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**Central Application Service
Enterprise Architecture**

**Chapter 7 – Advocacy and Communication
Strategy and Programme**

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1 Terms of Reference

This Advocacy and Communication Strategy and Programme has been prepared by Learning Strategies as part of the assistance to the Department of Higher Education and Training for the development of an Enterprise Architecture as phase one for a National Post-School Education and Training (PSET) Central Applications Services (CAS).

This chapter completes step 5.1 of the Project Plan and presents deliverable number 4.7 as per the Terms of Reference and forms chapter 7 on the consolidated CAS Enterprise Architecture.

The purpose of this chapter is to present an advocacy and communication strategy and programme for the implementation of the CAS based on the current understanding and Enterprise Architecture design for the intended entity. The advocacy and communication strategy includes the steps necessary to validate the design and recommendations with the various project consultative and advisory structures established for this phase of the project.

2 Advocacy and Communications in Context

2.1 Purpose and Objectives

The establishment of the CAS for the PSET sector will be a complex and extended project which will touch on a broad range of stakeholders and interested and affected parties. Crucial to the success of the implementation will be the extent to which these various stakeholders and other parties are brought on board and kept informed of the project and progress throughout the design, development and implementation phases.

Communication with these stakeholders has both the objective of informing them but also of convincing them to play an advocacy role on behalf of the project. The direct engagement with various stakeholders will be through individuals such as executives and registrars at universities as well as college principals and SETA CEOs. These individuals will need to be in a position to pass on these messages to their various constituencies and organisations fulfilling an advocacy role on behalf of the CAS project.

At the same time, the CAS project itself needs to consult with and convince a number of governance and regulatory structures of the importance and the potential benefits of the CAS, effectively fulfilling direct advocacy role in this regard.

Once established, the CAS will be expected to manage extensive on-going communication with various stakeholders. In particular, the annual application cycle will require extensive communication at various stages to applicants, parents, schools and other parties engaged in this process.

This advocacy and communications strategy is designed to support these processes throughout the various phases of the project, and provide the basis for the communications and outreach processes for the established CAS.

2.2 Project Phases

The project for the establishment of the CAS can be broadly broken into three main phases with a number of additional sub-phases as follows:



- **Phase 1: Project for the Establishment of the CAS** – this project, is the entire phase leading up to the establishment of the entity and the launch of the Central Applications Service. The sub-phases in this phase are as follows:
 - **Phase 1.1** - Enterprise Architecture (Currently under way)
 - **Phase 1.2** – Detailed Design
 - **Phase 1.3** – Legislative Establishment
 - **Phase 1.4** – Build and Establish
- **Phase 2: Launch and Roll-out the CAS** – this phase, which takes place on completion of the establishment project, is effectively the launch of the CAS as an operating entity and the Roll-out of the service to the various stakeholders.
- **Phase 3: Business as Usual** – on completion of the launch period, the CAS will move into a business as usual phase which will still require extensive communication and advocacy on an ongoing basis.

