

2010/11 - 2014/15



STRATEGIC PLAN

Revised Version: March 2012



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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FOREWORD BY THE MINISTER



Never before in the history of our democracy have we been better positioned to advance the vision of a truly comprehensive and differentiated post-school system, which is capable of contributing to the lives of individuals, to the economy and to broader society.

The Ministry of Higher Education and Training is aimed at achieving far-reaching outcomes and bringing about changes to improve the provision of post-school opportunities, especially for the youth, but also for adults. There is a window of opportunity for crafting a system that provides a myriad of opportunities and to have a meaningful impact on the lives of individuals, the economy and society.

Our broad mandate is clear. On the demand side, the system must ensure that the skills needed to drive our country's economic growth and social development is delivered at an increasing rate, because available, quality skills will enhance both investment and service delivery. On the supply side, the system must serve a growing number of both young people and adults; it must provide different entry points into, and pathways through the learning system; it must provide quality learning wherever learning takes place – be it at a college, a university or in the workplace; and, importantly, it must provide easy pathways across the different learning sites.

As the Minister of Higher Education and Training I have been asked by the President to be the coordinating Minister for Outcome 5 of Government's 12 performance outcomes; namely "*A skilled and capable workforce to support an inclusive growth path*". The following outputs have been agreed upon for this outcome:

Output 1: Establish a credible institutional mechanism for skills planning, which includes the provision of information with regard to the demand and supply of skills, as well as a career guidance system for the country;

Output 2: Increase access to programmes leading to intermediate and high level learning, including the raising of skill levels of both youth and adults to access training;

Output 3: Increase access to occupationally-directed programmes in needed areas and thereby expanding the availability of intermediate level skills, with a special focus on artisan skills and other mid level skills;

Output 4: Increase access to high level occupationally-directed programmes in needed areas such as engineering, health sciences, natural and physical sciences, as well as increasing the graduate output of teachers;

Output 5: Increase research, development and innovation in human capital for a growing knowledge economy, with a particular focus on post-graduate degrees, deepening industry and university partnerships, as well as increased investment into research development and innovation, especially in the areas of science, engineering and technology.

The Department of Higher Education and Training needs to promote a rethink of the relationship between education and training in South Africa, in order for us to adequately prepare the post-school youth for the labour market. This requires a structured interface between universities, colleges, the Sectoral Education and Training Authorities (SETA's), quality councils and other training institutions, so that they may interact with one another in producing the knowledge and skills on which our society depends.

True to the nature of education and training, there will be tangible and visible activities and programmes to achieve these objectives. The spectrum of training spans from artisan training to producing researchers and enhancing innovation. This indicates the extent of the scope and will ensure that our focus is spread evenly.

Access to university education for many qualifying youth is still a serious problem due to inadequate infrastructure, lack of funding and rigid admission requirements by some of the universities. However, we are hoping to expand university enrolments over the next few years, through the establishment of new universities in Mpumalanga and Northern Cape. In addition we will significantly expand the number of places available in Further Education and Training Colleges and other vocational institutions which must become colleges of choice rather than merely a place for students and learners who cannot make it to universities.

Growing such a system incrementally is a multi-faceted task, with tentacles that reach beyond the scope of this particular department. The foundation provided to learners while they fall within the scope of Basic Education is a vital factor for the success of the post-school system, and the nature of the demands to which we must respond and make a contribution, is evolving continually under the watchful eye of other government departments. My Cabinet colleagues and I remain firmly committed to ensuring that our efforts combine and align themselves to facilitate optimal benefits for our country.

The system that we develop must educate and train our citizens so that they, in turn, are able to work towards meeting the economic and social needs of the country. In practice this means that the silos must be broken down and people must be able to traverse from learning to work and from work to learning throughout their lives. Establishing which skills are needed to undertake this work depends on inputs from all government departments responsible for other strategies – a process that the Deputy President has undertaken to lead in conjunction with the Human Resource Development (HRD) Council.

This Council, comprising leaders drawn from business, the community, unions and government, has adopted a National Human Resource Development Strategy (HRDS), which will assist us in prioritising the challenges we face and steering the institutions that fall within the scope of the system we oversee. Our role as the secretariat of the HRD Council will ensure that there is strong alignment between its work and ours.

The primary goal of this administration is to improve access to institutions of learning, as well as success for poor and rural students in particular, by moving from a racially-based elitist system to a more inclusive system. The transformation of higher education and, more especially public higher education, implies that it should play a central role in responding to the dual challenges of equity and development. Quality and good governance remain key pillars, while we aim to promote a strong interface with those sectors that provide an inflow into the higher education system and an outflow into society and the labour market.

This strategic plan explains how all this will be achieved via a long-term, as well as a one-year perspective, by means of systematic programmes and interventions. Embedded in all programmes of our Department are the following seven key imperatives:

- HIV/Aids
- Disability
- Gender
- Race
- Class
- Age

- Geographical Location

In responding to the realities and needs of our society, all of the Department of Higher Education and Training's programmes will be geared towards addressing these problems.

Government must play an important, if not leading role, in creating the framework for the achievement of the goals stated above. However, government cannot address this challenge alone. Therefore it must lead a process of building strong partnerships with stakeholders and social partners, especially labour, employers and communities.

There must be a sense of shared responsibility towards the achievement of the goal of a skilled and capable workforce to achieve an inclusive growth path.

This Strategic Plan (2010 to 2015) was tabled in Parliament in 2010 and has just been aligned to the requirements of the new Framework for Strategic Plans and Annual Performance Plans approved by National Treasury in August 2010. For this purpose it is attached as an 'Addendum' to the 2012/13 Annual Performance Plan.

A handwritten signature in black ink, appearing to read 'Blade Nzimande', with a stylized, cursive script.

DR BLADE NZIMANDE

MINISTER: HIGHER EDUCATION AND TRAINING

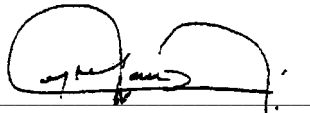
OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

Was developed by the management of the Department of Higher Education and Training under the guidance of Dr Blade Nzimande, MP

The plan takes into account all the relevant policies, legislation and other mandates for which the Department of Higher Education and Training is responsible and accurately reflects the strategic outcome oriented goals and objectives which the Department of Higher Education and Training will endeavour to achieve over the period 2010/11 to 2014/15.

Mr T Tredoux: Signature: _____



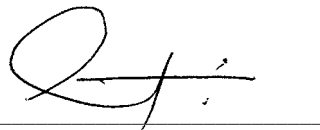
Chief Financial Officer

Mr FY Patel: Signature: _____



Head Official responsible for Planning

Mr GF Qonde: Signature: _____



Accounting Officer

Approved by:

Dr BE Nzimande: Signature: _____



Executive Authority

MESSAGE FROM THE DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING



Our Strategic Plan, captures the mandate and the spirit of the green paper of the Department of Higher Education and Training, as established in 2009. It is a beacon of hope and an assurance that South Africa has a road map, to realize one of the aspirations of the Freedom Charter of 1955, which is that, the doors of learning and of culture shall be open in our Constitutional democracy.

The content articulates measurable activities and innovations to be undertaken so as to achieve access, equity and ultimately the massification of scarce skills. It further compels us to strategically target the **at risk groups**, who, because of an institutionalized patriarchal system and a mindset, often face multiple barriers to learning and training. These refer to women, the youth, the disabled and the poor, living in rural areas. Our noble objective is to create an enlightened elite with a critical social consciousness, capable of defending our values and a capable competitive workforce.

The development of an articulated skills development pipeline talks to our vision and the new mandate. A vision that our education can no longer be for its own sake. Attained knowledge would be more and more used to create the society we would all like to leave as a legacy for future generations. The ultimate objective is to further help in the transformation of the labour markets, in line with the transformation agenda, embedded in our Constitution. Private higher education is an emerging and growing sector in many developing countries, including South Africa. Several studies on the different aspects of private higher education have been conducted in the past few years in South Africa. As a result, a picture of the nature of the sector and its size and shape has emerged. The Ministry of Higher Education and Training recognises that private provision of higher education can play an important role in expanding access to higher education by responding to the labour market opportunities and student demands for education. The key challenge lies in finding a synergy between private and public post-school institutions. We see the use of Information Communication Technology (ICT) in Education as having a potential to fast-track our envisaged co-operation. The philosophy behind our strategic plan is that, the viability of any successful institution rests on five factors: innovation, quality assurance, strong leadership, organizational strength and financial viability. The realization of our accompanying budget vote speaks to ALL these factors. Finally, I wish to thank the officials of the Department, under the leadership of the Director-General, Mr Gwebinkundla Qonde for their unwavering commitment to the transformation agenda of Higher Education and Training.

Our strategic plan is an embodiment of the words of the 1st President of our Constitutional democracy, Mr. Mandela, where he said: “**Education is the most powerful weapon to change the world**”.

Our strategic plan is open to all South Africans, to ensure that, all young persons are either at school or in a training opportunity of one or other kind.

A handwritten signature in black ink, appearing to be 'H. Mkhize', followed by a long horizontal line extending to the right.

PROF. HLENGIWE MKHIZE, MP

DEPUTY MINISTER: HIGHER EDUCATION AND TRAINING

INTRODUCTION AND STRATEGIC OVERVIEW BY THE DIRECTOR GENERAL



In 2009, government adopted the Medium Term Strategic Framework (MTSF) for 2009/10 to 2014/15. Strategic priority Number 4 of the MTSF is to strengthen the skills and human resources base, and the particular responsibility of the Department of Higher Education and Training (DHET) is to develop a skilled and capable workforce to support an inclusive growth path (Outcome 5 of the 12 outcomes of government).

The MTSF guided the five-year strategic plan and resource allocation of DHET in accordance with the Medium Term Expenditure Framework (MTEF). The DHET works from the premise that economic growth and development, including the large-scale creation of decent work and investment in quality education and skills development, are at the centre of government's approach.

DHET's goal is to create a vibrant and responsive post-school education and training system that will contribute to a growing, and appropriately transformed economy.

By reviewing the progress every year, decisions can be made to remove blockages, resolve issues and ultimately improve the delivery on the expected outcomes. The programmes of our department must interface with the range of social and economic development strategies across all spheres of government.

We are creating necessary synergies with the National Industrial Policy Framework; the Industrial Policy Action Plan; the Anti-Poverty Strategy; the Rural Development Strategy; the New Growth Path and the Department of Science and Technology's "Ten Year Innovation Plan". The over-arching framework for all our work is the Human Resource Development Strategy for South Africa (HRDSA), led by the Deputy President and managed by the Department of Higher Education and Training.

Central to the realisation of the goals of the HRDSA is the alignment of its subordinate strategies. One of these is the National Skills Development Strategy (NSDS) which directs the skills levy. DHET has launched the NSDS III framework of the National Skills Authority (NSA) to map a way forward on this part of the Higher Education agenda.

The approach adopted in the finalisation of this new SETA landscape was that of ensuring the broad coverage of skills development in all key sectors of our economy, and to ensure that each SETA is located as close as possible to its relevant economic sector. Whilst appreciating the necessity to transform the SETA's as primary instruments to facilitate skills development in our economy, at the same time we do not want to introduce changes that would disrupt the closeness of each SETA to its relevant economic sector. Our considerations are also informed by the New Growth Path recently adopted by government, as well as the imperatives of the Industrial Policy Action Plan 2 (IPAP 2).

Furthermore, there is a noticeable absence of adequate career guidance and information that contributes to high dropout rates in post-schooling career choices. I am pleased to announce that the South African Qualifications Authority (SAQA) helpline centre for comprehensive national career advice has been operational since July 2010. This model of service provision will be accessible to learners and students across the system.

We have to assist students and learners to move between learning and work. The skills levy funds will be used to incentivise firms to open up structured workplace learning for college students as well as for university and university of technology students. The State Owned Enterprises and other large employers have a special role to play in this regard. Based on the current student enrolment data, for the

period 2010 to 2011, students enrolments has increased by 56% in 2011 through Further Education and Training Colleges, universities, learnerships and short skills programmes, and more growth is expected throughout the cycle of this strategic planning period. The post-school system responds to the need for skills in the country and the following broad areas have been identified as critical areas for further study at any of our 23 universities or 50 public FET Colleges:

- Engineering Sciences, Animal and Human Health Sciences, Natural and Physical Sciences and Teacher Education
- Social Sciences, Humanities, Business Studies, Information Technology
- Artisans and technicians in our country in a variety of areas

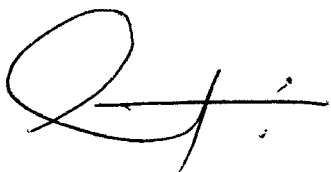
The public post-school system provides various pathways for study in all these areas. There are 50 public Further Education and Training Colleges with over 263 campuses or teaching sites across the country. The public FET Colleges offer a variety of courses in the National Certificate (Vocational) or NC(V) and also NATED or "N" courses that include practical work experience.

In his statement on 8 January 2011, President Jacob Zuma gave an indication of the approach that will be adopted by this administration in gradually introducing free education for the poor to undergraduate level in universities and colleges. Students who qualify for assistance from the National Student Financial Aid Scheme (NSFAS) will receive awards to cover the cost of their studies. Final year students in universities will be offered the incentive of loans being converted to full bursaries if they complete all the requirements for graduation in the same year. In another important path-breaking development, students in FET Colleges who qualify for National Student Financial Aid Scheme (NSFAS) loans will be exempted completely from paying academic fees. This ought to further ease access to the colleges for students from poor families, as well as to help the country to meet its needs for intermediate and technical skills.

The Funza Lushaka Bursary Scheme of the Department of Basic Education (DBE), which is administered by the NSFAS through the Department of Higher Education and Training (DHET), offers full cost bursaries to capable young people who are interested in serving the country as teachers in priority subjects and phases, particularly in rural and poor schools. The bursary scheme will benefit all qualifying students studying at public FET Colleges and universities in the country.

Participation in programmes in adult education centres is free and is available for young people and adults who have not completed their schooling. An Education and Training Certificate (AET Level 4) or a Grade 12 certificate can be undertaken at some a centres.

Finally, I wish to thank Minister Blade Nzimande for the robust engagement with which he leads the Department in all spheres of our work, as well as for his supportive leadership in the challenges that we face as the Department in serving the needs of all South African citizens.



MR GWEBINKUNDLA FELIX QONDE

DIRECTOR-GENERAL: HIGHER EDUCATION AND TRAINING



PART A

STRATEGIC OVERVIEW

PART A: STRATEGIC OVERVIEW

VISION, MISSION AND VALUE STATEMENT

1. VISION

Our vision is of a South Africa in which we have a differentiated and fully inclusive post-school system that allows all South Africans to access and succeed in relevant post-school education and training, in order to fulfill the economic and social goals of participation in an inclusive economy and society.

2. MISSION

It is the mission of the Department of Higher Education and Training to develop capable, well educated and skilled citizens that are able to compete in a sustainable, diversified and knowledge-intensive international economy, which meets the developmental goals of our country.

The department will undertake this mission by reducing the skills bottlenecks, especially in priority and scarce skills areas; improving low participation rates in the post-school system; correcting distortions in the shape, size and distribution of access to post-school education and training; and improving the quality and efficiency in the system, its sub-systems and its institutions.

3. VALUE STATEMENT

The DHET is committed to:

- Distinction and excellence in all our work efforts to develop a skilled and capable workforce for the country
- Honesty, perseverance and commitment in providing differentiated education and training opportunities for all the people of South Africa
- Efficiency of work habits and proficiency of all DHET employees in fulfilling the mandate of the department
- Teamwork, cooperation and solidarity in working with our partners in higher education and training to achieve the shared goals
- Transformation imperatives by addressing social inequality, race, gender, age, geography HIV/AIDS and disability issues in all our higher education and training institutions in order to normalise our institutions

4. LEGISLATIVE AND OTHER MATTERS

4.1. CONSTITUTIONAL MANDATES

Higher Education and Training derives its legislative mandate from the supreme law of the Republic, the Constitution, within the purport of section 29, read with Schedule 4, which lists education at all levels, excluding tertiary education as a functional area of concurrent national and provincial legislative competence, whereas section 29 states as follows:

- “(1) Everyone has the right-
- (a) to a basic education, including adult basic education; and
 - (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.
- (2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account-
- (a) equity;
 - (b) practicability; and
 - (c) the need to redress the results of past racially discriminatory laws and practices.
- (3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that-
- (a) do not discriminate on the basis of race;
 - (b) are registered with the state; and
 - (c) maintain standards that are not inferior to standards at comparable public educational institutions.
- (4) Subsection (3) does not preclude state subsidies for independent educational institutions”.

4.2. LEGISLATIVE MANDATES

LEGISLATION	PRINCIPAL MINISTER	RELEVANT TO THE MINISTER OF HIGHER EDUCATION AND TRAINING
<p>Higher Education Act (HE Act)</p> <p>Provides for a unified and nationally planned system of higher education and for the statutory Council on Higher Education (CHE)</p>	Minister of Higher Education and Training	Entire Act
<p>National Student Financial Aid Scheme Act (NSFAS Act)</p> <p>Provides for the granting of loans and bursaries to eligible students at universities, as well as for the administration of such loans and bursaries</p>	Minister of Higher Education and Training	Entire Act
<p>Adult Education Act (AET Act)</p> <p>Provides for the establishment of public and private adult learning centres and for the governance of public centres</p>	Minister of Higher Education and Training	Entire Act
<p>Further Education and Training Act (FET Act)</p> <p>Provides for the governance and funding of FET colleges and related matters in providing an FET college education</p>	Minister of Higher Education and Training	Entire Act
<p>National Qualifications Framework Act (NQF Act)</p> <p>Provides for managing the NQF via level dispensations and related matters, as well as for qualifications and quality assurance of qualifications required on the sub-frameworks of the NQF</p>	Minister of Higher Education and Training	Entire Act
<p>Skills Development Levies Act</p> <p>Provides for the imposition of skills development levies and matters related thereto</p>	Minister of Higher Education and Training	Entire Act
<p>Skills Development Act</p> <p>To create the National Skills Agency, establish the Quality Council for Trade and Occupation, regulate apprenticeships and learnerships and matters related to skills development</p>	Minister of Higher Education and Training	Whole except the following to the Minister of Labour: Section 2(1) g & h, 2(2)(a)(v), (vi) & (xii),5(4) (only with respect to the productivity SA), 22(1), 23(1)(a)&(d), (2),(3),24,25,26,26K, 26L, 26M, 26N, 32(2), 36(o),(p)&(q), item 7 of Schedule 2A & Schedule 4; and Section 32(1), 33 and 36(a) & (s) and any other provision to the extent that these provisions apply to “employment services”, as defined in section 1, or Productivity South Africa, as established by Section 26K, but excluding Section 23(1)(b) & (c)

LEGISLATION	PRINCIPAL MINISTER	RELEVANT TO THE MINISTER OF HIGHER EDUCATION AND TRAINING
South African Council of Educators Act (SACE Act) To register educators employed in AET Centres with SACE	Whole to Minister of Basic Education – except areas relevant to the Minister of Higher Education and Training	As far as AET centres as defined in Section 1 and 5
General and Further Education and Training Act (GENFETQA) – UMALUSI To be the Quality Council for FET Colleges and AET Centres	Whole to Minister of Basic Education – except areas relevant to the Minister of Higher Education and Training	In as far as public and private centres offering AET as per AET Act, offering FE as per FET Act and Section 2(b) & (c), 3,16-21, 23, 26 and 28

Legislation tabled in Parliament and promulgated during 2010/11 financial year

1. Skills Development Levies Amendment Act, 2010 (Act 24 of 2010)
2. Higher Education and Training Laws Amendment Act, 2010 (Act 25 of 2010)
3. Higher Education Laws Amendment Act, 2010 (Act No. 26 of 2010)

Key policy developments and legislative changes

1. Skills Development Levies Amendment Act, 2010 (Act 24 of 2010)
2. Higher Education and Training Laws Amendment Act, 2010 (Act 25 of 2010)
3. Higher Education Laws Amendment Act, 2010 (Act No. 26 of 2010)

These amendments to the existing legislation as enacted by the abovementioned amendment Acts, reflecting the changes necessitated by the provisions of the Presidential Proclamations 44, 48 and 56 of 2009. These amendments are purely technical.

