ANNEXURE 1

Progress on resolutions of the 2010 Higher Education Summit

Report prepared for the second national
Higher Education Transformation Summit
2015

Department of Higher Education and Training

Introduction

The first Higher Education Summit was held in April 2010. This document provides a summary of work done towards the resolutions of the Summit as at October 2015. It is important to note that some of the resolutions in the declaration of the summit cannot be achieved by Government or the Department of Higher Education and Training acting on its own. In order to achieve some of these collective efforts of government, parastatals, universities, civil society organizations, business and greater society must work cooperatively and collaboratively to respond to the need for improved mid to high level skills development opportunities, job creation and improvement of poor educational achievement which continue to confront South Africa. The progress reported on therefore is not limited to the work of Department of Higher Education and Training only, and some progress may not be included here, but will likely be highlighted t the second National Higher Education Transformation Summit to be held from 15-17 October 2014, as various stakeholders provide input at the summit.

RESOLUTIONS	PROGRESS TO DATE
1. Establish a permanent Stakeholder Forum. The Department must lead a broad consultative process immediately to define the role and functions of this forum and a process for it to be established.	A meeting of representative stakeholders within the university sector was held at the CHE towards the end of 2010. It was decided that a single forum should not be taken forward. However, a number of separate forums have been convened to deal with specific issues. These include regular meetings with University Council Chairs Forum of South Africa (UCCDF-SA); Higher Education South Africa (HESA) (now Universities South Africa (USAf)); South African Union of Students (SAUS); and the Education Alliance. A decision has also been taken in conjunction with USAf that an high level intergovernmental forum should be established, comprising of key government departments and USAf, UCCF-SA and the CHE, which should meet once a year to discuss issues relating to the higher education agenda. The idea of establishing a broad stakeholder forum could be reconsidered by the Summit.
2. Convene an annual summit to review progress in the sector. Annual summits should note institutional progress in relation to the recommendations of the Soudien report on the agenda.	The Department convened a Transformation Seminar, under the leadership of the Deputy Minister in October 2011. No further Summits or Seminars were held. The Summit that is taking place in October 2015 can be considered as a follow up. The Minister has requested that USAf consider organising an annual summit going forward.
3. Convene a Working Group to take forward the framework for differentiation developed in the summit and develop recommendations in consultation with the sector.	Meetings and discussions were held leading to the publication of a draft framework on differentiation. Public comments have been received and a final policy will be developed during 2015 and consulted widely before final publication in 2016.
4. Develop mechanisms to promote student-centeredness and caring universities.	Through the monitoring process and ongoing discussions with HESA/USAf, the Department has been involved in a process to encourage role players to promote student centeredness in universities. The Department has also addressed numerous meetings of professional associations of student development practitioners in the sector. These include: the National Association for Student Development Practitioners; the Financial Aid professional association; the South African Association for Senior Student Affairs Practitioners and SAGDA etc. Currently discussions are underway with the professional associations to establish an overarching umbrella body of practitioner associations. The Department also helped facilitate the development of a Student Charter of Rights and Responsibilities. The Charter was adopted by the South African Union of Students conference held in August 2010. A draft was concluded at a national conference held at the University of Cape Town in September 2014. It has been sent to all the SRCs for final comment and endorsements in preparation for the launch in June 2015.
5. Develop a charter on learning and teaching	HESA's Teaching and Learning Working Group was requested to develop a draft teaching and learning charter in 2011. A draft was developed but never approved by the HESA Board and therefore did not get adopted across the

