



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

1 November 2016

9:00	Coffee and arrival
9:30	Purpose of meeting and minutes of last meeting held 30 August 2016: Peliwe Lolwana
10:15	Update on NPPSET process and cross-cutting issues: Thandi Lewin
11:00	Discussion on student support chapter: John Aitchison
11:45	Discussion on governance chapter: Tembile Kulati
12:30	Discussion on partnership framework document: David Diale
13:00	Lunch
13:30	Continued discussion on partnership frameworks
14:00	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.
15:30	Next meeting and work agreements
16:00	Meeting ends

Minutes

Present: Peliwe Lolwana; John Aitchison; Tembile Kulati; Yvonne dos Santos; Mokaba Mokgatlhe; Monica Mawoyo; Thandi Lewin; AB Heyns

Apologies: Eddie Majadibodu; Stephanie Allais; Bheki Mahlobo; David Diale

1. Purpose of meeting and minutes of last meeting held 30 August 2016: Peliwe Lolwana

1.1 Dr Lolwana opened the meeting at 09:30 and welcomed all present.

The purpose of the meeting would be to consider several think pieces that had been developed by Prof. Aitchison, Mr Kulati and Mr Diale, even though the latter was not present at the meeting, and to clarify which work still needed to be done in the remainder of the year.

1.2 The minutes of the CET Task Team meeting held on 30 August 2016 were approved as a correct reflection of the meeting, with no amendments.

Proposed: T Kulati

Seconded: Y dos Santos

1.3 Matters arising

- a. It was confirmed that the consolidated rationale, context and vision chapters had been consolidated and sent to members of the CET Task Team for comment.
- b. It was further noted that a scan of the Thusong Centres had been conducted, but that the information is not useful in its present form. Further work would be required to understand what value they could add in terms of possible future partnerships. **It was agreed** that a further analysis of the Thusong Centres, highlighting where they are to be found, what their scope is, and how relevant they could be to the CET Task Team, should be provided.
- c. A discussion document addressing staffing, resourcing, material development and other aspects of Community Colleges would be drafted in due course.
- d. Mr Kulati and Prof. Aitchison have prepared documents that will be presented as part of the meeting agenda.

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.

- a. A task team between the DHET and SAICA has been established to develop a Post-provisioning Norms model. The intention is to rationalise staffing in the TVET and Community Colleges through the PERSAL system. This process could inform the work of the CET and TVET Task Teams, and vice versa.
- b. The Ministerial Task Team on Funding Norms for Community and TVET Colleges has also issued a draft report, providing overarching principle recommendations on the funding of both sub-systems. In general the recommendations of the two task teams should be aligned, and where there is misalignment debate should follow to reach consensus. From a technical point of view, broad principles for funding would be provided, since historically, the CET and TVET sectors were poorly funded. Whatever funding was available was spent on salaries leaving very little for any other initiatives. The report would be shared with the CET and TVET Task Teams and discussed at a workshop, to clarify what additional technical work would need to be done and should be included in the Plan. The final report is expected at the end of November.

