

# Department of Higher Education and Training

## Ministerial Committee/ Task Team Reports

Presidential Commission on  
Higher Education and Training  
5 October 2016



# Reports

1. Ministerial Committee on the Review of the National Student Financial Aid Scheme;
2. Working Group on Fee-Free Education for the Poor;
3. Ministerial Committee for the Review of the Funding of Universities;
4. Presidential Task Team on short-term funding challenges at Universities;
5. Report of the Ministerial Committee on the Provision of Student Housing;
6. Ministerial Committee on racism at higher education institutions.
7. Ministerial Panel on African Languages;
8. Working Group report on Community Service for Graduates;
9. SAIVCET
10. Review of NCV
11. Mathematics MTT
12. National norms and standards for funding technical and vocational education and training colleges (no report yet in place)

# Review of the National Student Financial Aid Scheme

## 38 recommendations 1 year after

- A higher education student financial aid model that progressively provides free higher education to undergraduate level for students from poor and working class communities.
- The model should also provides student loans on favourable terms to higher education students from lower middle-income families – Ministerial Task Team on a financial aid model for

## Progress

- Currently being progressively implemented for full cost of study for poor students (family income of R120 000 per annum) – fee free at point of access; no interest for the period of study + 1 year; up to 60% of aid provided converted to a grant; interest 1 year after graduation; interest at 80% of repo rate; only pay if productively employed.
- Universal financial aid model currently in draft form – to be submitted to Minister for approval; to be tested through a pilot in 2017; for implementation in 2018

# Review of the National Student Financial Aid Scheme

- The adoption of the proposed further education and training (FET) student financial aid model, which provides fully-subsidised bursaries for all National Certificate (Vocational) (NCV) students at FET colleges.
- 100 % bursaries are provided for tuition fees for Nated Report 191 and NCV qualifying students. Allowances (transport and accommodation) are provided subject to available funding. i.e. free TVET implemented for the poor
- Simpler process for identifying the poor (means test) and improved administration systems
- NSFAS introduced a new administrative model for managing NSFAS loans, grants and bursaries, the new student centred model. The new model shifts the responsibility of administering funding from universities and TVET colleges to NSFAS. The new model incorporates a range of innovations aimed at improving administration, including

# Review of the National Student Financial Aid Scheme

- A comprehensive policy framework should be developed to articulate the detail of the national policy imperative of providing free higher and further education

- Minister appointed a working group to consider the feasibility and cost of fully implementing free higher education for the poor up to undergraduate level
- Policy Dialogue process
- Ministerial Task Team on financial Aid for the poor and missing middle

- The NSFAS Act should be amended to comply with the Constitution of South Africa (Act 108 of 1996) and the National Credit Act (NCA) (Act 34 of 2005)

Higher Education Laws Amendment Act 21 of 2011 was published on 14 December 2011 in Government Gazette 34865 and came into immediate effect. The Amendment Act Repeals section 23 of the NSFAS Act, thereby cancelling any obligation on the part of an employer of a borrower to make deductions from the remuneration of that borrower in repayment of a NSFAS student loan

# Review of the National Student Financial Aid Scheme

- Investigating the introduction of a constitutionally compliant section of the NSFAS Act to enable NSFAS to recover loan repayments directly through the taxation system
- The long term objective is to make recoveries through SARS; SARS is being engaged.
- NSFAS launched the positive consent project, through which debtors are requested to give permission for deductions for repayments of their student loans.
- In relation to composition and performance assessment of the NSFAS Board, the Act should be amended to provide for removal of board members by the Minister
- Higher Education Laws Amendment Act, 2011 empowers the Minister to intervene in the case of poor or non-performance or maladministration by the board of the National Student Financial Aid Scheme – to put it under administration

# Review of the National Student Financial Aid Scheme

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| <ul style="list-style-type: none"><li>• Investigating the introduction of a constitutionally compliant section of the NSFAS Act to enable NSFAS to recover loan repayments directly through the taxation system</li></ul> | <ul style="list-style-type: none"><li>• The long term objective is to make recoveries through SARS; SARS is being engaged.</li><li>• NSFAS launched the positive consent project, through which debtors are requested to give permission for deductions for repayments of their student loans.</li></ul> |
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| <ul style="list-style-type: none"><li>• A wide range of recommendations on improving the administration of the NSFAS scheme</li></ul>   | <ul style="list-style-type: none"><li>• The new central applications model incorporates these. It is currently being fully implemented</li></ul>   |

