Discussion and agreement on main areas of work and approach to this
12:00	Revisiting discussion on programmes, qualifications and curriculum in CET Peliwe Lolwana
13:00	Lunch
13:30	Discussion on Size and Shape of CET system
14:30	Agreed Work Plan and timeframes for next phase of work
15:00	Closure

Minutes

Present: Peliwe Lolwana; John Aitchison; Tembile Kulati; Yvonne dos Santos; Mokaba Mokgatlhe; Monica Mawoyo; Thandi Lewin; Juliet Sibiya, Bheki Mahlobo, Eddie Majadibodu.

Apologies: Thandeka Masondo, David Diale, Stephanie Allais.

1. Purpose of meeting and minutes of last meeting held 20 April 2016

1.1 Dr Lolwana opened the meeting and extended a word of welcome to all members present.

The purpose of the meeting was revisited. Considering that the CET Task Team has come to a point where certain aspects must be finalised, it is necessary to identify future work that would be necessary to feed into the CET framework and Work Plan.

1.2 The minutes of the CET Task Team meeting held on 20 April 2016 were approved as a correct reflection of the meeting, with a few minor amendments.

Pg 3: "CIE organised a work task team **that is still working** on guidelines for the preparation of centres."

Pg 4: "Learners at **NQF Level 2 in skills programmes** should also be included, along with learners at NQF levels 3 and 4."

Pg 5: "CIE acquired a placement tool" and "all skills programmes include both theory and practice."

It was agreed that the corrected minutes would be circulated to all members of the task team.

Proposed: J Aitchison

Seconded: T Kulati

2. Update on CET branch activities: Ms Sibiya

- #### 2.1
- The Task Team was informed that the DG Task Team had commissioned Dr Sandra Land to write a literature review and compile a draft discussion document, given her expertise in community education. Deliberations at the last meeting identified the DHET's desired outcomes for this process. It is envisaged that the literature review would be tabled at the next meeting of the DG Task Team, taking place in the second week of June 2016.
 - Some concern was expressed about the fact that the DHET had commissioned yet another literature review, given that several previous literature reviews have been compiled but never used. Ms Lewin reported that at a meeting in November 2015 it had been agreed that a lot of work had already been done and that Dr Land's time could be put to better use. Since then, the Secretariat has been liaising with Dr Land regularly to discuss a synthesis of all the work that had been done to date, and which might be more valuable.
 - The Work Plan discussion which would take place as part of this meeting could assist to align Dr Land's proposed project with the work of the CET Task Team.

3. Discussion and agreement on main areas of work and approach to this

- #### 3.1
- The meeting was informed that the draft Work Plan/framework for the CET Task Team had been distributed ahead of the meeting, in terms of which only one member submitted comments. Ms Lewin revisited the process to date.
- Although each of the Task Teams is responsible for education and training in a particular area, there is a need to align the work of the three Task Teams. Prof. Allais had drafted a framework for the various Task Teams' work in an attempt to ensure that all aspects would be addressed and that no gaps would be left unaddressed. Issues such as staffing arrangements, quality assurance, supply and demand, and others were included.