- c. Ms dos Santos highlighted that some provincial colleges have not received any funding for the past two years, meaning that they literally had no money for basics like electricity and water. Only salaries have been paid.
- d. Ms Lewin indicated that the DHET had committed some funding for the pilot projects from the NSF, which is aligned with the CET and TVET mandates. It is not certain from where long-term funding would be sourced, which the Plan could clarify. It is worrying to see the money that could have been set aside for the CET and TVET sectors going to universities as a consequence of #feesmustfall, but this means that it is even more critical to develop the Plan so that Treasury can be persuaded that the DHET is not meeting its policy goals. In order for Treasury to find the money that has been committed to #feesmustfall, it would have to cut funding from other parts of the system.
- e. Mr Kulati indicated that since the biggest expenditure item in any budget is generally staff salaries, it would be necessary to define the budget parameters in the Plan, and Staffing Norms must therefore be drafted as soon as possible.
- f. Ms Lewin reported that the Task Team Oversight Group (TTOG) discussed institutional and programme boundaries at its last meeting, where the CET, TVET and HE Task Team chairpersons presented their thinking about the issue. Broad support was expressed for the community education, general academic education and skills development streams. However, the post-secondary and associate or para-professions would still need to be debated, because similar programmes are being offered in TVET Colleges and UoTs. It had also been agreed that all institutions should have the opportunity to offer a range of qualifications, which opens up the way that the NQF operates, without duplicating programmes that may serve the same purpose. Articulation pathways should be clear, and programmes should not promise unachievable outcomes. It is hoped that a joint meeting of the various Task Teams could be arranged at the end of January 2017 to discuss all issues that may overlap.
- g. Dr Lolwana reported that the University Branch will be setting up a task team to discuss overlaps and possible duplication, to which she had been invited. The TVET Branch also invited the QCTO to a discussion on including more NQF Level 5 qualifications in the TVET programme mix. The historical view has always been that TVET Colleges and Community Colleges are at the bottom rungs of a hierarchical system, and it appears that people find it difficult to adopt a different view.
- h. A report was also provided on the National Forum for Community Colleges (NFCC). The NFCC is a multi-stakeholder structure with the objective to assist in the establishment and management of pilot projects, and to support the DHET and Colleges in the interpretation and translation of Community College policy. It is anticipated that by working closely with the CET Task Team, the NFCC should also be able to facilitate the implementation of the Plan. The NFCC incorporates a range of stakeholders, including provincial community college leaders and NGOs. A two-day workshop was held in early October 2016, which brought together the DG Task Team, the CET Task Team, and representatives of the DHET. The DG Task Team made a presentation on work that it is doing that may impact on the work of the CET Task Team. The NFCC resolved that the two task teams should continue to interact, and that other stakeholders such as the Departments of Small Business Development, Science and Technology, and Agriculture, as well as the Presidency, should be brought on board. The point was made that the SETAs should also participate. The meeting had also proposed that the DHET should formalise the NFCC and provide the necessary resources for pilot projects. Between now and December a concept document would be drafted to clarify the elements that should be covered in the Community College pilot projects, and to identify the most suitable regions where such pilots could be launched. Mpumalanga, KZN and Northern Cape have been identified as possible pilot areas, which would be evaluated against the concept document at a later stage. A team had also been identified to draft the concept document, which would be shared with the Task Teams once there is something to comment on.
- i. The Chairperson indicated that she also had a brief discussion with Ms Nxesi, the Chairperson of the DG Task Team for CET, who had commissioned a report to chart the way forward, after which the two bodies would arrange a meeting to discuss overlaps. Although the NFCC discussed the

possibility of establishing itself as a juristic person, in the interim it would continue to operate as a consultative forum.

- j. It was further stated that various structures are talking about establishing pilot projects, but that none of the pilot projects have started yet. If the DHET can be asked to provide the necessary support, it would be possible to launch at least some pilot projects.
- k. Ms Lewin highlighted that while there seems to be good energy and willingness to cooperate currently, this momentum might not be sustained. It would also be necessary to clarify the status of the NFCC. Ad hoc interventions in the past have not been good for the TVET College sector, and the good energy and willingness to provide support that exist presently must be harnessed. It would also be necessary to provide College principals with a single, coherent message that they can take forward, at least for the next three years. The Plan should attempt to provide clarity about who reports to whom, and the expected outputs.
- l. Prof. Aitchison highlighted that College Principals have been appointed in mid-2015, and have set up Boards. The question is what these structures have been doing since then. It was noted that there was a lot of confusion following that process, and that the DHET should clarify the situation.
- m. Mr Kulati asked whether there is a clear understanding of how the Plan would guide the pilot projects. Dr Mawoyo indicated that the identification of pilot sites should probably be done later, once the concept document had been drafted, and not the other way around. The proposals that are being made here are intended to feed into the conceptualisation of the Plan, and that the pilots should be chosen to try and determine whether the Plan is working and how it should be adapted.
- n. The Chairperson indicated that the problem is that many young people are enrolled in institutions presently who need to be educated. There are institutions with available funding willing to fund projects, who can also not be asked to wait. Pilot projects that can be launched to address the needs of particular communities should be launched to make use of the existing opportunities until the Plan has been finalised. It would be necessary to clarify what is being piloted; the current pilots should be viewed as projects, and not as functional Community Colleges. The intention of the Plan is to address differentiation between different types of Community Colleges that address particular contextual skills development needs in a particular area. The focus and core mandate of the College should be clarified, so that ad hoc interventions are not again allowed to proliferate. The plan should also not constrain initiatives that have actual viability.
- o. The Chairperson further highlighted that if there is enough activism and energy in the community that could provide the impetus needed to establish a community college, that energy should be harnessed to make the most of what is available in the community. Such initiatives could help the DHET to think about the establishment of community colleges, which have to gain acceptance in the community to work. Given the timing, the Task Team has to develop an enabling and facilitative framework and Plan.
- p. Ms dos Santos highlighted that the invitation to participate in the NFCC was very confusing, and did not indicate that the DHET was involved. She welcomed the initiative if it was actually formalised. She further indicated that the CIE had been awarded a contract to provide financial and governance training, which would include a Public Adult Learning Centre in Orange Farm. A few kilometres away is another project that Discovery has built, which focuses on technical skills training. It would be necessary to ensure that all these initiatives are aligned, so that they do not operate in isolation and in an ad hoc fashion.
- q. Mr Mokgatle indicated that the DHET's intention is to ensure alignment between existing projects and new initiatives. The initiatives that had been mentioned in Orange Farm had been discussed in the last week to ensure coordination, growth and development. It would be necessary to ensure that the framework and the Plan would allow the DHET to combine skills, expertise and other resources in a coherent fashion, using what is available presently to move to the future ideal.
- r. The Chairperson expressed the view that the DHET should allow the Principals in Community Colleges and the communities that they serve to start developing colleges in an organic fashion, and should provide the necessary support in these contexts. The point was made that communities