4.3. POLICY MANDATES

Within the context of Higher Education and Training, key policies and legislations were developed and can be summarized as follows:

1. The Higher Education Act, 1997 (Act No. 101 of 1997), (HEA), provides for a unified and nationally planned system of higher education. It furthermore gives the green light for a statutory Council on Higher Education, (CHE) which advises the Minister while being responsible for quality assurance and promotion. The Higher Education Act and Education White Paper 3: A Programme for the Transformation of Higher Education (1999), formed the basis for the transformation of the higher education sector with implementation being guided by the National Plan for Higher Education (2001).
2. The National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999), (NSFAS), provides for the granting of loans and bursaries to eligible students attending public higher educational institutions, as well as for the administration of such loans and bursaries.
3. The Adult Education and Training Act, 2000 (Act No. 52 of 2000), (AET), provides for the establishment of public and private adult learning centres, funding for AET, the governance of public centres, as well as for quality assurance mechanisms for the sector.
4. The Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006), (FETC), provides for the regulation of further education and training, the establishment of governance bodies and the funding of public FET colleges, the registration of private FET colleges and the promotion of quality in further education and training.
5. The National Qualifications Framework Act, 2008 (Act No. 67 of 2008), (NQF), provides for the National Qualifications Framework, the South African Qualifications Authority and the Quality Councils. The National Qualifications Framework is the principal instrument through which national education and training qualifications are recognised and quality assured.

The administration powers and functions originally entrusted to the Minister of Labour by the Skills Development Levies Act and the Skills Development Act, with the exception of provisions dealing with Productivity South Africa and employment services were transferred to the Minister of Higher Education and Training, effective from 1 November 2009, by way of Presidential Proclamation 56 of 2009.

6. The Skills Development Levies Act, 1999 (Act No. 9 of 1999), (SDL), provides for the imposition of the skills development levy and matters connected therewith.

Shared legislation:

7. The Skills Development Act, 1998 (Act No. 97 of 1998), (SDA), provides for an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce, to integrate those strategies within the National Skills Framework contemplated in the South African Qualifications Authority Act; to provide for learnerships that lead to the recognition of occupational qualifications; to provide for the financing of skills development by means of a levy-financing skill and the National Skills Fund.
8. The National Education Policy Act, 1996 (Act. No. 27 of 1996), (NEPA), insofar as the administration, powers and functions pertain to the determination of policy for public and private centres offering adult education and training, established as envisaged in the Adult Education and Training Act, 2000; and public and private colleges providing further education as envisaged in the FETC Act, 2006, were transferred to the Minister of Higher Education and Training. The NEPA was designed to inscribe in law the policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise the relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as for the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system.

As such, it provides for the formulation of national policies in general and further education and training, for curriculum assessment and language policy as well as quality assurance. NEPA embodies the principle of co-operative governance, as elaborated on in Schedule 3 of the Constitution.

9. The Employment of Educators Act, 1998 (Act No. 76 of 1998) (EEA), insofar as the administration, powers and functions pertain to adult education centres; the South African Council for Educators Act, 2000 (Act No. 31 of 2000) (SACE), insofar as the administration, powers and functions pertain to the powers and functions of the South African Council for Educators in relation to adult learning centres; the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) (GENFETQA), insofar as the administration, powers and functions pertain to the powers and functions entrusted to Umalusi in relation to public and private centres offering adult education and training as envisaged in the Adult Education and Training Act, 2000; and public and private FET colleges are legislations that were partially transferred to the Minister of Higher Education and Training.
10. In the interim, the applicable provisions of the NEPA, the EEA and the SACE were incorporated in the principal Acts by way of the Higher Education Laws Amendment Act, 2010 (Act No. 26 of 2010) (HELA).

4.4 RELEVANT COURT RULINGS

None

4.5 PLANNED POLICY INITIATIVES

GREEN PAPER PROCESS

The Green Paper process will provide an enabling and overarching conceptual framework for the Department of Higher Education and Training (DHET) and provide the required guidance for the development of the system of post-school education and training in the country.

The Department of Higher Education and Training (DHET) was formed in May 2009 and the DHET is now the government department responsible for all post-school education and training. Its areas of responsibility were previously located in the former Department of Education, the Department of Labour and the provincial departments of education. Considerable progress has been made in drawing together the various threads in the DHET. It is envisaged that the Green Paper will provide an overall conceptualisation of the work of the department and the institutions for which it is responsible, set out principles on which the department's work is based, and set out the priorities for each of the sub-sectors of the post-school system. It is envisaged that the Green Paper will be completed and released for public comment in 2012 for public consultation leading to the development of the White Paper.

In order to meet the goals of the DHET, the following initiatives have been identified for the post-school system:

1. **Understanding and communicating skills needs**
2. **Providing second-chance opportunities:** Providing basic entry learning opportunities for those who wish to study further but do not qualify for other forms of post-school learning. This will include AET programmes, as well as foundational entry-level learning opportunities.

3. **PIVOT:** DHET must strengthen the capacity of the education and training system to provide PIVOTAL programmes to a growing number of young post-school learners, as well as to adults who find themselves at a turning point in their career. Pivotal programmes are those 'Professional, Vocational, Technical and Academic Learning' programmes that meet the critical needs for economic growth and social development. They are also programmes that generally combine course work at universities, universities of technology and colleges with structured learning at work. This is achieved by means of professional placements, work-integrated learning, apprenticeships, learnerships, internships and the like. To achieve this goal, there must not only be improved access to, and success at post-school learning sites, such as universities and colleges, but there must also be structured bridges to the world of work and quality learning upon arrival there.
4. **Improved quality and relevance of workplace learning.** DHET must facilitate lifelong learning. Professionals have long recognised the importance of this and it is referred to as 'continuing professional development'. This idea needs to be expanded for all. Such learning often comprises short courses, developed to meet specific needs that arise when markets, technology or work organisations change, or when the strategic focus of organisations is shifted. It is here that the Department needs to build on the ideas of progression, so that more of these programmes could contribute credits towards full, pivotal programmes, resulting in ever-decreasing numbers of people getting unwillingly stuck at the bottom rungs of the workplace ladder.
5. **Adopt and implement a national policy on the Recognition of Prior Learning (RPL):** A Ministerial Task Team will be appointed, after advice from SAQA, to draft a national policy on RPL within the context of redress and lifelong learning. The policy will specify the components of a national RPL system. The policy will be determined in 2012 after a thorough consultation process, and after considering advice from SAQA and the quality councils.
6. **Differentiation:** To ensure that the post-school system as a whole provides differentiated opportunities for the wide spectrum of labour market, professional, social and individual needs that exist.
7. **Articulation between sub-frameworks of the NQF will be enhanced:** In 2011, after considering advice from SAQA, the Minister will determine the NQF sub-frameworks for General and Further Education and Training and for Occupational Training, and will approve revisions to the Higher Education sub-framework. The sub-frameworks will be coordinated to ensure optimum articulation. New qualifications in priority areas will be developed by the quality councils in priority areas of need, whereas existing qualifications that continue to have relevance will be amended and registered. DHET will work with SAQA and the quality councils to identify and work to remove obstacles to effective articulation in practice, in consultation with the provider community.
8. Reviewing the national **Norms and Standards for Funding FET Colleges** to create more access to skills programmes for the South African communities through the FET Colleges. The review of the FET Colleges funding norms also come as a result of the change in the administration of FET Colleges from provincial to a national competence, as this also brought changes as to what needs to be funded by the state in the FET Colleges. The review is also intended to bring to the attention of the South African citizens the type of funding they can access in order to benefit from the education and training opportunities offered in FET Colleges. This is also aimed at ensuring accessible funding to draw more students to skills programmes and at the same time redress the current situation where most are pursuing academic studies at universities than in colleges.
9. Establishment of two new universities: In line with the national goal to expand access to education and training for the youth by increasing the participation rate of young people who are in education and training by 2014, the Department has committed itself to build new universities in the Northern Cape and Mpumalanga provinces. Substantial technical work will be done with regards to the establishment of both universities including final decisions with regard to: the seat of the university; identification and acquisition of appropriate land for sites of delivery; formulation of an appropriate programmes qualifications mix to be offered; and development of an academic plan for both universities to inform the development of a master infrastructure plan.

A Project Steering Committee has been appointed to develop a comprehensive project management plan for both universities that will include a clear indication of milestones, conceptual design and the spatial development framework.

5. SITUATIONAL ANALYSIS

The DHET's long-term strategic plans for the post-school education and training system will optimise continuity and change. The foundations were laid in the solid work of the past 20 years, but future possibilities will require versatile and creative strategies.

The challenges that we face cannot be addressed within the limited perspective of five years. The work we have set out to do, as outlined in this Strategic Plan, forms part of a longer-term horizon that was imagined over many years of public debate - and ongoing debate must continue to mould our vision of the future. We have some understanding of the challenges we face, and these challenges must be rigorously examined so that relevant solutions can be found.

Our long-term goals must be guided by our understanding of our current context and its relationship to the structural consequences of apartheid - in particular the devastating systemic impact on the human resource potential of our country. Structural challenges include skills bottlenecks, especially in priority and scarce skills areas; low participation rates; distortions in the shape, size and distribution of access to post-school education and training; as well as quality and inefficiency challenges in the system and its sub-systems and in institutions. If we are to meet the economic and social goals of participation in an inclusive economy and society, these challenges will have to be addressed so that we are equipped to compete in a more sustainable, diversified and knowledge-intensive international economy, which will meet the developmental goals of our country.

5.1. PERFORMANCE ENVIRONMENT

ACHIEVEMENTS SINCE 1994

In 1995, South Africa embarked on the ambitious effort of overhauling the education and training system that was inherited from the apartheid government. Prior to this process, the vocational and technical component of the system consisted of 152 technical colleges located in various education departments. The 152 technical colleges were governed, managed, and funded in different ways. In addition, they served different population groups and their location was determined by apartheid planning. Although there was evidence of some quality provision, college programme offerings were of poor quality and were largely seen as unresponsive to the needs of the economy. The challenge was therefore to transform the existing racially-divided technical colleges into a coherent system that would address the vocational education and training needs of a democratic and developmental South Africa in the 21st Century. The period from 2002 to 2006 saw the consolidation of the merger process, which saw the amalgamation of the 152 colleges into 50 overarching college administrations, dispersed across approximately 254 college campuses. In addition, the completion of this process saw the development and training of college councils, the appointment of principals at each of the 50 colleges, and the development of common administration and management systems across the various sites of the colleges.

In April 2005, the allocation of R1,9 billion for the re-capitalisation of public FET colleges over the period 2006/7 to 2008/9 was announced. Of this amount, R50 million was allocated to the planning requirements that were necessary for the re-capitalisation of the 50 colleges. Through the re-capitalisation grant, 18 455 lecturing and support staff were trained. A more efficient and extensive Information Technology (IT) infrastructure was also introduced, based on the experience gained from implementing a Connectivity Pilot Project in Kwa-Zulu Natal. Norms and standards for all IT equipment, software, and architecture were developed and utilized throughout the sector to ensure that the IT expenditure would be aligned to the Connectivity Programme. The LAN and WAN of 201 sites over a three year period, which are within the 50 FET Colleges, were upgraded. The funding was also used for large-scale upgrading, refurbishment, alteration and modernisation of workshops, classrooms, laboratories, and offices while new workshops, resource centres, laboratories, offices, and classrooms were also built where this was necessary.

With regards to the content provided by FET colleges, the policy on the National Certificate (Vocational) qualification and the related curriculum policy framework was gazetted in March 2006. The National Certificate (Vocational) at Levels 2, 3 and 4 sets out the minimum requirements for the attainment of the national vocational certificates. In July 2006 after a lengthy process of consultation with government, industry, professional bodies, SAQA and Umalusi, the subject and assessment guidelines for the initial 11 priority programmes were finalised. In 2009, the policy which sets out the minimum admission requirements into Higher Certificate, Diploma and Degree studies requiring the NC(V) Level 4 was gazetted. In 2010 the Minister re-instated the "NATED" Report 191 programmes with N1-N3 being mainly on engineering studies and artisan development. The extension of N4-N6 programmes to cater for those learners who completed Grade 12 was also declared by the Minister.

In the light of this demand and in keeping with our commitment to avail quality education and training for all South Africans, Government introduced an FET College Bursary Scheme administered by the National Student Financial Aid Scheme in 2007. By 2010, Government had spent just under R1-billion, which has benefited 172 706 students from poor and working class households by facilitating their access to education and training opportunities in FET Colleges.

National Student Financial Aid Scheme (NSFAS)

There has been a tenfold increase in NSFAS since 1999 and in 2008, the Minister appointed a Task Team to review the NSFAS. The report was made public in 2010 and following a consultative process as well as a briefing to Cabinet, several key recommendations are being implemented. Some of the broad recommendations covered the following areas:

- The strengthening of governance and administration of NSFAS
- Reviewing the NSFAS loan recovery practices
- An audit of the NSFAS student loan book and
- Practices of loan recovery to be compliant with legislation

2011 sees an increased injection of funds to NSFAS to cover final year students at universities with an academic incentive of a 100% conversion of the year's loan to a bursary if they qualify to graduate within the year, as well as an expanded 100% bursary programme in the FET Colleges to cover both NATED courses as well as NCV.

A STRATEGY FOR HUMAN RESOURCE DEVELOPMENT IN SOUTH AFRICA

The growing complexity of the workplace, accelerated by the dynamic impact of globalisation on national economies, production and trade, requires greater flexibility and capacity in the workforce, in order to adjust speedily to the rapid changes in technology, production, trade and work organisation. South Africa needs to develop as a 21st century economy, but we have gaps in critical skills required for a range of social and economic development strategies currently being implemented by all spheres of government. These include the National Industrial Policy Framework (NIPF); the Industrial Policy Action Plan (IPAP); the Anti-Poverty Strategy; the Rural Development Strategy; the Technology and Innovation Plan and the New Growth Path. Skills shortages in a number of occupations and economic sectors inhibit growth and investment. These include skills shortages in SET fields with regard to sectors such as energy, medium and high-technology manufactured goods, and agricultural biotechnology.

These skills shortages coexist with a relatively high level of unemployment and are indicative of a mismatch between the supply of, and demand for skills. Employers report difficulties, in that the knowledge, skills and capacities that people bring from their educational experience are insufficient or incongruent to the needs of the workplace. Levels of economic and social entrepreneurship in the informal sector are low.

South Africa requires a significant increase in human resource capacity to ensure that future generations will have the requisite capacities, knowledge and know-how to generate income and reduce poverty in

households and communities. The long-term planning required to meet these needs to implement economic development and social change will be fostered by the HRDSA Strategy.

The goal of the long-term HRDSA Strategy will be to contribute to human development, including building capabilities for generating sustainable economic growth, as well as capacities related to social values, good citizenship and to wider development objectives. The Strategy will encourage optimal responsiveness from education and training activities and resources to the country's developmental needs, and to the demand for skilled human resources. The long-term goal of the Strategy will be for the South African population to achieve high levels of capability across the knowledge spheres of the sciences and humanities, contributing to the growth of all economic sectors and the development of society. It will aim to provide the requisite spaces and quality of educational services to ensure that the majority of the relevant-age cohorts, who complete basic education and training with high literacy and numeracy levels, are well served by the further and higher education systems and the occupational learning system which promotes life-long learning.

The National Skills Development Strategy III (3) will guide the resources of the SETA's and the National Skills Fund towards the long-term goals of the HRDSA.

ACCESS

A strategic priority of the HRDSA is to address the demand for quality further and higher education, which is to be accessible in all provinces and at all locales. It is clear that the capacity of the system must be substantially increased to provide greater access to post-school youth between the ages of 16 and 24, and more in particular those who have left the schooling system. Estimates are that currently 2.8 million or more of the 18-to -24 year-olds are not in employment, education or training. The National Plan for Higher Education set a target of 20% participation in the higher education rate by 2016. The National Plan for FET commits government to increasing participation by the youth and adults in FET colleges, to reach one million by 2014.

There are huge social expectations that the post-school system will promote a more equitable and socially inclusive society. This goal is consistent with social justice. If the Department of Basic Education succeeds in raising the number of school graduates ready to meet the challenges of further education and training, this will create additional pressure for access, and capacity will have to be increased incrementally to meet the anticipated needs of the country and the aspirations of its citizens.

We believe that our planning should be guided by the aim that by 2030, at least 50% of young people in the 18-24 age group should be studying in universities and colleges. This will require additional capacity in both the college and university sub-systems, but will mean a massive expansion of the college system in particular.

Access to, and success in post-school education is strongly differentiated by race, gender, class and geographic location. Inequalities in education and training outcomes must be significantly reduced over the next 20 years. The demographics of the system should progressively reflect an improved equality in relation to access to opportunities, success and retention rates, as well as in educational outcomes in all parts of the system. As the quality of the education base improves, race, class and geographic location will cease to be the driving determinants of access. Economic barriers to participation in ongoing education and training will be significantly reduced. Challenges of throughput inefficiencies will give way to greater success and participation. All higher education and training institutions will have inclusive institutional cultures, respectful of difference, and supporting learning and development. Institutions will prepare students for a democratic, diverse society - students who are socially conscious, who have a sense of citizenship and respect for human rights and democratic values.