- a. These inputs would feed into various chapters in the final document, which would be divided into projects that would be assigned to the various Task Teams. The Secretariat plays a coordinating role between various other policy-related Task Teams or structures, and will commission work which could slot into the final report. It is envisaged that by September 2016 various proposals or pieces of writing would be finalised for the Oversight Group to engage with and consider for inclusion in the final report.
- b. At this stage more questions than answers exist, because the process covers both conceptual and research work. Because of the relative newness of the area, setting up new processes might be simpler for the CET Branch because there are not too many existing projects that have to be considered.
- c. A chapter by chapter discussion of the framework followed, and the reassurance was given that the framework could be changed at a later stage. The Chairperson reminded the Task Team that it would be useful to engage the QCTO in terms of their programmes, to ensure alignment.
- d. The point was made that the White Paper is not very clear about the CET terms of reference, and that it would be necessary to revisit the conceptual reference point for the Task Team's work. Ms Lewin highlighted the following conceptual reference points:
 - i. CET Colleges would be established as new institutional types to expand opportunities to post-school education for skills that would create sustainable livelihoods, and stimulate economic activity. Adult Learning Centres are now under the direct control of the DHET to achieve these desired outcomes.
 - ii. Community colleges, in partnership with community owned and private institutions, will also be included in this categorisation, and the CIE (as an example) will play an important role in this regard.
 - iii. The GETC and National Certificate would continue to be offered, but there would also be a focus on community and adult-based education, government-funded skills development and employment-related programmes to provide WIL exposure. SMME development is an important element which is generally highlighted.
 - iv. The use of open and distance education resources is also mentioned as a desired outcome of the process.
 - v. The White Paper does not provide a strong, coherent vision, and this has begun to be articulated by this Task Team, and should include aspects like governance, support for the community, and the role of universities in developing community colleges. The need for a pilot phase was specifically mentioned.
 - vi. Under-investment in the adult education space and the need for innovative funding models and mechanisms were highlighted. While the possibility of charging fees has been mentioned, a concrete proposal in this regard has not yet been developed.
 - vii. The Institute for Vocational and Continuing Education and Training (SAIVCET), for both community and TVET Colleges, is also mentioned, but it is not clear when this body will be operational.

In the discussion that followed this presentation, the following points were raised:

- e. It would be necessary to consider how the transition from the present reality in terms of public adult learning centres to the envisaged adult education and community college system would be achieved. The Chairperson highlighted that various Task Teams will focus on implementation, which should not be conflated with planning and implementation processes. The value of both a top-down as well as a bottom-up approach to the implementation model must not be overlooked.
- f. The Chairperson further highlighted that the Task Team's responsibility is to draft a Work Plan that would allow the DHET to steer the system, which would include progressing from the present system to where it would wish to end up. It is therefore necessary to focus first on the vision, the framework and the model, and then to give those elements to the parties responsible for implementation or piloting, while allowing space for growth and development over time. It would also be necessary to

model different scenarios and ensure adequate resourcing. Pilot projects should probably be kept separate from the existing hubs, and could cover various different aspects. Those responsible for implementation of the plan should always be consulted, and provided with meaningful guidance for pilot projects.

- g. The opinion was expressed that there would always be a tension between the plan and the reality. This tension could be addressed through a process of monitoring and evaluation, when the plan can be adapted to match the reality.
- h. Ms Dos Santos made the point that it would be necessary to include adults, youth and communities in the document. The majority of people coming to the centres for learning are younger than 30, and should be included.
- i. Ms Lewin revisited the Vision for the CET Task Team as presented in a progress report that has been prepared for the Oversight Group, which highlights the issues that have been discussed at the TT meeting thus far. The Vision states that the Task Team's intention is to ***"open up diverse learning opportunities for adults, youth, and communities within a community context, to enhance their chances of success in finding work, starting and sustaining businesses, improving the quality of their lives through knowledge and personal development, and progressing into other post-school institutions."***
- j. Funding that would support growth would be necessary, and it would also be necessary to achieve necessary flexibility across the various community colleges. The important elements of the vision are the range of people to be served, the community context, the range of opportunities and the desired outcomes that must be incorporated in the vision. The concept of open access for those who have no other opportunities must be accommodated, along with aspirational and dynamic, exciting and positive opportunities that did not exist previously.
- k. In terms of supply and demand, it was noted that while it is likely that millions of prospective learners could make use of community education colleges, it is not a good idea to create expectations that might not be met. For this reason, initial figures have been removed in the progress report. It is more useful to examine numbers in relation to specific community needs, and to entertain a more nuanced engagement with the particularities of specific communities.
- l. Dr Mawoyo highlighted that communities might not understand their potential, and that it would be useful to emphasise the importance of involving all relevant stakeholders – including local communities, businesses, and other parties – to unlock the value of educating communities on site. The Chairperson highlighted that this aspect might be better addressed in practice, and not in the Vision. She further emphasised that it would be necessary to clarify the intended target audience, since talking about adults could exclude youth, and vice versa – to counter this, it might be better to refer to 'post-school individuals', which could be expanded and clarified in the contextualisation of the plan. In the past Public Adult Learning Centres and ABET were used, and it is necessary to agree on as broad a conceptualisation as possible. The primary goal is to build strong education and training institutions and programmes firstly, moving from a very low base. In the discussion of the possible target audiences that would use Community Colleges, various different categories were included, including the STATS-SA age group categorisations. The need to consider the numbers of learners who must be accommodated was emphasised.
- m. Ms Lewin highlighted that programmes have been identified in four different areas, and that it would be necessary to include these programmes in the Work Plan. These include programmes focused on the GETC, skills programmes, community and employer programmes, and post-secondary education programmes.
- n. The underlying principles or values which should inform the structure of community colleges, which were discussed in the March 2016 meeting, should also be included in the progress report to the Oversight Group.
- o. **It was agreed** that Ms Lewin would circulate a summary of the White Paper proposals for community based education to all members of the CET Task Team.

