Milestones
2009–2016

An Overview

Together, turning every workspace into a training space
Introduction

The Department of Higher Education and Training (DHET) was established by the President on 7 July 2009 in terms of Proclamation 48 (2009).

It was created from parts of two national government departments, the former Department of Education (DoE) and the Department of Labour (DoL).

All the functions pertaining to Higher Education, Further Education, Adult Education, Qualifications, and Skills Development, which had been located in the former DoE and DoL were absorbed into the newly formed DHET.

About the NQF

The Minister of Higher Education and Training is responsible for the National Qualifications Framework (NQF) which provides an organising mechanism for qualifications across the entire Education and Training system in the country, including Basic Education.

About the SETAs

The Sector Education and Training Authorities (SETAs) manage Skills Levy Funds by facilitating training at the workplace, and supporting education and training programmes at public education and training institutions.
The DHET has oversight over numerous entities
The Department has oversight over a significant number of entities and components which support the delivery of education and training:

1. To increase the number of skilled youth by expanding access to education and training for the youth

2. To adequately capacitate individual institutions for effective provision or facilitation of learning

3. To increase the number of students successfully entering the labour market upon completion of training

4. To expand research, development and innovation capacity for economic growth and social development

5. To ensure 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

6. To create a credible institutional mechanism for skills planning to support an inclusive economic growth path and

7. To ensure a highly effective, professional, efficient administration informed by good corporate governance practices.

Acts & policies revised, introduced
Many new policies and legislation have come into effect since 2009 to facilitate the transition from a disjointed post-school education and training system to an integrated system, and to take forward the policy imperatives of the Department.

LEGISLATION

2001
General and Further Education and Training Quality Assurance (GENFETQA) (Act No. 58)

2008
NQF (Act No. 67)

2010
Skills Development Levies Amendment Act, (Act No. 24)

2011
Higher Education and Training Laws Amendment Act, (Act No. 21)

Further Education and Training Colleges Amendment Act, (Act No. 3)

Higher Education and Training Laws Amendment Act, (Act No. 23)

2012
Higher Education and Training Laws Amendment Act, (Act No. 26)

2013
Community Education and Training, (Act No. 16, 2008) amended

Further Education and Training Colleges Amendment Act, (Act No.1)

2015
Recognition of Prior Learning (RPL)

2016
Articulation Policy Framework for the Realisation of Social Inclusion in the PSET System

Policy Framework on Disabilities in the PSET System

National Career Development Services Policy: Building an Effective and Integrated Career Development Services System

Open Learning and Distance Education Policy
**Important regulations developed since 2009**

- Regulations for the Establishment of a National Institute for the Humanities and Social Sciences, 2013
- Regulations for the Conditions of Service and Appointment of the CEO of a SETA
- Standard Constitution of SETA Regulation
- Trade Test Regulations
- Learning Programme Regulations
- SETAs Grant Regulations regarding Monies received by a SETA and Related Masters (2012/2013)
- Regulations and Improved Regulations on Private Higher Education Institutions
- Improvement on the Policy on Research Outputs by Universities

**15 MTTs have made incisive contributions**

The Minister established a number of Ministerial Task Teams (MTTs) on specific topics that have made penetrating contributions to the overall policy effort of the Department. The MTTs focused on:

- National Strategy for the Recognition of Prior Learning (RPL)
- Policy on Articulation
- Policy on Disabilities
- Student Leadership Development Programme
- SETA Performance Review
- South African Institute for Vocational and Continuing Education and Training (SAIVCET)
- Mathematics and Science Foundation Phase Programme
- Review of the National Certificate (Vocational)
- Community Education and Training Colleges
- Cooperatives Academy
- Student Housing
- African Languages Panel
- Fee-free University Education
- Funding Review
- National Institute for Humanities and Social Sciences (NIHSS)
- Transformation Oversight Committee, a permanent structure
- Review of the National Student Financial Aid Scheme