# Review of the National Student Financial Aid Scheme

- NSFAS should not blacklist students with credit bureaus and should remove the names of all students currently blacklisted with the TransUnion ITC credit bureau and/or any other credit bureaus. Recommended the immediate removal of the approximately 5 000 blacklisted debtors
- NSFAS should handle only public funds and should not continue to provide a state-subsidised bursary distribution service to private sector bursary scheme funders
- This was immediately implemented.
- However there are now discussions on how we can protect recoveries without prejudicing debtors.
- NSFAS is implementing a positive consent process for listing debtors
- The act provides that NSFAS should also raise funds. Some of the funds might be raised from the private sector resulting in a need to administer private sector bursaries.
- Ministerial Task Team on financial aid for the poor and missing middle is looking at a public private partnership to enable sufficient funding to cover all students.



# Working Group on Fee-Free Education for the Poor;

Working group report received in 2013. Not published but shared with stakeholder groups.

Fee Free higher education (at point of access) for the poor is feasible but will require substantial additional funding; dependent on parameters set NSFAS current model a good model to implement; but strengthen administration; improve success.

Policy Dialogue recommended to set parameters – started July 2014

Ministerial Task Team on financial aid for the poor and missing middle set up to develop the strengthened model

Policy dialogue converted into the reference group for the Ministerial Task Team

MTT report ready for submission to Minister and approval by cabinet for piloting for missing middle in 2017 – view to implement fully in 2018 if all legal issues are in place and dependent on outcomes of the Presidential commission

# Report on short-term funding challenges at Universities

## Wide variety of recommendations made.

The Funding shortfall for universities as a result of the zero percent increase has been quantified at R2.33 billion.

Universities and Government have agreed that they will share the cost of the shortfall resulting from the zero per cent fee increment. The State will cover 83% and universities will cover 17% of the shortfall.

Implemented in Minister of Finance's Budget vote speech in 2016; majority of funds released to institutions in January 2016.

Minister announced carry through costs of the 0% in the baseline funding of universities; total over the MTEF = R5.7 billion

Total amount of short term debt relief of R4.582 billion should be made available by government in the 2016/17 financial year, and if at all possible to be carried through in the baseline NSFAS funding into the 2017/18 MTEF

Implemented in Minister of Finance's Budget vote speech in 2016

## Report on short-term funding challenges at Universities

A regulatory framework for managing future university fee structures and increases should be developed and agreed upon through a broad consultative process. This should be applied as part of an integrated planning process built on the current process for negotiated enrolment planning implemented by the DHET

CHE requested to make recommendations to the minister after agreement with USAf. First phase report for 2017 presented to the Minister on 11 August 2016

A process to develop a new model for financial aid to include the missing middle should be put in place immediately with the view to testing it in the 2017 academic year for full implementation in 2018

Ministerial Task Team (Mr Sizwe Nxasana as chair); has developed a comprehensive funding and support model for poor and “missing middle” students to enable poor students to be fully funded and missing middle students to receive affordable loans. The Minister expected to receive the report this week. If approved by Cabinet it will be piloted in 2017; if all legal issues are dealt with fully implemented in 2018

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# Review of the Funding of Universities

Numerous recommendation made in the report

Technical Team and Reference Group appointed to model implications of all recommendation – 50 page document available indicating recommendations to Minister;  
Revised funding framework developed and ready for publication for public comment after approval by Cabinet

Foundation Provisioning recommendations

- Generally accepted and implemented
- Grant is now called the Extended Curriculum Programmes.
- Extended curriculum programme includes additional foundational or augmented provision
- From the 2015/16 financial year the extended curriculum programmes are funded on the same grid as the teaching input grid.
- Increased enrolments – aim to ensure that at least 30% of students enrolled are on extended curricula programmes by 2030

# Review of the Funding of Universities

Historically Disadvantaged Institutions (HDI) Development Gant proposed

Implemented in 2015/16; R2bn over a five year period; business plans submitted by institutions; could not be started in 2016/17 due to funding being reprioritised to ensure that all HDIs were provided with the full amount to cover the 0% decision

University Development Grant should be implemented combining the Teaching Development and the Research development Grants

University Capacity Development programme is drafted for Minister's approval and implementation in 2017/18; it has 3 components: student development; staff development and curriculum/institutional development

Accountability regarding enrolments (under and over enrolments)

Phased in implementation in the 2014/15 Ministerial statement – working towards a 2% acceptable variation in targets

Monitoring and Evaluation Unit to ensure public accountability

Ministerial report recommended an external body; TT and Reference did not agree - recommended strengthened capacity within department; Sector Planning, Monitoring, Evaluation Support Programme was implemented in 2015/16

# Report on the Provision of Student Housing

Norms and standards must be developed for new student housing and where practical, refurbishment and renovation of existing stock.