2.3 Communications versus Advocacy

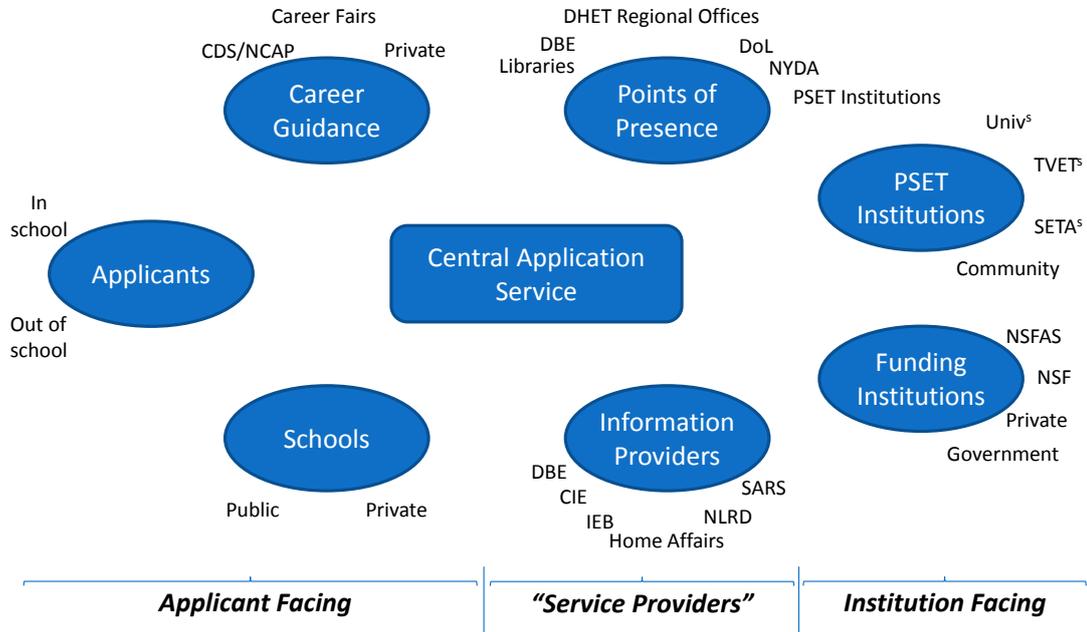
This strategy covers both advocacy and communications, and for the purpose of this document these concepts are defined as follows:

- **Communication** – Communication is defined as the imparting or exchanging of information by speaking, writing or using other medium. It is the process of sharing information with various interested parties aimed at informing them of progress, developments and status of an entity, project or other activity. Communication can carry various messages and have various purposes including the following:
 - **Information** – merely the sharing of information.
 - **Action** – encouraging action from the receiver of the communication such as encouraging individuals to apply early or how to apply.
- **Advocacy** – advocacy is defined as the process of obtaining public support for or the recommendation of a particular cause or policy. Advocacy is also defined as the act of pleading for, supporting or recommending a cause or proposal.

In the case of the CAS, advocacy is therefore an element of the communications strategy but specifically aimed at communicating with those stakeholders being individuals and entities that are required to support the establishment of the CAS and the operations of the CAS once established.

3 Stakeholder Map

As part of the formulation of the CAS project, a stakeholder map has been formulated as follows;



It should be appreciated that the full ambit of stakeholders of the CAS project is extensive and that the stakeholder map above is a simplification of this environment by grouping stakeholders as far as possible where engagement and communication messages would be similar.

The stakeholders have been grouped into three broad categories as follows:

- Applicants and applicant facing stakeholders
- Service providers
- Institutions and institution facing stakeholders

An advocacy strategy has been developed for relevant stakeholders and a communication plan and strategy has then been formulated for the various phases of the project for each relevant stakeholder.

4 Communication and Advocacy to Date

This section presents the steps already taken aimed at advocacy and communication of the CAS project and process up to the middle of the first phase of the CAS project for the development of the enterprise architecture. These steps can be summarised as follows:

4.1 Pre Phase 1 Activities

The concept of the Central Applications Service has been discussed and debated over a number of years in various forums and task teams. The Education White Paper 3 (DOE: 1997) proposed the National Higher Education Information and Application Service (NHEIAS). The National Plan for Higher Education (NPHE), 2001, reaffirmed this proposal

and led to the appointment of a working group in October 2001 completing its report by June 2002.

In 2011, the Minister of Higher Education and Training requested the Council for Higher Education (CHE) to advise him on the establishment of a CAS. This resulted in a report dated September 2011 which supported the establishment of a CAS based on the potential benefits of such a service and system for all first-time entry undergraduate students into higher education and training institutions.

The 2013 White Paper for Post-School Education and Training reiterated that the new Central Applications Service is a crucial move towards supporting informed access to universities and other post-school opportunities for students. The White Paper effectively broadened the focus of the CAS to all parts of the PSET sector.

The White Paper then led to establishment of the CAS Vision 2030 document which presents the vision for the CAS for the PSET sector. The process of developing this vision was the start of the advocacy and sector-wide communication of the objectives and potential of the CAS in the sector.