The conception of 'post-school' constitutes a challenge of a particular type in a society that is still grappling with the persistent consequences of apartheid education. Too many adults have not had any schooling or the opportunity to achieve anywhere nears their full potential, and too many young people have no 'school-leaving' qualifications of any value.

A strategic priority of the HRDSA is to ensure that all adults (unemployed and employed) have access to education and training opportunities, which will enable them to acquire a minimum qualification at Level 4 of the NQF. This will mean that we must 'raise the base' by providing learning opportunities to those who wish to study further, but who currently do not meet the entry requirements for doing so. The numbers for whom we need to 'raise the base' are large and will include the 40% (on annual average) of Grade 12 students who fail the Senior Certificate Examinations. Public and private investment is not consummated by the satisfactory completion of basic education, measured by failure in the NSC for an annual average of 280 000 Grade 12 school-leavers. Cloete (2009) estimated that the education and career progression has come to a *cul de sac* for two million young adults who attended school, but have not successfully completed their 12 years of schooling.

The magnitude of this pool requires that we re-think delivery modalities to provide maximum access to 'raise the base' with minimal resources. Training programmes, linked to work placements, must be accelerated. After expanded delivery modalities have been determined, we will set an additional target for the number of young people whom we will bring to NQF 4 equivalence by 2030.

RECOGNITION OF PRIOR LEARNING (RPL)

The effective implementation of RPL has been a goal of education and training policy since 1994. The goal is driven by the continuing need to redress historic inequalities in access to education and skills development, and reluctance by employers and educational institutions alike to give formal recognition to learning that has been acquired outside of formal institutions of learning or formal workplace training. Formal recognition, through proper assessment processes, would open doors of opportunity for large numbers of adults, either for career advancement or for further learning, or both.

South Africa has been rated by the Organisation for Economic Cooperation and Development (OECD) as having a reasonably well-developed national approach to RPL, with islands of excellent practice, but lacking a national policy and support systems that would enable RPL to become institutionalized on a wide scale.

In recent years SAQA has helped to build a network of researchers on RPL in different learning and working contexts. The result has been a substantial increase in knowledge of effective practice, and insight into the kind of financial and professional support that is required to build a credible RPL system. It is well understood, from the study of South African and international models that RPL is properly seen in the context of a national commitment to improving Lifelong Learning opportunities for all citizens. Successful RPL requires a developmental approach with expert assessors and strong guidance for RPL candidates both before they are assessed and after, as they consider their opportunities for career advancement or further learning. Considerable advocacy work is required among employers, learning institutions and workers themselves to ensure that a realistic appreciation of RPL as a developmental system with national priority is well understood.

In February 2010 SAQA convened a National RPL Conference, with strong international support, to consider the current state of knowledge of RPL practice and to map a way forward. Based on the findings of the report and SAQA's advice, the Minister will appoint an RPL task team to develop a draft national RPL policy. The determination of policy (and, if required) legislative instruments, will follow. Implementation will require appropriate resourcing and advocacy.

The strategic vision for RPL is that it will become a fully-integrated, universally accepted mechanism, allied with education and training provision, to permit optimum utilisation of knowledge and skills acquired by South Africans outside the conventional channels of institutional and workplace learning.

CURRICULAR TRANSFORMATION

In order to meet the skills demands of the labour market it is essential that a suite of professional, vocational, occupational and skills programmes are developed and offered to a wide spectrum of learners. Within the college institutional landscape, eleven vocational specializations were introduced under the National Certificate (Vocational) qualifications in 2007 covering, amongst others, engineering and related disciplines, business, finance, hospitality, tourism, agriculture and information technology. By January 2012, nineteen vocational specializations will be on offer.

The Artisan Development Coordinating Committee in the Department will drive the process of updating the Report 191 (Nated) programmes in the sequence of identified priority trades, and aligned to the targets as set out in the NSDS III.

DIFFERENTIATION

The post-school system as a whole must aim to provide differentiated opportunities for the wide spectrum of labour market, professional, social, and individual needs that exist. Learning opportunities for adult learners in the form of adult education and training, such as the adult matric, will gain momentum and is envisaged for implementation by 2013. The Quality Councils, particularly the QCTO, will play a vital role in the registration of substantive qualifications in the occupations thereby paving the way for viable career options along an occupational pathway for the youth and adults, both in employment as well as the unemployed.

ARTICULATION

The long-term vision of the National Qualifications Framework (NQF) is that it will facilitate mobility and progression by learners and workers through the national learning system. Tremendous progress has been made since 1994 in establishing the NQF as an indispensable instrument of national human resource development. Despite inevitable difficulties in implementation, the NQF has achieved widespread acceptance by worker organizations, employers and education providers at all levels.

On the basis of lessons learned during the early years of NQF implementation, the policy and legislative framework of the NQF has been substantially revised. This process has been enhanced by the change in departmental configurations and Ministerial responsibilities. The Minister of Higher Education and Training now has executive responsibility for the National Qualifications Framework Act, 2008. The South African Qualifications Authority (SAQA) has overall oversight of the NQF and maintains collaborative relationships with the three Quality Councils (QCs) for Higher Education, General and Further Education and Training, and Trades and Occupations respectively. The QCs have responsibility for standards development and quality assurance. One of the policy imperatives underlying the changed NQF architecture is to give full scope to the differential learning environments and cultures in general, vocational and workplace learning, while insisting on proper coordination between them so that learner mobility and progression is enhanced.

The Minister must determine, after considering advice from SAQA, the three coordinated sub-frameworks that make up the integrated National Qualifications Framework. The QCs develop the sub-frameworks with SAQA's support and guidance. In 2011 the Minister will determine the new sub-frameworks for General and Further Education and Training and for Occupational Training respectively, and approve revisions to the Higher Education sub-framework, after a thorough process of public consultation. This developmental work is well advanced. Articulation of sub-frameworks is a prime criterion to be satisfied before the Minister may approve and publish the sub-frameworks.

Thereafter the QCs are responsible for populating the sub-frameworks with appropriate qualifications for which effective demand exists, especially in areas of priority need. The Departments of Higher Education and Training and of Basic Education monitor NQF processes through the Inter-departmental NQF Steering Committee, which maintains close relationships with SAQA and the QCs through the NQF Forum and CEO Committee.

The DHET finds itself in the unusual situation that, while it has a large number of clients in public and private institutions and in a range of skills programmes, the department itself does not provide education and training and its relationship with its 'customers' is mediated through the providers.

The organisational environment of the department is discussed under the main delivery areas as indicated below.

UNIVERSITY-SPECIFIC CHALLENGES

The HRDSA prioritises three key goals in relation to universities in particular:

- To increase the participation of men and women in under-graduate and post-graduate science, engineering and technology, in absolute numbers and in proportion to the population demographics, with respect to race and gender.
- To increase the size and calibre of the academic teaching and researcher population, in order to create the knowledge required for economic and societal development in the next 50 or more years.
- To ensure that the level of investment in education is equivalent to the global average for the further and higher education and training systems.

In order to achieve these goals and others, broad challenges in the university sector that must be addressed, include:

Success

The poor performance of the schooling system is a major systemic constraint to success in the university system. Access to programmes with specialised entry requirements is a major concern to universities, as is the under-preparedness of students and the consequent high drop-out and poor completion rates. This is wasteful of private and institutional resources and energies. This context requires well-thought-through and coherent institutional responses that increase the internal efficiency of universities and address racial disparities in these efficiencies, rather than *ad hoc* responses. Not only must graduation rates be improved, but there must be a systemic focus on the production of high-quality graduates. We need to identify and produce students who have the potential to become the new generation of academics and researchers.

Quality

Success rates must be improved, not only by interventions that are focused on the needs of students, but also on the improvement of teaching and learning practices, in order to promote equity in learning opportunities. Best practice must be identified and lessons applied across the system.

The improvement in quality of the academic experience includes improving the broad support given to students, including an improved residential experience.

Differentiation

The differentiation debate in the university sub-system has not been concluded. Universities are currently differentiated by an uneasy resolution of institutional type, but a more profound differentiation is the ongoing legacy of differential resource allocations under apartheid. This legacy remains a differentiation by effectiveness, by geographical location, by research output, by the number of academic staff with doctorates, by student success, by leadership capacity of institutions and by differentiated market capacity to select more high-performing students. There is unequal access to ICT and other infrastructure. It is the view of many in the sub-system that the funding regime must be reviewed to promote a differentiation that will steer the system towards meeting a diverse set of goals in a manner that is just and equitable.

Knowledge production and relevance

Universities are the primary loci of knowledge production and the reproduction of knowledge for the country. If we are to build academic capacity for the future, the system must focus on high-quality graduate training and deepen post-graduate studies and research. There is uneven performance in knowledge production across universities, as well as across disciplines. Significant differences in knowledge production

capacity need to be comprehensive analysed, and systemic and institutional strategies developed to address identified deficiencies. In particular, equity issues in the participation of knowledge production must be addressed, and urgent strategies developed to regenerate and enlarge the pool of productive researchers, with a focus on representivity.

Access

Whatever the model's size and shape that determines access to universities, it is clear that we will need additional capacity over the next 20 to 30 years. If we are to achieve a 50% participation rate in universities and colleges with a growing number of young people in the 18-to-25 year age group, and achieve the goals of broader geographic access, the capacity of the system will have to increase. No new universities have been established since the advent of our democratic South Africa, although there is government commitment to growing the two Institutes of Higher Education in Mpumalanga and the Northern Cape into full universities. Looking to the future, the questions that need to be asked: How do our HRDSA projections, on the basis of long-term development planning, guide the programme and qualification mix needs across the sector relative to current capacity? How does current geographic distribution of access match development needs? What current institutions have the capacity to increase their intake in areas of strength and which of these match the existing needs? How do new institutions establish strong academic and research cultures and contribute to capacity in these areas across the system?

An improvement in the quality of learning outcomes will ensure that South Africa becomes an international centre of knowledge and a preferred international destination for higher education and training. This includes meeting our regional targets and commitments within the SADC and the African region. International cooperation must grow in the research and postgraduate study arena, so as to support South Africa's growth plans.

VOCATIONAL COLLEGE-SPECIFIC CHALLENGES

The vocational college's sub-system is poised to be a significant locus of delivery of vocational and continuing education and training with strong links to industry, in order to meet critical skills shortages. It is also the sub-system that is the most fragile in the complex and incomplete transitions it has experienced in recent years, and in its new location in the post-school education and training system. Special attention is necessary in consolidating its repositioning and building the confidence of industry and of the public in its capacity.

Intensive processes of consultation with key stakeholders will be urgently undertaken to agree on the mission of the colleges, and the steps that need to be taken to make them fit for purpose.

The National Plan for Further Education and Training Colleges, which was gazetted in December 2008, provides the basis for the consolidation and repositioning of the sub-system. It envisages a college sub-system that is responsive to the needs of society and the demands of diverse economic sectors with strong partnerships with commerce and industry with regard to curriculum and governance. Quality provision of vocational qualifications, with strong links to both NQF Level 4 and learning programmes and qualifications in the QCTO, with strong articulation routes to qualifications offered by universities, particularly universities of technology, is a critical component of the new system. At the same time there is an expectation to expand access to the economically active and post-school youth and adults who wish to improve their skills or progress to higher education. The National Plan committed government to increasing youth and adult participation in FET colleges to one million by 2014. Expansion of access while multiple transitions are being managed is a particular challenge requiring intensive and comprehensive support.

The system will be differentiated and responsive to geographical and sectoral challenges. It must offer high-quality and relevant programmes at multiple sites of learning, supported by appropriate infrastructure, equipment and ICT support. Quality support interventions must address low retention and throughput rates. Institutional practices of teaching and learning must be tailored to the needs of the under-prepared young people who seek further education and training opportunities. Strong linkages with industry must support workplace opportunities for students to gain the necessary work experience as part of their qualification requirements.

These multiple roles and challenges will have to be carefully developed with active stakeholder engagement and with strong support mechanisms to assist the sub-system to meet these multiple roles in the context of current challenges, which include:

Identity and image of the sector

Vocational colleges (or FET colleges, as defined by legislation and previously known as technical colleges), went through major changes over the past two decades, and their shifting identity has left them opaque in the understanding and, therefore, in the aspirations of many families. Their names were changed through processes of amalgamation and their qualification structures were changed. These identity changes present a 'branding' challenge, as government seeks to promote the vocational colleges as 'institutions of choice'.

Governance transitions

The governance transition in vocational colleges has happened at two levels at least, and the transition is not complete as yet. At institutional level, in order to create greater institutional responsiveness and flexibility, college councils were made employers of teaching staff who had previously been in the employ of provincial education departments. This is a massive change that is not universally supported and has left some volatility in the system. The capacity to support the employer function is not universal across the sector.

At system level, it is the intention that colleges should become part of the national post-school education and training system and be governed and funded nationally. It is intended that they will no longer be a concurrent competence. This will require flexible and sound working relationships between national and provincial authorities during the period of this transition.

Funding framework transitions

The National Plan for FET Colleges was followed by the introduction of programme-based funding, geared for the National Certificate (Vocational) (NC(V)). The policy goal of a mix of programme offerings requires complementary funding, but the mechanisms by which this diversity of offerings is to be achieved is not well developed. This is a major challenge that is impacting on the functioning of colleges and it is being addressed urgently.

Coordination and management information

A national efficient and effective administrative and planning system must be put in place to support colleges as part of an integrated higher education and training system. A national FETMIS system is in the process of being developed and will be extended to the sector by 2011/12. This will support credible planning, coordination, budgeting and monitoring across the system. In the interim, national planning is dependent on provincial capacity.

Relevance, responsiveness and quality of curricula

The NC(V) at Levels 2, 3 and 4 of the NQF, was put into place to solve the problems of poor quality programmes, the lack of relevance to the economy, as well as the low technical and cognitive skills of FET graduates. This programme does not meet all the needs of the vocational programmes, and does not enjoy universal support in the industry. In particular, programmes that support artisan training must be revitalised. The N-courses were fundamentally outdated and lagged behind in applied disciplinary knowledge. It is the view of many that, while the NCV has a superior knowledge base to the N-courses, its modality is insufficiently flexible and inaccessible to part-time students.

Content and pedagogical knowledge of FET lecturers

Curriculum reforms must be grounded in the expertise of teaching staff. Both the content and pedagogical knowledge of FET lecturers have, in general, not kept pace with curriculum changes and developments in industry. Institutional practices, supporting effective teaching and learning are inadequate. Processes are in place to fast-track responses to these deficiencies, and systemic interventions are urgently needed.

Success and completion rates

Success and completion rates are inadequately understood, but are generally regarded as poor. An urgent project to analyse these and to establish baselines, differentiated across subject areas and localities, as well as the development of intervention mechanisms will be undertaken. These interventions will include curriculum and institutional support to improve teaching and learning, as well as extensive student support.

SKILLS DEVELOPMENT-SPECIFIC CHALLENGES

The overall goal of the skills development system is to contribute to the development of 'decent work' as articulated by the International Labour Organisation by effectively connecting education to technical training to labour market entry to workplace and lifelong learning. It is these linkages that sustain productivity. It is these linkages that we believe will be facilitated by the location of the skills legislation in the DHET. Our integrated skills development must (before 2020) have made demonstrable and significant progress towards:

- promoting economic and employment growth and social development through a focus on education and training;
- the development of the skills of the South African workforce and the improvement of the employment prospects of unemployed persons through training and education;
- the use of the workplace as an active learning site;
- increasing levels of investment in education and training in the labour market and improving returns on that investment.

Central to setting us on the right course of action will be for the skills development community to interface more systemically with the sectors and communities they serve. In the formal economy this will mean that the drivers of growth and development strategies in government will have to engage with the skills development planners in a more committed and consistent manner so that their skills needs are clearly articulated and the programmes designed to address them are monitored and continually improved and their graduates employed and productive. A similar commitment will be required from our social partners – they too must communicate their needs and evaluate the efforts made to address them so that mutual benefits can grow. The Sector Education and Training Authorities (SETAs) have a key role to play in this straddle as they do in individual workplaces and sectoral communities. In the near future it is planned that they should become vibrant agencies which play a key role in ensuring the responsiveness of the system as a whole. In this regard they will be a vital component of the HRDSA's information system outlined above.

The assigning of the Skills Development Act to the Minister of Higher Education and Training from November 2009 creates possibilities for a long-overdue improvement in articulation between Universities, Colleges and work-based education and training. This is central if the PIVOTAL programmes, outlined above, are to result in learners achieving not only the theoretical underpinnings of their desired occupations, but also the tools to apply this knowledge in the workplace where productivity and service delivery imperatives take hold. To achieve optimal alignment between the learning that takes place at these two sites it will be necessary for new lines of communication to open. This will require the development of a 'new language' where the language of occupations on the side of the skills development community, will map to the knowledge domain logic of the institution based community. This is already in place at the level of the professions and needs to be extrapolated to other levels. It is hoped that the COSE Project, outlined above, will begin to map the way for this incrementally over time.

Over and above the mainstream PIVOTAL programmes, there are also a wide range of shorter courses which fall under the mantle of skills development. These address immediate needs at work – such as how to operate new technology or to manage new work organisation systems – in the formal economy and how to initiate or improve work in the informal economy. The latter is particularly important in the South African context, and is likely to remain so for the foreseeable future as there are many people, some unemployed and others trying to make a living in the informal economy, who can earn improved returns for their efforts with enhanced skills. The Department calls these collectively *Lifelong Learning programmes* and their quality is as vital as that of mainstream PIVOTAL programmes and whose accessibility and affordability must to be monitored and improved. These programmes are often delivered by private providers or non-governmental organisations and these remain vital partners in the long term endeavour to meet diverse needs of our citizens in the labour market.

Together these efforts are directed by the National Skills Development Strategy (NSDS) which steers the spending of the skills levy. In NSDS III the Department has developed a strategy that is more carefully aligned to HRDSA so that learners are able to move easily from full-time learning to structured workplace learning and from work to learning. The NSDS III was launched on the 13th of January 2011. Subsequent National Skills Development Strategies will hopefully improve on this and in 20 to 30 years the pathways between learning and work will be seamless and widely available both to the young as well as to adults.

5.2. ORGANISATIONAL ENVIRONMENT

In 2009, government adopted the Medium Term Strategic Framework (MTSF) for 2009 to 2014. Strategic priority number 4 of the MTSF is to strengthen the skills and human resource base, and the particular responsibility of the Department of Higher Education and Training (DHET) in relation to the Government's 12 performance outcomes is to develop a skilled and capable workforce to support an inclusive growth path (Outcome 5).