Developed and published ; all new student housing to conform with Norems and Standards

Student Housing Task Team established in July 2015 to develop financial models and a programme for fast tracking the provision of student housing

Student housing symposium held in July 2016 to launch programme;  
First Phase for the development of 300 000 beds for university and TVET college students over the next 10 years already underway.

Transaction advisors appointed and feasibility studies being undertaken funded by a EU Infrastructure grant 15 000 beds to be delivered in the first phase implementation.

# Ministerial Panel on African Languages

The Minister approved the report on the development of African Languages in July 2015.

Following the approval of the report, the Minister convened a seminar in in November 2015 in order to concretise the recommendations.

The Department concerned a working group to develop a draft revised policy on the development of African Languages.

The draft policy is due to be published in the government gazette for public comments in October 2016, once approved by the Minister



# Report on Community Service for Graduates

The Minister noted the report on the feasibility of a community service scheme for graduates.

The Minister approved consultation with relevant government departments. The Department has conducted initial consultations with the Department of Public Service and Administration (DPSA) and the Department of Labour (DoL), due to implications the schemes would have on the public service and as well as labour related issues.

A SIAS was undertaken which questioned the costs of implementation and the feasibility of such a programme

In July 2016, the report was tabled at the Government and Administration (G&A) Cluster meeting for the development of a Cabinet Memo.

The G&A cluster did not approve the report for tabling to Cabinet and recommended that more work needs to be done before the report could be tabled to Cabinet.

The Department has developed a submission to inform the Minister of the decision and recommendations by the G&A cluster.

## Report on SAIVCET

### Rationale for SAIVCET

“... the TVET colleges face a major challenge in that they must **expand enrolments, increase their offerings, and improve the quality** of education offered. The sector will face major challenges in the coming two decades, particularly in light of the relatively **weak organisational state** of most TVET colleges. In addition, the **community colleges must be established** with no previous model on which to base themselves. Both the TVET and community colleges must be **flexible, responsive** to employer and community needs, and cater for an expanding number of youth and adult learners, many from the least privileged sections of society. **Without dedicated and expert support they will certainly struggle to achieve the goals that we are setting for them.**

To provide the necessary support, the DHET intends to establish an institute that will **support TVET and community colleges** and the skills development system more generally. This institute will be known as the South African Institute for Vocational and Continuing Education and Training (**SAIVCET**).”  
(White paper)

## Rationale for SAIVCET

“ **Upgrading the technical knowledge and pedagogical skills** of existing staff in TVET and community colleges, and promoting the professionalization of lecturers, instructors and trainers. This task will be undertaken with the assistance of university academics, employers and other expert staff.

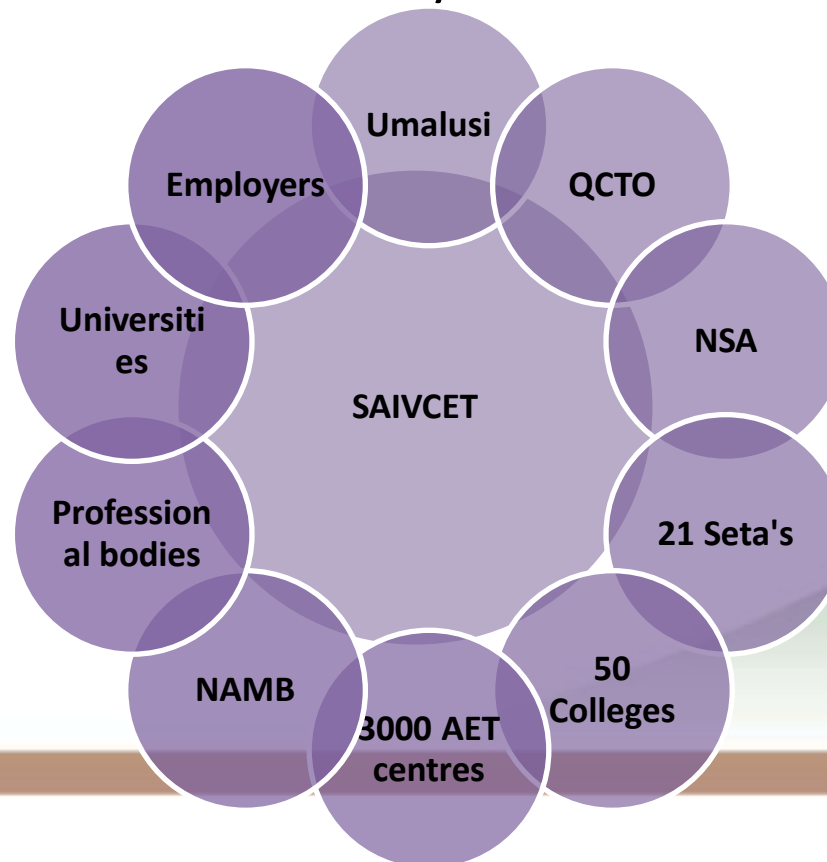
Initiating **research** on the TVET and community colleges and the college system ..... to ensure **excellence in teaching and learning**.