should be allowed to set their own agendas, and that they should be allowed to be disruptive if necessary.

3. Discussion on student support chapter

John Aitchison

3.1 Prof. Aitchison made a presentation on student support initiatives:

- a. The White Paper deemed Community and Youth Support as essential. A high percentage of the country's employment are young people, of which a high percentage are classified as NEETs. Interesting social and provincial dynamics emerge in terms of where the majority of young people are located. Statistics also show that women are already outperforming men in school and universities, meaning that the young men are being left behind and could become dissatisfied and alienated.
- b. It is envisaged that Community Colleges will be accessible, open, vibrant learning environments. Currently non-formal education and training opportunities are very limited, as is information to the youth about opportunities open to them. There is also a considerable lack of recreational facilities for the youth in various different contexts.
- c. What is community education?
 - In an by and for the community, provided for the community;
 - A particular way of doing education, distinct from the methods that may be applied in schools and universities;
 - Indicators of community support capacity have been identified, such as some staff capacity with the required community and adult education skills. Some engagement with the communities in which Colleges are found, and with active and vital NGOs would also be necessary. If these are not visible, one might not have viable community education.
 - Curriculum support services would include the broad, systemic curriculum development capacity. SAIVCET was meant to be set up within the DHET, which has not yet occurred. It would also be necessary to identify indicators of capacity, and to perhaps incorporate capacity from NGOs and similar structures.
- d. Administrative support services started from a very weak base, or have collapsed as a consequence of the function shift that occurred over time. The DHET is working to re-establish this capacity. It would also be necessary to draft a rational plan, and develop and run administrative training courses. It might be useful to send local representatives to other countries like the UK or India to see how they run the admin of their institutions.
- e. In terms of academic support services, it is necessary to keep in mind curriculum and materials needs. In a context where so many students are unprepared for study, a foundational course might be required. SAIVCET would once again have an important role to play in this regard, and appropriate tests, adequate budgets and other mechanisms of support would have to be provided.
- f. Career guidance has an increasing presence in international literature, and there are arguments for it to be a proper state function. In the mid-1990s school career guidance collapsed and NGOs which offered career guidance no longer received any funding. It was recommended that a career guidance professional should be appointed in each community college, and that there might even be a mobile service to tour and provide road shows in outlying areas. For under-prepared people who do not have the resources, it is necessary to have face-to-face career advisory services.
- g. It was noted SAQA established a National Career Guidance Service, known as Khetha, a number of years ago. This project has a very visible website and appears to be well-resourced. It was confirmed that there is a call centre in the DHET and various other mechanisms to support placement, and that it will ultimately link to the CAS system in 2017. The marketing of the Khetha programme should receive increased support.
- h. It was further proposed that skills training should include a focus on entrepreneurship, including non-formal training. Programmes like the EPW and special skills training should be introduced.