4.2 Phase 1 Activities

Phase 1 of the project aims at the formulation of the Enterprise Architecture for the CAS and has extended the advocacy and communication with various stakeholders primarily through the following means:

- An advisory group has been established including representatives from the various PSET sectors which has met at key stages throughout the project to receive first the service model and then the business and operating model for the CAS. This has been a key engagement process as it includes representatives of the various sectors.

At the same time, the Enterprise Architecture project has consulted directly with various forums including the following:

- **Universities Registrars Forum** – the Registrars Forum of Universities South Africa is a key stakeholder body which was engaged fully on the service model on 28 July 2015 and will again be consulted in detail before the finalisation of the Enterprise Architecture.
- **The VSET branch** of the Department of Higher Education and Training has been engaged with directly aimed at sharing the objectives of the CAS and the implications for that sector as the CAS evolves over time. The CAS project team has requested the opportunity to engage directly with the college principals but this opportunity has not yet materialised.
- In the **Skills Sector** (Occupational Training and Skills Development), the consultation has been limited to engaging with the DHET Skills branch and a presentation to the SETA CEOs Forum.

In addition to the above, the project has consulted directly with a number of specific institutions including:

- **The KZN Central Applications Office** – being the current central applications service for the KZN institutions.
- **NSFAS** – a number of engagements with NSFAS have been held aimed at understanding the relationships between the proposed CAS and NSFAS and the opportunities for collaboration in the future.



- **Engagement with Individual Universities** – the CAS project team is engaged directly with individual institutions including the following:
 - University of Witwatersrand
 - University of Johannesburg
 - UNISA
 - University of Limpopo
 - Informal engagement has also taken place with registrars of other institutions such as NMMU.

The format of this communication and engagement has been primarily through the presentation of progress and concepts utilised in the formation of the Enterprise Architecture of the CAS. It should be appreciated that this process is an evolving process and that a defined message in terms of the form and structure of the CAS was still in the development phase during these engagements.

The completion of phase 1 of this project involves the final delivery of the Enterprise Architecture which is anticipated to involve a number of specific consultations as follows:

Stakeholder Group	Proposed Engagement
Registrars Forum	The final draft of the Enterprise Architecture will be presented in full to the Registrars Forum before the end of March 2016 with a full opportunity to engage fully in the proposed Enterprise Architecture and to receive the inputs and advices of the registrars of the university sector.
Regional engagement with universities	It is expected to present the CAS Enterprise Architecture to a number of regional associations which will provide access to the registrar and various executives of institutions in each region. These consultations will take place between February and April 2016 and it is hoped to create the opportunity to directly address as many as possible of the institutions through these mechanisms.
Individual institution consultation	The existing individual institutions will be consulted directly where possible and where requests for such consultation can be accommodated.
TVET Sector and college principals	A presentation will be made in the first quarter of 2016 to the TVET colleges highlighting the CAS Enterprise Architecture proposals and the timeframes for the potential roll out of this process to the TEVT sector.
SETA CEO Forum	The skills sector will be addressed through engagement with the SETA CEO forum also in the first quarter in 2016.

In all of the above cases, a comprehensive presentation of the Enterprise Architecture, its implications for the various sectors, the proposed rollout plan and the various components of the service itself will be presented and discussed.

The above effectively comprises the advocacy strategy for the CAS project during the remaining course of phase 1 of the project itself.