4. Discussion of Work Plan for CET Task Team: Thandi Lewin

- 4.1 a. It was proposed that the discussion of the Work Plan should be devoted to specific focus areas, and the various aspects that inform the individual focus areas. While the focus areas might suggest the Chapter outline of the Plan, they would not be the only guiding factors steering the process. The Chairperson indicated that certain focus areas should not be viewed separately, but could be subsumed in other areas.
- b. In terms of Chapter 1, which sets the Context, the following was noted:
- The context, programmes, size and shape and focus areas were all considered adequate.
 - It was proposed that the content under “Building the sector to deliver effective learning programmes” should be changed to Developing the sector.
 - In the previous discussion, an explanation of concepts was called for in the introductory chapter. The notion of the “community context” should be clarified upfront, because it frames some of the later questions relating to the target audience and the broader society. Specific issues or questions could flow from the reference to the “community context”. Ms Lewin highlighted that the overall framework opened with an analysis of supply and demand, and that the gaps identified in the White Paper would be addressed in the Context chapter.
 - Another issue that was missing from the context is an assertion that education is a public good; that it is not unreasonable to expect Government and society to provide for its own citizens, and that there is a responsibility to make opportunities available to people to improve their education, regardless of context. This is a shared, community responsibility.
 - The Constitution makes the right to basic general education quite clear, and the point is further strengthened in the White Paper, where the social justice responsibility is emphasised.
 - The policy provisions associated with each focus area might also be encapsulated in the Context section. It was clarified that the policy provisions are stated in the Policy for Community Colleges.
 - Ms dos Santos relayed the fact that the CIE has been working to secure funding from industry partners. Industry insisted that CIE processes should be aligned with industry needs to increase learners’ chances of being placed in employment, rather than being provided with training that will not be used. This is a difficult area that can be contested, and the work of industry changes so often and to such an extent that it is not always possible to match their needs. Industry generally wants somebody who is trainable, rather than somebody who has a specific set of skills. The driving force of any education system should not be industry’s skills needs. The point was made that the Vision states that the purpose of community education is to enhance the chances of individuals to find employment, without highlighting specific areas, and that it proposes that people’s lives would be improved and that they would be able to articulate into further study.
 - Ms Lewin highlighted that apart from developing an integrated PSET plan, the process should also articulate niche areas for the various sub-sectors, such as community colleges and TVET Colleges. The problem is that TVET Colleges have experienced mission drift over time, and while the overall need is considerable, colleges should ideally focus on their own niche areas. It was stated that it would be useful for the CET Task Team to know what definition had been adopted for TVET Colleges, to ensure alignment between TVET and community colleges. It is widely accepted that a broad, generic education is the most important element to train people in specific contexts. It was clarified that the TVET College vision has been accepted as ***“an expanded and strengthened TVET sector, providing quality technical and vocational education and training that prepares students for the world of work.”*** The understanding of the world of work is complex and all-encompassing, and the skills that people should gain equally broad. If the curriculum is designed to allow

articulation into the higher education institutions, it would be necessary to ensure that TVET curricula are very closely aligned with university curricula.