The following outputs have been agreed upon for Outcome 5:

OUTPUT	DESCRIPTION
Output 1:	Establish a credible institutional mechanism for skills planning, which includes the provision of information with regard to the demand and supply of skills, as well as a career guidance system for the country;
Output 2:	Increase access to programmes leading to intermediate and high level learning, including the raising of skill levels of both youth and adults to access training;
Output 3:	Increase access to occupationally-directed programmes in needed areas and thereby expanding the availability of intermediate level skills, with a special focus on artisan skills and other mid level skills;
Output 4:	Increase access to high level occupationally-directed programmes in needed areas such as engineering, health sciences, natural and physical sciences, as well as increasing the graduate output of teachers;
Output 5:	Increase research, development and innovation in human capital for a growing knowledge economy, with a particular focus on post-graduate degrees, deepening industry and university partnerships, as well as increased investment into research development and innovation, especially in the areas of science, engineering and technology.

The Department of Higher Education and Training (DHET) commenced operation as a fully separate department in April 2010. The Skills Development section from the Department of Labour, together with the Higher Education and Vocational and Continuing Education and Training sections of the Department of Education, were incorporated into the Department of Higher Education and Training and a new conceptualisation of post-school education and training was brought into being. The department is now focused on delivery to all post-school learners in the areas of Higher Education, Further Education and Training, Adult Education and Training and Skills Development.

In order for the Department of Higher Education and Training to deliver on the above outputs the following priorities have been identified within the 5 year plan:

Establishing the National Artisan Moderation Body (NAMB) and the Quality Council for Trades and Occupations (QCTO)

Artisan training is an urgent priority for this government. The 2008 amendments to the National Qualifications Framework and to the Skills Development Act provide for the establishment of a National Artisan Moderation Body (NAMB), reforms in trade testing, and a Quality Council for Trades and Occupations (QCTO) to quality assure qualifications for trades, as well as for learning in and for the workplace. The QCTO was established as a public entity on the 1st of April 2010 and NAMB was launched by the Minister of Higher Education and Training on the 30th November 2010.

The QCTO will play an important role in the qualifications dispensation of a diverse and differentiated post-school learning system. The National Artisan Moderation Body will accredit decentralised centres to provide trade testing facilities across the country as a whole, including at vocational colleges. The QCTO will work together with NAMB to strengthen the role of vocational colleges in artisan development. The QCTO will bring the needs of industry closer to the education and training system, so as to meet the aspirations of the youth and adults, while ensuring that education, training and skills development initiatives respond adequately to our social and economic needs. It will ensure qualifications that are not only linked to labour market needs, but are also linked to, and build on qualifications from other institutions. More learners from universities and colleges need to proceed to the skills development system and the workplace seamlessly, with easy pathways across the different learning sites. We regard the QCTO as the glue for this. The QCTO will work closely with the South African Qualifications Authority, the Council for Quality Assurance in General and Further Education and Training (Umalusi) and the Council on Higher Education.

The QCTO and NAMB are now part of the post-school education and training system, and linkages with other components of the system are being developed.

Improving the functioning of the Sectoral Education and Training Authorities (SETA's)

The SETA's were established by the Skills Development Act and are essentially constituency-based fora (representing labour, business and government), who's key functions include:

- The development of a sectoral skills plan within the framework of the National Skills Development Strategy.
- The implementation of sectoral skills plans.
- Identifying workplaces for practical work experience.
- Approving workplace skills plans.
- Establishing and promoting learnerships.
- Monitoring education and training in the sector.
- Allocating grants in the prescribed manner to employers, education and training providers and workers.

The main areas of concerns with regard to SETA's can be broadly categorised as:

- Poor alignment of SETA's with emerging industrial strategies;
- poor research underpinning sectoral skills plans;
- weak governance and management;
- poor public perception of SETA performance;
- inefficient funding model;
- no proper role for government departments in SETA's;
- constituency-dominated governance structures that perpetuate interest-driven decision-making;
- limited use of public providers; and
- limited provision of education and training in sectors above NQF Level 4.

Problems of poor performance and weak governance must be dealt with by DHET via the mechanisms available in law, and in consultation with the National Skills Authority.

The research base guiding the sector skills strategies needs to be strengthened and aligned with HRDSA, via reciprocal sharing of information and analyses. Sector skills strategies must be guided by the complexity of sectoral conditions, and sector-specific strategies must be reflected in the National Skills Development Strategy. The latter needs to be more differentiated, so as to accommodate the complexities of the different sectors in our highly differentiated economy.

Much closer relationships must be developed with public education and training providers, with particular emphasis on secure workplaces for students to gain the necessary work experience as part of their qualification requirements.

In 2010, the Minister of Higher Education and Training was involved in an intensive process with labour and business to assess and reshape the SETA landscape, address inefficiencies in the system, improve governance, and adopt the National Skills Development Framework (NSDS) III.

The DHET will need to review the extent to which our skills development system contributes to the creation of decent work and other forms of sustainable livelihoods. While we believe that the linkages required for the interconnections described above will be facilitated by the location of the skills legislation functions at DHET, the concrete realisation of this aspiration must be rigorously monitored.

Improving the functioning of the National Skills Fund (NSF)

The NSF has the primary function of funding projects identified in the National Skills Development Strategy (NSDS) as national priorities and to fund other projects in support of the Skills Development Act as the accounting authority determines. Operationally, in order for the Fund to fulfill this obligation, it must develop disbursement criteria and procedures, monitor and evaluate the impact and steer the development of internal and external structures and systems to effectively and efficiently achieve its goals.

Immediate key challenges for the NSF include:

- Alignment of the NSF with the priorities set in the NSDS III
- An alignment of the NSF with the priorities of the post-school education and training system
- Developing a strong monitoring and evaluation (M&E) capacity and systems for its funded programmes
- Improving disbursement capacity, through amongst others promoting strategic partnerships and innovation in project delivery

The National Skills Fund is a 'catalytic' fund enabling the state to drive key strategies, as well as to meet the training needs of the unemployed, non levy-paying cooperatives non-government organizations, community structures and vulnerable groups. It will drive change towards partnership-based programmes and contribute significantly to raising the low base of education and training in our country, guided by our government policies of redress and promoting equity. It is a national resource which will be used to both initiate, as well as to respond to national skills priorities. It will be used to target gaps and complement resource shortages for national priorities. Its objectives will be achieved within the overall framework of the HRDSSA II and the NSDS III.

Our goal is for the National Skills Fund to operate at the highest standards of efficiency and effectiveness, with high levels of client satisfaction, and making use of its resources to have a major impact on the provision of skills development in the country.

Managing the Institute for National Development of Learnerships, Employment Skills and Labour Assessment (INDLELA)

The Institute for the National Development of Learnerships, Employment Skills and Labour Assessment (INDLELA) situated in Olifantsfontein, is the only national government owned and operated trade assessment centre in the country and services all 9 provinces.

INDLELA operates as a Chief Directorate within the structure of the DHET, reporting to the Deputy Director-General of Skills Development.

The core focus of the Institute is the provision of artisan assessment and trade assessment practitioner development. The services rendered by INDLELA fall directly within the outputs of outcome no 5. (*Skilled and capable workforce to support on inclusive growth path*) of the government's outcomes framework.

INDLELA, as a Chief Directorate, was further tasked with the establishment and operationalization of the National Artisan Moderation Body (NAMB) in terms of the Skills Development Act Chapter 6A, Section 26A. The establishment of the NAMB took place on the 30th of November 2010 and will ensure the national coordination of artisan development in the country. NAMB will work as key partner of the Quality Council for Trades and Occupations (QCTO) to ensure greater synergy in artisan development.

Strengthening of the partnership between FET Colleges and employers

In order to be able to provide relevant and responsive education and training programmes, one of the imperatives of the DHET is the strengthening of the FET College-employer relationship. This will enable the Department to harness private sector resources to support and expand effective delivery of vocational education and training programmes geared to enhancing youth employability. It will also enhance the Department's drive to position FET Colleges as key sites for delivery of skills to provide vocational learning pathways for young school leavers, with a specific emphasis on artisan development and youth livelihoods. The partnership between industry and DHET would enhance growth and stability in the FET sub-system through industry investment in improving college effectiveness and through enhancing the capacity in teaching and learning, curriculum development and delivery, learner support, governance and management and monitoring and evaluation. Through the Sector Education and Training Authorities as intermediaries, the FET College-employer partnership is to ensure the placement of students in the workplace to facilitate learning, as well as post-graduation placement into internship and learnership programmes to gain work experience to enhance graduates' chances of employability.

Establishing Regional Offices for the DHET

Currently the DHET does not have any regional offices for the delivery of its strategic mandate. Previously the Skills Development Act (SDA) mandate was carried out by the regional offices of the Department of Labour. In order to ensure the successful achievement of the legislative and strategic mandate of the DHET as indicated in Section 1.7B, and to deliver on the obligations of the SDA, the DHET will require its own regional offices. The DHET received no staff to administer the functions of the SDA that were previously performed by the Department of Labour and service delivery of the National Skills Fund is therefore seriously compromised. The following services need to be provided by regional offices:

- Support, liaison and communication with FET Colleges;
- Support, liaison and communication with Adult Education Centres;
- Support, liaison and communication with Universities;
- Support, liaison and communication with Department of Labour regional offices in regards to the availability of SETA and NSF projects and programmes;
- Support, liaison and communication with Provincial Governments in regards to the Provincial Skills Development;
- Support, liaison and communication with Provincial Education Departments;
- Support, liaison and communication with local government authorities;
- Support and communication with young people both in educational institutions as well as those outside of institutions in regards to the range of opportunities available in education and training, including career and vocational guidance and counselling;
- Support FET colleges and Sector Education and Training Authorities in linking with business, industry, and other advanced education and training programmes, so that students can access further opportunities either in employment situations or further study options, and to strengthen the capacity to respond to and involve employers/firms more meaningfully in post school education

Regional offices will provide the Department of Higher Education and Training with a footprint across the country that will assist in broadening access to post-school education including increased access by people with disabilities. The DHET will be able to respond more effectively to the growing NEET¹ cohort in 18-24 age group by establishing a regional presence at specified points in the country. Furthermore, regional offices will focus on improving the higher education graduation rate by 20% by 2014 in each area under their jurisdiction as required by the Medium Term Strategic Framework.²

The role of regional offices will also be to transfer knowledge into practical application through contributing to international, national, regional and local policy formulation; and through social engagement in teaching and research agendas.

One of the most important roles of the regional offices will be to support FET colleges and Sector Education and Training Authorities in linking with business, industry, and other advanced education and training programmes, so that students can access further opportunities either in employment situations or further study options, and to strengthen the capacity to respond to and involve employers/firms more meaningfully in post school education.

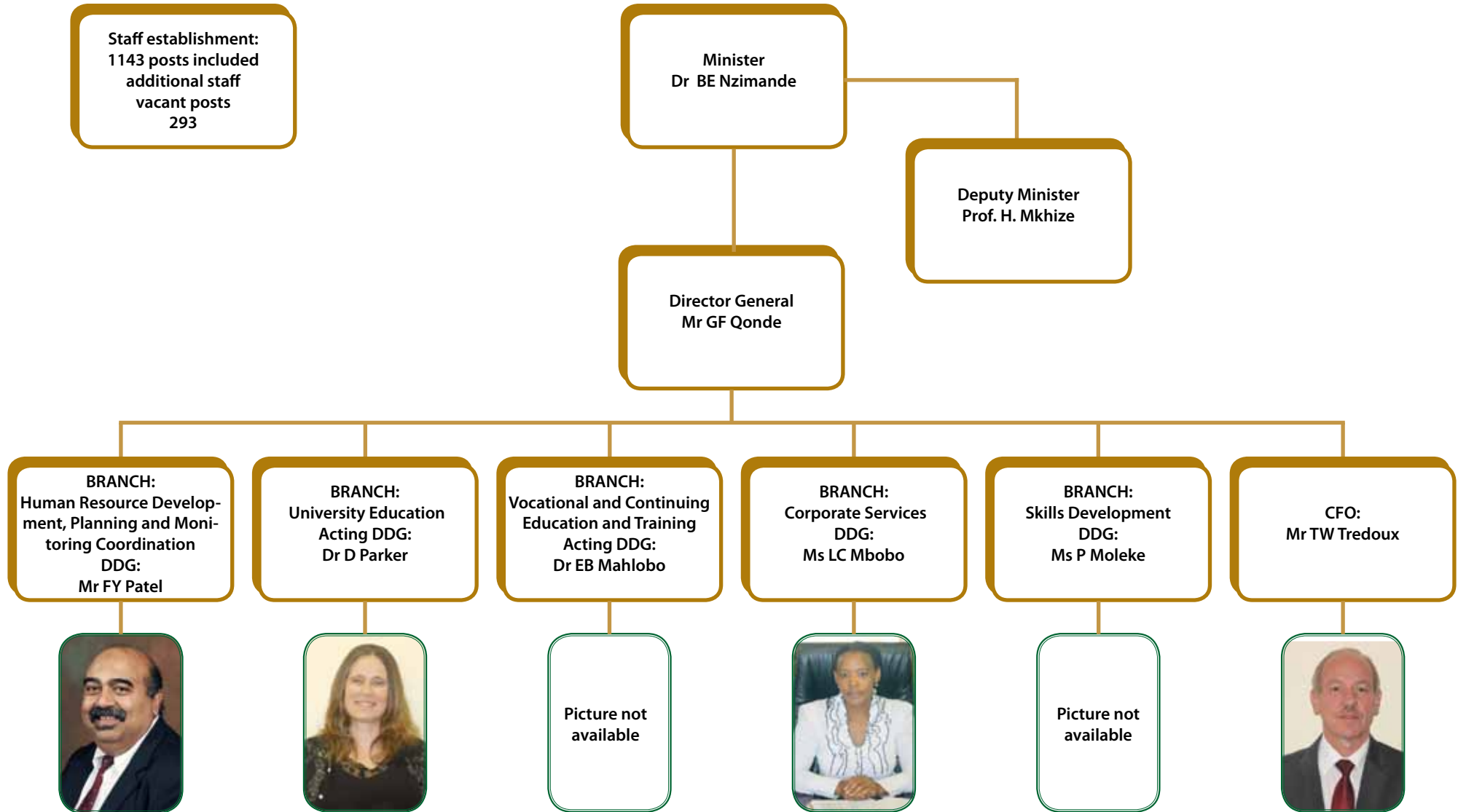
Internal Organisation of the DHET

The Department of Higher Education and Training is undergoing an organizational redesign exercise which includes the establishment of regional offices. The process will assist the Department to position itself, structurally, to deliver on its mandate. The high level organisational structure of DHET, as approved by the Minister, is depicted in the section below. The process of developing the micro structure is underway and will be finalised by end of the 2011/12 financial year.

1 Youth Not in Education, Employment or Training (NEET)

2 MTSF: Section 39.8 Broaden access to post-school education and improve higher education throughput rate by 20% by 2014, including access by people with disability

5.3 HIGH LEVEL ORGANISATIONAL STRUCTURE

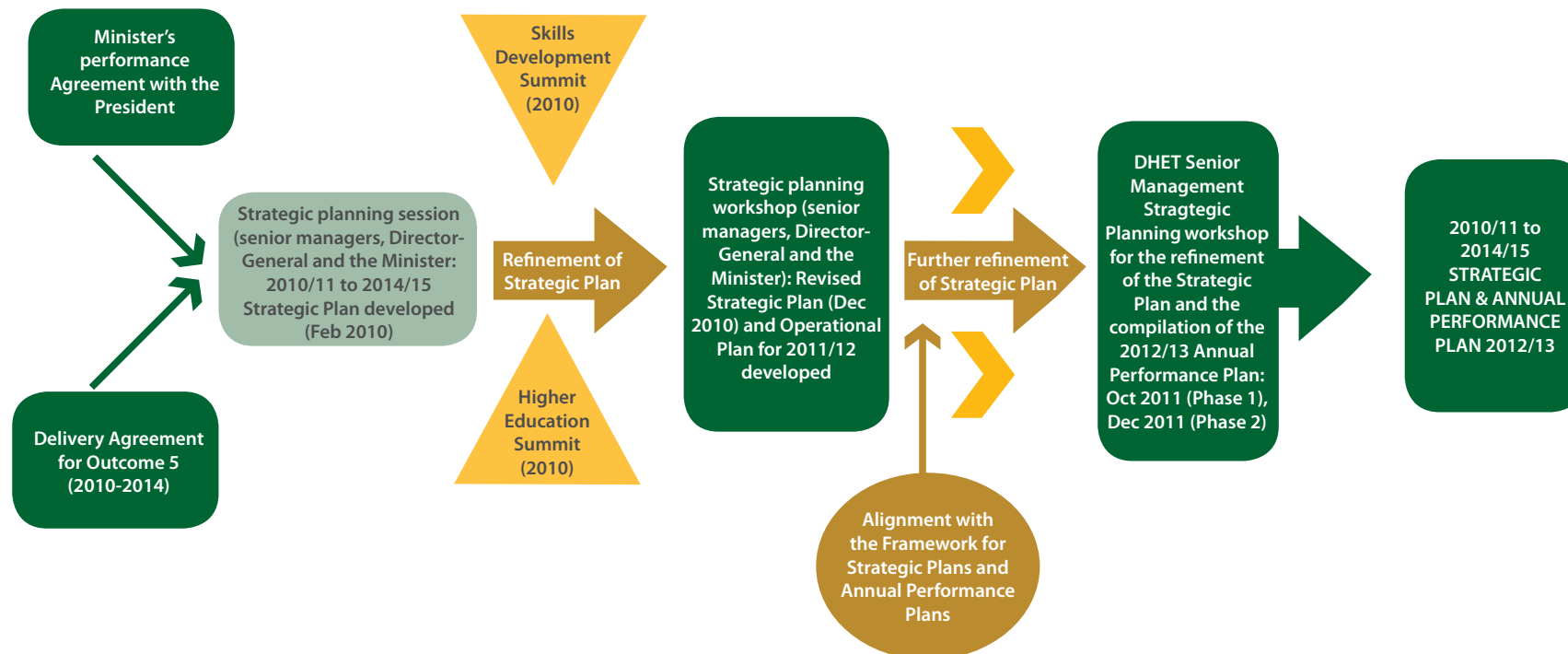


5.4 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

It is mandatory for departments to produce a five-yearly strategic plan at the beginning of the five-year political mandate. Following the national elections in 2009, and the formation of the Department of Higher Education and Training in May 2009, the senior managers of the department developed the first ever Strategic Plan of the Department of Higher Education and Training for the period 2010 to 2015. A strategic planning session of senior managers, the Director-General, the Minister and other stakeholders, was held in February 2010 at the University of Johannesburg to finalise the strategic plan.

The strategic plan was further refined during 2010. A process of consultation on the strategic vision and plans of the DHET was undertaken via the Higher Education Summit, the FET Summit and the Skills Development Summit during 2010, where stakeholders were given the opportunity to participate in strategic discussions around the post-school sector. The internal DHET strategic planning workshop was held with the Minister in December 2010. For the compilation of this revision of the strategic plan a departmental workshop was held in October 2011 with all senior managers of the department. Subsequent to the workshop, Minister engaged with senior management in December 2011 and agreed on milestones for the 2012/13 financial year. The Strategic Plan is now compliant to the new Framework for Strategic Plans and Annual Performance Plans introduced by National Treasury in August 2010.