- i. Youth and Community projects should also think about making facilities available for young mothers, such as crèche facilities, and new buildings should include both these facilities as well as facilities for disabled learners. Community colleges may also include clinics, which could focus on HIV/AIDS training, as well as wellness and nutrition. Nutritional programmes mimicking those in place at schools may also have to be introduced for learners who spend a lot of time in the College.
- j. PALCs that are placed in closed down schools that have sports grounds available should make good use of those recreational facilities.
- k. In terms of youth development, it would be necessary to focus on youth worker training as a matter of high priority, which could extend to areas like recreation and education. The establishment of youth centres, mimicking the YMCA model, could also be linked to Community Colleges. Indicators should include youth development, and the Plan should highlight possible problems in addressing the needs of youth and adult learners simultaneously. Some might argue that adult learners and youth may need separate institutions and facilities.

Discussion:

- a. The Chairperson highlighted that curriculum and admin support should probably be removed from this section, since they would be covered in other parts of the Plan. In terms of community support, it would be necessary to think about what kind of support individual students would need upon entry into a Community College, including funding, career guidance, and academic support. The Chairperson referred to a tracer study which identified that adult learners need support in terms of libraries, access to ICT and access to meals. It was also clear that students would need some assistance in terms of accessing employment opportunities. Services should be categorised into services upon entry, services for enrolled students, and services for graduates.
- b. Dr Mawoyo concurred with the need to distinguish between different types of student support, and highlighted that the various types of students coming into Community Colleges should also be accommodated. A trajectory could be mapped out for the student upon entry to understand what they will be able to do with the qualification. It would also be useful to clarify costs and budget items upfront in order to have an empirical base.
- c. In terms of curriculum support services, the indicators are useful. Open access resources that can be used or re-purposed for use in the context of the college should be identified. It is often the case that people are paid to develop materials that they developed previously, or that the price is inflated and becomes more expensive over time.
- d. Of the 18 million people who would access community colleges, most would not be literate, so an access test that can be used to channel people to the most appropriate course would have to be clarified. Language support would probably also be very important, both for learners and teachers. In the TVET sector a foundational programme is being developed to teach people to learn – this should be intricately tied to the programme to teach learners how to learn in order to be successful.
- e. Tutorials and peer tutoring, as well as early warning signs that could be used to channel learners to the most effective interventions that would ensure their success, should be considered. Pedagogies that support adult learning must also be identified. The distinction between heavily practical and various other modes of learning, as well as the implications this would have for assessment, should be kept in mind. Academic planning should also be linked to career awareness, so that learners will know which course would best meet their needs.
- f. In terms of career guidance, the landscape already includes some useful avenues, such as the Thusong Centres and PACE career advisory services in public libraries. In terms of the youth, the Khetha programme uses popular culture to reach the intended target audience, including social media and radio, which could be expanded to other programmes.
- g. Partnerships with existing entities that have developed programmes and that have mechanisms in place to support disabled students should be explored.
- h. Ms dos Santos highlighted the importance of including life skills in the programmes offered by Community Colleges. Students enrolling into existing community college courses highlight many

issues that emerge through the life skills courses, enabling the colleges to refer them to the necessary support services that could help to orient them for their studies and the world of work. It also helps to establish a stronger sense of self-esteem. It would also be essential to think about providing good, strong role models for both female and male youth.