**5 major structures established to support the DHET**

- The Human Resources Development Council (HRDC), established in 2010, to provide a platform for Ministers in key sectors to advise on the human resource development strategy for the country.
- The Quality Council for Trades and Occupations (QCTO), established in 2010 to quality assure occupational qualifications which comprise knowledge (theory), practical work and work place learning.
- The National Artisan Moderation Body (NAMB) established to reform the processes of trade testing to ensure that the artisans produced in the country are of the highest standard.
- DHET Regional Offices established to serve as the link between the Department and Colleges.
- The National Institute of Humanities and Social Sciences (NIHSS), established in January 2014 to promote the advancement of human and social sciences in the country, and to impact on teaching and research in these disciplines.
Access to Post-school Education and Training

Post-School Education and Training is currently provided by the following institutions:

Now South Africa has 26 public universities

Since 2009, three new universities established

- Sol Plaatje University (Northern Cape), the
- University of Mpumalanga
- Sefako Makgatho Health Sciences University (Gauteng)

At least one university in every province.

9th medical school at the University of Limpopo opened in 2016

Most of the 50 public TVET colleges responding to vocational training

Formerly known as Further Education and Training (FET) colleges, these were transferred from the provinces to the DHET as a national competence in 2015.

New programmes have been introduced at the request of industry and national departments.

The NC(V) programme is under review and a TVET College Turnaround Strategy has been developed focusing on

Close to 500 private institutions registered from 2014

- 119 registered private higher education institutions
- 291 registered private FET Colleges (erstwhile private FET Colleges)
- 62 registered private AET Centres (erstwhile private AET Centres)

Growing access for African students

Enrolment trends: Up, up, up

Student enrolment has increased significantly since 2009, particularly in the case of TVET Colleges.

Enrolment trends:

- Universities: 2009 2014
  - 837,779 969,154
  - Up by 15.7%
- TVET Colleges: 2009 2014
  - 3,276 7,095
  - Up by 116.5%
- Registered in Skills Development Programmes: 2009 2014
  - 63,659 137,880
  - Up by 116.5%
- Registered in Learnerships: 2009 2014
  - 49,309 77,931
  - Up by 58%
- Registered in Internships: 2009 2014
  - 3,005 12,006
  - Up by 299.5%

Registered in Skills Development Programmes

Female enrolment in 2014

Access to Post-school Education and Training
Fields of study with SET, education, TVET sector showing encouraging growth

Student enrolment in all major study fields increased
Science, Engineering and Technology (SET) enrolment up by 21%
Same increase is evident for enrolment in education
Policy decision to grow enrolments in scarce skills
• Supported massively through defining enrolment numbers
• dedicated infrastructure
• Scarce skills: Engineering sciences, animal and human health, life & physical sciences, initial teacher education
Public TVET sector
• NATED I(N1) to NATED 6 (N6) qualifications constitute highest enrolments (69% in 2014) since 2010

Participation rates on the rise; females lead
Overall university participation rate increased to 18.4% in 2014 up from 17% in 2008
Female students participation rate generally remained higher than males
African students participation rate increased to 15.4% in 2014 from 13% in 2008

Completion rates up for universities; TVETs show retention

UNIVERSITIES
Graduates increased to over 185,000 in 2014, up from 153,000 in 2010
Master’s graduation rates increased to 22% in 2014, up from 18% in 2010 of total graduates
Doctoral Degrees increased to 13% from 12% of total graduates

TVET Colleges
Participation in services related programmes increased since 2010
Colleges offering Higher Certificates in partnership with higher education institutions
Renewable energies incorporated into college curricula
90% stay the year - shows a positive, high retention rate
Certification rate for Learnerships is between 50% - 73%
Certificate rate for artisanal learning programmes is between 50%-70%

National Artisan Development programme well underway
In 2014, the DHET declared 2014-2024 the Decade of the Artisan and launched an advocacy programme in several provinces.

The Minister approved the National Trade Test Regulations for implementation in order to implement a single national artisan trade testing and certification systems across all economic sectors, and quality assured by the QCTO.