5 Advocacy Strategy and Programme

Following the completion of phase 1 of the project, it is proposed that the advocacy strategy and programme should adopt the following approach:

Key Stakeholder	Advocacy Objective	Advocacy Approach
Department of Higher Education and Training	The DHET is a key stakeholder and it will be critical to receive the buy-in and support for the proposed structure and establishment approach for the CAS from all key stakeholders within DHET. The objective is therefore to inform the heads of all of the branches within DHET of the proposals for the establishment of the CAS and to keep them abreast of developments throughout the establishment process.	The advocacy approach in this case will be through the branch responsible for the establishment of CAS to engage directly with the individual branches within DHET to ensure the other branches are informed and supportive of the CAS proposals.
Universities	As universities will be the first to come on board in the CAS, it is essential that the advocacy approach ensures the support of all universities for the proposals from the outset.	The advocacy approach will be targeted at multiple levels within universities including: <ul style="list-style-type: none"> • University Vice Chancellors through the structure available within Universities South Africa • The Registrars Forum of Universities South Africa ensuring direct engagement with all registrars with all universities. The Applications and Admissions Office of all universities through information shared by the Registrars Forum to these offices. • The Information Technology divisions of all universities through targeted specific information aimed at informing them of the approach, timing and implications on institutions and setting out clear timeframes for the direct engagement required with institutions from the CAS project.
TVET colleges and other colleges	TVET and other colleges will follow the university sector and a specific strategy will be developed in due course for the advocacy engagement with this sector.	The primary engagement will be through the VSET branch of DHET and the College Principal's forum but with other supporting structures and vehicles as required to meet these requirements. As this will be sometime into the future, it is proposed that the detailed advocacy strategy for this sector be developed



		closer to the time when this activity is to take place.
Skills Sector	The skills sector is vast with many thousand individual skills development providers. Engagement can practically only take place through the representative organisations within this sector namely the SETAs and accreditation bodies	As the skills sector will be the third sector to be addressed by the CAS, and due to the timeframe before such engagement takes place, it is recommended that a detailed advocacy strategy be formulated closer to the time. Advocacy at this stage should be limited to keeping the key forums such as the SETA CEO Forum informed and engaged regarding the development of the CAS.

6 Communications Strategy

6.1 An Integrated Approach

Communications with the key public stakeholders being applicants, parents and schools is going to be an extensive process both at the point of launching the CAS as well as through the business as usual (on-going) activities of the CAS.

The most important opportunity for effective communication is to ensure an integrated approach which brings together similar communication messages going out from various structures and even stakeholders. The key entities which will be communicating similar messages include the following:

- **Institutions Themselves** – who are engaged in marketing directly to students and will continue to market directly to students but who should align the messages regarding the applications process with a single message agreed by all parties for the CAS.
- **Career Development Services and the “Apply Now” Campaign** – this is a critical stakeholder in this process and one which is in the process of establishing more effective and broader communications on an ongoing basis. These structures engaged directly with schools and have been in the past successful in developing a highly successful Apply Now campaign. Again, consistency of the message in relation to the application process and the role of the Central Applications Service will be critical and direct alignment is essential.
- **NSFAS** – NSFAS are currently rolling out their student centric approach which will involve NSFAS engaging directly with students applying for study and funding. Again, direct alignment between the messages from NSFAS and the CAS will be crucial to avoid confusion and to create a single aligned message.
- **DHET** – the Department of Higher Education and Training will also engage in various communications directly to applicants to the PSET sector across the various PSET levels. Alignment of communication messages from DHET will contribute significantly to an informed public including applicants, parents as well as schools and teachers.
- **Department of Basic Education** – finally, the Department of Basic Education has direct access to the primary applicant grouping for CAS being the cohort of matriculation students entering the PSET sector for the first time. A consistent

message regarding the application process and the role of the CAS as it extends its reach across the PSET sector will be invaluable.

6.2 Branding and Message

The various parties mentioned above as well as the CAS will largely be sharing the same message which can be summarised as follows:

- Apply early through a single point for access to all PSET opportunities.
- One application process through either a single form or one online application enables applications for multiple opportunities.
- A single application fee for all PSET opportunities.

The Apply Now campaign has already commenced the process of creating a brand and identity around the application process and encouraging early application in order to access the most relevant available opportunities. While further engagement would be required with the various institutions and stakeholders communicating similar messages, it is possible that a broader acceptance of the **Apply Now** branding and communication message may support the individual objectives of multiple parties including CAS, CDS, NSFAS and DHET. The single brand concept of **Apply Now** could be tailored specifically for each of the abovementioned stakeholder groups and could equally be applied by individual institutions creating a consistent message and avoiding confusion amongst applicants, parents and schools. A consistent message is anticipated to have significant benefits to all parties.