- i. Mr Mokgatle highlighted that in order to improve the performance of learners, it would be necessary to look at the development and training of lecturers. The DHET has worked to identify systems that contribute to optimal learner support, such as improved teaching and learning skills for educators.
- j. Mr Kulati indicated that career guidance may need to encompass a broader understanding of a range of aspects, including issues like job placement, entrepreneurship training, and identifying and optimising self-employment opportunities.
- k. Ms Lewin highlighted that although the expanded idea of student support should be mentioned in the Plan, some key concepts should be identified and developed further as the core offering of Community Colleges. Extended curricula and other foundation programmes are conceptualised differently in various parts of the system. The core offering of Community Colleges must be identified upfront so that the way they are rolled out in the pilot projects is clarified.
- l. Prof. Aitchison highlighted that there was a very strong foundational or bridging drive in universities in the 80s and 90s. Some favoured this model, while others felt that interventions had more success as part of the extended programme. Ms Lewin confirmed that it would be necessary to highlight the critical aspects of student support that should be included in the Plan.
- m. The Chairperson suggested that it would be worthwhile to use the TVET Support Services Manual as a starting point for the Community College model, since the language and categorisation have already been clarified. Examples of how the framework has changed the way that TVET Colleges function, and how they test, categorise and support learners exist, and could be useful for Community Colleges. It was noted that the TVET Support Services Manual is currently being revised, and that a copy would be made available to Prof. Aitchison.
- n. Ms dos Santos highlighted that it would also be necessary to include lecturer support in the broader understanding of support services, even if only as a directory of support services.
- o. **It was agreed** that Prof. Aitchison would incorporate the changes recommended at the meeting in his paper in time for the next CET Task Team meeting in early January 2017. A copy of the TVET Support Service Manual would be provided to him for noting.

4. Towards a Governance and Management Framework for Community Colleges

Tembile Kulati

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

- a. Various pieces of legislation and policy are in place to govern CET Colleges, including:
 - The Continuing Education and Training Act 16 of 2006;
 - Standard College Statute, which individual colleges can use to construct their own;
 - National Policy on Community Colleges, July 2015;
 - Draft National Policy for the Monitoring and Evaluation of CET Colleges, issued in August 2016.
- b. The governance structures prescribed for CET Colleges include Councils, Academic Boards, and Student Representative Councils (SRCs).
- c. The Council is meant to develop a statute and strategic plan for the college, including a plan for funding, addressing past imbalances in terms of gender and disability, providing a safe learning environment for students, lecturers and support staff. It is also meant to determine the language policy of the College. Council also has to ensure that the college complies with accreditation requirements of learning programmes, and establish student support services for the college, after consultation with the SRC.

- d. The Academic Board is accountable to Council for academic functions, internal academic monitoring and quality promotion systems, ensuring that the College complies with the accreditation requirements of learning programmes, and any other function delegated to it by Council.
- e. The Management and Leadership of the College is left to the Principal, but it is not sure to whom the Principal is accountable for the performance of his/her duties. It is understood that College principals are civil servants who are under direct supervision of the DHET, but these functions could be delegated to Council.

Some issues and shortcomings that need to be addressed include:

- f. The Act is silent on the powers and scope of authority of the Council. There is nothing in the Act or other policy documents regarding the role of Council in relation to the College budget, performance oversight of the College's senior management, and responsibility for property and estates. It is unclear whether the Council of a College should function in the same way as a university Council, and whether they would be responsible for establishing a strong organisational identity and ownership.
- g. School Governance Bodies in schools are responsible for determining the finance policy of the School and establishing budget priorities for the school. There is no similar structure proposed for Community Colleges.
- h. Other areas where the policy is inconsistent or ambiguous include the development of a strategic plan; the development of a language policy; the appointment of staff; monitoring and oversight of the Principal's performance; and monitoring the performance of the College on an annual basis.
- i. Some recommendations:
 - The powers of Council should be clarified and where appropriate, enhanced through delegation of authority.
 - Managerial prerogative in relation to the DHET must be clearly demarcated to avoid turf wars;
 - Inconsistencies and ambiguity in aspects of the legislative framework must be addressed – currently the responsibility for developing a strategic plan is given to Council in one piece of legislation, while another leaves it to Management, and a third states that Council will mediate strategic planning with input from various stakeholders;
 - The capacity of College Councils and management structures must be developed in terms of strategic planning, enterprise risk management, and financial management.