- It was highlighted that there are those who are of the view that the PSET sector should be very strictly aligned to the NQF, which precludes certain institution-types from offering particular programmes. This approach is not supported by the CET Task Team.
- c. In terms of programmes, qualifications and curricula, four areas were identified, namely: general education and training; skills areas; employer programmes, and post-secondary programmes. The Task Team proposed that a fifth focus area for entrepreneurship or small-scale business development should be included, which was supported.
- The objectives and desired achievements of programmes in this sector should be clarified, and supported by principles for their selection and provision. It was further proposed that the issue of differentiation and diversity should be managed through some steering mechanism. Legal issues in the area should also be addressed, and must be aligned with aspects such as quality assurance, articulation and other issues affecting programmes, curricula and qualifications. It was stated that it would be helpful if the Task Team could break these into chunks of work that could be undertaken by smaller work groups.
 - It was reiterated that the specific programmes that would be feasible and could be rolled out as pilot projects should not be aligned too closely to the NQF, since this could impose too much of a limitation on the plan. Given the nature and context of individual community colleges and the programmes that they will offer, the plan should provide generic guidelines and criteria but not be too prescriptive. It would not be helpful to say that there will be only an NCV and a particular number of vocational programmes for all community colleges, since this will straightjacket the system's progression.
 - It was stated that often programmes are determined by who pays for them. It would be unhelpful in this context to focus too narrowly on the hierarchy imposed by the NQF. There is a limited category of formal academic programmes in the NSC, the GETC, and a range of foundational and skills programmes, as well as a number of other courses which could be funded by anybody. Certain skills might not necessarily be certificated, but they could still lead to employment.
 - The issue of accreditation would remain an important issue, regardless of the types of programmes that are offered. In the current College system, programmes are often accredited by bodies such as City and Guilds or the SETAs. Quality assurance has more often than not been used as a barrier to learning rather than a facilitator, and providers have also learnt to play the game.
 - It would also be necessary to state upfront that the current system is not adequately responsive to meet educational demands, which prompted the development of a community college system. The fact that many people are unable to complete their matric could hold them back in a range of other contexts. When funding for all these initiatives is considered, it must be understood that the government cannot fund education for all needy students. The issues of funding and payment of fees would need to be discussed in considerable depth. Any new model should incorporate some requirement for fees to be charged, because the country cannot afford fee-free education at this stage. It would also be important to realise that if university study was provided completely free of charge, it is unlikely that people would be willing to pay for education in any other context. Many grade 9 pupils have dropped out of formal schooling, and would benefit from attaining a GETC so that they can be employed or start their own businesses.
- d. Size and shape: The data that was provided in terms of various programmes and projects, based on skills development institutes, should be interrogated in greater depth. The information is not very useful at this stage, because some of the data was sourced from universities.

