

**SPEECH BY THE DEPUTY MINISTER OF HIGHER
EDUCATION AND TRAINING, MR BUTI MANAMELA,
ON THE DEPARTMENT OF HIGHER EDUCATION
AND TRAINING BUDGET VOTE 2019/2020**

**NATIONAL ASSEMBLY, PARLIAMENT OF SOUTH
AFRICA**

12 JULY 2019

Speaker/House Chairperson

Minister of Higher Education and Training

Chairperson of the Portfolio Committee on Higher Education,
Science and Technology

Honourable Members

Director General

Leaders of all our post school education and training institutions

Senior officials

Invited guests of the DHET

It gives me great pleasure to address you on the Department of
Higher Education and Training Budget Vote and to further

expand on some areas of the budget following the Minister's address.

President Ramaphosa, in his 2019 State of the Nation address, stirred our imagination towards a smart city built on the technologies of the Fourth Industrial Revolution. Smart cities need smart universities and smart post school education and training institutions.

These smart institutions creatively integrate innovation in their DNA. They have smart software and hardware systems with smart classrooms and state of the art technologies. They have smart pedagogy with modern teaching and learning strategies. They offer smart qualifications and programmes that are in demand. They push the frontiers of knowledge production. These are the smart post school education and training institutions that strive for.

As we strive for smart institutions, we are mindful of the existential challenges that our students and institutions face. We have made great strides in improving access to post school education and training. The number of students in these institutions are significant and attest to the progress that we have made in broadening access. Now we are strengthening structures, systems and interventions to increase throughput and success. After all our students enter our institutions because they want to make a success of their lives. Access must lead to success.

We know that the well-being of students is challenged every day. Suicide is the second leading cause of death for higher education students. As many of 24.5% of students interviewed reported some suicide ideation in a recent survey. According to the South African Depression and Anxiety Group, one in four university students have been diagnosed with depression. Only one in six students receive minimally adequate mental health treatment.

The challenges are varied and can be debilitating where students need psycho-social support. The Higher Education AIDS programme of the DHET will be rebranded and will be launched as Higher Health. In addition to providing free mobile health and wellness screening on HIV/TB/STI, contraceptives and family planning, Higher Health will also include psycho-social services for supporting students on gender based violence, mental illnesses, alcohol and substance abuse as well as assisting students who are marginalized based on gender diversity and disability.

The HEAIDS programme also promotes the prevention, early detection and management of non-communicable diseases. Not only is type 2 diabetes increasingly common among children and young adults across the world, but South Africa has a specific problem of hypertension among young people. Blood sugar and blood pressure checks are increasing. HEAIDS conducted 141,785 blood pressure measurements and 85,328 blood sugar tests across our universities and TVET colleges.

Overall, in the past three years, the HEAIDS programme has facilitated the establishment of 80 clinics at TVET colleges. We will continue to improve and expand health and psycho-social services across our institutions because this contributes to student success.

Students in higher education are not alone. We will work with them to design and implement appropriate and relevant interventions to tackle the psycho-social issues that students face. Together we will tackle these problems so that we can have greater success in higher education.

This year marks the fourth year of existence of the Community Education and Training Colleges; a sector that has the potential to bring tangible transformation to historically- marginalised communities including out of school youth and adults. Second chance learning, be it general education or skills programmes, is also a priority. In this year, the DHET will strengthen the

capacity of our 54 Community Learning Centres to pilot the Community Education and Training concept through the introduction of skills programmes.

A total of R2.5 billion has been set aside towards the CET function. In 2019 the Department will finalise the development of norms and standards for funding CET Colleges to ensure equitable share of the budget among the nine CET Colleges.

The Department has put in place a *Community Education and Training System: National Plan for the implementation of the White Paper for Post-school Education and Training system for 2019-2030*. The plan clarifies the vision of the CET programme, and provides guidance on access and success towards achieving the NDP 2030 target of a million enrolments in CET programmes. The plan also provides guidance on the rationalisation of the CET institutional landscape through consolidation of the 3276 Community Learning Centres and

Satellite Learning Centres for efficiency, development and support.

Our Sector Education and Training Authorities continue to play a critical role in closing the skills gap. Within a hundred days of the President's State of the Nation Address, the DHET will publish the new Sector Education and Training Authority Landscape that will be implemented on the 1st of April 2020.