Discussion:

- a. The Chairperson thanked Mr Kulati for the analysis that he provided. It shows that there is a lot of work that remains to be done, since the DHET appears to have based the governance framework for Community Colleges on what exists in the TVET sector.
- b. Prof. Aitchison made the point that the DHET employed a quick fix which completely disregarded the advice and recommendations of the initial task team. The governance framework will eventually be found to be unsuitable, and will probably collapse. In the meantime, it would be necessary to work with what is in place, which may require close collaboration and legal and administrative guidance from people in TVET Colleges to assist those responsible for the running of Community Colleges.
- c. Ms Lewin acknowledged that while the current system was evidently a quick fix, she asked for more concrete inputs on what should be in the governance framework. Prof. Aitchison highlighted that it would be necessary to have a governance structure that would be flexible and able to respond quickly to market needs. The Director or Principal should be able to guide the institution, which would require greater autonomy, instead of asking for approval from the DHET for all decisions.
- d. Mr Mokgatle indicated that the analysis should give input on a useful corporate governance framework that would allow a responsive Community College. Powers, functions, responsibilities, operating procedures and structures should be clarified, and the relationships between the Principal,

Council, Academic Board and teaching staff also have to be clear, and their responsibilities clarified. The King Reports on Good Governance could be useful to determine the governance structures that should be in place. The difficulty is that College Principals are meant to be accountable to the DHET and to their Councils, and that reporting lines and performance measures are not clear. There were also some gaps in terms of strategic and financial management that should be clarified. In terms of the composition of Councils, it would probably be necessary to consider the context in which the College will operate, which may require NGOs, government departments and industry role players to be represented. It would also be necessary to provide adequate training to Councillors to ensure that they would understand the purpose of their role.

- e. The Chairperson highlighted that it would be useful to take note of governance systems in place at universities and TVET Colleges. TVET Colleges have gone through several changes where the reporting structures changed over the years, which could provide valuable lessons. It was further recommended that Local Government, which might be called upon to play a valuable role in providing infrastructure and other resources, should play a leading role in the governance of Community Colleges. The Chairperson further proposed that an Employer Advisory Board as well as a Community Advisory Board should also be included in the governance structure.
- f. Mr Kulati highlighted that there is also no limit on the size of Council, which could make them unwieldy to manage. It would be necessary to ensure that the Council and the Principal and management of Colleges receive adequate support from the DHET, since they can no longer rely on provincial government support.
- g. The Chairperson proposed that, in the absence of a substantial legislative framework, Mr Kulati should use inputs from existing examples to draft the ideal governance framework for Community Colleges. All relevant issues could be incorporated and addressed in the ideal governance model. The Plan could make it clear that the previous legislation was a stop-gap measure, and that a new legislative framework is being proposed. The CET Task Team should not be constrained by the limitations of the current system.
- h. **It was agreed** that Mr Kulati would expand the initial legislative framework to develop a proposed framework, aligned to the vision and institutional types that may be established in the Community College sector. It would be necessary to clarify the terminology to be used, the different structures that should enable the governance of Community Colleges, and how other role players should be accommodated. The point was made that the DHET's National Strategy on Partnerships and other inputs should probably also be checked for relevance in relation to this project; Mr Mokgatle would endeavour to make such documents available to Mr Kulati. Models in use in the UK, Canada, the US and India might also be considered, though the different contexts should be noted.

5. Discussion on partnership framework document

5.1 In the absence of Mr Diale, the document on the partnership framework was taken as read. The following issues were highlighted in relation to the document.

- a. Prof. Aitchison highlighted that while it may be accepted that each individual Community College would find it difficult to enter into relationships with government departments, the alternative would require a strong central structure to set up partnerships. However, an overly regulatory environment should be avoided, and the dynamism that is required to set up partnerships at the level of individual Colleges should be harnessed.
- b. Ms Lewin expressed a concern that the document refers to Community Colleges as a third tier of educational provision, placing Community Colleges at the bottom of the system, an understanding that needs to shift.
- c. The Chairperson expressed the view that the document appears to be based on the notion that there would be only one Community College per province. The framework should in fact be placed in alignment with the Task Team's discussions for the longer-term.