7 Overall Communication Plan

This section sets out the overall communication and outreach plan for the CAS as it moves through its various stages.

7.1 Pre-Launch Communication

As the CAS moves towards launching the centralised application service, it is recommended that pre-launch communication should be incorporated into the communication messages from the abovementioned stakeholders and entities, in particular the Career Development Services and Apply Now as well as progressively creating awareness of the pending arrival of the CAS amongst schools and career advisors. The initial message should therefore be that a Central Applications Service is being developed and that it will create a centralised mechanism whereby a single application will provide access to all PSET opportunities with the initial phase focusing on university opportunities.

7.2 Launch of the CAS

The launch of the CAS will require a comprehensive awareness and marketing campaign which is expected to be broad based across multiple media channels. Above the line advertising of the availability of the CAS on billboards and even television and radio will be essential to create a broad based awareness and brand identity. Direct advertising of the launch of the CAS will need to be created through tailored brochure type advertising distributed to all schools across the country.

Most importantly, a coordinated social media campaign will be the most valuable distribution mechanism, particularly to the extent that it will begin the process of driving online application to the CAS.

The awareness process could benefit from close collaboration with telecommunication providers and alliance opportunities should be investigated with these providers at that stage.

7.3 Annual Application Cycle

Once launched, the CAS will move into an annual application cycle where communication messages will need to be repeated on an annual basis over the annual cycle of the application, selection and registration processes. The annual cycle is likely to include at least the following steps:

- **Awareness** – being a repeat of the launch awareness indicating how and where to apply as well as the timeframes and closing dates.
- **Applications Open** – communicating the opening of the application window.
- **Application Deadline Looming** – communicating the imminent closure of the application cycle, even though late applications will continue to be accepted.
- **Selection Cycle** – encouraging ongoing interface with the CAS during the selection process ensuring applicants update their status and accept offers made by institutions where appropriate.
- **Clearing House Phase** – being the assistance provided by the CAS through the clearing house mechanism post the publication of the matriculation results and aimed at filling the final places available in the system.

The annual cycle will be repeated each year and consistent messages will be important. A direct parallel for the annual cycle is the advertising and marketing done by SARS around the filling period for income tax. Lessons can be learned in this regard.

7.4 PSET Sector Roll Out

The initial launch of the CAS will be aimed at university applications only. This will then be followed by integration of the TVET and college sector, and subsequently the skills sector, eventually completing the entire PSET sector. It is therefore likely that the awareness and launch process will need to be repeated as the additional components of the PSET sector are brought into the CAS. Again, a consistent approach should be applied including continuous review and lessons learned.

8 Stakeholder Communications Plan

A detailed plan has been developed for each major stakeholder group as follows:

8.1 Applicants

	Project Phase	Launch Phase	Business as Usual/ Annual Cycle
Communication Objective	To create awareness that CAS is coming	To create awareness of the imminent launch of CAS for the next application cycle	To promote application through the CAS for each annual cycle
Specific Message	That the CAS will create a mechanism for a single application to multiple opportunities for education and training	That the process of applying to universities and thereafter in the next phases to colleges and for skills opportunities has	Communicate the key dates and deadlines for each annual cycle reminding applicants of the mechanisms and systems to be applied for the



	Project Phase	Launch Phase	Business as Usual/ Annual Cycle
		changed and that applications are to be made through the CAS.	submission of applications through the CAS to the target institutions.
Communication Medium and timing	This should be relatively low key communication primarily through schools and career advice services aimed at creating awareness of the coming of the CAS for future cycles	This is intense communication through a combination of above the line, direct advertising and communication as well as social medium creating links to the application site for online applications and ensuring that other applicants can get access to hardcopy application forms if required.	This communication will be repeated annually through the various phases of the application cycle and again combine above the line advertising, brochures and handouts as well as social media engagement with potential applicants.