- It was stated that it would be necessary to think how the institutional landscape in the community college area should be structured. It might be useful to identify the ideal situation, which could see community colleges in particular districts or municipalities. The public adult training centres and other entities could then be organised to meet the needs in particular provinces and district municipalities. South Africa presently has 44 district municipalities, comprising 226 individual municipalities. Including the 6 metropolitan municipalities, there would be 50 district municipalities in the system.
- It would also be necessary to consider the infrastructure that would be needed to establish community colleges. An audit of the facilities and infrastructure that is already available should be conducted, because Treasury is unlikely to make any additional funding available. Municipalities and other stakeholders could be required to make some contribution, such as buildings or infrastructure. It would be necessary to develop principles for the use of existing facilities. Municipalities or other entities could help identify under-used facilities which could be adapted and made available for use as community colleges. A plan to identify the basic requirements for a community college would be necessary, and it was confirmed that funding for an infrastructure audit had been set aside to identify properties that can be converted to student housing, TVET Colleges and community colleges. It would be necessary to balance the need for community colleges against the availability of infrastructure which could be put to use.
- The point was made that the original policy had proposed that community colleges should be structured to address the greatest need, allowing access through community learning centres and satellite colleges. The policy also proposed the use of available space which could be provided by universities, other colleges or schools. The agreements between SGBs and adult learning centres should also be carefully considered.
- Another aspect that must be included is collaboration with other stakeholders, including other government departments such as the Department of Social Development because of its role in serving the poor and eradicating poverty. The system's interaction with churches, NGOs, NPOs, industry and higher education should also be addressed.
- Coordination of facilities, whether at a national or provincial level, should be addressed in the document. Size and shape could also imply issues of differentiation, because they should address the needs of the communities in which they are located. Going back to the classification and demand, community colleges could meet very high levels of demand. People will not only want to acquire skills, but also generate some type of income; interesting notions around the classification of township economies are emerging, along with a growing understanding of diversity in terms of need which could be addressed by community colleges. If the principles of diversity and responsiveness are to be met, a certain level of proactive engagement will be essential.
- A question was asked about how the community colleges can respond proactively to the SIPS projects. It was stated that the White Paper refers specifically to SIPS projects, which align to several other large-scale government programmes. Community college programmes could feed into these programmes as part of their ongoing responsiveness, providing a differentiated response that would not only offer second-chance matric certificates but also vocationally focused programmes responding to the need in a particular context or region. Institutions should also play a role in responding to the demand by differentiating their particular offerings and responses.
- The point was made that some discussion on programme approval would be necessary, because institutions should not simply be allowed to offer programmes of their own design that have not been quality assured. However, it is necessary not to make the system too slow or cumbersome. Programme differentiation is no longer easy to define, and rather than building a strong sense of uniqueness through sufficiently differentiated criteria, there is a tendency for all institutions to aspire to the same standard. Isomorphism is a particularly critical issue, because institutions tend to follow the money and end up becoming too generic if they all apply the same criteria. To

build more monitoring capacity, it would be necessary to appoint considerably more staff, which the system might not be able to accommodate.

- A number of quite complex issues have to be balanced. All community colleges should offer the same basic and generic education, but for an institution to get accreditation and permission for everything that they wish to offer, they might be prevented from responding fast enough to skills development needs. The administrative burden of the accreditation processes should be carefully considered.
- The size and shape discussion should also consider the requirement for community colleges to operate as part of broader government. The system should also consider ways to incorporate NPOs and other private institutions who have a valuable role to play in increasing the capacity of local industry and higher education institutions. The landscape should include a range of institutional types, which could be covered under Articulation, Coordination and Collaboration. The Chairperson highlighted that the NGO sector in South Africa has been marginalised, despite some that have done excellent work. It would be necessary to incorporate all stakeholders in the relationship; government does not need to take over or fund everything, but could collaborate as an interested party.
- It was proposed that the document should further flag the need for various government departments to engage in productive collaborations and partnerships that would support the community college sector. The principle of pooling resources to optimise skills development must be strongly articulated. Various NGOs and NPOs are very keen to participate and be recognised as community colleges, and many that might not be aware that their efforts can be put to good use. A great wealth of available resources could be harnessed, and the skills development efforts of industry must also be supported.
- The issue of catering for learners with special needs was highlighted, and would also be incorporated in the document.

e. Developing the sector:

- In terms of developing the sector, it was noted that the appointment of educators, educator development, teaching and learning, student support and workplace-based learning must be incorporated. Relating to the appointment of educators, it would be necessary to clarify norms and standards. A new way of approaching the appointment of staff, on both part-time and full-time basis, should be deliberated. Given the need for flexibility in the sector, different contract and permanent appointments might be considered.
- The resources and infrastructure required to support the core functions of teaching and learning should be considered. The parties responsible to plan for effective teaching and learning must be identified.
- Student and community support services must be provided in a structured manner. This includes support in terms of recruitment, throughout the course and in terms of exiting the course to undergo workplace-based learning and guidance support. The CIE life skills training aims to develop learners' self-esteem, address social issues and prepare learners for the world of work. Life skills facilitators undergo some psychological counselling training, and are equipped to mentor learners to enter the world of work. Lecturers have to be adequately trained and capacitated to support learners who might struggle to cope.
- It was recommended that the discussion of the GETC should incorporate these issues. Some of the criticisms against the GETC was that the programme was too long.
- People who enrol at community colleges are likely to be poor and would need support, including a place where young children can be accommodated while their parents are enrolled for study. Some of the target audience may also experience health issues, and might have no other support mechanisms, which would increase the burden of care for community colleges.
- Retired artisans who have valuable skills to offer but are forced to retire must be retained in the system; their skills must not be lost.

f. Governance, Management and Leadership:

- It was proposed that the community colleges might be governed by a governing board, rather than a Council. If the districts are to be involved, it would also be necessary to consider the relationship with overarching structures like the district municipalities. It was clarified that the legislation for TVET Colleges had been tweaked for community colleges, and that it aims to clarify what the oversight bodies should be called, what they should do and how they will be constituted. Renaming these structures should not be a priority at this stage, since sector-specific legislation could be developed at a later stage once hindrances presented by the inherited legislation have been identified and solutions found. At this stage of development, the oversight structures might be top-heavy.
 - The level at which community learning centre directors should be appointed must be revisited to consider context, size of institution and other relevant aspects. It would also be necessary to comment on the DHET's capacity to support the sector.
- g. **Funding:**
- In terms of funding, it might be useful to await input from the range of other Task Teams appointed by the Minister and the Presidency. Some thinking must go into the actual models that are being proposed, to develop a number of different scenarios. Pilot projects would also inform how the system could be funded in the long term. Despite these provisions, a core framework for funding must be established and will require creative solutions, and it must be clarified that the community college sector will not get off the ground without dedicated government funding and support. The actual amount of funding available to support the adult education system should be ascertained to inform further debate.
 - It was clarified that the DHET's Annual Performance Plan for the MTEF period and the baseline budget for the past two years was R 1.9 billion, and in the most recent budget increased to R 2.3 billion. At this stage a large proportion of the available funding goes towards remuneration of staff, leaving very little funds for other expenditure. A dedicated, earmarked allocation would be necessary. The government must understand that the system would need to be adequately capitalised to have any real success. Given that the university and TVET sectors are already underfunded, it would be necessary to create a thorough understanding of the actual funding requirement for community colleges, and to ensure that they are viewed separately from other projects. The funding approach must be clarified, and all cost assumptions must be understood.
 - This issue should be revisited at a later stage. Ms Lewin was requested to liaise with colleagues in the DHET to draft a position paper on initial special funding from the fiscus to build CET, which could be provided to the CET Task Team for consideration.
- h. Planning, monitoring and evaluation: it was proposed that this item should include data and information management.
- i. Structure and functioning of the DHET: it would be necessary to consider the actual capacity requirements at various levels of the system.
- j. Policy and legislative implications: these aspects would be addressed at a later stage.
- k. **It was agreed that** an analysis of government skills development programmes should be conducted to inform the CET Task Team's work, taking note of existing partnerships and initiatives that could expand the offering in the community college sector.
- l. **It was further agreed that** Ms Lewin would work with Dorothy Masipa and Zirk Joubert to develop a position paper to request special funding for community colleges.