Promoting **dialogue**, coordination and linkages between TVET and community colleges, and between these institutions and universities, SETAs, employers and workers, in order to enhance **coherence and articulation**.

The Institute will **establish** a relatively **autonomous monitoring and evaluation unit** .... In addition the monitoring and evaluation unit will scrutinise reports relating to college **management and student performance.**” (White paper)

## SAIVCET as coordinating body

- The DHET was established with the view that it must integrate both the Skills system previously with the Department of labour and the TVET Colleges and Universities previously with the Department of Education
- There are a number of entities in the system which need to be integrated/ aligned.



## Progress To Date

- SAIVCET first introduced as a concept in Green Paper for the Post School Education and Training System in 2011/12.
- Legislation Drafted and signed in 2013 based on Green paper requirements
- Ministerial task team developed concept paper and implementation plan for SAIVCET
- SAIVCET officially introduced in the White paper in January 2014
- Funding constraints within the current fiscal framework. Negotiations with National treasury for fiscal funding. Not available at present. However the National Skills Fund has made a grant available for a unit in the Department to begin the foundations of SAIVCET
- SAIVCET to be established within the Department of Higher Education and Training as a operational unit for at least the next two years.
- Concept paper and main work flow of SAIVCET has been presented to and signed off by the minister.

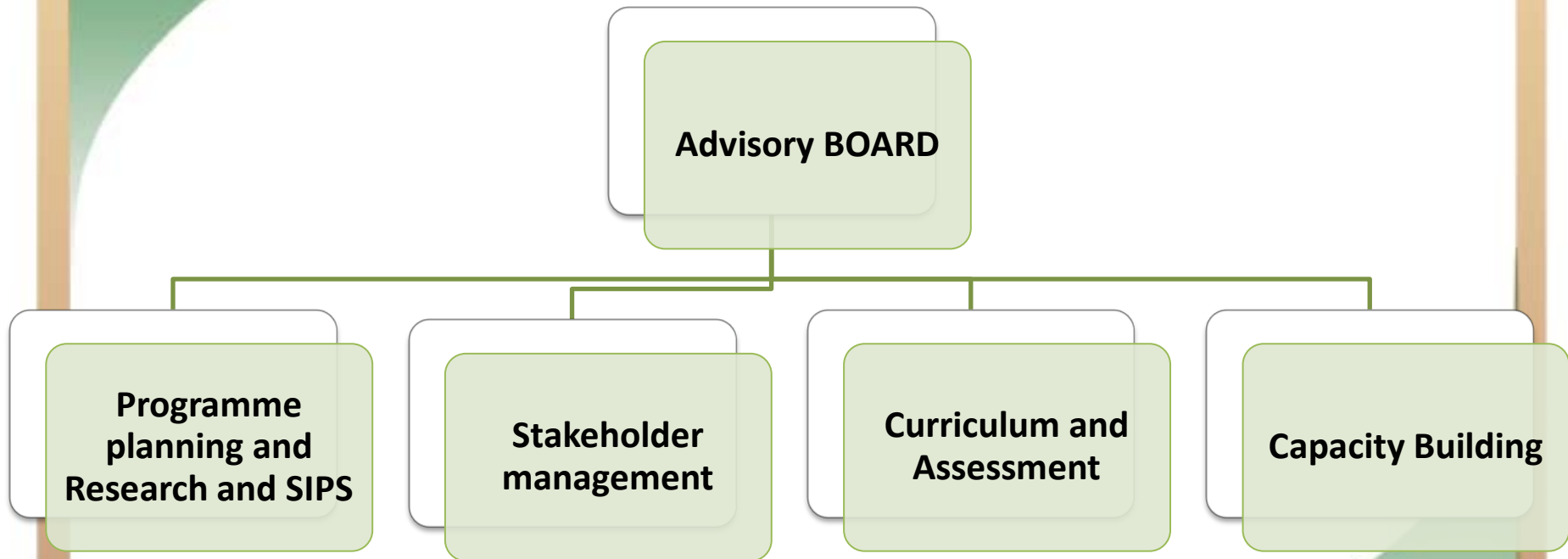
## Progress To Date

- Draft organogram has been developed.
- While a formal board cannot be established at present an advisory board will be established comprising:
  - DDG Vocational Colleges
  - DDG Skills
  - 2 X Industry Representatives
  - 2 x Ministerial task team members
- Job descriptions have been developed.
- Fund manager being appointed. Will be advertised for tender within the month
- Recruitment process will start in within the month.
- Cooperation agreements developed with Swiss and German government for support with the establishment.

# Legislations functions

A	Assist the Minister ...provision of opportunities for and encouraging lifelong learning”	J	<b>Develop capacity and upgrade college teaching staff</b> skills in vocational and continuing education and training
B	.....Development of <b>distance education</b> and training including open learning	K	Provide <b>management training</b> in every College
C	development of <b>teaching and learning and assessment material</b>	L	Provide <b>management leadership and operational training</b> at all levels for SETAs
D	Assist and support the development of public colleges and the development of a <b>skills system</b>	M	Provide <b>management, leadership and operational training for officials of the department</b>
E	development of a curriculum for every public college and ensure <b>curriculum development</b> is institutionalized	N	<b>Promote dialogue</b> between College and between <b>employers</b> and sector education and training authorities