Establishment of the following supports the declaration of the Decade of the Artisan, 2014-2024:
• Establishment of the National Artisan Moderation Board (NAMBA), 2010
• Listing of Trade Occupations as per Gazette 35625, 2012
• Policy for a Generic National Artisan Learner Grant Funding and Administration System
• Setting up Provincial Artisan Development Steering Committees through an MoU between the DHET and public TVET Colleges
• Regulations for the Registration of Artisans
• Trade Test Regulations published
• ARPL Policy, Criteria and Guidelines published
• Assessor and Moderator registration
• Process to coordinate workplace approvals by SETAs

Between 2011 and 2015, a total of 53 867 artisans were found to be competent in terms of the testing and moderation system.

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<th>Year</th>
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<td>Achieved</td>
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Billions invested into infrastructure

**UNIVERSITIES**
- R1.6 billion invested in 3 new universities; 17 new buildings built
- New infrastructure/further expansion under construction in 2017: R1.26 billion

Total infrastructure funding to universities has increased to R6 billion in 2014/15 from R3.628 billion in 2006/7.

During the first Infrastructure and Efficiency cycle 2006/7 to 2009/10, R3.628 billion was allocated universities for infrastructure. This amount included merger and restructuring funds.

In the second cycle 2010/11 to 2011/12, R3.265 billion was allocated.

In the third cycle 2012/13 to 2014/15, R6 billion was allocated. These amounts exclude block grants, student financial aid and funding allocated towards the establishment of the two new universities in Mpuimalanga and the Northern Cape. R2 301.2 million was allocated in 2015/16 for maintenance and student accommodation including funding for the two new universities. The above infrastructure allocations were priority areas identified by the Minister.

**TVET COLLEGES**
- 12 new campuses for rural areas
- 3 campuses reaching completion this year:
  - Thabazimbi: R190 million
  - Nkandla A: R194 million
  - Bhambanana: R187 million

Increased access through the (NOLS)

The DHET is developing the National Open Learning System (NOLS) that will give learners progressively more alternative access to learning programmes through open learning. The first programme that will be available in 2017/18 is the Occupational Qualification for Electricians.

Now our students have greater access to international scholarships

The DHET Scholarships Management Office facilitates and manages scholarships offered to South Africans for studies abroad.

The Department works with the governments of China, Russia, Sweden, Japan, Ireland and Chile, amongst others on scholarships for South African students.

The majority of opportunities are available for postgraduate study, and students currently at university are encouraged to consider pursuing their Master’s and PhD studies abroad.

Since 2009, a total of 273 students received scholarships to study in countries outside of South Africa, particularly in scarce skills areas.

Skills identified for strategic projects

The DHET established a Special Projects Unit in the Office of the DG to identify skills that will be required for Government’s 18 Special Integrated Projects (SIPs) which deal mainly with infrastructure. The Special Projects Unit has undertaken the following:

- Identified key skills and occupations required for Government’s 18 projects
- Ensuring that education and training institutions have the capacity to offer the relevant qualifications that are required
- Encouraged SETAs and the NSF to direct their bursary funds towards occupations that are required for SIPs
- Developed a set of recommendations for professions for implementation at all universities, complemented by a claim for grants from SETAs for workplace learning
- The implementation of the 21 STEP PROCESS methodology for trades in 2016.

The DHET has gazetted two lists of occupations in high demand (one for 2014 and the other for 2015). The list, which is similar to a “scarce skills list” is used:

- To inform enrolment planning in Universities and TVET Colleges
- To inform funding allocations by the NSF, NSFAS and private bursary donors
- To inform career information and guidance
- To inform the development of the Critical Skills List developed by the Department of Home Affairs for immigration purposes.

Workforce increasingly more educated

An important indicator for an emerging industrialised country is the level of tertiary education and degree graduate attainment of the population.

The number of persons in the workforce with a tertiary education is increasing and constituted 20% of the workforce in 2014 while degree graduates comprised 7% of the employed labour market.

First-of-its-kind skills planning in SA

The DHET established partnerships with Wits University and the Human Sciences Research Council (HSRC) to establish the institutional, credible mechanism for skills planning.

This led to the establishment of the Labour Market Intelligence Partnership (LMIP) Project in 2012 which has developed a forecasting model to project future skills needs and assess the imbalances between skills supply and demand.