- d. There appears to be little reference to local government's role in the co-governance of Community Colleges. This should be addressed in a re-draft of the document.
- e. The proposal that the DHET must enter into partnership agreements is valid, but the document should expand on inter-departmental partnerships and their role in supporting skills development. In particular, lessons that could be learnt from the failure of the NCV: Primary Healthcare should be kept in mind in structuring future partnership agreements.
- f. In general the document should also cover partnerships with other government departments, with provinces and local governments, and with public institutions, to be facilitated by the DHET. Partnerships with industry and the private sector should also clarify donor relationships. The category in which CIE education centres are reflected should also be reconsidered, since they might be better categorised as NPOs.
- g. Dr Mawoyo asked whether a partnership strategy should not include a value proposition for the various entities wishing to enter into a partnership.
- h. Ms Lewin indicated that for the Plan, a conceptual framework for partnerships would be necessary, meaning that the document should be commented on with a view to its incorporation into the Plan. The document should also provide a framework for the future pilot projects being planned. The current document does not provide a clear framework for future partnerships, and may actually close the space for some partnerships.
- i. Prof. Aitchison highlighted that a more expanded framework should be developed that takes note of the various types of partnerships; the benefits to be harnessed through partnerships; what happens if partnerships no longer serve a purpose; and how they should be disbanded. In the current fiscal climate partnerships may become even more critical, the framework should create coherence in a destabilised system, rather than destabilising it further. Linkages should be created at various levels.
- j. The Chairperson highlighted that the document could provide a broad outline, which could be expanded in time by the lessons learnt from the pilot projects. Dr Mawoyo highlighted that a generic MoU template might be provided to allow a college, as a juristic person, to enter into their own partnership agreements.
- k. In previous meetings, Mr Diale had indicated that he had been tasked with developing a partnership framework and that he would welcome inputs from the various Task Teams. **It was agreed** that while the CET Task Team would comment on Mr Diale's document, it would also continue to develop a partnership strategy for partnerships for Community Colleges, which would be included in the Plan. The Chairperson agreed to submit her comments on Mr Diale's document in writing to the Secretariat.

6. 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

- 6.1**
- a. Ms Lewin informed the CET Task Team that a comprehensive report on the activities of all three task teams would be submitted to the Steering Committee on Friday. It was confirmed that the first section of the Plan – rationale, context and vision – had been consolidated and redrafted.
 - b. The second sector focuses on developing the sector and developing institutions, which had been addressed in some projects to date. Proposals for the institutional framework and developing of main programme areas were also drafted. Partnerships and coordination and governance had been addressed. Student and community support have also been addressed. Planning, monitoring and evaluation and the functioning of the DHET are cross-cutting issues that will be addressed at a later stage.
 - c. In terms of developing lecturers, staffing and setting up ICT infrastructure more work still has to be done. It would also be useful to cost these areas, and the current process of connecting the TVET Colleges to SANREN could prove useful.
 - d. The outcomes of the various task teams and commissions focused on funding would be awaited before this aspect is addressed. More work would also have to be done in terms of developing programmes.

- e. The Chairperson proposed that funding reports could be used as a starting point for the Plan. In terms of ICT liaising with SAIDE had been mentioned, but it would be necessary to procure their services through a bid committee process, and it is uncertain what SAIDE would be asked to do. It was stated that it would be necessary to consider the programmes that Colleges would offer, and what kinds of technology they would require. The CHE has done some work in terms of ICT provision, which could be called upon. The Plan may only have to specify the bare minimum in terms of ICT infrastructure when colleges are established, but it would be useful to refer to open educational resources and adequate ICT infrastructure. **It was agreed** that Dr Mawoyo should develop a short think-piece on ICT infrastructure for Community Colleges, which could also take note of the DHET's open learning platform for CET.
- f. It was further noted that the DHET is developing norms and standards for staff development, which could inform a document on staffing. The Chairperson indicated that she could work on such a document in the new year, or that she could work with additional capacity in this regard. The TVET Task Team is also developing a similar document which could provide a useful springboard for the CET sector.
- g. In relation to partnerships and coordination, it was noted that Dr Mawoyo would develop a think piece that would align with that developed by Mr Diale. It would be necessary to clarify the guidelines for partnerships that should be included in the Plan. The pilot projects could provide helpful learning experiences that could take the system forward, but should not be based only on the needs of the partners in the pilot projects. This was probably why the Partnership Framework was deemed necessary to assist colleges to chart a way forward.
- h. The point was made that the Plan will eventually be a series of sub-frameworks covering issues like partnerships, funding, etc. Partnerships could be the thread that could tie the various components of the sector together. Some generic thinking should be provided to prevent abuse and give guidance, but individual colleges should also be allowed to follow their own strategies. Colleges will be built based on a core set of programmes, meaning that they would probably have long-term and short-term partnerships.
- i. Prof. Aitchison made the point that Community Colleges would rely on partnerships to be established, for which a partnership framework would be particularly helpful. When partnerships go wrong, however, it would be necessary to give guidelines on how the partnership can be remedied or resolved in situ. The further one moves away from the context, the more bureaucratic processes become, which could stifle partnerships. The DHET could drive partnerships at a national level with other departments that support national projects, while the Colleges could enter into their own context-driven partnerships. There is a number of existing partnerships that could provide valuable material that could be expanded by Dr Mawoyo.
- j. The intention is to finalise the Plan between March and June 2017, but more time may be needed to allow the various task teams to conclude their processes. The uncertainty in the political realm may also hold the Plan back even further, which increases the urgency to have a first draft out in the first half of 2017. People also have a limited attention span, meaning that they also reach a point where they will no longer be willing to participate. A combined meeting of the various Task Teams is being proposed from 26 to 28 January 2017, which would be confirmed in due course.
- k. The Chairperson highlighted that it would be necessary for the CET Task Team to have considered the further work that were agreed at this meeting before the combined Task Team meeting takes place.
- l. Ms Lewin raised the issue of programmes. Although a strong set of proposals for broad categories have been agreed, more work needs to be done to clarify how qualifications, curricula and quality assurance processes will work. In a sense the staffing chapter would be informed by the programme offering, and this would require some thinking from the Task Team. The Branch is keen to construct a socio-economic profile of each of the districts, which could feed into the process, but it would not clarify the exact programme structure.