This will ensure certainty in the skills development system so that we focus on producing skills that are required for our socio-economic development. The new landscape will align with the National Skills Development Plan which will also be implemented in April 2020. Some of our SETA's have experience poor governance and management while the majority of SETA's steadily continued their vital role in skills development. Through the new SETA landscape, we will strengthen oversight of SETA's to ensure sound governance and effective management. Our SETA's must provide hope to a large

majority of South Africans who are yearning for skills development.

SETA's will also be directed to supporting more occupational programmes, and to further work closely with TVET and Community Colleges so that linkages can be strengthened across our post school education and training institutions.

Career guidance and career development are also important areas of work for the DHET. Far too many young people do not receive adequate career information that will steer them in making appropriate career and study choices. Working with the SETA's and other government departments, the DHET will lead and expand the necessary career guidance and development work that must be done in our communities.

Artisan development remains a priority. At the same time, we will be expanding other forms of workplace-based learning, such as learnerships, work integrated learning and internships. Both

artisanal skills and learnerships show high levels of employment and are backed up by tracer studies from the HSRC.

The department has just completed a tracer study for artisans who passed their trade test in the 2017/18 financial year, where the employment rate stands at 74 per cent and 3 per cent are self-employed, implying that 77 per cent of these artisans have entered the labour market.

The Centres of Specialisation programme will be prioritised as well at our public TVET colleges which will train youth in artisan skills. The programme will assist 26 TVET college sites improve their capacity to develop successful artisans with industry partners in 13 priority trades related to infrastructure projects.

The Department through the National Skills Fund has made R 150 million available for the upgrading of workshops to meet industry requirements in our TVET colleges. There are four

employer associations involved with this initiative: the Steel and Engineering Industries Federation of South Africa, the Retail Motor Industry, the Institute of Plumbing South Africa and the Southern African Institute of Welding.

The 26 Centres of Specialisation college sites were launched and given certificates and have started training 780 apprentices whom employers have recruited and placed at these colleges. The programme is leading the transformation of our TVET college system to making them more relevant and responsive to industry labour needs, at the same time lifting their capacity to deliver high-level quality occupational programmes. The role of SETAs in linking employers to the Centres of Specialisation has ensured that all participating employers are guaranteed discretionary grants.

The DHET team is working on various projects. One that I am very proud of is the TVET-Clicks placement project that was initiated in October last year. Clicks stores and TVET colleges

have teamed up to place TVET graduates in permanent jobs. The support for the success of this project from the Clicks management team as well as TVET colleges has been remarkable.

Approximately 400 students have been placed in this first phase. The graduates are placed on an 18-month internship at Clicks stores working as close to home as possible. Generally, these interns start as cashiers with the goal of becoming permanent and working their way up to being store managers. We look forward to welcoming our first TVET Clicks store manager. Permanent appointments will be made by Clicks based on the progress and the performance of students during their internship period.

The placement target for 2019 is 1000 internship placements for 18 months as well as up to a thousand casual placements for three months during the year-end season. We challenge other

retailers to follow the Clicks example of collaborating with government to create opportunities for youth South Africans.

We are also involved in the “Decade of Artisan”, a drive to encourage young people to venture into artisanal careers towards meeting the NDP target of producing 30 000 artisans per annum. The Department hosted the 3rd World Skills National Competition in Durban in February. There were 171 competitors across 19 skill competition areas, including electrical installations, graphic design technology, and Computer Numerical Control Turning.

Twenty-four winners will be representing South Africa at the World Skills International Competition that will take place in Kazan, Russia next month. Among the winners are young women who’ll be flying South Africa’s flag high. I would like to acknowledge them in the gallery:

- **Hairdressing:** Ms Nicole Thebus from the **College of Cape Town;**
- **Graphic Design:** Ms Hannah Selah Smith from the **Durban University of Technology;**
- **Restaurant Services:** Ms Ntsako Shidzinga from **Ekurhuleni West TVET College;**
- **Cooking:** Ms Melanie Jean de Lange from **Ekurhuleni West TVET College;** and
- **Electrical Installation:** Ms Philile Jessica Mngadi from **Shukela Training Centre in KwaZulu-Natal.** A special acknowledgement for Ms Mngadi as she was the only woman who competed in this category and she won gold.

We wish them well in the competition.

Finally let me conclude by saying that our post school education and training system is developing and maturing. The system is varied, involving multiple institutions targeting all strata of South African society. With this vast system we are sure to meet

various challenges. But we are addressing them speedily and effectively. South Africans are hungry for education and training. It is their right. And the DHET is continually striving to bring high quality, relevant, cost effective and impactful education and training to all South Africans. Our budget for 2019/2020 reflects this.

I thank you.