5. Revisiting discussion on programmes, qualifications and curriculum in CET: Peliwe Lolwana

5.1 Ms Lewin requested the Task Team to revisit the programmes that need to be addressed as a matter of urgency:

- a. Members of the Task Team were asked to indicate whether they could assist the Secretariat to carry out commissioned research, which would be done on the basis of clear terms of reference, guidelines and timelines.

- b. A counter proposal was made, requiring the Secretariat to identify the areas that must be researched, and which Task Team members could be assigned to do research or develop a position paper.
- c. The Chairperson proposed that Task Team members could submit their input on how they see the process continuing, and that she would assist the Secretariat to refine the proposal.
- d. It was further stated that it would be useful to understand the real cost of running a programme, if any intelligent project is to be developed and up-scaled. Issues such as overall maintenance, for example, must also be built into the process.
- e. It was proposed that the CIE campuses, which are located in 7 locations, might be used as a case study to identify enrolment issues, where graduates go, etc. It was clarified that the CIE presently has two evaluations underway, which could certainly feed into the process. The CIE centres could also be used as pilots, if needs be.
- f. As a way forward, it was recommended that the workplan should be reconceptualised, incorporating the recommendations from the meeting, and that the workplan could be expanded by further suggestions about research projects that must be carried out. A follow up discussion could then be entertained to decide on the way forward.

In terms of the components of the workplan, the following points were made:

- a. The Context chapter would be consolidated and circulated for comment by the Secretariat.
- b. Programmes, qualifications and curricula, and Quality Assurance:
 - It was proposed that information should be collated and drafted into proposals for the Task Team to discuss. A number of databases would still have to be investigated, and it is not clear what the non-profit sector is doing. The point was made that the desired system cannot be based on what is provided locally, because what is being offered is clearly inadequate. A review of the GETC and the report on examinations by UMALUSI might prove useful and could inform the Task Team's way forward. The issue of providing education and training opportunities that would respond to community needs must be informed by what is needed, creating parameters within which to operate.
 - In response to this point, it was stated that there have been various studies done on the GETC and the National Senior Certificate, which could inform the Task Team's work. It would also be necessary to clarify how the community should be consulted to ascertain their needs. It was proposed that case studies might provide a useful starting point for the development of programmes, and that they could help identify questions that should be asked to identify the community's precise needs.
 - A further proposal was made that the raw data which informed the Potgieter Report and data from StatsSA could be mined further to arrive at useful information. Information from various other sources could also be mapped to arrive at a picture of the national situation.
 - Some empirical evidence would need to be secured to make a judgement on the adequacy of existing programmes, but also to identify what the new system should look like. Some kind of scaffolding must be provided, taking note of the economic situation, what is available in the system, and what the needs are. Geographic location, availability of resources, capacity and infrastructure should all be considered in determining the steering principles.

6. Actions, Work Plan and timeframes for next phase of work

- 6.1 a. **It was agreed** that Ms Lewin would circulate a summary of the White Paper's proposals for community based education to all members of the CET Task Team.
- b. **It was agreed** that the TVET College Framework and Work Plan would also be circulated to the CET Task Team.

- c. **It was agreed that** an analysis of government skills development programmes should be conducted to inform the CET Task Team's work, taking note of existing partnerships and initiatives that could expand the offering in the community college sector.
- d. **It was further agreed that** Ms Lewin would work with the CET branch to develop a position paper on funding for community colleges.
- e. **It was agreed that** the Secretariat start work on the Context chapter for comment by the Task Team members at its July meeting.
- f. **It was agreed that** the Secretariat would revise the workplan, incorporating inputs from the Task Team members, and would circulate the updated framework for comment and ongoing discussion. The Chairperson and Ms Lewin would schedule a meeting to discuss progress.
- g. The next CET Task Team meeting will take place in July 2016. The June meeting will not take place.

7. Closure

7.1 The meeting was closed at 15:15.