- m. The Chairperson proposed that a set of questions that should still be addressed would help to identify further work that still needs to be done. For example – associate professions are proposed, but it is not strongly motivated at the hand of a proper analysis to back up the Task Team’s assertions. In terms of skills programmes, some information had been secured from CIE and other entities which could prove helpful. Information about existing infrastructure that is not being used optimally should also be identified and consolidated in the Plan. An analysis of what is available still has to be conducted. In terms of the Associate Professions, the Programmes and Qualifications Subcommittee of SATN might be able to provide useful information. It would also be necessary to quantify the demand and try and determine whether people would be able to find jobs once they have the qualifications.
- n. Dr Mawoyo asked whether the SETAs and their offerings should be included in the section dealing with skills, which was confirmed. SETAs presently use their discretionary grant funding to support skills development.

7. Next meeting date and actions required

7.1 The date of the Task Team’s next meeting will be confirmed by the Secretariat.

1. **It was agreed** that a further analysis of the Thusong Centres, highlighting where they are to be found, what their scope is, and how relevant they could be to the CET Task Team, should be provided.
2. **It was agreed** that Prof. Aitchison would incorporate the changes recommended at the meeting in his paper on student support initiatives in time for the next CET Task Team meeting in early January 2017. A copy of the TVET Support Service Manual would be provided to him for noting.
3. **It was agreed** that Mr Kulati would expand the initial legislative framework to develop a proposed framework, aligned to the vision and institutional types that may be established in the Community College sector. It would be necessary to clarify the terminology to be used, the different structures that should enable the governance of Community Colleges, and how other role players should be accommodated. The point was made that the DHET’s National Strategy on Partnerships and other inputs should probably also be checked for relevance in relation to this project; Mr Mokgatle would endeavour to make such documents available to Mr Kulati. Models in use in the UK, Canada, the US and India might also be considered.
4. In previous meetings, Mr Diale had indicated that he had been tasked with developing a partnership framework and that he would welcome inputs from the various Task Teams. **It was agreed** that while the CET Task Team would comment on Mr Diale’s document, the Secretariat would continue to develop its own strategy for partnerships for Community Colleges, which would be included in the Plan. The Chairperson agreed to submit her comments on Mr Diale’s document in writing to the Secretariat.
5. **It was agreed** that Dr Mawoyo should develop a short think-piece on ICT infrastructure for Community Colleges, which could also take note of the DHET’s open learning platform for CET.
6. **It was agreed** that members would provide feedback on the consolidated chapters and the partnership document to the Secretariat by mid-November 2016. A reminder would be sent.
7. The next meeting of the CET Task Team will be scheduled for 20 January 2017, to precede the combined Task Team meeting being planned for the last week of January 2017.

8. Closure

8.1 The meeting was closed at 15:10. All participants were thanked for contributing to the discussion, and best wishes were extended for happy holidays.