F	Conduct <b>research</b> and contribute to innovate development in continuing education and training	O	Interact with <b>professional councils</b> and promote dialogue between those councils and education and training institutions and the Department
G	Undertake and promote research in the areas of teaching and learning in vocational and occupational programmes that would lead to <b>qualifications or part qualifications</b>	p	Publish a <b>journal</b>
H	<b>Advise the Minister</b> in any matter in respect of vocational and continuing education and training	q	Establish and maintain a <b>library</b> information service
I	Develop material for <b>career guidance</b>	R	Conduct and promote <b>labour market research</b>

# Overall structure / Work streams





# Ministerial Report on NCV qualifications

## Key recommendations:

- Purpose of the NC(V) qualifications must be clearly stated
- The three exit levels must be reconfigured into a single 3 - year qualification at NQF level 4
- The assessment regime to be revisited to strengthen relevance to the world of work
- Maths to be made compulsory for engineering-related programmes
- The curriculum to be revisited to ensure articulation into further studies

## Progress to date

- Minister requested Umalusi to undertake the revision of the qualification in 2014.
- A draft revision of the policy has been produced but not as yet presented for the Minister's consideration
- Funding will be required to undertake the revision of the curriculum as well as to ensure a state of readiness for TVET colleges to implement the revised qualification

# Ministerial TT on Maths and Science

## Key recommendations for TVET

Bridging programme required at entry level into TVET colleges focusing on:

- Mathematics

- Science

- Communication

- Computer Literacy

- Life Skills

Intended to address the deficiencies of students coming from the schooling system who are ill-prepared to undertake further learning in TVET

The strengthening of foundational competencies must enable the successful transition of students from GET into TVET programmes

# Ministerial TT on Maths and Science

## Recommendations for the Transition to Higher Education

Bridging programme required at entry level into TVET colleges focussing on:

- Mathematics

- Science

- Communication

- Computer Literacy

- Life Skills

Intended to address the deficiencies of students coming from the schooling system who are ill-prepared to undertake further learning in TVET

The strengthening of foundational competencies must enable the successful transition of students from GET into TVET programmes

# Ministerial TT on Maths and Science

## Progress to Date

- Foundational learning programme for new entrants into TVET colleges, without matric, in the process of development for implementation in 2018. This initiative is funded by the NSF
- Higher certificate level (NQF Level 5) foundation programme ready to be piloted by the UFS with 3 TVET colleges. The model will be replicated by other HEIs in strategic partnership with identified TVET colleges



# higher education & training

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***Thank You***