8.2 Parents

	Project Phase	Launch Phase	Business as Usual/ Annual Cycle
Communication Objective	To create awareness that CAS is coming	To create awareness of the imminent launch of CAS for the next application cycle	To promote application through the CAS for each annual cycle
Specific Message	That the CAS will create a mechanism for a single application to multiple opportunities for education and training	That the process of applying to universities and thereafter in the next phases to colleges and for skills opportunities has changed and that applications are to be made through the CAS.	Communicate the key dates and deadlines for each annual cycle reminding applicants of the mechanisms and systems to be applied for the submission of applications through the CAS to the target institutions.
Communication Medium and timing	This will be awareness through radio campaigns and newspapers as well as direct communication from schools or via schools using brochures and take-home communication	This communication is more intensive and aimed at assisting parents to guide their children through the application phases utilising the facilities of the CAS.	Continued use of multiple channels to create awareness of the application cycle and mechanisms available for assistance and advice for applicants.

8.3 Schools

	Project Phase	Launch Phase	Business as Usual/ Annual Cycle
Communication Objective	To create awareness that CAS is coming	To create awareness of the imminent launch of CAS for the next application cycle	To promote application through the CAS for each annual cycle
Specific Message	That the CAS will create a mechanism for a single application to multiple opportunities for education and training	That the process of applying to universities and thereafter in the next phases to colleges and for skills opportunities has changed and that applications are to be made through the CAS.	Communicate the key dates and deadlines for each annual cycle reminding applicants of the mechanisms and systems to be applied for the submission of applications through the CAS to the target institutions.
Communication Medium and timing	This will be through awareness communication to career advisors and teachers from DBE directly to schools.	Primarily through the delivery of application booklets for each individual student delivered to the school together with supporting brand material, posters and other advertising content to be utilised in each school.	Similar to the launch but specifically focused on each annual cycle presenting the annual booklet for the application process and support material indicating deadlines and due dates.

8.4 Institutions

In this category, the same communication plan can be applied to all institutions, initially universities but then colleges and skills providers. Effectively, the same principles will apply to all receivers of applications made via the CAS.

	Project Phase	Launch Phase	Business as Usual/ Annual Cycle
Communication Objective	Create awareness of the pending establishment of the CAS and the fact that the application process will fundamentally change.	Provide specific details of the new application mechanisms and processes via the CAS.	Continuously reinforce the systems and processes to be utilised for application on an annual basis.
Specific Message	The need for direct engagement with the CAS to prepare systems and processes for receiving applications made via the CAS	The revised processes and how to deal with them including how to engage with individual students and applicants	The annual cycle for the application process including how and where to apply and the benefits of the single



	Project Phase	Launch Phase	Business as Usual/ Annual Cycle
	including the loading of all available programmes and entry requirements into the CAS so that the programmes are made available to students.	wishing to apply and contacting the institution directly.	central application process.
Communication Medium and timing	First will be through direct engagement with institutional management and thereafter providing marketing and awareness material for distribution through the relevant structure within the individual institutions.	Provide specific marketing material including brochures and posters that can be used to create specific awareness of the establishment of the CAS and the first application cycle.	Updated communication material on an annual basis reminding institutions of their role in the application process and the advice to be given to applicants regarding accessing the central application service.

8.5 Service Providers and Information Providers

This broad category of stakeholders includes the various service providers and information providers who will engage with the CAS either in the provision of services to the CAS or in the providing of specific information utilised by the CAS during the application process. Examples will include institutions such as NSFAS, Department of Labour, Department of Basic Education, technology service providers, telecommunications entities and other institution playing role in the application process.