Figure 1. Strategic Planning Process



6. STRATEGIC OUTCOME ORIENTED GOALS

The DHET has identified the following key goals from its long-term vision, from the medium Term Strategic Framework and for Outcome 5 (A skilled and capable workforce to support an inclusive growth path)

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
Strategic Goal 1: Increase the number of skilled youth by expanding access to education and training for the youth.	Goal Statement: Increase access to programmes leading to intermediate and high level learning in FET Colleges and to high level occupationally-directed programmes in the university sector for needed areas such as Engineering Sciences, Animal and Human Health Sciences, Teacher Education and Natural and Physical Sciences by 2014.	Programme 3: University Education	Expand the higher education sector in order to increase equitable access by 2014	<ul style="list-style-type: none"> • 961 932 students enrolled in higher education studies at universities • Total headcount enrolment over population 20 -24 years to reach 18.1% • 189 081 first time enrolments at universities • 2 public higher education institutions established • 21 higher education institutions involved in foundation phase teacher education • A policy document on FET Lecturer Qualifications developed and Universities supported to develop programmes in line with the policy • 15 800 students in foundation provisioning programmes at universities • 626 836 of African students at universities • 587 176 female students at universities

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
<p>Strategic Goal 1: Increase the number of skilled youth by expanding access to education and training for the youth.</p>	<p>Goal Statement: Increase access to programmes leading to intermediate and high level learning in FET Colleges and to high level occupationally-directed programmes in the university sector for needed areas such as Engineering Sciences, Animal and Human Health Sciences, Teacher Education and Natural and Physical Sciences by 2014.</p>	<p>Programme 3: University Education</p>	<p>Improve success rates in higher education studies at public institutions and therefore increase graduate outputs by 2014</p>	<ul style="list-style-type: none"> • Improved use of foundation provisioning funds • 78% success rate • 537 357 graduates from universities • 36 929 graduates in engineering sciences from universities • 32 541 graduates in human health and animal health from universities • 18 439 graduates in natural and physical sciences from universities • 32 373 graduates in initial teacher education from universities

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
		<p>Programme 4: Vocational and Continuing Education and Training</p>	<p>Increase access to and improve success in programmes leading to intermediate and high-level learning by 2014</p>	<ul style="list-style-type: none"> • 300 000 learners enrolled in AET Level 1 -4 • 800 000 headcount enrolments in public Further Education and Training (FET) Colleges programmes • 535 161 FET College students awarded bursaries • National Senior Certificate for adults (NASCA) developed • 10 000 adults enrolled for NASCA by 2014 • 12 Colleges offering NQF Level 5-6 programmes • Certification rates in the VET qualification increasing to: <ul style="list-style-type: none"> GETC: 40% NC(V) L2: 54% NC(V) L3: 55% NC(V) L4: 57% N1-N3: 50% N4-N6: 50% NASCA: 50% Pass rate in Maths and Maths Literacy: <ul style="list-style-type: none"> Maths: <ul style="list-style-type: none"> NC(V) L2: 52% NC(V) L3: 46% NC(V) L4: 46% Maths Literacy: <ul style="list-style-type: none"> NC(V) L2: 59% NC(V) L3: 57% NC(V) L4: 67%

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
				<ul style="list-style-type: none"> • Certification rates of bursary recipients: NC(V) L2: 50% NC(V) L3: 50% NC(V) L4: 50% N1-N3: 55% N4-N6: 55%

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
<p>Strategic Goal 2: Adequately capacitated individual institutions for effective provision or facilitation of learning</p>	<p>Goal Statement: Build the capacity of individual institutions that provide or facilitate learning by improving and strengthening the alignment of the information, finance governance and management areas in institutions in the post-school learning system through direct support and policy frameworks by 2014.</p>	<p>Programme 3: University Education</p>	<p>Monitor good governance and management of the Higher Education system in order to build capacity and efficiency</p>	<ul style="list-style-type: none"> • 88% of public higher institutions with good governance and management • 100% of registered private higher education institutions complying to regulatory criteria • 100% of statutes of universities reviewed published in government gazette • 25 of universities with five Ministerial council appointees appointed • 3 governance training workshops for ministerial appointees
		<p>Programme 4: Vocational and Continuing Education and Training</p>	<p>Strengthen the institutional capacity of VET institutions to improve their performance and efficiency</p>	<ul style="list-style-type: none"> • 380 personnel in vocational education and training institutions trained to support curriculum delivery in AET and Colleges • 644 personnel in vocational education and training institutions trained in financial management • 50 fully constituted college councils • 50 Colleges implement reviewed Human Resource Management & Planning framework

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
Strategic Goal 3: Increase the number of students successfully entering the labour market upon completion of training	Goal Statement: Promote employability and sustainable livelihoods through skills development undertaken by the Sector Education and Training Authorities and through the funded projects of the National Skills Fund by 2014.	Programme 5: Skills Development	To provide a dynamic interface between the workplace and learning institutions and promote quality learning at work and for work by 2014	<ul style="list-style-type: none"> • 10 000 artisan candidates found competent nationally per annum • 45 500 graduates receiving Work Integrated Learning (WIL) • System for management of trade test tasks implemented at all test centres • Policy framework for ISOE and SDI Agencies developed and implemented • 100% SETA's implementing NSDS III with approved Service Level Agreement
			Promote the alignment of Skills development outputs to the needs of the workplace and to the broader growth needs of the country's economy.	<ul style="list-style-type: none"> • 21 Strategic Plans analysed in relation to the Sector Skills Plan and approved • Improved communication with SETA's through 4 SETA Fora annually • 4 quarterly NSDS implementation reports produced annually • 1 Review report produced annually
			Provide funds to support projects that are national priorities in the National Skills Development Strategy, that advance the Human Resource Development Strategy (HRDS) of South Africa and that support the National Skills Authority in its work.	<ul style="list-style-type: none"> • R5.8 billion is earmarked to support projects that are of national priority • 400 projects supported by National Skills Fund • 117 179 learners trained in NSF projects

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
Strategic Goal 4: Expand research, development and innovation capacity for economic growth and social development	Goal Statement: Expand research, development and innovation capacity for economic growth and social development by increasing the number of post-graduate students in higher education and by increasing support to industry-university partnerships by 2014.	Programme 2: Human Resource Development, Planning and Monitoring Coordination	Pursue and strengthen bilateral relations with priority countries in Africa, Middle east, South and the North as well as with multilateral agencies such as COMEDAF, SADC, UNESCO, ILO, OECD and the commonwealth by 2014	<ul style="list-style-type: none"> - International relations operational framework strategy developed and implemented - Implementation plans with priority countries and multilateral agencies developed
		Programme 3: University Education	To develop and enhance the research capacity and productivity of universities by 2014	<ul style="list-style-type: none"> - 142 325 post graduate graduates - 15 837 masters graduates - 5 772 doctoral graduates - 34 613 publications - Ratio of research output units per instructional / research staff 1.42
Strategic Goal 5: A college curriculum that is responsive to the demands of the market place and can transform and adapt quickly and effectively to changing skills needs, with a special emphasis on artisan training.	Goal Statement: Ensure that a full range of vocational programmes is offered at FET Colleges including the re-introduction of Report 191 (N4 to N6) courses for artisan training by 2014	Programme 4: Vocational and Continuing Education and Training	Increase access to and improve success in programmes leading to intermediate and high-level learning by 2014	<ul style="list-style-type: none"> • New programmes consulted with the industry introduced per college • 1800 lecturers trained to support new curriculum delivery • 180 Provincial Education Departments officials trained to support new curriculum delivery • Business Management Standards, Qualifications review, NC(V) selected subjects review and Student Support Services interventions implemented to selected FET Colleges through donor funding and reported on quarterly. • 388 lecturers, SSS managers and PDE/Regional offices officials trained to implement the comprehensive student support services framework

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
Strategic Goal 6: A credible institutional mechanism for skills planning to support an inclusive economic growth path	Goal Statement: Provide accurate information on the supply of skills in the country by linking the datasets of all the service providers in the post-school system into an integrated information system and by building capacity for research in skills demand in partnership with the HSRC by 2014	Programme 2: Human Resource Development, Planning and Monitoring Coordination	Establish and maintain an integrated education and training management information system, linking all providers of education and training into a single system, to provide accurate data on skills supply and demand in the country by 2014	<ul style="list-style-type: none"> • 100% public institutional data integration into education and training management information system (Public FET and HE institutions and SETA's)
			Establish and maintain a coherent career management and career information system for the post-school sector by 2014	<ul style="list-style-type: none"> • A coherent career management and information system established (module based) • Total number of users reached by career guidance services radio, exhibitions, helpline and web portal: <ul style="list-style-type: none"> • Radio 3 million • Exhibitions 30000 • Helpline 18 000 • Web Portal 15000
			Manage and maintain credible planning and budgeting processes for the DHET annually	<ul style="list-style-type: none"> • A five year strategic plan and Annual Performance Plans developed and maintained • Annual MTEF bid developed • Quarterly performance reports for the implementation of the strategic plan and the APP produced annually • Education and training investment reports annually

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
			Monitor and support actions needed to implement the statutory functions assigned to the Minister, Director-General, SAQA, CHE, Umalusi and QCTO in terms of the National Qualifications Act annually	<ul style="list-style-type: none"> • A monitoring and evaluation report compiled annually • Ministerial policy guidelines developed annually • 100% advice request from Minister, SAQA answered
			Support, advise and monitor the implementation of the post school education system legislative framework	<ul style="list-style-type: none"> • 100% legislations and regulations drafted and amended • 100% of litigations dealt with • 100% legal opinions and agreements drafted
		Programme 3: University Education	To maintain and enhance the Higher Education Management Information System (HEMIS)	<ul style="list-style-type: none"> • 2 updates on the HEMIS for audited student and staff data annually • 1 update on the HEMIS system for final building space data from the Universities annually
		Programme 4: Vocational and Continuing Education and Training	Provide support for the implementation of a monitoring, evaluation, and research for the improvement of the vocational education and training subsystem	<ul style="list-style-type: none"> • All colleges implement Business Management System standards • 3 133 surveys conducted and reported on

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
Strategic Goal 7: A highly effective, professional, efficient administration informed by good corporate governance practices	Goal Statement: To provide an efficient and effective corporate professional management services for a sustained achievement of Departmental objectives.	Programme 1: Corporate services	To improve efficiency by implementing the necessary information technology infrastructure and systems	<ul style="list-style-type: none"> • ICT governance maturity level 3 achieved • 99.9 % network connectivity uptime • IT services available 24/7
			To provide effective and efficient human resource planning and management services	<ul style="list-style-type: none"> • 4 months to fill a vacancy • Vacancy rate in the department reduced to between 5-7% • 90 days to resolve disciplinary cases • 100% compliance with the Human Resource Strategic Planning Framework • 100% compliance with performance management framework.
			Ensure adherence to policies and standards on logistical services	<ul style="list-style-type: none"> • 100% compliance to Supply Chain Management and logistical policies and standards • 30 days to pay invoices from service providers
			To provide effective communication services and events management.	<ul style="list-style-type: none"> • Functional DHET website with quarterly newsletters • 100% response to queries via call centre • 24 exhibitions and Public Relations events
			To ensure a safe and healthy physical environment	<ul style="list-style-type: none"> • 100% compliance with Occupational Health and Safety (OHS)
			To prevent fraud and corruption	<ul style="list-style-type: none"> • Fraud and anticorruption strategy developed and implemented

STRATEGIC GOAL	GOAL STATEMENT	PROGRAMME	STRATEGIC OBJECTIVE	STRATEGIC TARGET
			To ensure an efficient and effective system of financial and asset management , governance and controls in the department and in relation to its public entities	<ul style="list-style-type: none"> - Transfers and payments processed within five days - Approved financial statements - 100% compliance to PFMA, - 10 agreements concluded and projects supported annually - Less than 1% of asset lost and / or unauthorised movements



PART B

STRATEGIC OBJECTIVES

PART B: STRATEGIC OBJECTIVES

7. STRATEGIC OBJECTIVES PER PROGRAMME

7.1. PROGRAMME 1: ADMINISTRATION

PURPOSE: Provide overall management and administration of the department

7.1.1 STRATEGIC OBJECTIVES

STRATEGIC OBJECTIVE 7.1.1.1 TO IMPROVE EFFICIENCY BY IMPLEMENTING THE NECESSARY INFORMATION TECHNOLOGY INFRASTRUCTURE AND SYSTEMS	
Objective statement	Enhanced efficiency of the department's IT infrastructure through the implementation of IT governance
Baseline 2009	<ul style="list-style-type: none"> • ICT governance maturity level 0
Indicators	<ul style="list-style-type: none"> • ICT governance maturity level achieved • Percentage network connectivity uptime • Availability of IT services
Justification	This objective will ensure that the IT infrastructure of the department is available to serve the business needs of DHET
Links	To the government information technology policy and Public Service Act

STRATEGIC OBJECTIVE 7.1.1.2		TO PROVIDE EFFECTIVE AND EFFICIENT HUMAN RESOURCE PLANNING AND MANAGEMENT SERVICES
Objective statement	To plan the provision of suitable human resource capacity to support a high performing organization	
Baseline 2009	<ul style="list-style-type: none"> • 9 months to fill a vacancy • 39.81% vacancy rate in the department • 180 days to resolve disciplinary cases • No HR Planning capacity • Two different PMDS policies in use 	
Indicators	<ul style="list-style-type: none"> • Number of months to fill a vacancy • Percentage vacancy rate in the department • Number of days to resolve disciplinary cases • Percentage compliance with the Human Resource Strategic Planning Framework • Percentage compliance with Performance Management Framework 	
Justification	To build the required capacity in the department in order to support the objectives of the department	
Links	To the Public Service Act, Regulations, Policies, procedures, rules and guidelines	

STRATEGIC OBJECTIVE 7.1.1.3		ENSURE ADHERENCE TO POLICIES AND STANDARDS ON LOGISTICAL SERVICES
Objective statement	Adherence to Supply Chain Management and logistical policies and standards through proper implementation.	
Baseline 2009	<ul style="list-style-type: none"> • 90% compliance with SCM policies • 60 days to pay invoices from service providers 	
Indicators	<ul style="list-style-type: none"> • Percentage compliance to SCM and logistical policies and standards • Number of days to pay invoices from service providers 	
Justification	This objective will enable the department to meet its expected performance standards in terms of the PFMA	
Links	Implementation of the Public Finance Management Act (PFMA)	

STRATEGIC OBJECTIVE 7.1.1.4 TO PROVIDE EFFECTIVE COMMUNICATION SERVICES AND EVENTS MANAGEMENT.	
Objective statement	Increase visibility and enhance the reputation of the department through dynamic management of the media relations, brand and public relations.
Baseline 2009	<ul style="list-style-type: none"> • Functional DHET website in place • Call centre set up • 0 exhibitions and PR events
Indicators	<ul style="list-style-type: none"> • Functional DHET website with quarterly newsletters • Percentage response to queries via call centre • Number of exhibitions and PR events conducted
Justification	To ensure that the clients of the department are fully informed of the services that the department offers
Links	Government communication strategy

STRATEGIC OBJECTIVE 7.1.1.5 TO ENSURE A SAFE AND HEALTHY PHYSICAL ENVIRONMENT	
Objective statement	To provide physical and technical resources for effective implementation of security services
Baseline 2009	None
Indicators	<ul style="list-style-type: none"> • Percentage compliance with Occupational Health and Safety (OHS)
Justification	To ensure that the department and its staff is adequately secured
Links	Applicable government security policies and Department of Labour legislation and other prescripts

STRATEGIC OBJECTIVE 7.1.1.6 TO PREVENT FRAUD AND CORRUPTION	
Objective statement	To develop and implement Fraud and Anti corruption policy for DHET
Baseline 2009	No Fraud Prevention and Anti Corruption Strategy
Indicators	<ul style="list-style-type: none"> • Fraud and anti-corruption strategy developed and implemented
Justification	To ensure that the department implements an approved Fraud and Anti corruption policy
Links	Applicable government fraud and anti corruption strategy and PFMA

STRATEGIC OBJECTIVE 7.1.1.7 TO ENSURE AN EFFICIENT AND EFFECTIVE SYSTEM OF FINANCIAL AND ASSET MANAGEMENT , GOVERNANCE AND CONTROLS IN THE DEPARTMENT AND IN RELATION TO ITS PUBLIC ENTITIES	
Objective statement	To ensure an efficient and effective system of financial and asset management , governance through the implementation of effective controls measures in the department and in relation to its public entities
Baseline 2009	None
Indicators	<ul style="list-style-type: none"> • Number of days to process transfers and payments • Approved financial statements • Percentage compliance to PFMA • Number of agreements concluded and projects supported • Percentage of asset lost and / or unauthorised movements
Justification	To ensure an efficient and effective system of financial and asset management , governance and controls in the department and in relation to its public entities
Links	Applicable government legislative frameworks on financial management, PFMA and related prescripts

7.1.2 RESOURCE CONSIDERATIONS

Expenditure is increasing at an average annual rate of 20 percent, from R84.6 million in 2008/09 to R148.5 million in 2011/12, due to the additional personnel, goods and services, and capital costs required for the establishment of a new department, including ICT infrastructure. Expenditure is expected to continue increasing over the medium term, at an average annual rate of 11.5 percent, to reach 206 million in 2014/15. The increase is mainly due to the provision for the newly appointed deputy minister, which accounts for spending in the *Ministry* sub-programme growing at a projected average annual rate of 6.2 per cent over the medium term.