		system. The DHET has developed a new set of criteria for the management of Teaching Development Grants that have been implemented. These are aimed at ensuring that Universities improve teaching and learning practices.
6.	Seek a focused recapitalization of HDIs.	This has been introduced through a number of initiatives. Firstly, there has been a reprioritization of infrastructure funding to ensure the HDIs infrastructure backlogs and student housing needs are systematically dealt with. Over the period from 2012/13 to 2014/15, HDI universities received 42% of the total infrastructure grant of R6 billion, while they only accounted for 15% of the teaching input units (using FTE enrolments) funded in the block grant. In addition, in line with the recommendations of the Ministerial Committee on University Funding, the Minister has implemented an HDI development grant in 2015/16. This grant, amounting to R410 million per year (R2, 050 billion in total) is being disbursed to eight (8) HDIs over next five years. This funding is aimed at addressing the specific needs of the universities, with the aim that by the 2020/21 financial year, most of the key issues will be dealt with at these institutions, and the concept of 'institutional disadvantage' will, to a large extent, not be relevant anymore.
7.	Develop strategies to strengthen emphasis on post-graduate studies and research and address the engendering of a new generation of academics.	This has been done through the development of a comprehensive plan, the 'Staffing South Africa's Universities' Framework (SSAUF), which was thoroughly consulted across the sector, and approved in January 2015. The SSAUF includes programmes designed to create opportunities for existing staff to enhance their research and teaching skills, improve their qualifications, and expand, build and exploit international networks. It also emphasizes the importance of forging closer links between industry, work and academia, of retaining, in appropriate ways, the knowledge and expertise of retiring academics, and of actively identifying and encouraging experienced senior staff outside of South Africa to take up positions (contract or permanent) at our universities to help build capacity. The SSAUF also includes programmes to develop capacity in respect of the management of academic processes. One of the five programmes in the framework, the 'New Generation of Academics' Programme (nGAP), aims to identify and nurture academic talent early in the academic development trajectory, at senior undergraduate level or early post-graduate level; and support newly recruited academics to acquire doctoral degrees (or Master's Degrees in selected fields); develop teaching expertise; and develop research skills, including scientific publication skills. In 2015, 125 permanent academic posts have been allocated, spread across all 26 universities, and the process for the 2016 next nGAP intake will begin in October 2015. It is envisaged that 400 posts could be supported across the sector, per annum, once the scheme is fully operational. An aligned development programme supports nGAP appointees to develop strong teaching and research competencies.

		Agreements are in the process of being forged with the NRF, the UK-SA Newton Fund (via the British Council) and with other agencies to support the other SSAUF programmes, and a detailed core SSAUF Development Programme is aimed to be developed by early 2016. In 2011, the Department introduced the Research Development Grant (RDG) as one of the earmarked grants. This grant was aimed at developing research capacity and capabilities of less research-intensive institutions (HDIs and UoTs) as they were not performing well in production of research outputs. For the first two years, there were no set criteria on how to use the funds and as result institutions utilized the grant for various research related activities like student bursaries, equipment, workshops, infrastructure, etc. Eventually, criteria were developed which focused primarily on staff development in term of Masters and PhD qualifications as well as other supplementary capacity building activities such as supervisor training, writing workshops etc. Since 2010, more than 2000 research staff have benefited from the support afforded through the RDG and this has likely contributed to the improvements in research productivity across the different types of higher education institutions. Information on numbers of research staff that have obtained PhDs through this programme is currently being collected.
8.	Revitalize the academic profession including the development of a coordinated plan to increase the number of younger researchers.	The work described under point 7 covers this resolution as well. The first 23 nGAP posts have been contractually finalized, and it is aimed to have the first cohort of 125 nGAP posts filled by the end of 2015. 2016 will see the recruitment phase of the second cohort of nGAP appointees. The DHET is working to grow this programme and it is envisaged that once it reaches scale, 400 new nGAP appointments will be made each year, with 80% of the appointments being black and/or women academics.
9.	Ensure stronger intra-institutional capacity-building and knowledge sharing in order to foster inter-institutional sectoral solidarity and collaboration.	Since 2010, the DHET has actively implemented the European Union funded Strengthening Foundation Phase Teacher Education Programme, which sought to build capacity within and across institutions within the field of Foundation Phase teacher education. R141m was allocated to support universities to strengthen their capacity to develop foundation phase teachers, especially African language foundation phase teachers. The programme is being concluded in 2015 and it has had a major impact on Foundation Phase teacher education in the country. One of the major achievements was increasing the number of universities offering Foundation Phase programmes from 13 in 2009 to 21 in 2015, and ensuring that these programmes take full account of the need to develop Foundation Phase teachers who can teach competently in African language mother-tongue contexts. The DHET has entered into a new agreement with the European Union and a new programme, the *Teaching and Learning Development Capacity Improvement Programme* (TLDCIP) will be implemented from 2015/16 to