	Project Phase	Launch Phase	Business as Usual/ Annual Cycle
Communication Objective	To create awareness that CAS is coming and to solicit buy-in and support for and participation in the implementation activities	Provide specific details of the new application mechanisms and processes via the CAS.	Continuously reinforce the systems and processes to be utilised for application on an annual basis.
Specific Message	The need for direct engagement and collaboration with the CAS to prepare systems and processes for integration with the CAS	The revised processes and how to deal with them including how to resolve issues if and when they may occur.	The annual cycle for the application process including how to resolve issues if and when they may occur.
Communication Medium and timing	Mainly through direct engagement with service provider management and project teams and thereafter providing	Mainly through direct engagement with service provider management and project teams and	Mainly through direct engagement with service provider management and project teams and thereafter providing



	Project Phase	Launch Phase	Business as Usual/ Annual Cycle
	awareness material for distribution through the relevant structure within the individual service provider	thereafter providing awareness material for distribution through the relevant structure within the individual service provider	awareness material for distribution through the relevant structure within the individual service provider

9 Communication Mechanisms and Tools

The following communication mechanisms and tools will be utilised across the various stakeholders and to meet the various objectives.

9.1 Handbook

The KZN CAO has relied heavily on an annual applications handbook which has supported the largely manual application process with all of the detail regarding the programmes to be applied for. The creation of a single national handbook for the CAS would result in the printing of a book which would be in all likelihood a couple of feet thick. This is therefore considered to be an impossibility and will need to be revised in to the following:

- A **“How to” handbook** which will provide only the relevant information regarding how to apply and how to get information regarding specific programmes including directly accessing information available from specific institutions.
- **Online Resources** – the drive of the application process will be for online applications which will provide information regarding the application process and the programmes available real-time through online mechanisms, help screens, dropdowns and other online supporting tools. Effectively, the entire handbook concept will be applied on a real-time basis providing information as and when required. The online process will also provide online access to individual institutions including individual prospectuses where more detailed information may be requested.
- **Institutional prospectuses** where necessary, the CAS will support the provision of prospectus information from individual institutions to individuals requesting this information.
- **Programme Extracts** – the most detailed level of information potentially required by a student would be the details of a specific programme which would either be available online directly from the institution (with links from the relevant location within the CAS application process) or supplied directly by the CAS on request for such information by the applicant.

9.2 Online Application Process

The intention is to focus all communications of driving online applications providing manual application opportunity only in cases where no access to online is available. The trend towards digital communication and the increasing uptake of this medium particularly amongst the applicant age group indicates the likelihood that the vast majority of applicants will utilise an online mechanism at the time of applying to the CAS for the first time once launched. It is accepted, however, that a parallel mechanism will still be required for hardcopy based application forms to be received and processed even though this medium is expected to reduce and even phase out within the first few years of the operations of the CAS.

9.3 Social Media

This tool is expected to be the dominant mechanisms for creating awareness and sharing the link for online application mechanisms. Social media already plays a dominant role in most of most student communication as evidenced by recent development such as the #FeesMustFall campaign. This medium needs to be harnessed through a comprehensive social media strategy and campaign that drives and incentivises the sharing of social media access to the application process and web-site.

9.4 Applications App

A logical extension of the online application process is to move towards an applications app which could, in due course, be downloaded free to all smart phone users providing a richer and more personalised engagement with the Central Applications Service and the opportunity for push notifications to the applicant regarding the application status and updates from individual institutions.

9.5 Outreach Services

The mechanisms above will be supported by the establishment of regional outreach services each required to achieve a high level of coverage of the schools in the region during the period leading up to the application process and even there afterwards providing support through the application process. The outreach teams will be engaged in the following specific activities:

- Delivery of how to handbooks and the handout of these to matriculants.
- Conducting training of career advisors and teachers informing them of the application process and providing them with the information to enable them to support applicants.
- Facilitation of stands at career fairs and other appropriate events where access can be assured to a high number of matriculants and potential applicants.

The success of the outreach process in the KZN CAO should be used as a model for this mechanism. The services should be provided on a highly structured contracted basis by teams located within each region and in tune with the region including the local language and cultures. The critical requirement for engaging with students in remote rural areas an ensuring a high percentage coverage of all schools in each year should be built into the contract with these service providers. A rigorous protocol should be developed to support the outreach process to be undertaken by each process. These processes should be consistent across all regions and the effectiveness of the processes should be monitored and evaluated and improved on an annual basis.