Funded posts for programme 1:

2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
145	148	192	264	292	292	292

7.1.3 RISK MANAGEMENT

RISK DESCRIPTION	MITIGATING MEASURES
1. Adequacy of budget to fill vacancies	To motivate to treasury for an increased allocation of compensation budget.
2. Instability of the IT network environment and poor support from SITA	Appoint an external service provider to provide LAN & DESKTOP support for a period of 3 years.
3. Inadequate and unsuitable office accommodation for all DHET space requirements	Facilitate the process of build to specifications project with Public Works
4. Poor reputation of DHET due to poor or Lack of communication strategy.	Improve the Communication capacity of the department.
5. Non compliance with Supply Chain Management Framework due to lack of training.	Training and exposure of managers on SCM Policy
6. Legal and regulatory compliance	Policies, procedures and internal controls as well as assigned responsibility

7.2 PROGRAMME 2: HUMAN RESOURCE DEVELOPMENT, PLANNING AND MONITORING COORDINATION

PURPOSE: Provide strategic direction in the development, implementation and monitoring of departmental policies and the human resource development strategy for South Africa

7.2.1 STRATEGIC OBJECTIVES

STRATEGIC OBJECTIVE 7.2.1.1 ESTABLISH AND MAINTAIN AN INTEGRATED EDUCATION AND TRAINING MANAGEMENT INFORMATION SYSTEM, LINKING ALL PROVIDERS OF EDUCATION AND TRAINING INTO A SINGLE SYSTEM, TO PROVIDE ACCURATE DATA ON SKILLS SUPPLY AND DEMAND IN THE COUNTRY	
Objective statement	To ensure the availability of accurate data for the planning and monitoring of post-school education provision and for skills planning in the country by building an integrated information system that links the data of the sub-sectors for University Education, FET Colleges, Skills Development and Training and Adult Education and Training, into one integrated view by 2014.
Baseline 2009	No data integration
Indicators	<ul style="list-style-type: none"> Percentage of public institutional data integration into education and training management information system
Justification	Information on post-school education provisioning is needed for planning, resourcing and monitoring and for skills planning in the country for an inclusive growth path
Links	Linked to the Education Information Policy, the Access to Information Act, Output 5.1, to establish a credible institutional mechanism for skills planning of Outcome 5 of the 12 government outcomes (<i>a skilled and capable workforce to support an inclusive growth path</i>), and Goal 1 of the National Skills Development Strategy III

STRATEGIC OBJECTIVE 7.2.1.2 ESTABLISH AND MAINTAIN A COHERENT CAREER MANAGEMENT AND CAREER INFORMATION SYSTEM	
Objective statement	To establish and maintain a coherent career management and career information system to reach at least 3 million beneficiaries by 2014, through the implementation of the DHET cooperative framework for career advice services and by developing a web based career information portal.
Baseline 2009	None
Indicators	<ul style="list-style-type: none"> A coherent career management and information system established (module based) Number of users reached by career guidance services
Justification	Adequate and sufficient career guidance is a key ingredient for youth in the country to increase the number of learners that embark on the most efficient and effective learning pathway to meet the skills needs of the country. Learners that drop out or change courses and start from scratch increase the subsidy bill of government by millions. In addition, marginalised groups such as young women, learners with disabilities and low income groups urgently require meaningful career advice services.
Links	Linked to Output 5.1, to establish a credible institutional mechanism for skills planning of Outcome 5 of the 12 government outcomes (<i>a skilled and capable workforce to support an inclusive growth path</i>), and Goal 1 of the National Skills Development Strategy III

STRATEGIC OBJECTIVE 7.2.2.3 PROMOTE RESEARCH AND INNOVATION IN THE HIGHER EDUCATION AND TRAINING SECTOR BY PUBLISHING AN ANNUAL ACADEMIC JOURNAL OF CONTRIBUTIONS FROM STAKEHOLDERS IN THE SECTOR ANNUALLY	
Objective statement	Promote research and innovation in the Higher Education and Training Sector by publishing an annual academic journal of contributions from stakeholders in the sector
Baseline 2009	None
Indicators	<ul style="list-style-type: none"> • Number of academic journals published for Higher Education and Training
Justification	In order to foster research and innovation, it is important for the DHET to ensure that papers are made available in an academic journal for the post-school sector.
Links	Linked to Output 5.5 of the delivery agreement namely: Research, development and innovation in human development for a growing knowledge economy
STRATEGIC OBJECTIVE 7.2.2.4 MANAGE AND MAINTAIN CREDIBLE PLANNING AND BUDGETING PROCESSES FOR DHET ANNUALLY	
Objective statement	To provide credible planning and budgeting processes via the development and analysis of annual DHET plans and budget priorities to provide feedback and warning systems on the optimisation of education resources
Baseline 2009	<ul style="list-style-type: none"> • A five year strategic plan and Annual Performance Plans developed and maintained • Annual MTEF bids developed • Quarterly performance reports for the implementation of the strategic plan and the APP produced
Indicators	<ul style="list-style-type: none"> • A five year strategic plan and Annual Performance Plans developed and maintained • Annual MTEF bid developed • Quarterly performance reports for the implementation of the strategic plan and the APP produced • Education and training investment report
Justification	There are limited resources in the fiscus to support the programmes of the DHET. It is therefore imperative that accurate planning and budgeting processes take place to ensure the effective and efficient utilization of available resources
Links	Linked to the Department's spending priorities as indicated by the Minister of Higher Education and Training, The Framework for Strategic Plans and Annual Performance Plans.

STRATEGIC OBJECTIVE 7.2.2.5 PURSUE AND STRENGTHEN BILATERAL RELATIONS WITH PRIORITY COUNTRIES IN AFRICA, MIDDLE EAST, SOUTH AND THE NORTH AS WELL AS WITH MULTILATERAL AGENCIES SUCH AS COMEDAF, SADC, AU, ADEA, UNESCO, ILO, OECD AND THE COMMONWEALTH	
Objective statement	To pursue bilateral relations with priority countries through the facilitation of participation in structured partnerships and strengthening multilateral engagements with specialized education and training institutions through the facilitation of participation in seminars, conferences, working groups and high-level consultations and the provision of an annual engagement report thereof.
Baseline 2009	None (New indicators)
Indicators	<ul style="list-style-type: none"> • International relations operational framework strategy developed • Implementation plans with priority countries and multilateral agencies developed and implemented
Justification	South Africa's international engagements are anchored in the goal of creating a better South Africa and contributing towards a better and safer Africa in a better world through partnerships, access to international resources, facilitating access to best practice, new knowledge and approaches to skills development to support the DHET's strategic priorities.
Links	It is one of government's ten MTSF strategic objectives and forms part of the realization of Outcome 11. Supports the realization of Outcome 5 and the NSDS III by providing access to international partnerships and resources.
STRATEGIC OBJECTIVE 7.2.2.6 MAINTAIN A DATABASE OF INTERNATIONAL ENGAGEMENTS OF ALL PUBLIC POST-SCHOOL INSTITUTIONS AND PUBLISH AN ANNUAL REPORT ON INTERNATIONAL COLLABORATIONS	
Objective statement	To maintain a database of international engagements of all public post-school institutions and publish an annual report on international collaborations
Baseline 2009	None
Indicators	<ul style="list-style-type: none"> • A publication on International cooperation produced • Database of international engagements of all public post-school institutions maintained
Justification	To develop a better understanding of the international engagements of institutions and ensure alignment of international activities within the system.
Links	It is one of government's ten MTSF strategic objectives and forms part of the realization of Outcome 11. Supports the realization of Outcome 5 and the NSDS III by providing access to international partnerships and resources.

STRATEGIC OBJECTIVE 7.2.2.7 SUPPORT, ADVISE AND MONITOR THE IMPLEMENTATION OF THE POST SCHOOL EDUCATION SYSTEM LEGISLATIVE FRAMEWORK ANNUALLY	
Objective statement	To provide support and advice to the Ministry with regards to the legislative framework and to supply litigation advice on all cases involving the DHET and Ministry
Baseline 2009	100%
Indicators	<ul style="list-style-type: none"> • Percentage of litigations dealt with • Percentage of Legislation and regulations drafted and amended • Percentage of legal opinions and agreements drafted
Justification	In the exercising of a public function, the Minister must act within the scope of the powers and functions assigned to him by way of legislation. If the current legislation does not provide the flexibility for the Minister to deliver on the strategic objectives, the legislation is reviewed and amended accordingly
Links	This objective contributes to the decisions taken by the Minister in terms of any statutory provision by ensuring that the Minister takes informed decisions in accordance with fair administrative justice procedures and within the authority of the empowering legislation

STRATEGIC OBJECTIVE 7.2.2.8 ESTABLISH A WELL-FUNCTIONING SOCIAL INCLUSION, EQUITY AND TRANSFORMATION SERVICES WITHIN THE DHET AND ITS ENTITIES THAT WILL FOCUS ON POLICY RESEARCH, MONITORING AND EVALUATION IN MATTERS RELATING TO RACE, CLASS, GENDER, AGE , DISABILITY, HIV/AIDS AND ON CAREER INFORMATION SERVICES AND COUNSELLING BY 2014.	
Objective statement	To ensure that students gain access to post-school education and training opportunities and the education system contributes to the promotion of social cohesion and social inclusion in the South African society
Baseline 2009	None
Indicators	<ul style="list-style-type: none"> • A Policy document developed • Number of monitoring reports on the implementation of the policy
Justification	The strategic objective is important as it contributes to the realisation of an inclusive and transformative post school education system
Links	The Strategic objective links with Constitutional imperatives and the NSDS111 priorities namely Gender, Race, Class, Age and Disability.

STRATEGIC OBJECTIVE 7.2.2.9 MONITOR AND SUPPORT ACTIONS NEEDED TO IMPLEMENT THE STATUTORY FUNCTIONS ASSIGNED TO THE MINISTER, DIRECTOR-GENERAL, SAQA, CHE, UMALUSI AND QCTO IN TERMS OF THE NATIONAL QUALIFICATIONS ACT	
Objective statement	To support the creation of an inclusive post-school education and training system through the National Qualifications Act
Baseline 2009	<ul style="list-style-type: none"> • No monitoring and evaluation reports • No annual ministerial policy guideline developed • 100% advice requests from Minister, SAQA answered
Indicators	<ul style="list-style-type: none"> • Number of monitoring and evaluation reports • Annual Ministerial policy guideline developed • Percentage of requests for advice from Minister and SAQA answered
Justification	It is necessary to support and monitor the implementation of the National Qualifications Framework (NQF) leading to greater flexibility in the provision of the new-post school landscape and to provide clear routes for progression and credit transfer
Links	This quality of the education and training system strategic objective is linked to the President's State of the Nation address at the opening of Parliament on 3 June 2009. It was stated again in the government's <i>Medium-Term Strategic Framework, 2009-2014</i> , and re-iterated emphatically in the government's <i>New Growth Path: the Framework (2010) NQF Act and NSDS 111 (s) 21(d)</i>

7.2.2 RESOURCE CONSIDERATIONS

The spending focus over the medium term will be on implementing the activities in the national human resources development strategy and facilitating the integration of all education information systems.

Expenditure is expected to increase at an average annual rate of 11 per cent over the medium term to reach R49 million in 2014/15. The increase is due to additional personnel for the *Human Resource Development, Strategic Planning and Monitoring Coordination* programme to facilitate the human resources and development strategy for South Africa entrusted to the department; and for the *Planning, Information, Monitoring and Evaluation Coordination* sub-programme to establish and strengthen the systems required to develop an integrated information system for the higher education and training sector.

Funded posts for programme 2:

2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
56	58	46	79	85	89	89

7.2.3 RISK MANAGEMENT

RISK DESCRIPTION	MITIGATING MEASURES
1. Without a social inclusion framework, the transformation of the post-school sector may not happen quickly and effectively	Policies, procedures and internal controls
2. Data availability, integrity and reliability in the integrated information system	Information policy, standards and frameworks implemented
3. Lack of adequate career guidance services	Career services web based system developed and operational Career services framework developed and implemented
4. Credibility of strategic plan	Provide planning support to Branches, Conduct workshops on planning processes with Branches
5. The post-school system is not fully articulated and differentiated if the NQF is not properly implemented	Publication of the 3 Sub-frameworks

7.3 PROGRAMME 3: UNIVERSITY EDUCATION

PURPOSE: Develop and coordinate policy and regulatory frameworks for an effective and efficient university education system. Provide financial support to universities, the National Student Financial Aid Scheme and the National Institutes for Higher Education.

7.3.1 STRATEGIC OBJECTIVES

STRATEGIC OBJECTIVE 7.3.1.1		EXPAND THE HIGHER EDUCATION SECTOR IN ORDER TO INCREASE EQUITABLE ACCESS WITH SUCCESS BY 2014
Objective statement	To increase equitable access opportunities to quality higher education studies to reach a gross enrolment rate of 18.1% by 2014/15 and planned headcount growth of 2.8% per year (Green Paper suggests 23% by +/-2025)	
Baseline 2009	<ul style="list-style-type: none"> • 17 % headcount enrolment over population 20 to 24 years • 837 779 students enrolled in higher education studies at universities • 164 528 first time enrolments at universities • 13 public higher education institutions involved in Foundation Phase Teacher Education • 547 686 African students at universities • 478 175 female students at universities • Total number of students in foundation provisioning programmes at universities 	
Indicator	<ul style="list-style-type: none"> • Total headcount enrolment rate over population 20 to 24 years • Number of students enrolled in higher education studies at universities • Number of first time enrolments at universities • Number of public higher education institutions established • A policy document on FET Lecturer Qualifications developed and Universities supported to develop programmes in line with the policy • Number of public higher education institutions involved in Foundation Phase Teacher Education • Number of African students at universities • Number of female students at universities • Total number of students in foundation provisioning programmes at universities 	
Justification	This objective will contribute to ensuring the sustainability of growth in University Education while increasing access of students to the Higher Education sector (including universities and private higher education institutions), and thus the production of quality graduates for the labour market	
Links	Links to the Higher education enrolment plan, HRDSA strategy and development of scarce skills for the New Growth Path (NGP); the expansion of teacher education linked to the Integrated Strategic Planning Framework for Teacher Education and Development; Contributes to increase the production of quality graduates required in different areas of the labour market, including scarce skills, by providing funding to universities and ensuring their financial sustainability and stability.	

STRATEGIC OBJECTIVE 7.3.1.2 IMPROVE SUCCESS RATES IN HIGHER EDUCATION STUDIES AT PUBLIC INSTITUTIONS AND THEREFORE INCREASE GRADUATE OUTPUTS BY 2014	
Objective statement	To improve success rates to 78% and increase the graduate output by an average annual planned growth rate of 5.6% by 2014/15.
Baseline 2009	<p>Actual success rate in 2009 was 73% and the average annual growth rate in graduates between 2007 – 2009 was 7%</p> <ul style="list-style-type: none"> • success rate - 73% • 144 810 graduates from universities • 8424 graduates in Engineering Sciences from universities • 7 341 graduates in Human Health and Animal Health from universities • 3 468 graduates in Natural and Physical Sciences from universities • 315 graduates in initial Teacher Education from universities
Indicators	<ul style="list-style-type: none"> • Percentage success rate • Number of graduates from universities • Number of graduates in Engineering Sciences from universities • Number of graduates in Human Health and Animal Health from universities • Number of graduates in Natural and Physical Sciences from universities • Number of graduates in initial Teacher Education from universities • Improved use of foundation provisioning funds.
Justification	This objective will contribute to increasing graduate output including in scarce skills areas and contribute to a highly skilled workforce. It is related to an improvement of academic performance of students in all fields of study and improved quality of higher education studies.
Links	Links directly with the Performance Monitoring and Evaluation (PME) of the Minister of Higher Education and Training in relation to achieving the target of increasing the number of graduates in high level skills areas as required in Outcome 5. Also links to HRDSA and the NGP.

STRATEGIC OBJECTIVE 7.3.1.3 MONITOR GOOD GOVERNANCE AND MANAGEMENT OF THE HIGHER EDUCATION SYSTEM IN ORDER TO BUILD CAPACITY AND EFFICIENCY	
Objective statement	To review and assess plans, policies and reports on an annual basis in order to improve governance, management and public accountability of higher education institutions
Baseline 2009	<ul style="list-style-type: none"> • Percentage of public higher institutions with good governance and management - (new indicator) • 5 registered private higher education institutions complying to regulatory criteria • 23 statutes of universities gazetted • 108 number of ministerial university council appointees appointed
Indicators	<ul style="list-style-type: none"> • Percentage of public higher institutions with good governance and management • Percentage of registered private higher education institutions complying to regulatory criteria • Percentage of statutes of universities reviewed and published in government gazette • Number of universities with five Ministerial council appointees appointed • Number of governance training workshops for ministerial appointees
Justification	This objective will contribute to regularise the system and ensure that all universities are stable and managed effectively and efficiently
Links	Implementation of the Higher Education Act and the King III report

STRATEGIC OBJECTIVE 7.3.1.4		TO DEVELOP AND ENHANCE THE RESEARCH CAPACITY AND PRODUCTIVITY OF UNIVERSITIES BY 2014
Objective statement	To support universities to increase the production of postgraduates to 50 188 and the research output units per instructional / research staff member to 1.42	
Baseline 2009	<ul style="list-style-type: none"> • 36 638 postgraduates graduates • 4179 masters graduates • 1 373 doctoral graduates • 109 publications • Research output unit per instructional research staff member in 2009 was 0.98 	
Indicators	<ul style="list-style-type: none"> • Number of postgraduates graduates • Number of honours graduates • Number of masters graduates • Number of doctoral graduates • Number of publications • Ratio of research output units per instructional / research staff 	
Justification	Contribution to innovation capacity for economic growth and social development; development of academics to enable sustainable growth of the higher education system; and knowledge production for a growing economy that is locally relevant and internationally competitive	
Links	To the NRF programme for the development of research (DST) and to the HRDSA Task Team on the generation of the academic profession and industry university partnerships to support innovation	

STRATEGIC OBJECTIVE 7.3.1.5		TO MAINTAIN AND ENHANCE THE HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM (HEMIS)
Objective statement	To annually provide audited data from all Universities for accurate statistical reports on the sector via the Higher Education Management Information System (HEMIS)	
Baseline 2009	<ul style="list-style-type: none"> • 2 updates for 23 universities • 1 annual update for 23 universities 	
Indicators	<ul style="list-style-type: none"> • Number of updates on the HEMIS for audited student and staff data • Number of updates on the HEMIS system for final building space data from the Universities 	
Justification	These datasets enable proper monitoring, enrolment planning and equitable funding of public Universities and enable the DHET to respond to data queries on the sector	
Links	Linked to Output 5.1, to establish a credible institutional mechanism for skills planning of Outcome 5 of the 12 government outcomes (<i>a skilled and capable workforce to support an inclusive growth path</i>), and Goal 1 of the National Skills Development Strategy III	

7.3.2 RESOURCE CONSIDERATIONS

The transformation process in the higher education sector has been the key focus over the past few years, following the adoption of the national plan for higher education in 2001. A successful stakeholder summit on transforming higher education was held in 2010, where all stakeholders adopted a declaration to accelerate the transformation of the university sub-system. During 2011 a successful follow up seminar on the transformation of Higher Education was held.

Between 2007/08 and 2011/12, higher education institutions received additional earmarked funding targeted at improving teaching and learning, student residences and university infrastructure. The department also reviewed policies and criteria for the use of research and teaching development grants and is currently in the process of revising these. The department will continue to assist institutions with capacity building and to support student representative councils. A policy framework for internationalising higher education systems will be finalised. The framework is aimed at providing a systems approach to international opportunities and assistance to other countries, with a particular emphasis on Africa.

The continued implementation of the recommendations of the review of the National Student Financial Aid Scheme during 2012/13 will work towards strengthening the scheme and ensuring that more poor students are supported through higher education programmes.