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Funding for PSET system grows

For the current Medium Term Expenditure Framework, the DHET budget increases at an annual average of 9.8%. For the 2016/2017, the increase was 18%, an increase of R7.3 billion which equates to R49.2 billion.

R5.7 billion over the 2016/2017 MTEF framework was reprioritised to ensure that the University fee freeze for 2016 does not lead to unmanageable fee increases in future.

In addition, another R4.57 billion was allocated to NSFAS to ensure that 71,753 students who were not or insufficiently funded in 2013 to 2015 can pay their debts and R2.03 billion to ensure that these students and poor students entering universities for the first time can study.

Big increases for NSFAS mean more students assisted

The total funding allocation to universities from the fiscus (including NSFAS) increased to R36.858 billion in 2016/17 from R16.742 billion in 2009/10. This represents a nominal increase of 120% over the period.

For universities, the National Student Financial Aid Scheme (NSFAS) funding has increased to R6.351 billion in 2016/17 for university loans from an allocation of R4.312 billion in 2009/10 from the fiscus. This represents a massive 340% increase in the baseline from 2009 to 2016. In 2016, the baseline increased by 47.3% to R6.351 billion from R4.312 billion. This excludes funding from other donors.
Significantly, the funding of TVET College students has increased to R2.322 billion in 2016 from R3 million in 2009. This is an indication of the prioritisation of TVET Colleges in developing the types of skills required for our developing economy.

In 2016, a total of 205,000 university students and 200,000 TVET students will be funded by NSFAS. In 2009, 55,174 TVET students benefited from NSFAS. It is targeted that one million TVET College students would have benefited from NSFAS between 2014 and 2018.

A Presidential Commission into the feasibility of fee-free education for university and TVET students was established in 2015 to investigate this issue.

There is also a plan for the "missing middle" – students whose family income lies above the NSFAS threshold but who still cannot afford university. The aim is to test new model in 2017.

Quality Assurance over past 10 years has improved quality in system

The Council on Higher Education (CHE) has the mandate for quality assurance of the higher education system.

The DHET however, plays a role in supporting universities to meet quality requirements.

Key measures of quality in the higher education system include:

- Undergraduate and postgraduate student success
- Quality and quantity of research output
- Nature and calibre of academic staff
- Enhancing student success through support for Foundation Programmes and a variety of teaching and learning development activities
- Enhancing research development and research productivity through research development and research output funding.

More recently, new initiatives to further advance higher education transformation include:

- The introduction of the “Staffing South Africa’s Universities” Framework and the immediate implementation of one of its components, the New Generation of Academics Programmes (nGAP).
- The introduction of an Historically Disadvantaged Individual (HDI) Grant to support historically disadvantaged universities to decisively overcome historical backlogs.
- A review of the university funding framework to enable it to better respond to sector needs.

These initiatives are having a positive impact, as the data on student success shows:

- Undergraduate throughput for the 2009 cohort after 5 years of study in 3 & 4-year diploma & degree programmes in the contact mode of delivery increased to 53.5%; improved from 44.2% for the 2000 cohort
- Undergraduate student dropout after year 1 in 3 & 4-year diploma & degree programmes in contact and distance mode of study is down to 19.1% for the 2012 cohort from 31.5% for the 2000 cohort
- Master's graduates grew by an average of 4% p.a. between 2003 and 2014
- Doctoral graduates increased to 2,258 in 2014; up from 1,052 in 2003
- With respect to research output: journal publication units have increased to 11,977.38 in 2014 from 5,790.3 in 2004, a 107% growth. Per capita output units increased to 0.79 in 2013 from 0.38 in 2004

SETA governance, TVET collaboration, student assistance expands

Prior to the establishment of the DHET in 2009, SETAs were governed unevenly and there was no uniformity in SETA’s oversight.

The promulgation of a Standard Constitution for SETAs streamlined governance processes and regulated the composition of SETA Accounting Authorities.