	2019/20. The TLDCIP will involve seek to strengthen teacher education at universities in the following areas: • Early childhood education • Inclusive and special needs teacher education • Primary teacher education • Technical and Vocational Education and Training lecturer education • Community Education and Training lecturer education A business plan has been developed, and approximately R200m will be available to support a range of approved activities in these 5 areas. In addition, Universities South Africa and the Council on Higher Education, through their various activities and specialized groups continues to work to build intra- and inter sectoral capacity building. Also, the universities themselves are involved in many areas of collaboration.
10. Ensure commitment to good corporate governance.	The Department has worked closely with universities to tackle governance issues and help universities overcome governance challenges. The Minister has had to appoint assessors and administrators in order to prevent governance from collapsing in a number of institutions. These include, Walter Sisulu University, University of Zululand, and Tshwane University of Technology and the appointment of a task team to investigate the success of the merger of the erstwhile Medunsa and University of the North, owing to the constant complaints about governance problems faced by the University of Limpopo. This lead to the promulgation of a new university, Sefako Makgatho Health Sciences University, which incorporated the Medunsa Campus of UL. The University Council Chairs Forum –South Africa (UCCF-SA) has been established in order to empower Council members to perform their governance responsibilities more effectively. A decision was taken at a meeting between the UCCF-SA and the Minister on 22 October 2013 that council capacity building workshops which would cover specific areas of council operations should be organized. The workshops were organized by the Department in partnership with UCCF-SA, to provide skills and knowledge in leadership and governance of higher education institutions. The programme covered the following areas: Global and National Trends in Higher Education; Higher Education Policy and the Legislative Framework; Roles and Responsibilities of Councils; Ethics and Code of Conduct for Council Members; and Financial Management.In order to make the numbers manageable and, to a large extent cost effective, the institutions were grouped into regions, thus six regional workshops were held between 11 July and 23 August 2014 for all 26 universities. A decision has been taken with the UCCF-SA to strengthen this programme and institute regular council training across the system going forward. The Department will, through a consultative process in 2015/16, develop a set

		of key governance indicators against which universities good governance can be assessed.
11.	Address the decent work requirements of academics and support staff.	This is a responsibility that falls squarely within the role of university management. Universities will need to provide reports on how they have implemented this resolution.
12.	A national framework for development of student leadership.	The Department, in partnership with the Centre for Education Policy Development (CEPD) is currently engaged in a project to develop the capacity of student leaders (SRCs) and unions so that they can respond appropriately to the changing post schooling landscape. The project uses a variety of approaches to capacitate student leaders and organizations, including: - Development of materials will cover a range of themes relevant to issues pertaining to students in post school institutions. - Capacity Building Workshops - Short courses on project management and financial management - Support to student organizations and unions A series of workshops was held with SRCs across the country during the first two weeks of October. The workshops covered the following themes: - Leadership and Leadership Theories; - Contemporary challenges of South African students; - Co-operative governance: principles, history and philosophies underpinning the concept of co-operative governance in South Africa; - Diversity: tolerance, and other cross-cutting themes such as human rights and social justice; and - Conflict and Conflict Management: focus on strategies in dealing with conflict and conflict situations.
13.	There is a need to develop programmes aimed at improving opportunities for young African academics particularly women.	This is covered by the Staffing South Africa's Universities Framework (SSAUF) discussed under point 7 and 8. The 'New Generation of Academics' Programme has as a target that black South Africans must fill 80% of the nGAP posts, with a special focus on women. Of the 55 posts approved by early October 2015 for the nGAP initiative, 96% (53) of the posts offered are to black South Africans (21 African men, 23 African women, 4 Coloured men, 3 Coloured women, and 1 Indian woman). The remaining posts, still in the recruitment phase, are in line with these proportions.
14.	HEIs must contribute to the development of African languages as academic languages, understanding the role that language plays in development and education. This includes the development of African language-based post graduate outputs across disciplinary areas.	A round table on African Languages was held in October 2010. Out of this process the Minister established a Ministerial Advisory Panel on African Languages in December 2012. Its terms of references were published in a Government Gazette No. 35028 on 10 February 2012. The main purpose of the panel was to investigate further some of the recommendations made in the above mentioned report as well advise the Ministry on how African languages could be developed into languages of teaching and research at universities. A report has been submitted to the Department and is still being consulted on for finalisation internally before submission to the Minister. In addition a new policy on Minimum Requirements for Teacher Education

	Qualifications was gazette in 2011. The policy makes it compulsory for new teachers whose mother tongue (or language of choice) is English or Afrikaans to study an African language to the level of basic conversational competence. Universities will now be required to re-curriculate their teacher education programmes to come in line with the new policy.
15. We need a curriculum orientated toward social relevance and which supports students to become socially engaged citizens and leaders.	The DHET does not develop university curricula and therefore this is seen as the responsibility of institutions themselves. The Higher Education Quality Committee (HEQC) the CHE could also play a role in this through their quality enhancement, assurance and accreditation processes. However in the area of teacher education, the new policy on qualifications mentioned in point 14 does require these aspects to be factored into every initial teacher education programme. Through the Teaching Development Grants, the Department provides funding to support academic staff to enhance their curriculum development skills, and to support pilot projects which seek to enrich and broaden curricula.