A Ministerial review of the funding of universities is currently underway and will be completed during the 2012/13 financial year. The review will make recommendations for changes in the funding framework and identify the resource needs of the public university system over the medium to long term.

The report of the Ministerial Committee on the Review of Student Housing will be utilised to guide the development of a comprehensive infrastructure plan for ensuring that adequate student accommodation is developed over the medium to long term, particularly on historically disadvantaged campuses. Approximately half of the infrastructure efficiency funds available over the MTEF have been earmarked for this, and for other infrastructural backlogs at historically disadvantaged campuses.

Over the short to medium term, the department will: establish the national central applications service; establish universities in Mpumalanga and the Northern Cape; implement the recommendations of the Ministerial Task Team *Report on the merger of Medunsa and the University of the North to form the University of Limpopo*; implement the first phase of its responsibilities in terms of the *Integrated Strategic Planning Framework for Teacher Education and Development for South Africa: 211 – 2025*; revise the regulations for annual reporting by higher education institutions and develop an improved monitoring process and early warning system to identify institutions at risk; and provide institutional support, including capacity building and support to student leadership, councils and institutional forums.

Spending over the medium term consists mainly of transfers to higher education institutions and the National Student Financial Aid Scheme.

Specific items to be funded over the 2012/13 MTEF are:

- the National Student Financial Aid Scheme for higher education institutions ,
- student awards and bursaries (R3,4 billion, R3.7 billion and R3.9 billion)
- National Student Financial Aid Scheme administration (R82.5 million, R87.5 million and R92.8 million)
- funding to establish universities in Mpumalanga and Northern Cape (R100 million, R150 million and R157 million)
- funding to improve infrastructure and efficiency in universities is R1.8 billion, R2 billion and R2.2 billion.

The spending focus over the medium term will be on improving access and performance at universities through targeted interventions. Expenditure will grow from 15.4 billion in 2008/09 to 29.5 billion in 2014/15 at an average annual rate of 12.5 percent over the medium term. Transfer payments to higher education institutions are the programme's largest spending item and are expected to increase at an average annual rate of 7.8 percent over the MTEF period.

The increased transfers will support: renewing infrastructure and academic programmes in institutions to improve their graduate outputs, particularly in scarce and critical skill domains such as engineering, and other technology fields, natural and physical sciences, human and animal health and teacher education; and improving the efficiency and quality of teaching services at institutions.

Expenditure in the *University - Financial Planning and Information Systems* sub-programme is expected to grow by R1.9 million over the MTEF period, at an average annual rate of 14.5 per cent. The increase is due to the expansion of support to universities and other related activities over the medium term.

The transfer payments to NSFAS are expected to increase reaching 6.2 billion in 2014/15. The increase is attributable to additional funding for university and further education and training college student awards, as well as increased funding for the administration costs of the National Student Financial Aid Scheme

Funded posts for programme 3:

2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
53	55	67	80	93	95	95

7.3.3 RISK MANAGEMENT

RISK DESCRIPTION	MITIGATING MEASURES
<p>1. If equitable access to higher education opportunities are not increased it will result in more NEET youth and poor quality of increased opportunities will result in access without success or alternatively with a decrease in standards and will therefore not meet the development needs of the county for high skills</p>	<p>Close working relationships developed and maintained with universities and with Deans of scarce skill subjects to ensure that enrolment targets are met;</p> <p>Funding support provided to universities to ensure that they are able to meet their targets.</p> <p>Careful monitoring of the system and leveraging of funding to ensure quality of provision</p>
<p>2. If success rates in quality higher education are not improved, inefficiencies will continue to plague the system and blockages in the higher education system will continue to result in the wastage of funds and human potential</p>	<p>Monitoring the success and graduation rates across the universities and using this information to identify possible challenges where intervention may be required</p> <p>Monitoring the qualitative use of foundation provisioning and teaching development funds to ensure that institutions put in place mechanisms for ensuring improved teaching and learning and success</p>
<p>3. If good governance, management capabilities are not developed across the higher education system then the system will collapse and institutions will have to account to the public</p>	<p>Developing a good governance model for higher education institutions and ensuring this is communicated to the system</p> <p>Support for councils, and institutional management and student leadership through developing and implementing policies on good governance</p> <p>Working with HESA and the Chairs of Councils to implement approved training programmes</p>
<p>4. Lack of research productivity and innovation</p>	<p>Use of funding to support research and research development at institutions; the development of good communications with universities, NRF, DVCs and Deans of Research to ensure that research development is collaborative and develops communities of practice that stretch across the system</p>
<p>5. Poor or inadequate information for planning and resourcing of the university sector</p>	<p>Support and advice provided to institutions to ensure that information is correctly captured</p> <p>Information received from institutions with an Audit report to confirm accuracy and reliability</p>

7.4 PROGRAMME 4: VOCATIONAL AND CONTINUING EDUCATION

PURPOSE: Plan, develop, evaluate, monitor and maintain national policy, programmes, assessment practices and systems for vocational and continuing education and training, including further education and training colleges and post-literacy adult education and training.

7.4.1 STRATEGIC OBJECTIVES

STRATEGIC OBJECTIVE 7.4.1.1	INCREASE ACCESS TO AND IMPROVE SUCCESS IN PROGRAMMES LEADING TO INTERMEDIATE AND HIGH-LEVEL LEARNING BY 2014
Objective statement	<p>To increase access to programmes offered in Further Education and Training (FET) Colleges and in Adult Learning Centres (ALCs) while also improving success and learner progression (measured in terms of pass and certification rates) in these programmes by 2014.</p> <ul style="list-style-type: none"> • To increase access to VET programmes to the following targets: <ul style="list-style-type: none"> - Adult Education and Training: AET Levels 1-4: 300 000 learners - FET Colleges (1 million learners) • To provide College bursaries to 100% of eligible college students • To improve success rates by achieving the following certification targets in the VET qualification: <ul style="list-style-type: none"> - GETC - 30% - National Certificate (Vocational): 50% - Report 191, Part I (N1-N3): 50% - Report 191, Part II (N4-N6): 50% • Improve the average pass rates in Mathematics and Mathematic Literacy to 50% • Increase the average certification rates of all college bursary recipients to 50% • Develop a second-chance programme leading to Matric-equivalent for the youth and adults who not hold a senior certificate • Provide a range of learning options to meet the demands of those with a Matric certificate but which does not meet the requirements for University entrance • Scale up the interventions for lecturer training aimed at supporting curriculum delivery in all VET institutions • Build capacity of all colleges and province/regional offices to provide effective and comprehensive student support services • Provide strategic leadership and management of donor partnerships for capacity building in vocational institutions • Manage and co-ordinate the development of quality teaching and learning materials and/or textbooks for VET institutions

STRATEGIC OBJECTIVE 7.4.1.1	INCREASE ACCESS TO AND IMPROVE SUCCESS IN PROGRAMMES LEADING TO INTERMEDIATE AND HIGH-LEVEL LEARNING BY 2014
Baseline 2009	<p>Enrolment (Access) Baseline:</p> <p>Adult Education and Training:</p> <ul style="list-style-type: none"> • AET Levels 1-4:2009 data not verified • Private AT centres: Data not collected <p>FET Colleges: 350 000 students</p> <p>2009 Bursary recipients: 58368 NC(V) Level 1-2 students</p> <p>Certification Rates Baseline:</p> <p>a) GETC - Certification data not recorded</p> <p>b) National Certificate (Vocational): 9% at level 4</p> <p>c) Report 191, Part I: (N1-N3): 2009 data were not collected</p> <p>d) Report 191, Part II (N4-N6): 2009 data were not collected</p> <p>e) NC(V) Bursary recipients' certification rate: 2009 data was not collected</p>

STRATEGIC OBJECTIVE 7.4.1.1		INCREASE ACCESS TO AND IMPROVE SUCCESS IN PROGRAMMES LEADING TO INTERMEDIATE AND HIGH-LEVEL LEARNING BY 2014
Indicators	<ul style="list-style-type: none"> • Number of learners enrolled in AET Level 1-4 • Number of headcount enrolments in public FET college programmes • Number of FET College students awarded bursaries • National Senior Certificate for Adults (NASCA) developed • Number of adults enrolled for NASCA by 2014 • Certification rates in the VET qualification • Pass rate in Maths and Maths Literacy • Certification and success rates of bursary recipients • Number of lecturers, SSS managers and PDE/Regional offices officials trained to implement the comprehensive student support services framework • Number of Provincial Education Departments officials trained to support new curriculum delivery • Number of trained lecturers to support new curriculum delivery • Number of colleges offering NQF level 5 to 6 programmes • New programmes consulted with the industry introduced per college • Business Management Standards, Qualifications review, NC(V) selected subjects review and Student Support Services interventions implemented to selected FET Colleges through donor funding and reported on quarterly. 	
Justification	Increasing access to intermediate and high-level learning programmes is needed to provide the required skills base for the country and to provide the youth and adults with learning opportunities	
Links	This objective is linked to national priority areas as identified in the following documents: Section 4.3 of NSDS III, the National Skills Accord, and the Human Resource Development Strategy of South Africa and is aligned to Output 5. 2 of Outcome 5.	

STRATEGIC OBJECTIVE 7.4.1.2	STRENGTHEN THE INSTITUTIONAL CAPACITY OF VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS TO IMPROVE THEIR PERFORMANCE AND EFFICIENCY BY 2014
Objective statement	<p>Support the development of institutional capacity in order to achieve transparency, enhanced performance, accountability and efficiency by 2014 by focusing on the following outputs:</p> <ul style="list-style-type: none"> • Strengthen the institutional and macro-governance of the VET system • Building the capacity of the management teams of VET institutions • Develop and support the implementation of equitable funding policies for the system • Ensure labour peace, staff commitment and productivity • Regulate the offering of VET qualifications by private education institutions
Baseline 2009	<ul style="list-style-type: none"> • Less than 19 colleges have functional college councils • 18 Colleges received qualified financial audit opinions • Only Gauteng AET Centres are able to implement the funding policy • The current costing of programme does not equitably cover all college programmes • No Human Resource Management and Planning framework and therefore AET Educators' conditions of service not standardised
Indicators	<ul style="list-style-type: none"> • Number of personnel in vocational education and training institutions trained to support curriculum delivery in AET and Colleges • Number of personnel at VET institutions trained in financial management • Number of fully constituted college councils • Human Resource Management and Planning framework for FET Colleges developed and implemented
Justification	<p>A strong, accountable, and responsive post-school education and training sector is central to achieving the commitments made in the Human Resource Development Strategy of South Africa. In addition, skills development, education and training represent the fourth pillar within the national macro-economic package of the New Growth Path</p>
Links	<p>To national priority areas as identified in the following documents: Section 4.3 of NSDS III, the National Skills Accord, and the Human Resource Development Strategy of South Africa and is aligned to Output 5.2 and 5.3 of Outcome 5.</p>

STRATEGIC OBJECTIVE 7.4.1.3	MANAGE AND ADMINISTER A CREDIBLE AND EFFICIENT EXAMINATIONS AND ASSESSMENT SYSTEM FOR VET INSTITUTIONS
Objective statement	<p>To manage and administer a credible and efficient VET examinations and assessment system by</p> <ul style="list-style-type: none"> • Maintaining an accurate database of candidates, graduates and all examination centres • Managing the appointment and remuneration of examiners, moderators and markers to respectively set, moderate, and mark examination question papers, and site-based assessment tasks. • Standardising the marking processes at all VET marking centres • Ensuring timely resulting of candidates, and certification of college graduates • Timely draft an accurate system performance annual report for approval and publication by the Minister
Baseline 2009	<ul style="list-style-type: none"> • Number of examination centres: 353 • Number of candidates: 520 235 • Examiners, Moderators and Markers: 633 (may not be inclusive of all programmes) • Number of markers trained: 211 • Official date of release of results: 30 December 2010 • Annual Performance report published: January 2010 • Certificates were not issued on time
Indicators	<ul style="list-style-type: none"> • An efficient registration, resulting and certification system • Percentage of vocational education and training institutions conducting improved assessments
Justification	<p>Credible assessments and examinations provide a standardised mechanism by which to enhance the confidence of all the relevant stakeholders in education, skills development, and training regarding the quality of graduates from vocational institutions. The graduates of the GETC, NATED programmes, as well as the NC(V) serve to demonstrate the number of youth and adults whose learning base has been raised to participate in further learning. It further demonstrates the number of graduates from the NC(V) and Report 191 programmes who can participate in the Artisan Development Programme</p>
Links	<p>National Qualification Framework Act, the General and Further Education and Training Act (Quality Council; UMALUSI), the Skills Development Act (Quality Council for Trades and Occupation, Report 190 and 191, National Curriculum Vocation Policy)</p>

STRATEGIC OBJECTIVE 7.4.1.4	PROVIDE SUPPORT FOR THE IMPLEMENTATION OF A MONITORING, EVALUATION, AND RESEARCH FOR THE IMPROVEMENT OF THE VOCATIONAL EDUCATION AND TRAINING SUBSYSTEM
Objective statement	<ul style="list-style-type: none"> • To contribute to the establishment of a credible institutional mechanism for skills planning • Ensure timely and credible data and information to support planning and decision-making for the VET system, which includes but is not limited to: <ul style="list-style-type: none"> - The identification of core indicators for reporting on the supply of skills in vocational institutions - Management of the interface of all administrative databases within the DHET (and its entities) for the supply and attainment of skills
Baseline 2009	<ul style="list-style-type: none"> • FET College Annual Survey and Snap Survey conducted using E-forms • No standard business management system (BMS) across colleges - only three (3) colleges piloted the new BMS and IT connectivity platform
Indicators	<ul style="list-style-type: none"> • Number of colleges implementing Business Management System standards • Number of FET Colleges where annual surveys were conducted • Number of AET centres where annual surveys were conducted • A model for FET Colleges
Justification	This objective is directly related to Output 5.1 of Outcome 5 and is central to evidence-based policy-making and informed planning
Links	Linked to the Education Information Policy, the Access to Information Act, Output 5.1, to establish a credible institutional mechanism for skills planning of Outcome 5 of the 12 government outcomes (<i>a skilled and capable workforce to support an inclusive growth path</i>), and Goal 1 of the National Skills Development Strategy III

7.4.2 RESOURCE CONSIDERATIONS

In 2007/08, the national curriculum (vocational) qualification was introduced with its related programmes and curricula. The further education and training recapitalisation grant (2006/07 to 2009/10) supported 50 colleges to enable them to offer the new vocational curriculum. The national plan for colleges was also promulgated to signal how the college sector should expand. Between 2007/08 and 2009/10, R600 million was spent on further education and training college bursaries, which benefited 106 378 students. The integrated education information system for the school, further education and training and adult education and training sectors was designed in that period. The design for the integrated further education and training management information system was completed and piloted in three further education and training colleges. Over the MTEF period, the focus will be on amending legislation to integrate education and training and so that the further education and training colleges become an exclusive national legislative competence

Important items to be funded for this programme are:

- Examination function for further education and training colleges and the adult education and training centres
- Improved conditions of service for Further Education and Training College personnel
- Additional funding for the further education and training colleges conditional grant for increased student enrolment

The spending focus over the medium term will be on continuing to support the delivery of programmes at further education and training colleges.

Expenditure increased at an average annual rate of 15.6 percent, from R3.1 billion in 2008/09 to R4.5 billion in 2011/12. Expenditure is expected to increase over the medium term to reach 5.8 billion in 2014/15. The increase is mainly due to the additional allocations to the further education and training colleges' conditional grant to allow for increased enrolment at these colleges.

Funded posts for programme 4:

2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
168	173	174	210	225	225	225

7.4.3 RISK MANAGEMENT

RISK DESCRIPTION	MITIGATING MEASURES
1. Limited access to, retention of learners in, as well as diversity and quality of programmes offered in VCET institutions	<ul style="list-style-type: none"> Improved DHET FET Colleges Bursary Scheme management and administration Increased training and support for FET College lecturers and Adult Education and Training (AET) teaching personnel Qualification and curriculum review processes through Ministerial Task Teams Development of the National Certificate Vocational Enhanced monitoring of the subsystem Planned infrastructure development and investment
2. Low pass and certification rates in VCET institutions	<ul style="list-style-type: none"> Implementation and revision of the existing Student Support Services Framework, which includes academic support for learners Lecturer professional development policy developed
3. Lack of adequate integration in terms of planning, funding, and reporting processes and systems at a strategic and at an operational level	<ul style="list-style-type: none"> Development of an integrated monitoring, evaluation, and research framework under way Common Business Management System in FET Colleges being implemented Transition of FET Colleges and Adult Learning Centres (ALCs) into a sole national mandate Enhanced monitoring and management of SITA
4. Credibility and efficiency of the examination and certification system	<ul style="list-style-type: none"> Increased operational budget for exams Enhanced ICASS guidelines and planned training for effective implementation
5. Inadequate funding	<ul style="list-style-type: none"> Sourcing and effective management of donor funding to support delivery on strategic objectives

7.5 PROGRAMME 5: SKILLS DEVELOPMENT

PURPOSE: Promote and monitor the national skills development strategy. Develop skills development policy and a regulatory framework for an effective skills development system.

7.5.1 STRATEGIC OBJECTIVES

STRATEGIC OBJECTIVE 7.5.1.1 PROVIDE A DYNAMIC INTERFACE BETWEEN THE WORKPLACE AND LEARNING INSTITUTIONS AND TO PROMOTE QUALITY LEARNING AT WORK AND FOR WORK	
Objective statement	To provide a dynamic interface between the workplace and learning institutions by developing regulations, frameworks and policies, oversee the functioning of the Sector Education and Training Authorities (SETA's) to create work-placement opportunities by 2014.
Baseline 2009	<ul style="list-style-type: none"> • 238 artisan candidates found competent nationally. • No graduates received work intergraded learning (WIL)
Indicators	<ul style="list-style-type: none"> • Number of artisan candidates found competent nationally. • Number of graduates receiving work intergraded learning (WIL) • Secure trade testing developed and implemented at all trade test centers • Policy framework for ISOE and SDI agencies developed and approved by 30 March 2013 • Percentage of SETA's implementing NSDS III with approved Service Level Agreement
Justification	Actively promote the alignment of skills development outputs with the needs of the workplace and with the broader growth needs of the country's economy
Links	This objective will contribute to the achievement of skills development targets for the country as set out in National Skills Development Strategy III, PME, Outcome 5, National Growth Path and National Skills Accord.