The Standard Constitution provided clarity on a number of areas, including but not limited to:

- Grant Regulations regarding monies received by a SETA have been introduced and SETAs have implemented their annual performance plans through Service Level Agreements signed with the DHET as directed by the Skills Development Act.
- SETAs have responded to the Minister’s call in opening up offices in TVET Colleges. These offices perform, the following responsibilities, for example:
  - Student placement
  - Curriculum development
  - Capacity building and training of TVET lecturers
  - Student counselling and career guidance services
  - Learning programmes implementation (bursaries, internships, learnerships, artisanships).

SETAs have contributed a total of R665,529,251 over the past two years to NSFAS.

With the implementation of the SETA Grant Regulation in April 2013, SETAs had identified surpluses which were transferred to the NSF. This addressed the accumulated surpluses which amounted to R2.6 billion.
NSF's is artisan driven. The target of increased investment in skills occupations per year, representing a 386% increase from R828 million per year when the NSF was under DoL. Its investment in skills development has increased by 386% since the NSF was transferred from the DoL to the DHET. The NSF's skills development investment grows by close to 400% when compared to 2013/14 financial year, reflecting a 386% increase from R828 million per year when the NSF was under DoL. Its investment in skills development has increased by 386% since the NSF was transferred from the DoL to the DHET.

The NSF's investment is aimed towards addressing scarce and critical skills and thereby targets its investment towards priority occupations in demand.

Under the new DHET, the NSF's average investment in skills development increased to R7.739 billion per year, representing a 201% increase from R828 million per year when the NSF was under DoL. Its investment in skills development has increased by 386% since the NSF was transferred from the DoL to the DHET.

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NSA investigations
The NSA conducts investigations into alleged maladministration of SETAs, MOUs and the backlog of issuing of certificates for the training of artisans.

Building capacity through stakeholder management and mobilisation
Provincial Skills Development Forums were established as per the SDA Chapter 1 (x) to be stakeholders’ platforms to address specific provincial needs.

NSA/QCTO TVET dialogue
The NSA and the QCTO jointly hosted a Social Dialogue on Technical and Vocational Education and Training (TVET) in collaboration with the European Union. The dialogue shared international best practice to enrich the discussion on the Green Paper for Post-School Education and Training and explored the way in which countries with strong technical and vocational education and training systems operate and structure their governance and quality assurance arrangements.

Building capacity through the platforms of the National Skills Conferences 2011 and 2013 and various broad stakeholder workshops
The NSA hosted two National Skills Conferences and various workshops since the establishment of the Department of Higher Education and Training. The NSA advised the Minister on the recommendations of the National Skills.

Collaboration and liaison
The NSA had a number of key stakeholder engagements aimed at strengthening the implementation of the NSDS. These included international organisations, national departments, private organisations. The NSA engagements resulted in the Minister establishing a dedicated unit focusing on Work-Integrated Learning (WIL).

Five years on, NQF-developed policies like RPL being implemented
The DHET established a National Qualifications Framework (NQF) Directorate in 2011, with the aim of monitoring and evaluating the implementation of the NQF by SAQA and the three Quality Councils (QCs).

The Minister determined the three qualification sub-frameworks in December 2012, and the amendment to the sub-framework determination in August 2013.

A system for collaboration has been published which enables SAQA, the QCs and the DHET to collaborate in further development and implementation of the NQF and the objectives of the NQF.

Ministerial Task Team established in 2012; provided its report to Minister in 2013
MTT RPL report forms basis for development of Policy on Recognition of Prior Learning Coordination Key outcomes: Validation of knowledge, experience and skills achieved in processes & places other than formal education & training environments. Help open up the skills pipeline

A draft Articulation Policy has been developed for public comment, to address the current barriers and challenges to access, mobility, redress, and career and learning pathways.

The sixth SAQA board was recently established. The suite of Policies required from SAQAs and the QCs has been developed, published and is now in the implementation phase.

These include the level descriptors, the RPL policy, the credit accumulation and transfer (CAT) policy and the Assessment Policy.