10 Driving Online Applications

The timing of the establishment of the CAS together with the increasing access to internet and data services of the increasing majority of our population is likely to enable a highly efficient online application process for the vast majority of applicants. Recent experience by individual institutions such as University of Johannesburg, Wits University and Nelson Mandela Metropolitan University has shown that online applications have increase significantly as the functionality of the online process has improved and access to internet becomes more wide spread. The take up of smart phones in the sector targeted by the CAS is also expected to support this process.

Publicised objectives within basic education achieve 100% penetration of internet access within schools through the operation Phakisa project launched by the president in October 2015 supports the view that the vast majority of schools should have decent level internet access by the target implementation date of 2019. This aligns closely with the roll out of the CAS and supports the view that some online submission of applications should be possible from schools even if individual applicants do not have personal or homebased access.

It is recommended, however, that further records be put in place to drive towards online applications including incentives for online applications. The mobile operators should be approached to participate directly in this endeavour by providing free access to the CAS site as a social responsibility and contributor to the education sector. Furthermore, airtime and

data incentives could be offered to students applying in good time via online mechanisms. These opportunities need to be negotiated directly with service providers.

11 Advocacy and Communication Programme

The following provides a high level programme as a summary of the above interventions and activities on a timeline leading up to the establishment of the CAS and thereafter into the first application cycle:

Date	Communication Target	Communication Message	Communication Medium
Now through to legal establishment of the CAS	Advocacy and engagement with key stakeholder groups including universities, TVET and other colleges and the skills sector through the various forums and mechanisms such as the Registrars Forum of Universities South Africa, the College Principals Forum and the SETA CEOs forum	Presentation at various forums supported by delivery of appropriate reports on progress and proposed structures.	Presentation at various forums supported by delivery of appropriate reports on progress and proposed structures.
Date of legal establishment of the CAS	Broad communication to all stakeholders via media release aiming for editorials in newspapers, radio and television broadcast	The communication message is the establishment of the CAS and confirming the timeframes for the first phase of applications in the following application cycle	Broad based communication through both above the line advertising, brochures, posters and social media, supported by newspaper, television and radio editorials and adverts creating awareness of the new entity.
Pre-application cycle launch (six months leading up to the official launch of the CAS)	This will again be a broad based communication message ideally integrated with the Apply Now campaign and other public awareness campaigns around the applications processes for the PSE sector (probably initially targeted and focused at university applications only) aiming to create awareness of the	The communication message is the imminent launch of the CAS and confirming the timeframes for the first phase of applications in the following application cycle	Broad based communication through both above the line advertising, brochures, posters and social media, supported by newspaper, television and radio editorials and adverts creating awareness of the amended process for the coming year.



Date	Communication Target	Communication Message	Communication Medium
	pending launch of the new application process for all higher education applications.		
Launch of the application cycle	This will again be a broad based communication message ideally integrated with the Apply Now campaign and other public awareness campaigns around the applications processes for the PSE sector (probably initially targeted and focused at university applications only) aiming to create awareness of the pending launch of the new application process for all higher education applications.	The communication message is the launch of the application and encouraging applications to “Apply Now”	Broad based communication through both above the line advertising, brochures, posters and social media, supported by newspaper, television and radio editorials and adverts creating awareness of the amended process for the coming year.
During application cycle until completion of the cycle		The communication message is the imminent closure of the application cycle and encouraging applicants to “Apply Now”	Broad based communication through both above the line advertising, brochures, posters and social media, supported by newspaper, television and radio editorials and adverts creating awareness of the amended process for the coming year.

12 Conclusion

The advocacy and communication strategy present the overall scope of activities required to develop the awareness and engagement of the CAS project from the various stakeholders and institutions engaged in this process. This chapter should be treated as a living document as the communication and advocacy strategy and programme will develop and evolve over time as more clarity and certainty is developed regarding the CAS, its role out timeframes and the functions and services to be provided.