STRATEGIC OBJECTIVE 7.5.1.2 PROMOTE THE ALIGNMENT OF SKILLS DEVELOPMENT OUTPUTS TO THE NEEDS OF THE WORKPLACE AND TO THE BROADER GROWTH NEEDS OF THE COUNTRY'S ECONOMY	
Objective statement	To oversee the alignment of skills development outputs to the needs of the workplace and to the broader growth needs of the country's economy by supporting and monitoring the SETA Strategic Plans annually.
Baseline 2009	<ul style="list-style-type: none"> • 23 SETA Strategic Plans aligned • 23 SETAS have produced sector skills plans
Indicator	<ul style="list-style-type: none"> • Number of Approved Strategic Plans analysed in relation to the Sector Skills Plans • Improved communication with SETA's through SETA fora • Number of NSDS implementation reports • Number of annual review reports
Justification	Aligned Skills development outputs are needed for the growth of the economy
Links	This objective will contribute to the achievement of skills development targets for the country as set out in National Skills Development Strategy III, PME, Outcome 5, National Growth Path and National Skills Accord.

STRATEGIC OBJECTIVE 7.5.1.3. PROVIDE FUNDS TO SUPPORT PROJECTS THAT ARE NATIONAL PRIORITIES IN THE NATIONAL SKILLS DEVELOPMENT STRATEGY, THAT ADVANCE THE HUMAN RESOURCE DEVELOPMENT STRATEGY (HRDS) OF SOUTH AFRICA AND THAT SUPPORT THE NATIONAL SKILLS AUTHORITY IN ITS WORK.	
Objective statement	Provide funds to support projects that are national priorities in order to increase access to skills development for vulnerable, unemployed and under-employed young people of South Africa, including rural youth as monitored in line with the NSDS, annually
Baseline 2009	<ul style="list-style-type: none"> • Number of people trained: 38 900 learners (NSDS II)
Indicators	<ul style="list-style-type: none"> • Number of projects supported by National Skills Fund • Number of learners trained in NSF projects
Justification	This objective will contribute in increasing the number of young people trained in a variety of skills required to drive different government strategies and increase the capacity of the Skills Delivery system to effectively respond to the dynamic skills requirements of the ever-changing economy
Links	The Skills Development Act, National Skills Development Strategy, Strategic Framework and Criteria for the Allocation of Funds and related regulations and pre-scripts. This objective will contribute to the achievement of skills development targets for the country as set out in NSDSIII, the PME, NGP and National Skills accord

7.5.2 RESOURCE CONSIDERATIONS

The Skills Development Amendment Act (1998), amended in December 2008, and the Skills Development Levy Act (1999) provide the framework for government's various skills development functions. Over the medium term, the department will prioritise simplifying and improving the skills development system by:

- developing a performance monitoring and evaluation system of the sector education and training authorities;
- improving the provision and alignment of the support that the sector education and training authorities and the National Skills Fund give to universities and further education and training colleges; and
- strengthening the National Skills Authority to carry out its advisory role to the minister.

A new landscape for the sector education and training authorities, informed by both government's new growth path and the imperatives of the industrial policy action plan 2, has been designed. The new landscape will ensure a broad coverage of skills development in all key sectors of the economy and that each sector education and training authority corresponds with its relevant economic sector.

The National Skills Fund assists government to drive key skills strategies as well as meet the training needs of the unemployed and vulnerable groups. It will continue to promote strategic partnerships and innovation in skills development project delivery and to respond to national skills priorities and target gaps and complement resource shortages for national priorities. The objectives of the fund will be achieved within the overall framework of the national human resource development strategy for South Africa and the national skills development strategy III, announced in January 2011.

Over the medium term, the spending focus will be on facilitating the achievement of the goals set in the national skills development strategy.

Expenditure increased from 130.5 million in 2008/09 to 132.8 million in 2011/12, mainly due to the establishment of the Quality Council for Trades and Occupations. Expenditure is expected to decrease to 114.4 million over the medium term.

Payments for capital assets increased by R5.5 million in 2009/10 due to upgrading buildings and security systems at the Institute for the National Development of Learnerships, Employment Skills and Labour Assessments. Spending on current payments is expected to decrease in 2012/13 MTEF, as funds allocated for the Quality Council for Trades and Occupations will be classified as a transfer payment when the council is listed as a public entity.

Over the medium term, the department will focus on setting up the Quality Council for Trades and Occupations and realigning this programme with the objectives of the new national skills development strategy, as well as operationalising the National Artisan Moderation Body

Funded posts for programme 5:

2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
381	381	278	269	275	275	275

7.5.3 RISK MANAGEMENT

RISK DESCRIPTION	MITIGATING MEASURES
1. Alignment of Skills Development Outputs with the needs of the workplace	Discussion with the SETA's to produce sector level scarce skills information. There is also an increase in consultation and the sharing of knowledge between stakeholders through stakeholder forums. This helps to establish targets, tracking, monitoring and reporting.
2. Critical Skills attraction and retention	Continuous staff development and performance management system
3. Innovation	Increase research and development capacity. Also increase consultation and knowledge sharing.
4. Integration of Systems	Busy looking at establishing IT governance requirements and integrated business workflow process system.
5. Quality of Research output	There is a process of identification of DHET staff members to be capacitated in Research.



PART C

LINKS TO OTHER PLANS

PART C: LINKS TO OTHER PLANS

8. LINKS TO THE LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

TIMELINES AND FUNDING	START	END	NEEDS R'BILLIONS	FUNDED IN MTEF PERIOD R'BILLIONS
Mpumalanga University	2012	2015	6.8	0.2 (Voted)
Northern Cape University	2012	2015	5.2	0.2 (Voted)
FET Colleges (Teaching and residential space)	2012	2014	31.4	1.5 (from NSF)
Limpopo medical school	2012	2017	1.5	0.2
Refurbishment of student housing at Universities	2012	2014	3.15	0.3
New student housing - Universities	2012	2016	25,3	1.5 (A further 4.5 bn is estimated until 2026.
	2017	2021	21.1	
	2022	2026	16.9	
Total			111.35	3,9

9. CONDITIONAL GRANTS

FET COLLEGES

PURPOSE	TO ENSURE THE SUCCESSFUL TRANSFER OF THE FET COLLEGE FUNCTION TO THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING.
Performance Indicator	<ul style="list-style-type: none"> • Enrolment of NC (V) Programmes as set out in college enrolment target planning. • Enrolments in Approved Report 191 Programmes • Expanding ICT for teaching and learning utilising connectivity norms. • Continue Implementing MIS systems for the delivery of transversal MIS services • Implementation of the Funding Norms for FET Colleges. • Refurbishment, maintenance and repairs of infrastructure and equipment to support the delivery of approved programmes. • New Infrastructure.
Continuation	The projected lifespan of the grant will be determined by the legislative process that needs to take place to give effect to the shifting of the FET College function to the Department of Higher Education and Training.
Motivation	To supplement funding for FET Colleges to offer approved programmes in support of Skills Development according to the Funding Norms and Standards for FET Colleges.
Total Amount for 2012/13	R4 705.1 million

10. PUBLIC ENTITIES

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS	2012/13 ANNUAL BUDGET R '000	DATE OF NEXT EVALUATION
1.	Agriculture Sector Education and Training Authority (AGRISETA)	Provision of relevant, quality and accessible education, training and development in both primary and secondary agriculture	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	189 200	31/03/2013
2.	Banking Sector Education and Training Authority (BANKSETA)	Provision of relevant, quality and accessible education, training and development in the Banking and Microfinance sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	368 290	31/03/2013
3.	Construction Sector Education and Training Authority (CETA)	Provision of relevant, quality and accessible education, training and development in the construction industry	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	366 558	31/03/2013

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS	2012/13 ANNUAL BUDGET R'000	DATE OF NEXT EVALUATION
4.	Council on Higher Education (CHE)	It advises the Minister of Higher Education and Training on all higher education policy matters, implements the system of quality assurance for all Higher Education, monitors the state of higher education system and contributes to the development of higher education through intellectual engagement	<ul style="list-style-type: none"> To provide advice to the Minister of Higher Education and Training on all higher education matters on request and proactively. To promote quality and quality assurance in higher education through its permanent sub-committee, the Higher Education Qualifications Committee (HEQC), including auditing the quality assurance mechanisms of, and accrediting programmes offered by, higher education institutions. To monitor the state of higher education and publishing information regarding developments in higher education on a regular basis, including arranging and co-ordinating conferences on higher education issues. 	41 102	31/03/2014
5.	Chemical Industries Education and Training Authority (CHIETA)	Provision of relevant, quality and accessible education, training and development in the Chemical Industries Sector	<ul style="list-style-type: none"> Establish a credible institutional mechanism for skills planning Increase access to occupationally-directed programmes Promoting the growth of a public FET college system Addressing the low level of youth and adult language and numeracy skills Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	370 854	21/03/2014
6.	Fibre, Processing and Manufacturing (FP&M SETA)	Provision of relevant, quality and accessible education, training and development in the Clothing, Textiles, Footwear and Leather economic sector	<ul style="list-style-type: none"> Establish a credible institutional mechanism for skills planning Increase access to occupationally-directed programmes Promoting the growth of a public FET college system Addressing the low level of youth and adult language and numeracy skills Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	523 227	31/03/2014
7.	Energy and Water Sector Education and Training Authority (EWSETA)	Provision of relevant, quality and accessible education, training and development in the energy and water sector	<ul style="list-style-type: none"> Establish a credible institutional mechanism for skills planning Increase access to occupationally-directed programmes Promoting the growth of a public FET college system Addressing the low level of youth and adult language and numeracy skills Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	160 539	31/03/2014

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS	2012/13 ANNUAL BUDGET R '000	DATE OF NEXT EVALUATION
8.	Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA)	Provision of relevant, quality and accessible education, training and development in the education, training and development sector	<ul style="list-style-type: none"> Establish a credible institutional mechanism for skills planning Increase access to occupationally-directed programmes Promoting the growth of a public FET college system Addressing the low level of youth and adult language and numeracy skills Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	346 029	31/03/2014
9.	Financial and Accounting Services Sector Education and Training Authority (FASSETA)	Provision of relevant, quality and accessible education, training and development in the financial and accounting services sector	<ul style="list-style-type: none"> Establish a credible institutional mechanism for skills planning Increase access to occupationally-directed programmes Promoting the growth of a public FET college system Addressing the low level of youth and adult language and numeracy skills Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	214 755	31/03/2014
10.	Food and Beverages Sector Education and Training Authority (FOODBEV-SETA)	Provision of relevant, quality and accessible education, training and development in the food and beverages sector	<ul style="list-style-type: none"> Establish a credible institutional mechanism for skills planning Increase access to occupationally-directed programmes Promoting the growth of a public FET college system Addressing the low level of youth and adult language and numeracy skills Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	199 258	31/03/2014
11.	Health and Welfare Sector Education and Training Authority (HWSETA)	Provision of relevant, quality and accessible education, training and development in the health and welfare sector	<ul style="list-style-type: none"> Establish a credible institutional mechanism for skills planning Increase access to occupationally-directed programmes Promoting the growth of a public FET college system Addressing the low level of youth and adult language and numeracy skills Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	224 784	31/03/2014

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS	2012/13 ANNUAL BUDGET R'000	DATE OF NEXT EVALUATION
12.	Media, Information and Communication Technologies Sector Education and Training (MICT-SETA)	Provision of relevant, quality and accessible education, training and development in the information system, electronics and telecommunications technologies sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	478 295	31/03/2014
13.	Insurance Sector Education and Training Authority (INSETA)	Provision of relevant, quality and accessible education, training and development in the insurance sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	227 031	31/03/2014
14.	Local Government Sector Education and Training Authority(LGSETA)	Provision of relevant, quality and accessible education, training and development in the local government sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	324 206	31/03/2014
15.	Manufacturing, Engineering and Related Services Sector Education and Training Authority(MERSETA)	Provision of relevant, quality and accessible education, training and development in the manufacturing, engineering and related services sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	980 868	31/03/2014

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS	2012/13 ANNUAL BUDGET R '000	DATE OF NEXT EVALUATION
16.	Mining Qualifications Authority (MQA)	Provision of relevant, quality and accessible education, training and development in the mining and minerals sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	596 468	31/03/2014
17.	National Student Financial Aid Scheme (NSFAS)	It is responsible for administering loans and bursaries and allocating these to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Higher Education and Training, raising funds, recovering loans, maintaining and analysing a database, undertaking research for the better utilisation of financial resources and advising the Minister on matters relating to student financial aid.	<ul style="list-style-type: none"> • Increase in % of recovered funds from informal sector • Effectively managing the institutional utilisation of funds administered • Strengthening efficiencies in the processing of students awards/claims to ensure that funding reaches target population • Strengthening the quality of internal management and in line with changing funding patterns • Effectively communicating and managing the relationship with all NSFAS stakeholder groups and targeted audiences 	6 314 175	31/03/2014
18.	Public Services Sector Education and Training Authority (PSETA)	Provision of relevant, quality and accessible education, training and development in the public service sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	24 425	31/03/2014

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS	2012/13 ANNUAL BUDGET R'000	DATE OF NEXT EVALUATION
19.	Quality Council for Trades and Occupations (QCTO)	To develop and quality assure occupational qualifications that are responsive to labour market and developmental state initiatives.	<ul style="list-style-type: none"> Establishing and maintaining occupational standards and qualifications; Quality assurance of occupational standards and qualifications and learning in the workplace; Designing and developing occupational standards and qualifications and submitting them to the South African Qualifications Authority for registration on the National Qualifications Framework; Ensuring the quality of occupational standards and qualifications and learning in the workplace; Liaising with the National Skills Authority on the suitability and adequacy of occupational standards and qualifications and on the quality of learning in the workplace; Liaising with the South African Qualifications Authority, other Quality Councils and professional bodies responsible for establishing standards and qualifications. 	18 387	31/03/2014
20.	Safety and Security Sector Education and Training Authority (SASSETA)	Provision of relevant, quality and accessible education, training and development in the safety and security sector	<ul style="list-style-type: none"> Establish a credible institutional mechanism for skills planning Increase access to occupationally-directed programmes Promoting the growth of a public FET college system Addressing the low level of youth and adult language and numeracy skills Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	236 346	31/03/2014
21.	Services Sector Education and Training Authority (SERVICES SETA)	Provision of relevant, quality and accessible education, training and development in the services sector	<ul style="list-style-type: none"> Establish a credible institutional mechanism for skills planning Increase access to occupationally-directed programmes Promoting the growth of a public FET college system Addressing the low level of youth and adult language and numeracy skills Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	843 746	31/03/2014

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS	2012/13 ANNUAL BUDGET R '000	DATE OF NEXT EVALUATION
22.	South African Qualifications Authority (SAQA)	SAQA focuses on upholding the principles of the National Qualification Framework, including ensuring access, quality, redress and development for all learners, through an integrated national framework of learning achievements.	<ul style="list-style-type: none"> • Advice the Minister, inform policy makers, make recommendations on all NQF matters • Advance lifelong learning through the establishment of an independent career development helpline to support the implementation of the NQF, NSD Strategy and national Human Resource Development Strategy • Facilitate effective and good corporate governance throughout the organisation and provide support to the Board and Management of SAQA • Collaborating with countries and regions requesting assistance in developing qualifications framework. 	103 165	31/03/2014
23.	Transport Education and Training Authority (TETA)	Provision of relevant, quality and accessible education, training and development in the transport sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	397 976	31/03/2014
24.	Tourism , Arts and Culture, Hospitality and Sports Education and Training Authority (CATHSSETA)	Provision of relevant, quality and accessible education, training and development in the tourism, hospitality and sport sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	216 885	31/03/2014

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS	2012/13 ANNUAL BUDGET R'000	DATE OF NEXT EVALUATION
25.	Wholesale and Retail Sector Education and Training Authority (W&RSETA)	Provision of relevant, quality and accessible education, training and development in the wholesale and retail sector	<ul style="list-style-type: none"> • Establish a credible institutional mechanism for skills planning • Increase access to occupationally-directed programmes • Promoting the growth of a public FET college system • Addressing the low level of youth and adult language and numeracy skills • Supporting cooperatives, small enterprises, worker-initiated, NGO and community training 	598 252	31/03/2014

11. PUBLIC PRIVATE PARTNERSHIPS

None

ACRONYMS

ABET	Adult Basic Education and Training
ADEA	Association for the Development of Education in Africa
AET	Adult Education and Training
ALCs	Adult Learning Centres
CESM	Classification of Educational Subject Matter
CETA	Construction Education and Training Authority
CFO	Chief Financial Officer
CEM	Council of Education Ministers
CHE	Council of Higher Education
DBE	Department of Basic Education
DDG	Deputy Director-General
DG	Director-General
DHET	Department of Higher Education and Training
ELRC	Education Labour Relations Council
ENE	Estimated National Expenditure
ETQA	Education and Training Quality Assurance
EXCO	Executive Council
FET	Further Education and Training
FETMIS	Further Education and Training Management Information System
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate

GIS	Geographical Information System
GITO	Government Information Technology Office
GPSSBC	General Public Service Sector Bargaining Council
HE	Higher Education
HEAIDS	Higher Education HIV/Aids Programme
HEDCOM	Heads of Education Department Committee
HEI	Higher Education Institutions
HEMIS	Higher Education Management Information System
HEQF	Higher Education Qualifications Framework
HESA	Higher Education South Africa
HIV/Aids	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
HRD	Human Resource Development
HRDSA	Human Resource Development Strategy for South Africa
HRMIS	Human Resource Management Information System
HSRC	Human Sciences Research Council
IBSA	India-Brazil-South Africa
ICT	Information and Communication Technology
INDLELA	Institute for the National Development of Learnerships, Employment skills and Labour Assessments
IPAP	Industrial Policy Action Plan
LAN	Local Area Network
MIS	Management Information System
MTSF	Medium Term Strategic Framework

NAMB	National Artisan Moderation Body
NASCA	National Senior Certificate for Adults
NATED	National Accredited Technical Diploma
NC(V)	National Certificate (Vocational)
NGP	New Growth Path
NIPF	National Industrial Policy Framework
NMOS	National Macro Organisation of the State
NQF	National Qualifications Framework
NRF	National Research Foundation
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSF DIS	National Skills Fund Disbursement Information System
NSFAS	National Student Financial Aid Scheme
ODA	Overseas Development Assistance
OECD	Organisation for Economic Cooperation and Development
OFO	Organising Framework for Occupations
PALCs	Public Adult Learning Centres
PCs	Personal Computers
PEDs	Provincial Education Departments
PERSAL	Personnel Salary System
PIVOTAL Prog.	Professional, Vocational and Technical, as well as Academic Learning Programmes

QCTO	Quality Council for Trades and Occupations
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SAUS	South African Union of Students
SDA	Skills Development Act (No. 97 of 1998)
SDL	Skills Development Levy
SETA	Sector Education and Training Authority
SIC	Standard Industrial Classification
SITA	State Information Technology Agency
SSP	Sector Skills Plan
SRC	Student Representative Council
SSS	Student Support Services
TWG	Technical Working Group
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VCET	Vocational and Continuing Education and Training
VPN	Virtual Private Network
WAN	Wide Area Network

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING

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