100,000s of people assisted with career development services
Framework for Cooperation on the Provision of Career Guidance and Information Services now in place. Framework commits several government departments to cooperate in the provisioning of career information, advice and guidance

Competency Framework for Career Development Practitioners to assist practitioners in professionalising their careers

National Career Advice Portal (NCAP)
The NCAP provides access to an interest questionnaire, career pathways and study options. All occupations registered on the Organising Framework for Occupations (OFO), are broken down into learning pathways and study options in all public universities and TVET Colleges. A series of videos is being developed for each occupations. http://ncap.careerhelp.org.za

The Career Advice Helpline assisted 1,000s through telephone, SMS/Please call me’ and walk-ins, Helpline: 086 999 0123, SMS/Please call me” 072 204 5056, via email: careerhelp@dhet.gov.za, website & mobi-site: www.careerhelp.org.za

Thousands of people communicate through the Khetha Facebook and Twitter

Khetha radio programmes with listenership of 1,991 million per week flighted weekly in 10 official languages

Over 100,000 people have accessed the CareerHelp website & mobi-site, www.careerhelp.org.za

Every year 1 million Apply Now! Booklets are distributed to all high schools for Grade 10-12 learners
More students can study abroad
Since 2009, the DHET has signed MoUs/agreements with several countries.
Angola • Cuba
Denmark • Germany
Syria • Russia • Rwanda
SA is experiencing significant growth in the number of international students studying at its public HEIs.
• Audit of all the universities’ international partnerships in order to understand the level, scope, impact of the country’s HEI linkages & research collaboration
• Minister visited various countries to cement educational relations and sign various agreements: Brazil, Burundi, China, Cuba, Korea, Mozambique, Turkey, Zimbabwe amongst others.
• In 2014, Scholarships Management Office established to facilitate & manage scholarships offered to South Africans for studies abroad.
• Department works with the governments of China, Russia, Sweden, Japan, Ireland and Chile, amongst others, on scholarships for South African students
• Most opportunities are for postgraduate study.
• University students encouraged to pursuing Master’s and PhD studies abroad.
• Number & variety of scholarship opportunities increasing; www.dhet.gov.za/internationalscholarships
• In November 2015, Minister Nzimande signed an agreement with his BRICS (Brazil, Russia, India and China) counterparts on mutual cooperation

StatsSA-aligned information systems in place; so too iWIl, statistical reports
• Organisation for Economic Cooperation and Development undertook a policy review of South Africa’s vocational education & training system.
• Comprehensive report was submitted in November 2014
• The DHET hosted the second meeting of the SADC Technical Committee on Higher Education and Training, Research and Development (TCHETRD) in 2015.
• As part of the 5th India Brazil South Africa (IBSA) Partnership forum, the Department hosted the IBSA Academic Forum.

StatsSA-aligned information systems in place; so too iWIl, statistical reports

Economic analysis underway
• A report which analyses trends in the funding of the PSET system has been prepared, and is currently being finalised.
• The Department is collaborating with Treasury on the model developed by Treasury to support funding processes in the Department.

Research and evaluation
• The Department has initiated a process to share information about research with its entities, including with the 21 SETAs. A Research Forum on PSET was established in 2013. The Research Forum has organised two research colloquia to date, and plans to continue to do so on an annual basis.
• In 2015, TVET Colleges were provided with a standard on how to process and manage applications by researchers and students to undertake research in TVET Colleges.
• An online research bulletin has been published on the DHET website since 2014.
• An evaluation of the design of the draft policy on Community Colleges was undertaken in collaboration with the Department of Planning, Monitoring and Evaluation. The evaluation findings were used to review the draft policy.
• Key research and evaluation projects:
  • The Labour Market Intelligence Project
  • A major research project with the Education Policy Consortium, which includes 14 research projects
  • Evaluation of the implementation of the National Qualifications Framework
  • Evaluation of the NSF-funded TVET Expansion programme
  • A Situational Analysis of private Skills Development Providers
  • A rapid appraisal of the supply and demand of hairdressers in South Africa.

Conclusion
The highlights provided are the major milestones of the DHET since its inception in 2009.
In the short space of six years, much has been achieved in the ongoing efforts to provide appropriate post-school education and training to the youth and to those who were denied opportunities in the past.
Transformation remains key to the continued work of the DHET in meeting its mandate to South Africa.